

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, June 24, 2020 meeting:

Agenda Title: **Proposed Centre for Criminological Research (CCR)**

CARRIED MOTION:

THAT, acting on its delegated authority from GFC, the Academic Planning Committee approve the establishment of the Centre for Criminological Research (CCR) as an academic centre at the University of Alberta.

FINAL Item 4

Agenda Title: **Proposed Substantives Changes to the Préposé aux soins de santé (Heath Care Aide - HCA) Certificate Program offered by the Centre collegial de l'Alberta, Faculté Saint-Jean**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed changes to the Préposé aux soins de santé (Heath Care Aide - HCA) Certificate Program, as submitted by the Centre collégial de l'Alberta (under the authority of Faculté Saint-Jean), as set forth in Attachment 1, as amended, to take effect upon approval and to be published in the 2021-22 Calendar.

FINAL Item 5

Agenda Title: **Proposed Suspension of the Sport Coaching Major in the Bachelor of Kinesiology Program, Faculty of Kinesiology, Sport, and Recreation**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend that the Board of Governors approve the suspension of admissions to the Bachelor of Kinesiology Sport Coaching major, as submitted by the Faculty of Kinesiology, Sport, and Recreation and as set forth in Attachment 1, to take effect July 1, 2021.

FINAL Item 6

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	Proposed Centre for Criminological Research (CCR)
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Motion

THAT, acting on its delegated authority from GFC, the Academic Planning Committee approve the establishment of the Centre for Criminological Research (CCR) as an academic centre at the University of Alberta.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Steve Patten, Associate Dean (Research), Faculty of Arts Sandra Bucerius, Founding Director of CCR & Associate Professor of Sociology

Details

Responsibility	Faculty of Arts
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee after being approved by Arts Faculty Council because APC has delegated authority for approving academic centres and institutes.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The CCR will:</p> <ol style="list-style-type: none"> 1) build on UAlberta academic excellence by supporting research and knowledge that push the boundaries of Canadian criminology and disseminate our research across national and international academic communities; 2) engage in partnered and community-inspired research projects that provide critical understanding of criminal justice work. <p>The Faculty of Arts, working with the Department of Sociology, will have administrative and financial responsibility for the Institute, and assumes associated financial risks. The Centre will also be pursuing the establishment of a fund through private fundraising from individuals and corporations. At the same time, the CCR is designed to be scalable and resilient during any periods of financial constraints.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Faculty of Arts • Department of Sociology
<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Chair of Sociology, University of Alberta • Institute for the Advancement of Aboriginal Women • Dean, Faculty of Law • Executive Director, Centre for Constitutional Studies

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	<ul style="list-style-type: none"> • Edmonton Police Service, Research and Community Solutions Accelerator Branch • Centre for Constitutional Studies <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • All members of Arts Faculty Council • Alberta Association of Chiefs of Police • Bent Arrow Traditional Healing Society • Edmonton Police Service (Chief) • Edmonton Institute for Women, Correctional Services of Canada • Canadian Association for Evidence-Based Policing • Director of “K Division,” RCMP • Neil Boyd, Past Director School of Criminology, Simon Fraser University • Canadian Research Initiative in Substance Abuse • Canadian Association of Chiefs of Police • Colleen Dell, Professor & Centennial Enhancement Chair in One Health & Wellness
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> • Arts Faculty Council Executive Committee (March 5, 2020) • Arts Faculty Council (April 2, 2020) • Academic Planning Committee (June 24, 2020)

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>The CCR mission aligns with both the Strategic Plan of the Faculty of Arts (Change for Good) and the wider University (For the Public Good); to do research for the public good. Specifically:</p> <ul style="list-style-type: none"> • The Centre encourages and enables increased collaborative and cross-disciplinary research within criminology and with affiliates across the university and in the wider academic community. Our research networks demonstrate individual excellence in various substantive areas. Under the collective of the CCR we will be better positioned to collaborate on innovative, interdisciplinary research that will benefit the University’s internal community and external reputation as a site of academic excellence. • The Centre’s strong emphasis on research and graduate student mentoring coheres with the University’s values orientation to excellence in research, teaching, and creative activity. • By virtue of our partnerships with the Indigenous stakeholders, advisors, and community groups who have expressed an interest in seeing research conducted that is related to the priorities identified by their communities, the Centre is part of the University of Alberta’s efforts to respond to the recommendations of the Truth and Reconciliation Commission of Canada. • The Centre enhances, supports and profiles research activities that inspire public discussion of complex issues, such as the Opioid crisis, police raids, neighbourhood revitalization, terrorism, and incarceration. • Importantly, it will develop networks of research by identifying, developing, and promoting a set of established and emerging signature areas of research such as projects around imprisonment and re-integration of prisoners.
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	<ul style="list-style-type: none"> • The core members of the CCR are committed to pursuing external funding that contributes to reputation-defining research. This includes applying a variety of trust-funded research grants, as well as other funding opportunities. The core members of the CCR are already highly successful in grant acquisition, however, collaborations with new affiliates will open up new possibilities for funding opportunities. • The Centre stands for encouraging community-engaged research that will extend the reach, effectiveness, benefit, and value of our university-community connections. • The Centre will build on existing research partnerships with Indigenous communities and stakeholders and respectfully engage with Indigenous knowledges and practices. 												
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input checked="" type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input checked="" type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input checked="" type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input checked="" type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
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Legislative Compliance and jurisdiction	<ul style="list-style-type: none"> • UAPPOL Centres & Institutes Policy and Establishment Procedures • Academic Planning Committee terms of reference 												

1. Attachment 1 (Proposal for the establishment of CCR) – p1
2. Attachment 2 (Terms of Reference – Governance Boards) – p18
3. Attachment 3 (CCR financial plan and flexible 5-year budget) – p21
4. Attachment 4 (Letter of support - Chair of Sociology, University of Alberta) – p27
5. Attachment 5 (Letter of support - Bent Arrow Traditional Healing Society) – p28
6. Attachment 6 (Letter of support - Canadian Association for Evidence-Based Policing) - p29
7. Attachment 7 (Letter of support - Canadian Research Initiative in Substance Abuse) – p30
8. Attachment 8 (Letter of support - Edmonton Institute for Women, Correctional Services of Canada) – p31
9. Attachment 9 (Letter of support - Alberta Association of Chiefs of Police) – p32
10. Attachment 10 (Letter of support - Centennial Enhancement Chair in One Health & Wellness) – p33
11. Attachment 11 (Letter of support - Director of “K Division,” RCMP) – p34
12. Attachment 12 (Letter of support - Institute for the Advancement of Aboriginal Women) – p35
13. Attachment 13 (Letter of support - Past Director School of Criminology, Simon Fraser University) – p36
14. Attachment 14 (Letter of support - Dean, Faculty of Law) – p38
15. Attachment 15 (Letter of support - Executive Director, Centre for Constitutional Studies) – p39
16. Attachment 16 (Letter of support - EPS, Research and Community Solutions Accelerator Branch) – p40
17. Attachment 17 (Letter of support - Faculty of Native Studies) - p41

Prepared by: Oliver Rossier, Senior Officer, Faculty of Arts (orossier@ualberta.ca)




**University of Alberta Template for Proposals to Establish
New Academic Centres and Institutes**

Proposers will complete and submit this template to the Office of the Provost for approval in accordance with UAPPOL Policy. This template may be used in two ways:

- 1) As a cover document attached to a completed proposal which has already been approved by the University for submission for external funding. In this case, the template must present the academic arguments for establishing an academic centre or institute, and provide required information that is absent from the original proposal.
- 2) As an expandable template to be completed. In this case, the completed template may be up to 8 to 10 pages in length (not including letters of support or other appendices relevant to the proposal).

Before developing a proposal and completing this template, please contact the Office of the Provost to discuss the scope of the proposed initiative and to discuss steps for review under the UAPPOL Centres and Institutes Policy, as well as associated procedures for academic centres and institutes –

www.uappol.ualberta.ca

1.	<p>Faculty Dean Signature</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; padding: 5px;"> <p>Signature:</p>  </td> <td style="width: 20%; padding: 5px;"> <p>Date:</p> <p align="center">June 3, 2020</p> </td> </tr> </table>	<p>Signature:</p> 	<p>Date:</p> <p align="center">June 3, 2020</p>
<p>Signature:</p> 	<p>Date:</p> <p align="center">June 3, 2020</p>		
2.	<p><u>Name of the Proposed Centre or Institute</u></p> <p align="center">Centre for Criminological Research (CCR)</p>		
3.	<p><u>Academic Justification for Establishment of a Centre or Institute</u></p> <ul style="list-style-type: none"> ● Define the vision and purpose of the proposed unit ● Demonstrate that the proposed Centre/Institute does not duplicate other efforts at the University ● Document the emerging or established excellence of the group of faculty involved, and describe how the proposed Centre or Institute will position the University of Alberta as a national and international leader <p>What is criminology?</p> <p>Criminologists study both the factors that cause and contribute to criminal behavior, as well as the operation of the criminal justice system. This encompasses questions about how to understand the dynamics of criminal offending and the processes of criminalization, as well as research on criminal justice institutions, including the police, courts, corrections.</p> <p>Criminology has long been a key research area in the Department of Sociology at the University of Alberta. While this includes faculty who work on traditional criminological topics, it also includes scholars working in sociological areas related to criminology such as socio-legal studies, human rights, religion, inequality and others.</p> <p>The Centre for Criminological Research at the University of Alberta will be embedded within the Department of Sociology and is a base from which researchers can conduct and coordinate practically-oriented and theoretically-informed research projects partnered with external institutions, such as criminal justice institutions, non-profits, government, and community groups.</p>		

Perhaps most importantly, the research carried out at the Centre is designed to understand criminal justice institutions and systems through the perspectives of both those who work in them and those who encounter them, particularly those marginalized by factors related to race, gender, social class, addictions, and the like, placing those encounters within broader social contexts and challenges.

Mission

The Centre for Criminological Research has two main foci:

- 1) to build on our academic excellence by supporting research and knowledge that push the boundaries of Canadian criminology and disseminate our research across national and international academic communities;
- 2) to engage in partnered and community-inspired research projects that provide critical understanding of criminal justice work.

Based on these two foci, the Centre's mission is to establish collaborations on research projects within the Centre, with pertinent units across the university, with scholars from other institutions, and with organizations and stakeholders in the wider community.

The Centre will serve as a think tank that fosters debate and critical engagement with the practise of criminological research (in terms of methodology, theory, and key criminological debates) and with respect to key issues related to research on criminal justice institutions and those who encounter them. To create a think tank with vibrant debates about key criminological issues, the centre will be a home to visiting scholars and postdocs, provide graduate student opportunities, and host an annual speaker event and an ongoing speaker series that will bring together scholars, stakeholders, and community members to foster dialogue and debate. The Centre also sees itself as a place that will contribute to key debates in a timely manner, such as publishing empirically grounded findings in an online series.

Duplication

There is no comparable center or institute focused on criminological research at the University of Alberta.

Faculty

The Centre for Criminological Research will involve the active research efforts of an outstanding group of both senior and junior professors as well as a large and diverse group of graduate student researchers. We expect the number of individuals involved in the Centre will grow as its reputation expands across campus and across the country. We are keen on having colleagues from within Sociology but also other departments across Arts and UAlberta who are working on issues intimately tied to criminology, such as inequality, wealth, religion, decolonial relations, addiction, and others. At this stage the core set involved in the Centre for Criminological Research are 7 faculty members of the Department of Sociology:

Sandra M. Bucerius – As an urban ethnographer and qualitative researcher, Dr. Bucerius is interested in issues pertaining to prisons; victim/offender overlap; immigration and crime; radicalization; and the opioid crisis. Dr. Bucerius holds numerous research grants, including a SSHRC Partnership grant. Her contributions have been recognized through a number of major awards, including the 2016 UofA *Martha Cook Piper Research Prize*, given to two faculty members annually

from across the University who are in the early stages of their careers, enjoy a reputation for original research, and show outstanding promise. She has also won a *Faculty of Arts Undergraduate Teaching Award* (across all ranks) as well as the *Faculty of Arts Research Award* (Assistant Professor). Her ethnography on drug dealers won 2nd place in the *Deutscher Studienpreis Koerberstiftung* competition in 2009 - the highest national award for social sciences dissertations in Germany. An article based on this research "What else should I do?" published in the *Journal of Drug Issues* in 2007, was awarded the Honorary Mention of the Migration Section of the *American Sociological Association*.

She is the co-editor of the *Oxford University Press Handbook series in Criminology* (alongside Michael Tonry). She is the Director of the University of Alberta prison project (UAPP), the largest mixed methods study on Canadian prisons in the history of Canadian criminology and examines how fentanyl and carfentanyl have changed the prison experience for prisoners and guards; whether prisons are spaces in which radicalization occurs and spreads; prison gangs; and the victim-offender overlap. In a second project, she is looking at how police officers perceive the risk of synthetic opioids. Dr. Bucerus has held several research agreements with Correctional Service Canada, Public Safety, Justice Alberta, and the Edmonton and Calgary Police Service, including, with the new-formed EPS community accelerator unit. Her five-year ethnography with drug dealers *Unwanted - Muslim Immigrants, Dignity and Drug Dealing* appeared with *Oxford University Press* in 2014 and received glowing reviews in many leading academic journals. She is also co-editor of the *Oxford Handbook on Ethnicity, Crime and Immigration* and the forthcoming *Oxford Handbook on Ethnographies of Crime and Criminal Justice*. Her numerous journal articles appear in the *British Journal of Criminology*, *Ethnic and Racial Studies*, the *Journal of Contemporary Ethnography*, among others. Dr. Bucerus serves on the Editorial Advisory Board of *Criminology* – the flagship journal of the discipline – and as executive member of the *Canadian Research Network on Terrorism, Security and Society (TSAS)*. She is also TSAS's Publication Editor.

Kevin D. Haggerty - Killam Research Laureate and Tier I Canada Research Chair in Surveillance Studies. He has been the executive editor of the *Canadian Journal of Sociology* since 2007. His research has been in the area of surveillance, governance, policing, and risk. Currently he is co-PI of the University of Alberta Prison Project, which is the largest independent mixed methods study of the lived experiences of prisoners in the history of Canadian criminology. He is a member of Canadian Research Network on Terrorism, Security, and Society (TSAS), the Canadian Research Initiative on Substance Misuse (CRISM), and executive member of the Canadian Society for Evidence-Based Policing. From 2007-2013 he served as a member of the executive team for the *New Transparency Major Collaborative Research Initiative*. Along with his colleague Aaron Doyle he recently published the book *57 Ways to Screw Up in Graduate School* (University of Chicago Press), which provides a series of pragmatic lessons designed to help students avoid the pitfalls of graduate education.

Bryan Hogeveen – Dr. Hogeveen is the Interim Vice Dean in the Faculty of Graduate Studies and Research. He received his PhD from the Centre of Criminology at the University of Toronto (2002). His interdisciplinary work merges his scholarly research and domains of social engagement. His main areas of scholarship intersect at three distinct points: 1) criminological theory; 2) youth crime; and 3) marginalization and criminal accusation. He is co-author (with Joanne Minaker) of *Youth, Crime and Society: Issues of Power and Justice* (2009) and the edited collection of essays, *Criminalized Mothers, Criminalized Mothering* (2015).

Jana Grekul – Jana Grekul is Director of the BA Criminology program, an undergraduate degree program that provides students with both academic and practical training through field placements

and experiential learning opportunities. Dr. Grekul has conducted research on Indigenous street and prison gangs in Canada (“‘I’ve Had Enough’: Exploring Gang Life from the Perspective of (Ex) Members in Alberta” 2017. *The Prison Journal*). She was recently involved in a study on housing issues faced by senior offenders, post-incarceration, funded by Homeward Trust, and is also working with the John Howard Society of Alberta on a project that focuses on housing challenges and barriers facing Indigenous youth who are involved with the criminal justice system. A McCalla Professor, Dr. Grekul will be implementing project-based learning in her Women and Crime course in Fall, 2019, where she will engage students, graduate student teaching assistants, and community partners in developing projects that aim to combine scholarly research and practical strategies for positively impacting the lives of criminalized women. Recipient of the Rutherford Teaching Award in 2018, Dr. Grekul strives to combine her research and teaching interests through projects such as integrating Community Service-Learning (CSL) into large sociology classes (“Community Service-Learning in a Large Introductory Sociology Course: Reflections on the Instructional Experience” 2018. *Engaged Scholar Journal*), a Teaching and Learning Enhancement Fund (TLEF)-supported project on graduate student teaching mentorship and training, and project-based learning.

Temitope Oriola – Dr. Temitope Oriola is joint Editor-in-Chief of *African Security* and associate professor of sociology. A recipient of the Governor General of Canada Academic Gold Medal, Oriola’s book *Criminal Resistance? The Politics of Kidnapping Oil Workers* (Routledge 2016 [orig. 2013]) is one of a small number of book-length sociological investigations of political kidnapping in the English language. Dr. Oriola’s ongoing research focuses on extremist non-state transnational actors, particularly in the Lake Chad Basin. This research investigates the intricacies of the ascendance of Boko Haram, the trends and patterns of Boko Haram’s operations, the gender dimensions (particularly sexual and gender-based violence) and the backdrop of global jihadi terrorist trajectories. Dr. Oriola has published in leading scholarly venues such as *Studies in Conflict and Terrorism*, *Third World Quarterly*, *Sociology*, *the British Journal of Criminology*, *Canadian Journal of Criminology & Criminal Justice*, *Criminal Justice Ethics and Critical Studies on Terrorism*, among others. His research has received funding from organizations such as the Social Sciences and Humanities Research Council (SSHRC), Centre for International Governance Innovation (CIGI), International Development Research Centre (IDRC), and the Killam Trusts. Dr. Oriola is a two-time recipient of the prestigious Carnegie African Diaspora Fellowship (2015 and 2017).

Marta-Marika Urbanik – One of only a few Canadian scholars conducting ethnographic research with gangs in Canada, her work focuses on gangs and gang violence (in neighbourhoods and in prison), the effects of neighbourhood redevelopment on criminal processes, how social media affects street violence, police-minority relations, and research ethics. Dr. Urbanik has published in the *British Journal of Criminology*, *Qualitative Sociology*, and the *Journal of Contemporary Ethnography*, and she has contributed to several books related to criminology and research methods. Her doctoral research was supported by multiple awards including the Social Science and Humanities Research Council’s (SSHRC) *Joseph-Armand Bombardier award*, the *Izaak Walton Killam Memorial Scholarship* (the most prestigious award at the University of Alberta), the *Dorothy J. Killam Award*, and the *University of Alberta’s President’s Doctoral Prize of Distinction*, among others. She is currently conducting a SSHRC (IG) and Killam-funded study exploring the experiences of highly-criminally-involved individuals with police in Toronto’s inner city, with a particular focus on police raids. Dr. Urbanik has presented her research at several leading and international venues including *The American Society for Criminology* (Washington, Atlanta, New Orleans, Philadelphia, San Francisco), the *Canadian Sociological Association* (Calgary), the *American Sociological Association* (Montreal), the *Eurogang Network* (Sweden, Netherlands), the *Surveillance Studies Network* (Barcelona), the *Western Society of Criminology* (Hawaii), and the *Canada Research Ethics Board* meeting (Toronto). She was an invited speaker at the University of Toronto and the

University of Calgary. Currently, Dr. Urbanik is collaborating with faculty members from the University of Toronto, Erasmus University, Rutgers, Metropolitan State University, and Athabasca University. Dr. Urbanik is also the Book Review Editor for the *Canadian Journal of Sociology*.

Holly Campeau – Dr. Campeau’s work focuses on organizational cultures of criminal justice institutions and the system of relations among their members and constituents. Her doctoral dissertation (supported by the Social Science and Humanities Research Council) examined "police culture" and the impact of various dimensions of change surrounding the occupational landscape of law enforcement, including intensifying mechanisms for oversight, increasing pressure for accountability, and shifting officer demographics. For this work, she was the recipient of the 2016 Dennis William Magill Canada Research Award from the University of Toronto. Her research has also been awarded the ‘best paper’ award by both the *Canadian Sociological Association* and the *American Sociological Association*. Dr. Campeau has presented her research both locally and internationally at annual meetings for the *American Society of Criminology*, *American Sociological Association*, and *Canadian Sociological Association*, and for various organizations dedicated to public safety, such as the *Canadian Association for Police Governance*, the *Community Safety Knowledge Alliance*, and the *Institute for Research on Public Policy* (in partnership with Canada’s *Department of Justice*). In a Killam-funded research project, she is examining the dynamics of police-citizen encounters through interviews with officers and arrestees who are detained. She is also a Senior Researcher with the *Global Justice Lab* at the *Munk School of Global Affairs* -- a team of justice scholars with a diverse set of skills and areas of expertise studying justice systems under pressure and supporting organizations seeking insight. In this role, she explores questions about the new economy of innovation in the criminal justice sector as practitioners and representatives in government seek reform strategies in the face of problems with sustainability and legitimacy. Her research is published in the *British Journal of Criminology*, *Policing & Society*, as well as *The Sociological Quarterly*.

Affiliated projects

Some of the current projects associated with, and led by, the above faculty include:

“Searching for Justice” (a Killam funded study exploring experiences of invasive policing practices and police raids in Toronto’s inner-city). PI: Dr. Marta-Marika Urbanik. Collaborators: Drs. Scot Wortley (University of Toronto) and Carolyn Greene (Athabasca University).

“Using Social Media in Gang Ethnography” (a comparative methodological study examining the benefits and challenges of deploying social media in ethnographic studies with gang members, street hustlers, and rappers). Collaborators: Dr. Marta-Marika Urbanik, Dr. James Densley (Metropolitan State University), Dr. Robert Roks (Erasmus University Rotterdam), and Michelle Storrod (Rutgers).

“The Effects of Supervised Injection Sites in Edmonton’s Inner City.” A research program exploring how the opening of four Safe Consumption Sites in Edmonton’s Boyle Street and McCauley neighbourhoods as well as Calgary’s downtown core has affected the social fabric, perceptions of safety, and drug trafficking in both communities. PI: Dr. Marta-Marika Urbanik.

“The University of Alberta Prison Project” (a SSHRC-funded collaboration studying dynamics related to incarceration in Western Canada). Co-PI’s Drs. Sandra Bucerius and Kevin Haggerty, in

collaboration with Drs. Harvey Krahn (University of Alberta) and Luca Berardi (McMaster University)

“Fentanyl Risks for police officers” (A project funded by Alberta Occupational Health and Safety to assess the occupational risks to police officers posed by new synthetic opiates). Co-PI’s: Drs. Sandra Bucerius and Kevin Haggerty. Collaborators: Dr. Harvey Krahn (University of Alberta) and Dr. Luca Berardi (McMaster University)

“Women’s (Re)Integration Post-Incarceration”, a study in the early stages of development, will engage women and frontline workers on the challenges facing women as they reintegrate post-incarceration. PI: Dr. Jana Grekul

“Failure to detonate: Gender and inchoate suicide missions” (a SSHRC-funded research project into global terrorism and the deployment of young women as suicide bombers). PI: Temitope Oriola. Co-investigator: W. Andy Knight (Political Science, University of Alberta).

“#BringBackOurGirls: Boko Haram’ as *fatua* on Nigeria” (a Killam Trust-funded investigation of the ascendance of Boko Haram in the Lake Chad Basin, context, dimensions and international backdrop). PI: Dr. Temitope Oriola.

“Neo-slavery: Gender inequality, criminality and irregular migration (a study of the gendered nature and criminogenic aspects of currents of irregular migration into Europe and North America). Co-PI: Dr. Temitope Oriola and Charles T. Adeyanju (University of Prince Edward Island).

“The Dual Perspective: Unpacking Police-Citizen Arrest Encounters” (a Killam-funded research project examining the arrest interaction from the perspective of *both* police officers and arrestees who have been detained). PI: Holly Campeau.

“The View from the Top: Challenges and Innovations in Canadian Policing” (a study which investigates challenges and changes in policing from the vantage point of those running police organizations across the Canadian landscape: in large cities, rural areas, and in Indigenous communities). PI: Holly Campeau. Collaborator: Inspector Dan Jones (Edmonton Police Service, Huddersfield University).

Affiliated Researchers

The Centre will also serve as a site to facilitate and energize research projects from a wider set of interdisciplinary scholars, while building on the research that is carried out by the core faculty. These researchers will expand the methodological, theoretical, and substantive knowledges aligned with the Centre for Criminological Research. As A.I. plays a vital role in current research on the judicial process and policing, the Centre will strive to build collaborations with A.I. scholars. Within the University of Alberta there are also many opportunities for collaboration with faculty members housed in, for example, Sociology, History, Political Science, Psychology, Rehabilitation Medicine, Computing Science, and the Faculties of Native Studies, Nursing, Law, Education, and Kinesiology, Sport and Recreation. We will also seek collaboration with faculty members within Sociology who hold complementary substantive or methodological strengths (for example, in human rights, inequality, health, work, urban space, A.I., big data, etc.).

Beyond the University of Alberta, a series of scholars have expressed an interest in being affiliated with the Centre. The core faculty members of the Centre will also actively seek connections to

scholars across disciplines and institutions to form new collaborations and enter into new research projects. In particular, we envision the Centre to be a criminological research hub and criminological think tank for Western Canada, connecting scholars and stakeholders from Western Canadian to collaborate on research projects pertaining to the prairies and NWT/Yukon. The Centre will also create new synergies by actively building collaborative projects with a wider cohort of national and international researchers. The Centre will be active in marketing itself as a place where emerging and leading scholars engaged in criminological research spend their sabbatical (see visiting scholar section). By expanding the networks of the Centre beyond the seven core faculty members, the Centre will become a place that allows for extending the strengths of existing faculty members and creating a space for new projects and knowledge directions. The individuals below will be among the ones who might be prime candidates for visiting scholarships/sabbaticals; some have already provided explicit letters of support for this initiative and will be approached about possible sabbatical stays:

Neil Boyd (Simon Fraser University). Dr. Boyd served three terms as Director of the Department of Criminology at Simon Fraser University. His research has concentrated on drug law and policy and issues of criminal violence and homicide. He has conducted research on drug markets, heroin treatment initiatives, injectable drug use, responding to the threats posed by homicide offenders, and the linkage between drug use and homicide.

Colleen Dell (University of Saskatchewan). Dr. Dell is an Addiction Research Chair, whose research addresses innovative areas in substance abuse, ranging from youth in treatment to knowledge translation efforts addressing the role of identity and stigma in the healing journeys of Aboriginal women from substance abuse.

Laura Huey (University of Western Ontario). Dr. Huey is Director of the Canadian Society for Evidence Based Policing where she has focused on working with others to generate quality research and education on policing and crime issues. She is a Senior Researcher and University Representative for the Canadian Network for Research on Terrorism, Security and Society (TSAS), and sits on the Board of the Canadian Association of Police Educators.

Scot Wortley (University of Toronto). Dr. Wortley's research examines citizen attitudes towards the police and the courts, gun violence and gang culture in Toronto, police use of force, and the intersections of immigration, racialization, and police checks, racial profiling, and criminalization in Toronto, Kingston, and Halifax.

Nathaniel Osgoode (University of Saskatoon). Dr. Osgoode's research is focused on providing cross-linked simulation, mobile data collection, and machine learning/artificial intelligence tools to inform decision making in health. He brings to the Centre considerable strengths in quantitative methodology and advanced statistical techniques.

Geoffrey Barnes (Cambridge University). Dr. Barnes has research interests that include the use of restorative justice and cognitive behavioural therapy, the effectiveness of different sanctioning policies, the connections between criminal justice involvement and mortality, and the use of large data sets derived from official government systems.

Elizabeth Comack (University of Manitoba). Dr. Comack has research interests in the area of the sociology of law and feminist criminology. She has conducted research on a wide range of criminological topics, including the origins of Canadian drug laws; Indigenous gangs and the trauma trails of colonialism, the capital punishment debate; the legal recognition of the 'Battered Woman

Syndrome'; and the abuse histories of women in prison. She is currently conducting longitudinal research with men who have been gang-involved and/or criminalized and the barriers and challenges they encounter as they endeavour to move forward in their lives.

Ben Crewe (Cambridge University). Dr. Crew's research interests pertain to different aspects of punishment and prisons. This includes current projects examining, 1. The experience of very long-term imprisonment, from young adulthood, 2. Penal policy making in relation to female prisoners, and 3. Life experiences in private 'for profit' prisons.

Carolyn Greene (Athabasca University). Dr. Greene has research interests relating to sentencing, perceptions of the criminal justice system, and the issue of 'legitimacy' in policing and criminal justice. She is currently working on research projects examining the diversion of young offenders from the criminal justice system and on a collaborative project that involves interviewing Muslim youth about their views of and experiences with the criminal justice system in Canada.

Michael Adjoran (University of Calgary). Dr. Adjoran's research focuses on three key areas, 1. Youth crime and cyber-risk; 2. public perceptions of police and the role social media plays in mediating such perceptions, and 3. The connections between citizenship and public perceptions of crime, safety, and security

Martin Bouchard (Simon Fraser University). Dr. Bouchard leads the CaIN Lab: The Crime and Illicit Networks Laboratory. His work is primarily focused on understanding the social organization of illegal markets, as well as the role of social networks on a variety of criminal phenomena.

Peter Scharff-Smith (University of Oslo). Dr. Smith's research focuses on the study of punishment and prisons. This has included studies on the use and effects of solitary confinement in prisons, remand imprisonment, prisons and human rights, as well as torture prevention and monitoring places of detention. He has also conducted research on the children of imprisoned parents – their situation, problems, and rights.

Luca Berardi (McMaster University). Dr. Berardi is an ethnographer whose research focuses on the relationship between poverty, violence, and victimization in social housing projects and prisons. He is currently working on a study of guns and gang violence in a Toronto neighborhood. In another project he is looking at the experiences of male and female inmates and correctional officers in Canadian prisons. He is also engaged in a study on how the opioid crisis is shaping the dynamics of policing in Western Canada.

Emmeline Taylor (City University of London). Dr. Taylor is co-director of the "Surveillance Studies Network." She has undertaken empirical research on a number of criminological topics, including; surveillance and the societal impact of new technologies, armed robbery, residential burglary, retail crime, crime and security in education. Dr. Taylor has also conducted several evaluations of criminal justice initiatives in England and Australia.

Katharina Maier (University of Winnipeg). Dr. Maier is involved in studies relating to punishment and penal governance, prisoner re-entry and penal supervision, urban poverty and social marginality, and the work of front-line criminal justice agents. Dr. Maier also has a special interest in comparative criminal justice theory and practice.

Scott Decker (Arizona State University). Dr. Decker's primary research focus has been on criminal justice policy, gangs, violence, and the offender's perspective.

Sveinung Sandberg (University of Oslo). Dr. Sandberg's research focuses on marginalisation, violence, masculinity, illegal drugs, radicalization and social movements. Some of his ongoing research interests relate to, 1. the concept of 'street capital', 2. contemporary cannabis use, and 3. The development of 'narrative criminology' as a methodological orientation.

Visiting Scholars

The Centre for Criminological Research will serve as a site where visiting interdisciplinary scholars (including senior graduate students and postdocs) can conduct research, and coordinate seminars on substantive and methodological topics. It will also serve as a site where individual faculty members can base their sabbaticals. Visiting scholars will play a pivotal role in extending and multiplying the strengths found at the Centre, creating opportunities for new collaborations, scholarly activities, and knowledge directions.

The Centre will encourage visiting scholars to coordinate seminars that push the methodological and theoretical boundaries of criminological research and create opportunities to think about new directions and approaches. In its function as a think tank for scholars and research partners from communities and criminal justice organizations, these seminars may be of interest to the wider Centre community well (i.e., include research partners from the community).

Several topnotch criminologists have already expressed interest in visiting the Centre. In March 2020, Dr. Sveinung Sandberg (Oslo) will visit for a week. Drs. Jeff Ferrell (Texas), Forrest Stuart (Stanford), Vanessa Panil (Old Dominion), Scot Wortley (UofT), Keith Hayward (Copenhagen), and Randol Contreras (UCDavis) have indicated wanting to visit over the next few years.

All CCR visitors will be managed through existing university processes and policies.

Speaker Series and Annual Speaker Event

We will develop an annual event designed to bring internationally-recognized scholars to the University of Alberta. Over a period of several days, these individuals will present on their research and conduct 'master classes' for graduate students. This Annual Speaker Event will enhance our collaborative research endeavours and extend our graduate and undergraduate students' professional networks and opportunities.

This annual event will be over and above an ongoing 'speaker series', i.e., one-time presentations we plan on coordinating through the Centre for Criminological Research throughout the year. The ongoing speaker series will be a cornerstone of the Centre as a think tank to debate and share ongoing research and findings. To this end, the Centre will host speaking events by a series of more local scholars (and their research partners) and will bring together scholars, graduate and undergraduate students, as well as key community partners, stakeholders, and members of the public. This platform will allow researchers to share immediate findings, to discuss ongoing research, and to provide space to discuss and push partnered research projects and findings.

Any event organized by CCR will, essentially, be a Faculty of Arts event and comply with all university procedures for holding events.

PhD Practicum

To enhance the Department of Sociology's efforts for professional development for our students we will work to develop a disciplinary one-year practicum to be attended in Year 3 by Sociology PhD students doing thesis work in the area of criminology and/or interested in exploring criminological topics (in the broadest sense). This practicum will be run jointly by 3 criminology faculty members on a rotational basis. Students will work towards producing a publishable paper and receive training in grant writing to produce grants that appeal to the criminology-specific committees of Canadian funding agencies (for example, SSHRC has its own criminology committee). The Department of Sociology has been exploring ways to formalize such training for the entire graduate student body, so there may be opportunities for offering parts of the practicum in conjunction with the graduate office in the Department of Sociology.

Research Opportunities for graduate students

Members of the Centre for Criminological Research will offer research training opportunities through the work of the Centre (especially as more organizations become aware of the criminological research capacity at the University of Alberta and might open up more research possibilities on criminal justice institutions, for example). These training opportunities could eventually feed into curricular activities outside the Center, such as a grad Certificate in Criminological Research in the Sociology Department.

Graduate student funding

As has been the practice for many years, the core faculty of the CCR will continue to provide grant money to cover some of the Department's graduate students' funding packages (via research assistantships), therefore, enhancing to the Department of Sociology's operating budget. The CCR's core faculty will also contribute funding for graduate students affiliated with the Centre to attend conferences.

The Centre also strives to provide the opportunity for two RA-ships per year that are unrelated to faculty's trust-funded grants. These RA-ships will provide students with the opportunity to work for the Centre, e.g. contributing to the work of graduate student training, organizing events, coordinating across different research projects etc. As such, the student will receive the opportunity to learn administrative and organizational skills related to academia. Funded students will also to work on research projects that push the boundaries of criminological research and/or are partnered with community stakeholders.

4. **Provide a statement of the priority of the proposed centre or institute within the overall priorities of the Faculty and/or the University of Alberta. Include a statement of benefits the University of Alberta could expect to receive through creation of the proposed centre or institute, including benefits to students.**

Crime results in personal victimization, trauma, and financial losses for victims, perpetrators, and Canadian citizens more broadly. Canadians consistently rank 'crime' and fears of violent victimization as one of their top concerns. The policing, courts, and correctional systems that are designed to respond to, and reduce crime are subject to constant questions and criticisms about the degree to which they operate in an efficient, effective, and just manner.

The Centre for Criminological Research will provide a home and point of emphasis for research on crime, criminalization, and criminal justice institutions, something that will put the University of Alberta squarely on the map of Canadian and international criminology.

The Centre for Criminological Research will advance the values of the Faculty of Arts—our home Faculty—through our commitment to empirical research, collaboration with a range of stakeholders, while creating new research and professional opportunities for both graduate and undergraduate students.

The Centre for Criminological Research resonates with the academic goals articulated by the Faculty of Arts as well as the University as a whole. Our mission squarely fulfills the goal set out in the Strategic Plan of the Faculty of Arts (*Change for Good*) and the wider University (*For the Public Good*); to do research for the public good. Specifically:

- The Centre encourages and enables increased collaborative and cross-disciplinary research within criminology and with affiliates across the university and in the wider academic community. Our research networks demonstrate individual excellence in various substantive areas. Under the collective of the Centre for Criminological Research we will be better positioned to collaborate on innovative, interdisciplinary research that will benefit the University's internal community and external reputation as a site of academic excellence.
- The Centre's strong emphasis on research and graduate student mentoring coheres with the University's values orientation to excellence in research, teaching, and creative activity.
- By virtue of our partnerships with the Indigenous stakeholders, advisors, and community groups who have expressed an interest in seeing research conducted that is related to the priorities identified by their communities, the Centre is part of the University of Alberta's efforts to respond to the recommendations of the Truth and Reconciliation Commission of Canada.
- The Centre enhances, supports and profiles research activities that inspire public discussion of complex issues, such as the Opioid crisis, police raids, neighbourhood revitalization, terrorism, and incarceration. The core members of the Centre already have active research relationships with numerous justice stakeholders, including research agreements with Justice Alberta, Correctional Service Canada, Edmonton Police Service, Calgary Police Service, and Public Safety Canada.
- Importantly, it will develop networks of research by identifying, developing, and promoting a set of established and emerging signature areas of research such as projects around imprisonment and re-integration of prisoners.
- The core members of the CCR are committed to pursuing external funding that contributes to reputation-defining research. This includes applying a variety of trust-funded research grants, as well as other funding opportunities. The core members of the CCR are already highly successful in grant acquisition, however, collaborations with new affiliates will open up new possibilities for funding opportunities.
- The Centre stands for encouraging community-engaged research that will extend the reach, effectiveness, benefit, and value of our university-community connections.
- The Centre will build on existing research partnerships with Indigenous communities and stakeholders and respectfully engage with Indigenous knowledges and practices.

List of anticipated benefits

Many of the benefits of the Centre for Criminological Research are not mutually exclusive to faculty, students, or community members, but we have organized them under such headings for purposes of clarity.

The Centre for Criminological Research benefits a range of stakeholders in the following ways:

1. Researchers

- Informal networking opportunities to build relationships and discover original and innovative interdisciplinary research topics and applications
- serve as a think tank by bringing together scholars and community partners to debate key criminological topics in a timely manner
- Access to national, international, and inter-institutional research exchanges and build new projects
- Establishing a site attractive to top-tier criminological postdoctoral fellows and visiting scholars
- Dissemination and promotion of research activities through online and network amplification (websites, social media, other communication channels)
- Opportunities to present research in informal and formal settings
- Use of shared meeting space, presentation space, small computer space
- A space for the creation of informal synergies related to new funding opportunities and awards

2. Graduate students

- Provide an academic home for criminology-related projects
- Development of practical research skills in collaborative contexts
- Working on transcripts, quantitative and qualitative coding and data analysis, and engaging in research team meetings
- Funding and work opportunities via participation in large-scale, multi-year research projects
- Networking events with faculty and other graduate students within and beyond home departments or Faculty
- Opportunities to present research in informal and formal settings
- Administrative support and institutional knowledge regarding research opportunities, and trans-faculty learning
- Access to professionalization opportunities through service, volunteering, and administration related to criminological research
- A space for the creation of informal synergies related to new funding opportunities and awards

3. Undergraduate Students

- Junior research assistantships
- Opportunities for informal encounters with, and mentoring from, graduate students, postdoctoral fellows, and research faculty

4. University of Alberta

- Increased reputational benefits related to housing a Centre promoting and supporting top tier research at the national and international level
- Focused research opportunities
- New efficiencies resulting from shared best-practice and protocols for criminological research
- Enhanced and new long-term sustainable relations with communities off campus in the Edmonton region, as well as provincially, nationally, and internationally

	<ul style="list-style-type: none"> - Enhanced and new long-term sustainable relations with Indigenous communities in urban and reserve settings - Increased collaboration among research and community-focused units, such as the Canadian Research Initiative on Substance Misuse (CRISM), the Kule Institute for Advanced Study, and the Centre for Constitutional Studies <p>5. External Communities</p> <ul style="list-style-type: none"> - Sustainable, long term relationships via respectful, reciprocal, and mutually-beneficial research initiatives - Increased access to, participation in, and familiarity with, the University’s research excellence through public activities and presentations (on and off campus) - Enhanced ability to participate in collaborative, partnered research projects - New cross-sector collaborations, including those between academics, policy makers, and stakeholders - Novel means of knowledge dissemination to communities and relevant stakeholders
5.	<p>Provide a description of the proposed centre/institute governance structure/reporting lines. Include a diagram of organizational structure.</p> <p>The Centre for Criminological Research will have an administrative structure comprised of: 1. Director, 2. Administrative Board, 3. Advisory Board, and 4. Research Committee. With respect to filling our positions for the different committees and boards, we will carefully consider each position in the context of our commitment to equity, diversity, and inclusion.</p> <p>1. <i>Director</i> – The Director provides academic and administrative oversight for the Centre, with support from the administrative board, the research committee, and the advisory board. The director will be appointed for three years, with the possibility of renewal for a second term. The Director is appointed by the Dean following the recommendation of a selection committee, with input from the core faculty members of the Centre. The Director reports to the Dean of Arts or their designate. The director will be one of the existing criminology faculty members.</p> <p>2. <i>Administrative Board</i> – The Board advises on University policy and approves annual budgets and strategic planning for the Centre. It will be comprised of</p> <ul style="list-style-type: none"> • Associate Dean Research (Chair) • One faculty member affiliated with the CCR* • Chair of the Department of Sociology**; • CCR Director; • Member of the CCR research committee***; • Coordinator of CCR; • The administrative support of CCR (non-voting) <p>*Appointment for up to three years, renewable, made by the Dean of Arts. ** If the Chair is also a core member of the CCR, this position will be replaced by one of the two associate chairs of the Department of Sociology who are not CCR members. *** Appointment for three years by the Director of CCR</p>

3. *Advisory Board* - The Centre will have an Advisory Board, consisting of external stakeholders and scholars from within the University of Alberta community. The role of the advisory board is to offer strategic advice and provide links to appropriate networks. Advisory board members will be advocates of the Centre for Criminological Research, promoting its research and sharing with others its accomplishments and contributions to the University of Alberta and the greater community. See terms of references. (attached)

4. *Research Committee* – Chaired by the Director, this committee is comprised of two additional affiliated researchers, and is responsible for helping to set research priorities, and identify and facilitate research collaborations. It is comprised of:

- Director (Chair)
- Two core members of the CCR
- One stakeholder member from the community
- The Centre Coordinator (initially held by a Temp 12 Academic Teach Staff position)

Please see appended Terms of Reference.

6. **Provide a statement of the role and qualifications of the centre/institute lead of the proposed centre or institute.**

Generally, the Director is appointed by the Dean following the recommendation of a selection committee, with input from the core faculty members of the Centre. For now, Dr. Bucerius is leading the initiative for the proposed Centre with teaching release from the department, and will be appointed by the Dean as Director of the Centre for the first 12 months. Since taking up her appointment at the University of Alberta, Dr. Bucerius has built and maintained strong community and stakeholder partnerships and translated her knowledge for these audiences. Her findings are widely disseminated in top academic venues and are actively sought and relied upon by major national organizations, such as Public Safety Canada, Correctional Services Canada, and Immigration, Refugee and Citizenship Canada (IRCC), and other organizations, such as the RCMP, the Edmonton and Calgary Police Services, the Indigenous Women Justice Forum, Alberta Corrections, and Toronto Community Housing. Her numerous partnerships with community organizations and criminal justice organizations will be pertinent for wider support of the Centre and the solicitation of external funding and research projects.

Dr. Bucerius has taken on prominent leadership roles in the larger criminological community. For example, in 2014, she was appointed as an Executive Member of the *Canadian Research Network on Terrorism, Security, and Society (TSAS)* and currently also serves as TSAS Publication Editor. Dr. Bucerius has recently been appointed the Co-Editorship of the *Oxford University Press Handbook series in Criminology* (with Michael Tonry). In 2017, she was appointed to the federal advisory board for immigration and refugee related questions in Germany (Deutscher Migrationsrat). Further, she is the only Canadian serving on *Criminology's* editorial advisory board – the discipline's flagship journal. She has also served on numerous committees of the *American Society of Criminology (ASC)*, and has been invited to give international lectures and keynotes, including at the Max Planck Institute for the Study of Societies, the University of Oslo, Harvard University, the University of Toronto, and the keynote address at the *European Society of Criminology*. She has numerous academic collaborations both nationally and internationally which will help promote the

	Centre's mission in the wider criminological community and highlights its work and output across the globe.
7.	<p><u>Employees</u></p> <ul style="list-style-type: none"> a) Provide a statement of the employment status of employees (i.e., are they University of Alberta employees?) b) Specific source(s) of any "University funding" must be identified c) Personnel expenditures must include adequate provisions for benefit costs, salary settlements, and other escalating factors. <p>Currently, there are seven criminology faculty who will be founding members of the Centre for Criminological Research, all of whom are employees of the University of Alberta. This includes 5 tenured professors and two professors on tenure-track. Members from within the Department of Sociology, from other departments across the university, and from outside of the university can seek an affiliate status. The seven core founding members of the Centre will consider requests for CCR affiliate status and make recommendations to the advisory board for final approval of new affiliates. The affiliated members are typically not represented in the governance structure (unless they also serve on a board) but simply have a research status affiliation with the Centre. The Director of the Centre will be from the Department of Sociology and one of the seven core criminology faculty members.</p> <ul style="list-style-type: none"> - The Director is funded by the Sociology Department. The Director will receive one course release/year through the Department of Sociology for the first 6 years of the Centre. - The Centre for Criminological Research will initially have administrative support through 25% (approx. 10 hours/week) of a Temp 12 Academic Teaching Staff position in the Department of Sociology. The Temp 12 ATS employee will be hired through a competitive advertisement and report to the Director. The Temp 12 will have a background in Criminology or a closely related field, and will assist in seeking out funding opportunities, liaising with community partners, and help plan the launch event of the Centre. They will also assist in financial management, and crafting grants, and help to manage contracts. The Centre will seek funding to replace the Temp 12 ATS employee with an externally funded Coordinator position. Plans are in place to apply to the Alberta Law Foundation (ALF) for this funding. - The Office of the Vice-President (Research & Innovation) has agreed to fund a Graduate Research Assistant to support the Centre over two years (five semesters). This GRA will actively support the Director as the Centre is established. - The Centre will continue to seek Faculty support for an administrative assistant who manages communications, financial reporting, filing, and UAPPOL adherence. The administrative assistant will be a University of Alberta employee. This position will require new funding. The administrative assistant is envisioned to be shared between the Department of Sociology and the Centre for Criminological Research.
8.	<p><u>Financial Plan</u></p> <p>See excel sheet</p>

9.	<p><u>Space Requirements.</u></p> <p>Space required? Yes No X</p> <p>If “No” selected, where is current space?</p> <p> First floor of HM Tory Building (already allocated to Dept of Sociology by Faculty of Arts)</p> <p>If “Yes” selected, complete the following:</p> <p>X On-site at the University of Alberta Awaiting allocation</p> <p> Rent/lease required</p> <p>If rent/lease is required, has this been budgeted for? Yes No - N/A</p> <p>Is funding required? Yes No X</p> <p>Address the following questions:</p> <p>a) If rent/lease or license is required, what is the University of Alberta’s commitment?</p> <p>b) If new space or modifications to existing space are required, has Facilities and Operations been contacted and has this been included in the budget?</p> <p> o The Faculty of Arts has approved funding for renovations, F&O has been contacted and a quote has been received and approved. \$32,000 will be spent directly on renovations for space that will house the CCR, and another \$20,000 on renovations for space for shared use.</p>
10.	<p><u>Potential Risks to the University of Alberta</u></p> <p>a) State any reputational, financial, and/or operational risks to the University of Alberta.</p> <p>b) Outline plans to mitigate/manage those risks.</p> <p>c) Risk Management Services may be consulted.</p> <p>There may be financial risks to the University of Alberta (including the department and faculty) if operational and program spending exceeds the funding available. This will be mitigated by appropriate training of staff to follow UAPPOL protocols and the regular engagement of mentorship and guidance of the Senior Officers of the Faculty of Arts when necessary.</p>
11.	<p><u>Annual Reporting and Strategic Review: In accordance with UAPPOL Policy</u></p> <p>a) State a provision for annual reporting to the Reporting Dean</p> <p>b) State a provision for annual reporting to the Office of the Provost</p> <p>c) State a provision for strategic and operational review by the Reporting Dean (or delegate) at no less frequency than every five years.</p> <p>In accordance with UAPPOL Policy there will be annual reporting to the Dean of Arts. These reports will be forwarded to the Office of the Provost. The Dean of Arts will provision for a strategic and operational review at no less frequency than every five years.</p>
12.	<p><u>Intellectual Property (IP) and Copyright</u></p> <p>a) Will any copyright or patentable IP be created, and if so, how will it be handled?</p>

	<p>b) How will ownership and commercialization of IP be handled?</p> <p>Copyright, ownership, and commercialization of IP will be created in accordance with UAPPOL policy and best practices.</p>
13.	<p>Termination Plan/Provisions</p> <p>a) Exigency plan for termination: If physical and/or financial resources will remain upon termination, a plan for consultation with donors or agencies associated with the centre or institute must be included in the dissolution plan.</p> <p>If it becomes necessary, termination of the Centre for Criminological Research will be done on the recommendation of the Dean of Arts in accordance with UAPPOL policy.</p>
14.	<p>Letters of Support: Attach letters from relevant on- and off-campus sources</p> <ul style="list-style-type: none"> - Chair of Sociology, University of Alberta - Institute for the Advancement of Aboriginal Women - Alberta Association of Chiefs of Police - Bent Arrow Traditional Healing Society - Edmonton Police Service (Chief) - Edmonton Institute for Women, Correctional Services of Canada - Canadian Association for Evidence-Based Policing - Director of "K Division," RCMP - Neil Boyd, Past Director School of Criminology, Simon Fraser University - Canadian Research Initiative in Substance Abuse - Canadian Association of Chiefs of Police - Colleen Dell, Professor & Centennial Enhancement Chair in One Health & Wellness
15.	<p>Provide, if applicable, any agreements and/or memoranda of understanding between the University of Alberta and its partner(s) to establish, fund and operate the proposed academic centre or institute.</p>

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TERMS OF REFERENCE FOR THE CENTRE FOR CRIMINOLOGICAL RESEARCH (CCR) ADVISORY BOARD

(June 2020)

Purpose

The Board offers strategic advice and provides links to appropriate networks within and beyond the University of Alberta. Advisory board members will be advocates for the Centre for Criminological Research, promoting its research and sharing with others its accomplishments and contributions to the University of Alberta and the wider community. They will also advise the Director and Coordinator on research and funding opportunities and collaborations. With respect to filling the positions for the advisory board, we will carefully consider each position in the context of our commitment to equity, diversity, and inclusion.

Terms:

1. The Advisory Board (“the Board”) of the Centre is advisory to the Centre and is responsible for advising on its strategic direction.
2. The Board shall be composed at least nine Members.
 - (a) at least three faculty members representing at least three academic units (e.g., Departments, Faculties, Schools) of the University of Alberta, where a faculty member is a tenured, tenure-track, or retired faculty member, or a Faculty Service Officer of the University of Alberta, as identified in categories A1.1, A1.3 and C1.1 in the University’s *Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues*.;
 - (b) the Dean of the Faculty of Arts or his/her designate (Chair of the Board); and
 - (c) at least three Members who are not faculty members at the University of Alberta (e.g., community stakeholders), including one member of an Indigenous community whenever possible,
 - (d) the Chair of Sociology;
 - (e) the Director of the Centre
3. With the exception of the Dean of the Faculty of Arts (or his/her designate), the Chair of Sociology, and the Director of the Centre, candidates for membership on the Board shall be appointed by the core members of the CCR.
4. A Member is appointed for one three-year term ending on June 30, with the possibility of renewal for one more three-year term. Three successive terms are the maximum that can be served by a Member. A Member may be appointed to serve the remainder of an existing term if there is a vacancy on the Board. Once established, the Centre will stagger the membership of the Board to avoid major simultaneous turn-overs. If a member cannot fulfill their full term, a new member will be appointed as replacement.

Meeting Frequency

- Advisory Board will normally meet at least twice annually.

Functions

- To consider ideas and recommendations from the Director and core CCR members on CCR's activities and research topics to be examined by the research and intellectual exchange sponsored by CCR.
- To consider recommendations for new CCR affiliates and give final approval where appropriate.
- To foster partnerships with Indigenous stakeholders, advisors, and community groups where appropriate.
- To provide advice to the Director and Coordinator on the research themes and topics to be examined by the research and intellectual exchange sponsored by CCR.
- To provide advice to the CCR Administrative Board on how CCR can best realize its mandate.

TERMS OF REFERENCE FOR THE CENTRE FOR CRIMINOLOGICAL RESEARCH (CCR) ADMINISTRATIVE BOARD

(May 2020)

Purpose

The Board advises on University policy and approves annual budgets and strategic planning for the CCR. With respect to filling our positions for this board, we will carefully consider each position in the context of our commitment to equity, diversity, and inclusion.

Membership (7 members: 5 voting; 2 non-voting)

- Associate Dean Research, Faculty of Arts (Chair)
- One faculty member affiliated with the CCR*
- Chair of the Department of Sociology**;
- CCR Director;
- Member of the CCR research committee***;
- Coordinator of CCR;
- The administrative support of CCR (non-voting)

*Appointment for up to three years, renewable, made by the Dean of Arts. If a member cannot serve the full term, a new member will be appointed as replacement.

** If the Dept Chair is also a core member of the CCR, this position will be replaced by one of the two associate chairs of the Department of Sociology who are not CCR members.

*** Appointment for three years by the Associate Dean Research, Faculty of Arts

Meeting Frequency

- Administrative Board is to meet at least once annually.

Functions

- To approve for submission to the Dean, CCR's annual budget and annual programming and research reports.
- To provide regular review in order to ensure the CCR's ongoing contribution to the mission of the Faculty of Arts and the University.
- To advance the CCR's mandate through effective advocacy, intra- and extra-murally, an opportunities present themselves.

Meeting Secretariat

The administrative support person of the CCR will provide administrative support to the Administrative Board.

CCR will hold the official records of the Administrative Board's deliberations. The records of the Administrative Board will be subject to provincial FOIPP legislation.

Financial plan CCR

This financial plan contains all costs related to sustainability and is fully scalable. In addition to this plan that provides an overview for sustainability, we also have plans in place to seek funding for graduate students for GRA support and travel. In year 2 and 3, we will also prepare a SSHRC partnership application, to be held at the Centre, that would significantly enhance the research activities at the Centre and provide additional funding that could be used for activities hosted by the CCR (such as speaker events, and possibly a summer school event in year 5).

For sustainability purposes, we seek to secure funding through the Alberta Law Foundation (or another funding source) for a coordinator position for the Centre (potentially a FSO position). We are also continuing to seek conversation with the Faculty of Arts to develop a shared administrative position with the Department of Sociology. In year one, we will spend much of our energy on launching the Centre and on drafting funding proposals for year 2 and onwards.

Unless the university commits to a Faculty Service Officer or a similar position to help with fundraising, the activities of the Centre will have to be on a lower scale.

Total projected costs per year

Year 1 (2020/21)	\$ 107,000
Year 2 (2021/22)	\$ 98,000
Year 3 (2022/23)	\$ 73,500
Year 4 (2023/24)	\$ 74,500
Year 5 (2024/25)	\$ 114,000

Year 1

Item	Projected annual cost CAD\$	Explanation	Covered through
Speaker series and annual speaking event	9,000	catering, hosting	Office of Advancement, KIAS, Distinguished Visitors Fund, existing faculty research grants
Space renos	31,500	renovations	Faculty of Arts & Dept of Sociology (approved)
Coordinator (25% of the time of a Temp 12 ATS position)	22,500	Support Director on fundraising, grant writing, advertising the Centre, organizing events, website maintenance	Covered through the Department of Sociology (approved)
Launch Event	2,000	Catering	Kule Dialogue grant
Office Supplies and photocopying	5,000	printer, photo copying	Department of Sociology (approved)
Teaching release for Director	9,000	1-hce in teaching release for Director	Covered by Department of Sociology (approved)
GRA support	27,000	3 GRAs to help with grant writing and setting up the speaker series, newsletter, etc.	Office of the Vice-President (Research & Innovation) (approved)
Indigenous representative	1,000	Travel and honorarium (up to \$500/meeting max)	Office of Advancement, KIAS, Distinguished Visitors Fund, existing faculty research grants

YEAR 2

Recurring items	Projected annual costs CAD\$	Explanation	Covered through
Speaker series and annual speaking event	19,000	catering, hosting	Office of Advancement, KIAS, Distinguished Visitors Fund, existing faculty research grants
Coordinator	40,000	Support Director on fundraising, grant writing, advertising the Centre, organizing events, website maintenance	Application for funding to the Alberta Law Foundation (ALF). Backup plans: additional admin support through the Faculty of Arts/ Department of Sociology, e.g., through a shared position or a partial course buy-out of an ATS position.
Communications -- Newsletter/policy briefs/Etc.	3,000	Website posting, email, and social media	We envision this to be covered through the Office of Advancement
GRA support	18,000	2 GRAs to help with grant writing and setting up the speaker series, newsletter, etc.	Office of the Vice-President (Research & Innovation) (approved)
Teaching release for director	9,000	1-hce in teaching release for Director	Covered by Department of Sociology (approved)
Office supplies	8,000	Photo copier, printing, potentially computer	ALF
Indigenous representative	1,000	Travel and honorarium (up to \$500/meeting max)	Office of Advancement, KIAS, Distinguished Visitors Fund, existing faculty research grants

YEAR 3

Recurring items	Projected annual costs CAD\$	Explanation	Covered through
Speaker series and annual speaking event	19,000	catering, hosting	Office of Advancement, KIAS, Distinguished Visitors Fund, existing faculty research grants
Coordinator	40,000	Support Director on fundraising, grant writing, advertising the Centre, organizing events, website maintenance	Projected to be covered by funding from the Alberta Law Foundation (ALF). Backup plans: additional admin support through the Faculty of Arts/ Department of Sociology, e.g., through a shared position or a partial course buy-out of an ATS position. Potentially other funding sources.
Communications -- Newsletter/policy briefs/Etc.	3,000	Website management, email, and social media	We envision this to be covered through the Office of Advancement
Teaching release for Director	9,000	1-hce in teaching release for Director	Covered by Department of Sociology (approved)
Office supplies	1,500	Printing/assorted office supplies	ALF or other funding sources
Indigenous representative	1,000	Travel and honorarium (up to \$500/meeting max)	Office of Advancement, KIAS, Distinguished Visitors Fund, existing faculty research grants

YEAR 4

Recurring items	Projected annual costs CAD\$	Explanation	Covered through
Speaker series and annual speaking event (the Centre will hold in person and virtual events – if virtual talks take off, the Centre might move its speaker series to a virtual series to save costs and environmental footprints.)	19,000	catering, hosting	Office of Advancement, fundraising sources, and partnership grant
Coordinator	40,000 23	Support Director on fundraising, grant writing, advertising the Centre, organizing events, website maintenance	Projected to be covered by funding from ALF. Backup Plan: additional admin support through the Faculty of Arts/ Department of Sociology, e.g., through a shared position or a partial course buy-out of an ATS position. Potentially other funding sources/work into a planned SSHRC Partnership Grant application (planned for previous year)
Communications -- Newsletter/policy briefs/Etc.	4,000	Website management, email, and social media	We envision this to be covered through the Office of Advancement
Teaching release for Director	9,000	1-hce in teaching release for Director	Covered by Department of Sociology (approved)
Office supplies	1,500	Printing/ assorted office supplies	ALF or other funding sources
Indigenous representative	1,000	Travel and honorarium (up to \$500/meeting max)	Office of Advancement, fundraising sources, and partnership grant

YEAR 5

Recurring items	Projected annual costs CAD\$	Explanation	Covered through
Speaker series and annual speaking event, possibly a summer school event if the partnership grant application is successful	49,000	catering, hosting	Office of Advancement, potentially partially covered through Partnership grant
Admin	40,000	finances, running the place, social media fundraising, grant writing, advertising the Centre, help with administering grants and contracts, website maintenance	Projected position covered through ALF Backup Plan: additional admin support through the Faculty of Arts/ Department of Sociology, e.g., through a shared position or a partial course buy-out of an ATS position. Potentially other funding sources/work into a planned SSHRC Partnership Grant application (planned for year 3).
Publicity budget/communication/newsletter/policy brief	7,000	website maintenance	We envision this to be covered through fundraising
Teaching release for director	9,000	teaching release Director for admin purposes	1 course teaching release for admin covered through the Department
Office supplies	8,000	Printing/ office supplies, replacement computers	ALF or other funding sources
Indigenous representative	1,000	Travel and honorarium (up to \$500/meeting max)	Office of Advancement, fundraising sources, and partnership grant

5-21 Henry Marshall Tory Building
Edmonton, Alberta, Canada T6G 2H4
Tel: 780.492.0472
Fax: 780.492.7196
www.sociology.ualberta.ca

March 21, 2020

RE: Proposed Centre for Criminological Research, University of Alberta

I am pleased to write a letter in support of the proposed Centre for Criminological Research (CCR), to be housed in the Department of Sociology (Arts). On Sept 16, 2019, our Department Council voted in favour of the proposal going forward for University approval.

The Department of Sociology was home to a CCR from the late 1980s into the early 2000s. Professors Sandra Bucerius (Martha Cook Piper Prize holder) and Kevin Haggerty (Canada Research Chair) have for the last two years worked with colleagues in the Department, at the University, in the community, and across their national and international research networks to devise a new version of the Centre. The CCR they propose is inspired by the rich and dynamic criminological expertise that has been re-built in our department over the last eight years or so. Given expansion of the undergraduate BA Criminology program, we now have seven faculty members at all ranks whose work lies primarily in criminology; a number of other faculty in sociology have done related work, e.g. on Indigenous law, incarceration and inequality, histories of human rights, and sexual abuse in alternative religions.

The CCR will benefit our Department, the Faculty of Arts, and the University in multiple ways. First, it will solidify and extend the prominence of our unique concentration of expertise in critical applied criminology. Second, it will build sustained research partnerships with community, government, and criminal justice entities, including a number of Indigenous groups. Third, it will connect research and teaching through mentored hands-on opportunities for undergraduate and graduate students. And finally, it will help to lead the creation of new, interdisciplinary approaches to criminology and criminological research.

The Department will support the CCR through: one HCE course release per year for the Director, for six years; renovation of existing office space to house the CCR (already underway); two HCE course release (25%) of an ATS position to provide administrative support in Yr1; and startup assistance with office supplies and equipment. The Department will also work with the Centre and affiliated faculty to develop proposed training for graduate students, and to identify ways to ensure harmonization of Centre and Department initiatives.

Sincerely,



Sara K. Dorow
Professor and Chair



11648 - 85 Street
Edmonton, Alberta T5B 3E5

Attachment 5

780.481.3451 Business
780.481.3509 Fax
bentarrow.ca

"Never losing sight of who we are or where we're going."

April 2, 2019

Dear Dr. Sandra Bucerius,

I am pleased to support the development of the University of Alberta's Centre for Criminological Research. Having a centre that can conduct independent, scholarly research based on rigorous methodological approaches and informed by the latest criminological theories will greatly assist the police and community in advancing evidence-based practice. The Centre will be a tremendous benefit to the many community partners interested in building safer communities by virtue of conducting multi-faceted research that could strengthen collaborations on community safety with proven, tested, and tracked research results.

The Bent Arrow Traditional Healing Society is a progressive organization that encourages and participates in research that works toward ensuring safer communities, best practice, and effective and efficient services. Collaborating on research with such a Centre will prove vital in enhancing our understandings of what is needed to accomplish these goals.

Bent Arrow Traditional Healing Society looks forward to a close working relationship with the Centre for Criminological Research, and will support its efforts to become the best of its kind in Canada.

Respectfully,

Cheryl Whiskeyjack
Executive Director
Bent Arrow Traditional Healing Society

March 27, 2019

Professor Kevin Haggerty
Department of Sociology
University of Alberta,
Edmonton, AB, T6G 2R3

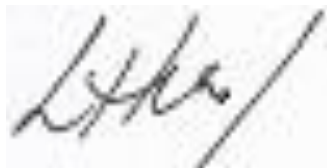
Dear Dr. Haggerty,

I am writing on behalf of the Canadian Society of Evidence Based Policing (CAN-SEBP) to signal our support for the development of the University of Alberta's Centre for Criminological Research. Having a centre that can conduct independent, scholarly research based on rigorous methodological approaches and informed by the latest criminological theories will greatly assist the police and community in advancing evidence-based practice. The Centre will be a tremendous benefit to many community partners interested in building safer communities by virtue of conducting multi-faceted research that could strengthen collaborations on community safety with proven, tested, and tracked research results.

CAN-SEBP is a national network of academic researchers and police practitioners, with links to counterparts in the UK, US and Australia-New Zealand. Our mandate is the creation of knowledge to enhance Canada's tradition of policing excellence and, to that end, we work with police services and other academics to create partnerships aimed at generating cutting edge research and knowledge mobilization activities. I cannot over-emphasize the importance of having a national centre for criminological research with which to collaborate on the task of spurring on much needed research in the field.

CAN-SEBP looks forward to a close working relationship with the Centre for Criminological Research and will very keenly support its efforts to become the best of its kind in Canada.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. Huey', with a diagonal slash at the end.

Dr. Laura Huey

Director, Canadian Society of Evidence Based Policing
Professor of Sociology, University of Western Ontario



March 31, 2019

Professor Kevin Haggerty
Department of Sociology
University of Alberta
HM Tory Building

RE: Centre for Criminological Research at the University of Alberta

Dear Kevin,

I am writing to express my strong support for your proposal to develop the University of Alberta's Centre for Criminological Research. This support is founded on a strong agreement with you that having a Centre that can conduct independent, scholarly research using rigorous methodological approaches, informed by the latest criminological theories has tremendous potential for assisting the police and community stakeholders in advancing evidence-based practice. The Centre will be a tremendous benefit to the many community partners interested in building safer communities by conducting multidisciplinary research that strengthens collaborations on community safety with proven, tested, and tracked research results.

As you know, the Canadian Research Initiative in Substance Misuse (CRISM) is, in part, dedicated to partnering with academics across disciplines and with diverse non-academic stakeholders to support research that works toward ensuring safer communities, supporting uptake of evidence-based, best practices, and the development of effective and efficient services. Collaborating on research with such a Centre will prove vital in enhancing our understandings of what is needed to accomplish these goals.

CRISM | Prairies has been pleased to partner with you on previous initiatives. Based on the strength of that working relationship, we look forward to collaborating with the Centre for Criminological Research, and will support its efforts to become the best of its kind in Canada.

Sincerely,

A handwritten signature in black ink, appearing to read "Cameron Wild".

Cameron Wild, PhD
Nominated Principal Investigator, CRISM | Prairies
Professor of Public Health and Psychiatry
School of Public Health
University of Alberta



Your file

Votre référence

2019-04-11

Our file

Notre référence

University of Alberta
Criminology Department
116 Street and 85 Avenue
Edmonton, Alberta
T6G 2R3

Dear Dr. Sandra Bucerius,

Re: Support letter for University of Alberta's Centre

Edmonton Institution for Women is pleased to support the development of the University of Alberta's Centre for Criminological Research. Having a centre that can conduct independent, scholarly research based on rigorous methodological approaches and informed by the latest criminological theories will greatly assist the criminal justice community in advancing evidence-based practice. The Centre will be a tremendous benefit to the many community partners interested in building safer communities by virtue of conducting multi-faceted research that could strengthen collaborations on community safety with proven, tested, and tracked research results.

Edmonton Institution for Women, as a part of the Correctional Service of Canada encourages and participates in research that works toward ensuring safer communities, best practice, and effective and efficient services. Collaborating on research with such a Centre will prove vital in enhancing our understandings of what is needed to accomplish these goals.

Edmonton Institution for Women looks forward to a close working relationship with the Centre for Criminological Research, and will support its efforts to become the best of its kind in Canada.

Sincerely,

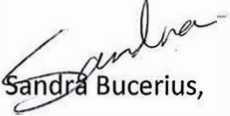
Rob Campney
Warden
EIFW



Alberta Association of Chiefs of Police

April 5, 2019

Dr. Sandra Bucerius
5-21 HM Tory Building
University of Alberta
Edmonton, Alberta
Canada T6G 2H4

Dear Dr.  Sandra Bucerius,

RE: Proposed Centre for Criminological Research

I was pleased to hear of the proposal for the development of the University of Alberta's Centre for Criminological Research. Having a Centre that can conduct independent, scholarly research based on rigorous methodological approaches and informed by the latest criminological theories will greatly assist the police and community in advancing evidence-based practice.

I shared the information regarding this proposal with my colleagues on the Executive Board of the Alberta Association of Chiefs of Police (AACP) which represents all police services in the Province of Alberta. The directors are of the view that such a Centre would provide tremendous benefit to Alberta's police services as well as the many partners represented by our association – all of whom are collectively committed to building safer communities. Efforts in this regard will be enabled and strengthened through the conduct of research that could strengthen community safety partnerships.

The AACP looks forward to a close working relationship with the Centre for Criminological Research, and will support its efforts to become the best of its kind in Canada.

If you have questions or should additional information be required, please do not hesitate to contact me directly at (780) 781-4438.

Respectfully,


Mark Neufeld, M.O.M.

Interim President, AACP

April 5, 2019

Kevin D. Haggerty, PhD
Professor of Criminology and Sociology
Department of Sociology, University of Alberta
Edmonton, Alberta, Canada, T6G 2H4

Re: University of Alberta's Centre for Criminological Research

Dear Dr. Haggerty:

I am providing this letter in support of the development of a Centre for Criminological Research at the University of Alberta. This is an area of growing interest and need in Canada's evolving landscape, and in my view with significant linkages to the addictions field. More than ever, there is a need for evidence-informed decision making in this often polarized and judgement-based field. As a researcher within Canada's correctional system myself, I can also attest to the growing opportunities to do research with Canada's criminal justice system. I envision the Centre being of great interest to community, academic, and government institutions.

I am highly supportive of the Centre's intent to conduct independent, scholarly research using rigorous methodological approaches, informed by the latest criminological theories. Students from our Sociology program at the University of Saskatchewan often look to the University of Alberta for their graduate studies, and this would be an attractive offering to them. This would be particularly true for students that complete our undergraduate certificate in addictions and criminology.

I myself look forward to the potential to collaborate with the Centre in the future. Best wishes with your endeavor.

Sincerely,



Colleen Anne Dell
Professor & Centennial Enhancement Chair in One Health & Wellness
University of Saskatchewan
Department of Sociology & School of Public Health
Saskatoon, Canada

Royal Canadian Mounted Police



Gendarmerie royale du Canada

Commanding Officer
"K" Division

Commandant
de la division "K"

April 2, 2019

Dr. Sandra Bucerius
University of Alberta
6 – 20 Tory Building
Edmonton, AB T6G 2E5

Dear Dr. Bucerius:

RE: Letter of Support for University of Alberta's Centre for Criminological Research.

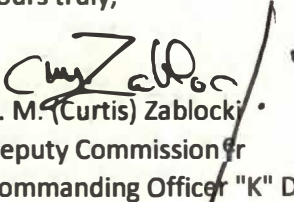
I am pleased to offer our support in the development of the University of Alberta's Centre for Criminological Research. A centre that can conduct independent scholarly research based on rigorous methodological approaches, and informed by the latest criminological theories will greatly assist police services and the communities we serve in advancing evidence-based practices.

The Centre will be of significant value to the many community partners interested in building safer communities by virtue of conducting multi-faceted research that could strengthen collaborations on community safety with proven, tested, and tracked research results.

The Royal Canadian Mounted Police (RCMP) is a progressive organization that encourages and participates in research that works toward ensuring effective and efficient police service, best practice, and safer communities. Collaborating on research with such a centre will prove vital in enhancing our understandings of what is needed to accomplish these goals.

The RCMP looks forward to a close working relationship with the Centre for Criminological Research, and will support its efforts to become the best of its kind in Canada.

Yours truly,


C. M. (Curtis) Zablocki
Deputy Commissioner
Commanding Officer "K" Division

11140 – 109 Street
Edmonton, AB T5G 2T4

Telephone : 780-412-5444
Fax: 780-412-5445



Institute for the Advancement of Aboriginal Women

March 29, 2019

Re:

The Institute for the Advancement of Aboriginal Women (IAAW) supports the development of a Centre for Criminological Research at the University of Alberta.

IAAW fully supports the focus of the Centre:

1) to conduct studies that push the boundaries of Canadian criminology and disseminate the research across national and international academic communities; and

2) to engage in community-driven and community-inspired research projects that involve and will benefit community partners, including practitioners and policy makers.

In the last couple of years, IAAW has worked on three significant cases with the Women's Legal Education and Action Fund (LEAF). Information from Centre for Criminological Research might have helped present our information on the accused in the case of "*Angela Cardinal*."

In our work to inform system administrators and governments about the impacts of the discriminatory and negative treatment of Indigenous Women, we would rely on research and partnerships developed at the Centre to assist us.

If you have any further questions, please do not hesitate to email me at rvenne@iaaw.ca.

Sincerely,

Rachelle Venne, CEO



SCHOOL OF
CRIMINOLOGY

School of Criminology

STREET ADDRESS

Saywell Hall
Simon Fraser University
8888 University Drive
Burnaby BC Canada
V5A 1S6

NEIL BOYD, LL.M.
PROFESSOR

TEL 778-782-4305
FAX 778-782-4140

nboyd@sfu.ca
www.sfu.ca/criminology.html

March 29, 2019

Kevin D. Haggerty
Professor of Criminology and Sociology
Editor, Canadian Journal of Sociology
Killam Laureate, Canada Research Chair
Department of Sociology, University of Alberta
Edmonton, Alberta, Canada, T6G 2H4

Re: University of Alberta's Centre for Criminological Research

Dear Kevin:

I am pleased to support the development of the University of Alberta's Centre for Criminological Research. Having a centre that can conduct independent, scholarly research based on rigorous methodological approaches and informed by the latest criminological theories will greatly assist the police and community in advancing evidence-based practice. The Centre will be a significant benefit to the many community partners interested in building safer communities, largely as a consequence of conducting multi-faceted research that could strengthen collaborations on community safety with proven, tested, and tracked research results.

As a past Director of the School of Criminology at Simon Fraser, I can attest to the reality that my colleagues will look forward to a close working relationship with the Centre for Criminological Research, and will support its efforts to become the best of its kind in Canada

Regards,

Neil Boyd, LL.M.
Professor
School of Criminology



SCHOOL OF
CRIMINOLOGY

Chair, Board of Directors
International Centre for Criminal Law Reform and Criminal Justice Policy
Allard Hall, University of British Columbia Law School

ERIC M. ADAMS
PROFESSOR AND VICE DEAN OF LAW489 Law Centre
Edmonton, Alberta, Canada T6G 2H5
Tel: 780.492.8443
Fax: 780.492.4924
Email: vice deanoflaw@ualberta.ca
Web: <https://www.ualberta.ca/law>

May 4, 2020

Dr. Sandra Bucerius
Department of Sociology
5-21 HM Tory Bldg.
University of Alberta
Edmonton, AB, T6G 2H4

Dear Dr. Bucerius,

I am pleased, on behalf of UAlberta's Faculty of Law, to offer my support for the formal establishment of the Centre for Criminological Research (CCR) as an academic centre under the UAPPOL Centres and Institutes Policy.

We have reviewed the CCR proposal and believe establishing this centre within the Department of Sociology provides a unique opportunity to expand UAlberta's reputation as a leader in criminology research, including community-inspired research projects that continue to provide critical insights to our understanding of criminal justice work and the criminal justice system.

In offering our support for the establishment of CCR, I want to stress that the Faculty of Law views this new research centre to be a positive complement to our Faculty's Alberta Law Reform Institute and the Centre for Constitutional Studies. These centres and institutes have quite distinct missions that ensure there are no risks associated with unnecessary duplication.

We wish you all the best as you move through the governance processes associated with establishing CCR and move toward launching the Centre in the coming year.

Sincerely,

Eric M. Adams
Professor and Vice Dean



CENTRE for CONSTITUTIONAL STUDIES
Centre d'études constitutionnelles

May 4, 2020

Dr. Sandra Bucerius
 Department of Sociology
 5-21 HM Tory Bldg.
 University of Alberta
 Edmonton, AB, T6G 2H4

Dear Dr. Bucerius,

On behalf of the Faculty of Law's Centre for Constitutional Studies, I am pleased to write in support of the formal establishment of the Centre for Criminological Research (CCR) as an academic centre under the UAPPOI Centres and Institutes Policy.

Having reviewed the CCR proposal, I am convinced that establishing this new research centre creates important new opportunities to expand UAlberta's reputation as a leader in criminology research. The critical insights that CCR's community-inspired research will bring to our understanding of criminal justice institutions, systems, and processes, will be welcomed by scholars from a variety of disciplines, as well as by those engaged in criminal justice work.

As Executive Director of the Centre for Constitutional Studies, I can assure you that I see CCR as having a mission that is quite distinct from the one that guides our centre. I hope, however, that we might, on occasion, discover opportunities where we can cooperate on issues and projects to our mutual benefit.

We wish you all the best as you move toward launching CCR in the coming year.

Sincerely,

Patricia Paradis
 Executive Director



**EDMONTON
POLICE
SERVICE**

9620 - 103A AVENUE
EDMONTON, ALBERTA
CANADA T5H 0H7
PH: 780-421-3333
www.edmontonpolice.ca

Dear Dr. Sandra Bucerius,

We have had a very long and productive informal relationship between the Edmonton Police Service and the University of Alberta Department of Sociology, working mostly with the criminologists in the department. We have been supporting research with graduate students and taking undergraduate student placements for some time. I am currently the Inspector in charge of the Research and Community Solutions Accelerator Branch at the Edmonton Police Service and am looking forward to formalizing this relationship with professors and students. As an organization we are moving to be evidence based, as such we do not just want to employ existing evidence-based interventions, we want to contribute to the evidence base with solid research.

I am pleased to support the development of the University of Alberta's Centre for Criminological Research. Having a centre that can conduct independent, scholarly research based on rigorous methodological approaches and informed by the latest criminological theories will greatly assist us as an agency in advancing evidence-based practice. The Centre will be a tremendous benefit to the many community partners interested in building safer communities by virtue of conducting multi-faceted research that could strengthen collaborations on community safety with proven, tested, and tracked research results.

The Edmonton Police Service is a progressive organization that encourages and participates in research that works toward ensuring safer communities, best practice, and effective and efficient services. Collaborating on research with such a Centre will prove vital in enhancing our understandings of what is needed to accomplish these goals.

The Research and Community Solutions Accelerator Branch is looking forward to a close working relationship with the Centre for Criminological Research, and will support its efforts to become the best of its kind in Canada.

Respectfully,

Dan Jones MSt
Inspector



June 9, 2020

Dr. Sandra Bucerius
Department of Sociology
University of Alberta
6-20 Tory (H.M.) Building
11211 Saskatchewan Drive NW
Edmonton, AB
T6G 2H4

Re: Centre for Criminological Research, University of Alberta

Dear Dr. Bucerius,

The Faculty of Native Studies (FNS) is the only Faculty of its kind in North America and one of only two in the world. Much of the research of the scholars located in FNS explores the interrelations between Indigenous and non-Indigenous communities, in Canadian society but internationally as well. Within this context, the unfolding structures of Canada's colonialism means that the study of crime and criminal justice institutions in particular – with a particular emphasis on the lived experiences of marginalized individuals and groups, including Indigenous incarcerated persons – is of great importance in a sophisticated understanding of Canada's historical and contemporary landscape.

I regard the Centre for Criminological Research as an important hub (and thus, a key element) of any collaborative research undertaken in conjunction with Indigenous communities on the lived realities of Indigenous men and women who have been victimized or who are in contact with the criminal justice system. And though currently absent from post-secondary institutions in Western Canada, the proposed centre nonetheless represents an important and much needed resource and institution. It builds on existing strengths not only within the department of Sociology but across the University of Alberta's campuses as a whole, and possesses the potential to act as a signature resource within the Faculty of Arts. As such, I strongly endorse this centre.

If you have any questions or concerns, please feel free to contact me at cta1@ualberta.ca.

Pishshapmishko,

Chris Andersen
Professor and Dean
Faculty of Native Studies

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Proposed Substantives Changes to the <i>Préposé aux soins de santé</i> (Heath Care Aide - HCA) Certificate Program offered by the Centre collegial de l'Alberta, Faculté Saint-Jean
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Motion

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed changes to the *Préposé aux soins de santé* (Heath Care Aide - HCA) Certificate Program, as submitted by the Centre collégial de l'Alberta (under the authority of Faculté Saint-Jean), as set forth in Attachment 1, as amended, to take effect upon approval and to be published in the 2021-22 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Pierre-Yves Mocquais, Dean, Centre collégial de l'Alberta (CCA) and Faculté Saint-Jean (FSJ)
Presenter(s)	Pierre-Yves Mocquais, Dean, CCA and FSJ Catherine Dandonneau, Director, CCA

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	Approval of the (proposed) program changes to the HCA Certificate program of study and the associated admissions and academic standing changes as laid out in the <i>University Calendar</i>
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The proposed changes to the HCA certificate program of study will ensure compliance with the <i>Government of Alberta HCA Provincial Curriculum (2019)</i>. The HCA program prepares graduates for positions as a Health Care Aide in Alberta's growing health industry and fills an important gap in the active offer of French-language services.</p> <p>Background: In April 2017, the CCA was licensed by Alberta Health to offer the <i>Government of Alberta HCA Provincial Curriculum (2013)</i>. Soon after, the updated "<i>Alberta Health Care Aide Competency Profile 2018</i>" was approved and was used to develop in new curriculum required for licensing. In March 2019, the CCA was provided the new HCA Policies and HCA Standards for licensing and underwent an accreditation process to be eligible to deliver the <i>Government of Alberta HCA Provincial Curriculum (2019)</i>. The CCA at the University of Alberta was accredited in May, 2020 as a licensed provider.</p> <p>Considerations: The proposed changes to curriculum are to ensure that CCA's program aligns with the Alberta Health curriculum. As HCAs are unregulated health care providers, Alberta Health introduced policies and standards that promote the standardization of education and ensure the preparedness of PSIs to teach the new curriculum. Additionally, it helps to ensure that HCA students are receiving standardized education across Alberta and are better prepared to enter the workforce upon graduation.</p>

Item No. 5

	<p>The maximum enrollment for the program is 8 students (related to funding). In 2018-2019, CCA had 5 students, and in the current year 2019-2020, 3 students were enrolled. The enrolment was limited since the old curriculum had to be taught out by June 30, 2020 as per Alberta Health requirements. There are numerous students on the waitlist for September 2020.</p> <p>The CCA has one full-time instructor and one part-time instructor.</p> <p>Overview of changes: As required by Alberta Health, the proposed program of study includes the following changes from the current curriculum:</p> <ul style="list-style-type: none"> - A move from 25 to 36 credits overall, with additional theory, lab and clinical hours. - One new course and one deleted course. - Changes to six courses including total hours and number of credits. - Changes to admission criteria and academic standing including ELP and standardized PLAR criteria set out by Alberta Health. - The addition of a final exam requirement. - Additional administrative processes for transfer credit, clinical supervision, and mentoring. <p>Timelines and next steps: Upon approval, the substantive changes to the program will be submitted to the Ministry of Advanced Education for approval. The new curriculum is being translated and courses will be developed for delivery in September in respect of public health regulations.</p>
Supplementary Notes and context	<p>The Health Care Aide Certificate Proposal was approved by APC on April 19, 2017.</p> <p>The terms of reference for APC state that the committee has authority to “Approve the establishment, extension and/or substantive revision of existing programs, and termination of programs from Centre collégial de l’Alberta de l’University of Alberta (including all admission/transfer, academic standing/graduation, and related matters)</p> <p>The responsibility for CCA will move to the new GFC Programs Committee effective September 1, 2020.</p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Centre collégial de l’Alberta, Comité de planification de programme (recommendation for approval by Comité exécutif, CCA)
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Item No. 5

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Office of the Provost and Vice-President (Academic) ● Carlo Diamailig, Calendar Specialist, Office of the Registrar ● Olive Yonge, Vice Dean, Faculty of Nursing ● Christy Raymond, Associate Dean, Undergraduate Studies, Faculty of Nursing ● Sherry Dahlke, Associate Professor, Faculty of Nursing
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Faculté Saint-Jean Executive Committee (for information only)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>April 2020: Centre Collégial de l’Alberta, Program Planning Committee (for recommendation) May 2020: Centre collégial de l’Alberta Executive Committee (for recommendation with delegated authority from FSJ Council) June 24, 2020: Academic Planning Committee (for approval)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><i>For the Public Good</i> Institutional Strategic Plan EXPERIENCE</p> <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>7 . OBJECTIVE Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. i. Strategy: Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>9. OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. ii. Strategy: Highlight and strengthen the role that Campus SaintJean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students’ and applicants’ access to French-language services.</p> <p>10.OBJECTIVE: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p>
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Item No. 5

	<p>GOAL: Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>18.OBJECTIVE: Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.</p>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input 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 type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Academic Planning Committee terms of reference	

Attachments

1. Attachment 1: Program changes Calendar copy (22 pages)
2. Attachment 2: Rational for Substantive Changes for the HCA program (6 pages)

Prepared by: Floriane Karikuru, Project Coordinator, Health Programs, CCA



Centre collégial de l'Alberta
Calendar changes Request

CURRENT	PROPOSED
<p><i>[Faculté-English]</i></p> <p>Regulations of the Centre collégial de l'Alberta</p> <p>Admission Admission Requirements ...</p> <p>Requirements for the Préposé aux soins de santé certificate program</p> <ol style="list-style-type: none"> 1. Successful completion of one of Français 20-1, Français 20-2, French Language Arts 20-1 or French Language Arts 20-2, French 30 (9 years). 2. Successful completion of one of English 20-1, 20-2. <p>English Language Proficiency must be demonstrated before admission is granted. Applicants who do not present English 20-1 or 20-2 must demonstrate proficiency in one of the following ways prior to admission:</p> <ul style="list-style-type: none"> • TOEFL (Test of English as a Foreign Language), score of 71. • IELTS (International English Language Testing System), overall score of 6 with no section less than 5.0. 	<p><i>[Faculté-English]</i></p> <p>Regulations of the Centre collégial de l'Alberta</p> <p>Admission Admission Requirements ...</p> <p>Requirements for the Préposé aux soins de santé certificate program</p> <ol style="list-style-type: none"> 1. Successful completion of one of Français 20-1, Français 20-2, French Language Arts 20-1 or French Language Arts 20-2, French 30 (9 years). 2. <u>Minimum of 60 % in English Language Arts 20-2 or equivalent /</u> <u>OR</u> <u>Satisfactory score on an approved English proficiency test administered by Centre Collégial de l'Alberta (For more information, consult the office of Centre collegial de l'Alberta)</u> <p><u>Acceptable proof of language proficiency equivalent to 60% in English Language Arts 20-2 or equivalent</u></p> <p>English Language Proficiency must be demonstrated before admission is granted. Applicants who do not present <u>60 % in English Language Arts 20-2</u> or equivalent must demonstrate proficiency in one of the following ways prior to admission:</p> <ul style="list-style-type: none"> • TOEFL (Test of English as a Foreign Language), score of 71. • IELTS (International English Language Testing System), overall score of 6 with no section less than <u>5.5.</u>

<ul style="list-style-type: none"> • CLB (Canadian Language Benchmarks), score of 7. 	<ul style="list-style-type: none"> • CLB (Canadian Language Benchmarks), score of 7. • CELPIP General: 7; no section score below 6 <p><u>Prior Learning Assessment and Recognition (PLAR)</u></p> <p>PLAR involves assessing and recognizing a person's knowledge and skills, acquired through work/life experiences, non-formal, and informal learning, in relation to the applicable program or course learning outcomes.</p> <p>A PLAR assessment may include (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Written challenge exam • Oral exam or interview • Performance assessment • Portfolio assessment • Course equivalencies involving evaluation of non-university/collegiate and/or non-credit programs, courses, certificates and designations by accredited universities and colleges. <p>Note: Prior Learning Assessment and Recognition is not open for international students.</p> <p>Contact the Centre Collégial de l'Alberta for further information</p>
<p>[Faculté-Français] Règlements du Centre collégial de l'Alberta Admission ... Exigences d'admission pour le programme du certificat Préposé aux soins de santé</p> <ol style="list-style-type: none"> 1. La réussite d'un des cours suivant : Français 20-1, 20-2, French Language Arts 20-1, 20-2, French 30 (9 year). 2. La réussite d'un des cours suivant : English 20-1, English 20-2. 	<p>[Faculté-Français] Règlements du Centre collégial de l'Alberta Admission ... Exigences d'admission pour le programme du certificat Préposé aux soins de santé</p> <ol style="list-style-type: none"> 1. La réussite d'un des cours suivant : Français 20-1, 20-2, French Language Arts 20-1, 20-2, French 30 (9 year). 2. Minimun 60% dans English 20-2 ou équivalent Ou Un résultat satisfaisant à un test de compétence en anglais administré par le Centre Collégial de

La compétence en langue anglaise doit être démontrée pour que le candidat soit admis. Les candidats qui n'ont pas pris **English 20-1 ou 20-2** doivent démontrer leur compétence en langue anglaise avant d'être admis d'une des façons suivantes :

- TOEFL (Test of English as a Foreign Language), résultat de 71.
- IELTS (International English Language Testing System), résultat general de 6, aucune partie moins de **5.0**.
- CLB (Canadian Language Benchmarks), résultat de 7

l'Alberta (Pour plus d'informations, consultez le bureau du Centre collégial de l'Alberta)

Preuve acceptable de compétence linguistique équivalente à 60% en English 20-2 ou équivalent

La compétence en langue anglaise doit être démontrée pour que le candidat soit admis. Les candidats qui **présente pas une note de 60% en English 20-2 ou équivalent** doivent démontrer leur compétence en langue anglaise avant d'être admis d'une des façons suivantes :

- TOEFL (Test of English as a Foreign Language), résultat de 71.
- IELTS (International English Language Testing System), résultat general de 6, aucune partie moins de **5.5**.
- CLB(Canadian Language Benchmarks), résultat de 7
- **CELPIP; résultat général de 7; aucune partie de moins 6.**

La reconnaissance des acquis et des compétences (RAC)

La RAC consiste à évaluer et à reconnaître les connaissances et les compétences d'une personne, acquises à travers une expérience professionnelle, qui ait été rémunérée ou pas, d'apprentissage formel et informel. La reconnaissance des compétences s'adresse à toute personne qui possède de l'expérience d'apprentissage du programme ou du cours applicable.

L'évaluation du RAC peut comprendre (sans se limiter) les éléments suivants :

- **Un examen écrit**
- **Un examen oral ou une entrevue**
- **Evaluation des performances**
- **Evaluation du portfolio**

	<ul style="list-style-type: none"> • <u>Équivalences de cours comportant une évaluation des programmes, cours, certificats et désignations non universitaires/collégiaux et/ou non crédités par des universités et des collèges accrédités</u> <p><u>Note : La Reconnaissance des acquis et compétences n'est pas ouvert aux étudiants internationaux.</u></p> <p><u>Pour toutes informations supplémentaires, veuillez communiquer avec le Centre collégial de l'Alberta.</u></p>
<p><i>[Faculté-English]</i></p> <p>Préposé aux soins de santé Certificate Program</p> <p>General Program Information The Préposé aux soins de santé Program is offered through an agreement with Alberta Health and is based on the mandated Health Care Aide curriculum. <u>It combines theory and practice so that students can acquire the skills and knowledge needed to provide health care in different institutions. Students will have the opportunity to acquire a fundamental understanding of anatomy, physiology, medical terminology and the development of different stages of life as they develop a culturally sensitive client-centered approach to providing health care in a variety of contexts. In order to graduate, students are required to successfully complete their program requirements (see Chart 3 below) and maintain a minimum 2.0 GPA.</u></p> <p>Chart 3: Program Requirements for Préposé aux soins de santé program</p> <p>PSSTC 100 PSSTC 101</p>	<p><i>[Faculté-English]</i></p> <p>Préposé aux soins de santé Certificate Program</p> <p>General Program Information The Préposé aux soins de santé Program is offered through an agreement with Alberta Health and is based on the mandated <u>2019</u> Health Care Aide <u>provincial</u> curriculum.</p> <p><u>Once the program is completed, students are required to pass the provincial examination in order to receive their HCA accreditation from Alberta Health (Contact the Centre Collegial de l'Alberta for further information)</u></p> <p>Regulations</p> <p><u>The program is based on the 2019 Health Care Aide Provincial Curriculum. No prior course work from the 2013 Provincial Curriculum is transferable for credit.</u></p> <p>Program requirements (*36)</p> <p>PSSTC 100 PSSTC 101</p>

<p>PSSTC 110 PSSTC 120 PSSTC 121 PSSTC 122 PSSTC 130 PSSTC 150 PSSTC 151</p> <p>Practicum requirements In order to be eligible for their practicum, the following criteria must be met: <i>[remove bold text]</i></p> <ul style="list-style-type: none"> • Successful completion of all prerequisite courses. • A current Police Information Check (PIC) with Vulnerable Sector Search (VSS) must be submitted prior to practicum placement. Students who fail to provide a clear Police Information Check will not be allowed to participate in the practicum. Students who are entering the program and who have concerns related to their ability to satisfy a Police Information Check should consult with CCA admission staff immediately upon being admitted to the program. • Immunization requirements as expressed in University of Alberta placement policies must be met in order to participate in practicum placements. • Complete Alberta Health Services (AHS) Information & Privacy training online learning module and submit the signed Confidentiality and User Agreement on the last page of the module. • Current N95 Mask Fit testing as arranged by the program. <p>Academic Standing Academic standing is determined by a student's performance immediately after the first semester of the program.</p> <p>Satisfactory Standing: Awarded to a student who obtains a grade point average of 2.0 or</p>	<p>PSSTC 110 PSSTC 120 PSSTC 121 PSSTC 122 PSSTC 150 PSSTC 151 PSSTC 160</p> <p>Practicum requirements In order to be eligible for their practicum, the following criteria must be met:</p> <ul style="list-style-type: none"> • Successful completion of all prerequisite courses. • A current Police Information Check (PIC) with Vulnerable Sector Search (VSS) must be submitted prior to practicum placement. Students who fail to provide a clear Police Information Check will not be allowed to participate in the practicum. Students who are entering the program and who have concerns related to their ability to satisfy a Police Information Check should consult with CCA admission staff immediately upon being admitted to the program. • Immunization requirements as expressed in University of Alberta placement policies must be met in order to participate in practicum placements. • Complete Alberta Health Services (AHS) Information & Privacy training online learning module and submit the signed Confidentiality and User Agreement on the last page of the module. • Current N95 Mask Fit testing as arranged by the program. <p>Academic Standing Academic standing is determined by a student's performance immediately after the first semester of the program.</p> <p>Satisfactory Standing: Awarded to a student who obtains a grade point average of 2.7 (B-) or above</p>
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<p>above in a full course load indicates that the student is eligible to continue in the program.</p> <p>Marginal Standing: Awarded to a student who obtains a grade point average of <u>1.7 to 1.9</u>. Students with marginal standing may be permitted to continue under academic warning.</p> <p>Unsatisfactory Standing: Normally given to a student who obtains a grade point average of <u>1.6</u> or below. Students whose records are found to be unsatisfactory will be required to withdraw.</p>	<p>in the course indicates that the student is eligible to continue in the program.</p> <p>Marginal Standing: Awarded to a student who obtains a grade point average of <u>2.0 to 2.6</u>. Students with marginal standing may be permitted to continue under academic warning.</p> <p>Unsatisfactory Standing: Normally given to a student who obtains a grade point average of <u>1.9</u> or below. Students whose records are found to be unsatisfactory will be required to withdraw.</p> <p>Graduation Requirements: In order to graduate, students are required to successfully complete their program requirements and maintain a minimum <u>2.7</u> per course.</p>
<p><i>[Faculté-Français]</i></p> <p>Préposé aux soins de santé</p> <p>Informations générales Le programme de certificat Préposé aux soins de santé est offert avec l'approbation de Alberta Health et est basé sur <u>le programme d'étude Health Care Aide qui est mandaté</u> par ce même ministère gouvernemental. <u>Le programme offre une combinaison de cours théoriques et de pratiques pour que l'étudiant puisse développer les habiletés et les connaissances nécessaires pour divers milieux offrant des soins de santé. Les étudiants pourront comprendre les fondements de l'anatomie, la physiologie, la terminologie médicale et l'évolution des différentes étapes de la vie pendant qu'ils développent une approche centrée sur le client et sensible au contexte culturel. Afin d'obtenir leur certificat, les étudiants doivent répondre aux exigences de leur programme avec succès et maintenir une moyenne d'au moins 2,0.</u></p>	<p><i>[Faculté-Français]</i></p> <p>Préposé aux soins de santé</p> <p>Informations générales Le programme de certificat Préposé aux soins de santé est offert avec l'approbation de Alberta Health et est basé sur <u>les normes et le cursus du gouvernement provincial de 2019</u> mandaté par ce même ministère gouvernemental.</p> <p><u>Une fois que le certificat est complété, l'étudiant doit aussi réussir un examen provincial afin d'obtenir son accréditation de préposé aux soins de santé de Alberta Health. (Pour plus d'information, contacter le Centre collégial de l'Alberta.</u></p> <p>Régulations</p> <p><u>Le programme est basé sur Curriculum provincial Health Care Aide de 2019. Les cours suivis dans le cadre du programme provincial de 2013 ne sont pas transférables et ne donnent pas droit à des crédits.</u></p>

Tableau 3: Exigences du programme Préposé aux soins de santé

PSSTC 100
PSSTC 101
PSSTC 110
PSSTC 120
PSSTC 121
PSSTC 122
PSSTC 130
PSSTC 150
PSSTC 151

Exigences pour les stages

Afin d'être éligible pour les stages, l'étudiant doit répondre aux exigences suivantes :

- Réussir tous les cours préalables au stage.
- Avant de pouvoir commencer le stage, soumettre une vérification du casier judiciaire (Police Information Check) courante qui inclut la vérification de l'aptitude à travailler auprès de personnes vulnérables (Vulnerable Sector Search). L'étudiant qui est incapable de fournir une attestation satisfaisante ne pourra pas participer au stage. L'étudiant qui fait demande pour entrer dans le programme et qui se préoccupe par rapport à l'attestation éventuelle devrait communiquer avec le personnel du Centre collégial de l'Alberta dès qu'il est admis au programme.
- Répondre, au préalable, aux exigences d'immunisation telles qu'élaborées par la politique de l'Université de l'Alberta relative aux placements.
- Compléter le module d'apprentissage en ligne Alberta Health Services (AHS) Information & Privacy et signer et soumettre l'entente Confidentiality and User Agreement qui se trouve à la fin du module.
- L'ajustement à jour du masque N95, fourni par le programme.

Niveau académique

A la fin de sa première session (Automne ou Hiver) et selon la moyenne des notes obtenues au

Tableau 3: Exigences du programme (*36)

PSSTC 100
PSSTC 101
PSSTC 110
PSSTC 120
PSSTC 121
PSSTC 122
PSSTC 150
PSSTC 151
PSSTC 160

Exigences pour les stages

Afin d'être éligible pour les stages, l'étudiant doit répondre aux exigences suivantes :

- Réussir tous les cours préalables au stage.
- Avant de pouvoir commencer le stage, soumettre une vérification du casier judiciaire (Police Information Check) courante qui inclut la vérification de l'aptitude à travailler auprès de personnes vulnérables (Vulnerable Sector Search). L'étudiant qui est incapable de fournir une attestation satisfaisante ne pourra pas participer au stage. L'étudiant qui fait demande pour entrer dans le programme et qui se préoccupe par rapport à l'attestation éventuelle devrait communiquer avec le personnel du Centre collégial de l'Alberta dès qu'il est admis au programme.
- Répondre, au préalable, aux exigences d'immunisation telles qu'élaborées par la politique de l'Université de l'Alberta relative aux placements.
- Compléter le module d'apprentissage en ligne Alberta Health Services (AHS) Information & Privacy et signer et soumettre l'entente Confidentiality and User Agreement qui se trouve à la fin du module.
- L'ajustement à jour du masque N95, fourni par le programme.

Niveau académique

A la fin de sa première session (Automne ou Hiver) et selon la moyenne des notes obtenues au

cours de la session, tout étudiant est placé dans l'une des trois catégories suivantes. ~~À noter que, pour obtenir un diplôme de fin d'études, une moyenne cumulative minimale de 2,0 est exigée.~~

Rendement satisfaisant : L'étudiant qui présente une moyenne ~~de session de 2,0~~ ou plus peut poursuivre ses études au Centre collégial de l'Alberta.

Rendement marginal : L'étudiant qui présente une moyenne de session entre ~~1,7 et 1,9~~ inclusivement sera placé en probation et sera informé que s'il n'a pas satisfait aux exigences de la probation, il devra abandonner le programme.

Rendement insatisfaisant : L'étudiant qui présente une moyenne de ~~1,6~~ ou moins devra abandonner son programme. Il ne pourra se réinscrire (et cela à titre probatoire) qu'après un délai d'un an et seulement après demande de réadmission

cours de la session, tout étudiant est placé dans l'une des trois catégories suivantes.

Rendement satisfaisant : L'étudiant qui présente une moyenne ~~2,7~~ ou plus peut poursuivre ses études au Centre collégial de l'Alberta.

Rendement marginal : L'étudiant qui présente une moyenne de session entre ~~2,0 et 2,6~~ inclusivement sera placé en probation et sera informé que s'il n'a pas satisfait aux exigences de la probation, il devra abandonner le programme.

Rendement insatisfaisant : L'étudiant qui présente une moyenne de ~~1,9~~ ou moins devra abandonner son programme. Il ne pourra se réinscrire (et cela à titre probatoire) qu'après un délai d'un an et seulement après demande de réadmission

Exigence de graduation : Afin d'obtenir leur certificat, les étudiants doivent répondre aux exigences de leur programme avec succès et maintenir une moyenne d'au-moins 2,7 par cours

Course Listing PSSTC

Current	Proposed
<p>[Cours dans Bear Tracks]</p> <p>PSSTC 100 – Travailler de façon sécuritaire en tant que Préposé aux soins de santé</p> <p>* 3 (fi 6) (l'un ou l'autre semestre, 3-0-1/2)</p> <p>Ce cours présente les fondements sur lesquels reposent toutes les connaissances et compétences apprises dans les autres cours du programme. Les étudiants seront initiés aux normes de soins axés sur le bénéficiaire, et notamment aux responsabilités du préposé aux soins de santé quant au respect de ces normes. La législation provinciale, les politiques et procédures de l'employeur ainsi que l'aptitude à travailler de façon sécuritaire et avec efficacité dans le cadre d'une équipe de soins de santé sont des sujets qui seront abordés pour outiller les étudiants de sorte à dispenser des soins de façon sécuritaire, respectueuse et conforme à la déontologie et ce, en fonction des besoins du bénéficiaire.</p> <p>Modules:</p> <ol style="list-style-type: none">1. Role of the Health Care Aide, Theory Hrs: 82. Legislation, Theory Hrs: 3	<p>[Cours du new curriculum]</p> <p>PSSTC 100 - Rôle et Responsabilités d'un Préposé aux soins de santé</p> <p>* 3 (fi 6) (l'un ou l'autre semestre, 3-0-1/2)</p> <p>Tout au long de ce cours, vous vous pencherez sur le rôle et les responsabilités d'un aide-soignant travaillant dans des cadres d'emplois variés. L'objectif de ce cours est de partager des informations qui se traduiront par des soins sécuritaires, éthiques et respectueux en fonction des besoins du client. Les soins qui répondent à ces normes sont communément appelés des soins axés sur la personne. Afin d'atteindre l'objectif des soins axés sur la personne, l'aide-soignant doit se familiariser avec les mesures législatives provinciales qui régissent les soins sécuritaires, éthiques et personnalisés. De plus, savoir travailler au sein d'une équipe de soins de santé est aussi essentiel que la capacité de respecter non seulement les politiques et procédures de votre employeur mais aussi votre description de tâches. L'aide-soignant est responsable de l'identification, de la gestion et de la prévention des risques environnementaux potentiels dans les centres de santé et milieux communautaires tout en portant une attention particulière à la sécurité du client et à la sienne dans différents contextes.</p> <p>Note: Les étudiants doivent obtenir une note de passage d'au moins B- afin de pouvoir continuer dans le programme.</p> <p>Modules:</p> <ol style="list-style-type: none">1. Role of the Health Care Aide, Theory Hrs: 82. Legislation, Theory Hrs: 3

<ol style="list-style-type: none"> 3. Function Effectively as a Team Member, Theory Hrs: 10 4. Environmental Safety, Theory Hrs: 10, Lab Hrs: 2 5. Client Safety, Theory Hrs: 3, Lab Hrs: 1 6. Self-Care and Safety, Theory Hrs: 6, Lab Hrs: 2 	<ol style="list-style-type: none"> 3. Function Effectively as a Team Member, Theory Hrs: 10 4. Environmental Safety, Theory Hrs: 10, Lab Hrs: 2 5. Client Safety, Theory Hrs: 3, Lab Hrs: 1 6. Self-Care and Safety, Theory Hrs: 6, Lab Hrs: 2
<p>PSSTC 101 – La communication dans l’environnement des soins de santé</p> <p>*2 (fi 4) (l’un ou l’autre des semestres, 3/2-0-1) Ce cours permet d’acquérir des compétences en résolution de problèmes et des stratégies visant à gérer les conflits et à relever les défis et les obstacles à la communication entre les clients et le soignant en raison de la maladie et de l’âge. Les étudiants développeront ici leur habileté à communiquer (communication verbale, écrite et électronique) de façon professionnelle avec le bénéficiaire, sa famille et les membres de l’équipe. On traitera également de la documentation dans les dossiers du bénéficiaire et la rédaction de rapports.</p> <p>Modules:</p> <ol style="list-style-type: none"> 1. Person to Person Communication, Theory Hrs: 3 	<p>PSSTC 101 – Communication & Documentation dans un environnement des soins de santé</p> <p>*4 (fi 8) (l’un ou l’autre des semestres, 3/2-0-1) Ce cours mettra l'accent sur le rôle et les responsabilités de l'aide-soignant dans une communication efficace en tant que membre d'une équipe de soins axés sur la collaboration. De solides compétences en communication sont requises afin d'être un aide-soignant efficace. Le milieu des soins de santé nécessite des compétences en communication verbale, écrite et électronique qui relèvent de la littératie numérique. Ce cours se concentrera sur la communication professionnelle entre les membres de l'équipe, les clients et leurs familles ; la communication écrite, y compris l'ajout de documentation dans les dossiers des clients et la soumission de rapports ; les stratégies de résolution de problèmes ; et la gestion positive de conflits. Nous accorderons aussi une attention particulière à une communication efficace avec les clients de toutes cultures en démontrant un haut niveau de compétence culturelle et de compréhension de la diversité. Des stratégies de communication pour surmonter les défis et les obstacles à la communication causés par la maladie et le vieillissement seront également discutées.</p> <p>Note: Les étudiants doivent obtenir une note de passage d’au moins B- afin de pouvoir continuer dans le programme.</p> <p>Modules:</p> <ol style="list-style-type: none"> 1. Communication in a Collaborative Team, Theory Hrs:5 , Lab Hrs: 3

<ol style="list-style-type: none"> 2. Communication Impairments and Related Strategies, Theory Hrs: 9, Lab Hrs: 3 3. Dealing with Conflict, Theory Hrs: 3, Lab Hrs: 3 4. Documentation, Theory Hrs: 6, Lab Hrs: 3 	<ol style="list-style-type: none"> 2. Dealing with problems and conflict, Theory Hrs:2 , Lab Hrs:3 3. Cultural Competence & Diversity, Theory Hrs:3 , Lab Hrs:4 4. Documentation, Theory Hrs:6 , Lab Hrs:6 5. Communication Impairments and Related Strategies, Theory Hrs: 14, Lab Hrs:14
<p>PSSTC 110 – Structure et fonction du corps humain, la santé et la maladie chronique</p> <p>*3(fi 6)(l'un ou l'autre des semestres, 3-0-0)</p> <p>Ce cours vise à initier les étudiants à l'anatomie et à la physiologie des douze systèmes composant l'organisme humain en fonction de l'âge. On discutera des pathologies les plus fréquentes qui se présenteront aux préposés aux soins de santé et on transmettra l'information sur la façon de prodiguer des soins sécuritaires selon les pratiques exemplaires et en fonction des diagnostics du bénéficiaire, de ses besoins et des plans de soins seront élaborés. Les étudiants examineront aussi les stratégies de soins en fin de vie fondées sur la compassion et l'accompagnement du client, le soutien à la famille et l'encadrement du soignant tout au long du processus menant à la mort du bénéficiaire.</p> <p>Modules:</p> <ol style="list-style-type: none"> 1. Body Systems and Function, Theory Hrs: 18 2. Human Growth and Development, Theory Hrs: 3 3. Health, Aging and Independence, Theory Hrs: 6 4. Chronic Conditions, Theory Hrs: 12 5. Meeting Care Needs at the Time of Death, Theory Hrs: 3 6. End of Life Care, Theory Hrs: 6 	<p>PSSTC 110: Le corps humain, la santé et la maladie chronique</p> <p>*3(fi 6)(l'un ou l'autre des semestres, 3-0-0)</p> <p>Dans ce cours, vous étudierez les systèmes qui composent le corps humain et discuterez des étapes-clés de la croissance et du développement au cours d'une vie. Vous lirez à propos des maladies chroniques les plus courantes et vous en discuterez afin de bien cerner comment prodiguer les meilleurs soins selon des pratiques axées sur des données probantes en fonction des diagnostics, des besoins et des plans de soins des clients. Les matières apprises dans ce cours vous fourniront des stratégies de soins pour appuyer votre client et sa famille tout au long du processus de fin de vie.</p> <p>Note: Les étudiants doivent obtenir une note de passage d'au moins B- afin de pouvoir continuer dans le programme.</p> <p>Modules:</p> <ol style="list-style-type: none"> 1. Body Systems and Function, Theory Hrs: 18 2. Human Growth and Development, Theory Hrs: 4 3. Health, Aging and Independence, Theory Hrs: 6 4. Chronic Conditions, Theory Hrs: 17
<p>PSSTC 120 – Prodiguer des soins aux clients</p>	<p>PSSTC 120 – Prodiguer des soins centrés sur la personne</p>

***4(fi 8)**(l'un ou l'autre des semestres, **3-0-3**)
 Ce cours porte sur l'enseignement de techniques de base en matière de soins de santé permettant de prodiguer aux bénéficiaires des soins sécuritaires et efficaces et de les aider à conserver leur indépendance. L'étudiant acquerra des compétences lui permettant d'assurer le soutien aux bénéficiaires lors des repas, pour la toilette et l'hygiène ainsi que pour l'élimination de façon professionnelle et compatissante. De plus, des méthodes sécuritaires de levée et de transfert des clients seront apprises.

Modules:

1. Client Grooming and Personal Hygiene, Theory Hrs: 9, Lab Hrs: 9
2. Assist with Elimination, Theory Hrs: 4, Lab Hrs: 4
3. Positioning Transfers and Lifts, Theory Hrs: 3, Lab Hrs: 6
4. Assisting at Mealtime, Theory Hrs: 4, Lab Hrs: 3
5. Bathing the Client, Theory Hrs: 3, Lab Hrs: 3
6. Bed Making, Theory Hrs: 2, Lab Hrs: 4
7. Range of Motion, Theory Hrs: 3, Lab Hrs: 3
8. Assisting with Client Mobility, Theory Hrs: 3, Lab Hrs: 6

PSSTC 121 –Satisfaire aux besoins complexes

***2(fi 4)**(l'un ou l'autre des semestres, **1-0-1.5**)

***5(fi 10)** (l'un ou l'autre des semestres, **3-0-3**)
 Dans ce cours, le participant apprendra comment appuyer les clients dans le maintien de leur indépendance tout en répondant à leurs besoins selon des plans de soins individuels. Le participant acquerra les compétences et connaissances nécessaires afin de fournir aux clients des soins de toilette et d'hygiène quotidiens et de l'aide dans l'utilisation d'accessoires de mobilité et de fauteuils roulants en toute sécurité. Le participant apprendra de nouvelles façons de coordonner le transport et le transfert des clients, en mettant toujours l'accent sur la sécurité et le confort de ces derniers. À la fin du cours, le participant aura acquis une excellente connaissance de base lui permettant de répondre aux besoins nutritionnels des clients et de respecter les directives strictes en matière de manutention salubre des aliments tel que stipulé par la législation provinciale.

Note: Les étudiants doivent obtenir une note de passage d'au moins B- afin de pouvoir continuer dans le programme.

Modules:

1. Assist with Client Mobility, Theory Hrs: 3, Lab Hrs: 6
2. Positioning transfers and lifts, Theory Hrs: 3, Lab Hrs: 8
3. Client grooming & Personal Hygiene, Theory Hrs: 9, Lab Hrs: 9
4. Bathing the client and bed making, Theory Hrs: 4, Lab Hrs: 4
5. Assist with elimination, Theory Hrs: 4, Lab Hrs: 4
6. Assist with nutrition and mealtimes, Theory Hrs: 4, Lab Hrs: 3
7. Food safety, Theory Hrs: 2, Lab Hrs: 0
8. High Impact Consolidation Lab, Theory Hrs: 0, Lab Hrs: 12

PSSTC 121: Satisfaire aux besoins complexes

***5(fi 10)** (l'un ou l'autre des semestres, **1-0-1.5**)

Ce cours porte sur l'enseignement des compétences spécialisées nécessaires à l'administration de soins dans des cas de blessure, de stomie, de problèmes respiratoires, de cathéters et d'alimentation par sonde. Les étudiants acquerront également des compétences lui permettant d'interpréter les signes vitaux avec précision.

Modules:

1. Assisting with Wound Care, Theory, Hrs: 1.5, Lab Hrs: 1.5
2. Assisting with Nasogastric and Gastrostomy Care and Tube Feeds, Theory Hrs: 1.5, Lab Hrs: 1.5
3. Assisting with Urinary Catheters and Drainage Systems, Theory Hrs: 2, Lab Hrs: 2
4. Assisting with Ostomy Care, Theory Hrs: 2, Lab Hrs: 2
5. Measuring Vital Signs, Pain, Height and Weight, Theory Hrs: 3, Lab Hrs: 9
6. Assisting with Specimen Collection, Theory Hrs: 1.5, Lab Hrs: 1.5
7. Assisting with Respiratory Care and oral Suctioning, Theory Hrs: 3, Lab Hrs: 3

Ce cours s'appuie sur les compétences et concepts fondamentaux introduits dans les cours précédents et présente également de nouvelles compétences aux participants. Les participants auront la possibilité d'acquérir les connaissances et compétences avancées nécessaires telles que des exercices d'amplitude de mouvement actifs et passifs, le soin des plaies, l'alimentation par intubation, les soins à base de cathéter, les soins de stomie, le prélèvement d'échantillons et les soins respiratoires. De plus, une mesure précise des signes vitaux est démontrée, pratiquée et évaluée. Ce cours permettra aussi aux participants à fournir des médicaments en toute sécurité dans un cadre de respect des rôles et responsabilités juridiques des aides-soignants tels que stipulés par la province. Ce cours est inclus dans les normes provinciales liées à la préparation à l'emploi des aides-soignants.

Préalables : PSSTC 100, 101, 110 et 120.

Note: Les étudiants doivent obtenir une note de passage d'au moins B- afin de pouvoir continuer dans le programme.

Modules:

1. Range of motion, , Theory Hrs: 3, Lab Hrs: 3
2. Assist with Wound Care, Theory Hrs: 1.5, Lab Hrs: 1.5
3. Assist with Nasogastric and Gastrostomy Care and Tube Feeds, Theory Hrs: 1.5, Lab Hrs: 2
4. Assist with Urinary Catheters and Drainage Systems, Theory Hrs: 2, Lab Hrs: 2
5. Assist with Ostomy Care, Theory Hrs: 2, Lab Hrs: 2
6. Measuring Vital Signs, Pain, Height and Weight, Theory Hrs: 3, Lab Hrs: 10
7. Assist with Specimen Collection, Theory Hrs: 1, Lab Hrs: 1.5
8. Assist with Respiratory Care and Oral Suctioning, Theory Hrs: 3, Lab Hrs: 3
9. Medication assistance, Theory Hrs: 7, Lab Hrs: 21

	<p>10. <u>High impact consolidation, Theory Hrs: 0, Lab Hrs: 12</u></p>
<p>PSSTC 122 – Activités spéciales pour clients ayant diverses <u>conditions</u>.</p> <p>*<u>3(fi 6)</u>(l'un ou l'autre des semestres, <u>3-0-2/14</u>)</p> <p><u>Ce cours prépare les étudiants à travailler auprès d'un groupe diversifié de bénéficiaires dans un éventail de contextes de soins. Les étudiants acquerront des compétences leur permettant d'aider à l'administration de soins à des bénéficiaires aux prises avec la démence, des troubles psychiques, des retards de développement et des limitations physiques. Les soins aux nourrissons et aux enfants seront également abordés dans le cadre de ce cours.</u></p> <p>Modules:</p> <ol style="list-style-type: none"> 1. Work with Clients with a Diagnosis of Dementia, Theory Hrs: 18 2. Assisting with the Care of Infants, Theory Hrs: 2, Lab Hrs: 2 3. Assisting with Child Care, Theory Hrs: 3 4. Assisting Clients with Physical Disabilities and developmental Delays, Theory Hrs:5 5. Caring for Clients with a Mental Health Diagnosis, Theory Hrs: 10 	<p>PSSTC 122 : Activités spéciales pour clients ayant divers <u>problèmes de santé</u></p> <p>*<u>5(fi 10)</u> (l'un ou l'autre des semestres, <u>3-0-2/14</u>)</p> <p><u>La section complète sur les besoins de soins et de confort des clients ayant reçu un diagnostic de démence est un élément fondamental de ce cours. Les participants apprendront des stratégies pour répondre aux besoins particuliers de clients variés ayant reçu un diagnostic de maladie mentale et des clients affectés d'une déficience de développement ou d'une déficience physique. Les aides-soignants employés par les agences de soins à domicile peuvent prodiguer des soins aux nourrissons et aux enfants, ainsi que répondre aux besoins de clients vivant avec une maladie limitant l'espérance de vie et qui pourraient bénéficier de soins palliatifs et de fin de vie. Ce cours fournit les informations et les compétences nécessaires pour de telles assignations en soins de santé.</u></p> <p><u>Préalables : PSSTC 100, 101, 110, 120 et 121.</u></p> <p><u>Note: Les étudiants doivent obtenir une note de passage d'au moins B- afin de pouvoir continuer dans le programme.</u></p> <p>Modules:</p> <ol style="list-style-type: none"> 1. Assist with the Care of Infants, Theory Hrs:2 , Lab Hrs: 0 2. Assist with care of children, Theory Hrs:3 , Lab Hrs: 0 3. Care for clients with a diagnosis of dementia, Theory Hrs:20 , Lab Hrs: 6 4. Care for clients with a mental health diagnosis, Theory Hrs:12 , Lab Hrs: 3 5. Assist clients with physical disabilities and developmental delays, Theory Hrs:5 , Lab Hrs: 0 6. <u>Palliative and end of life care</u> 7. <u>Meeting care needs preceding and following death</u> 8. <u>High impact consolidation lab</u>

<p>PSSTC 130 – Aider à l’administration de médicaments. *1(fi 2)(l’un ou l’autre des semestres, 1/3-0-1) Ce cours fournit la compétence et l’assurance nécessaires au moment d’aider les clients en s’acquittant de la tâche très exigeante et de grande responsabilité qu’est l’administration des médicaments. L’étudiant acquerra des connaissances pratiques en laboratoire.</p> <p>Modules: Assist with Medication Delivery, Theory Hrs: 6, Lab Hrs: 12</p>	<p>Delete</p>
<p>PSSTC 150 – Stage clinique intégré I</p> <p>*2(fi 4)(l’un ou l’autre des semestres, 0-8-0) Sous la direction d’un professionnel de la santé réglementé, les étudiants dispenseront des soins et une assistance aux bénéficiaires d’un centre de soins de longue durée. Ce stage en clinique peut être réalisé sous la supervision directe d’un infirmier professionnel qui assume le rôle d’enseignant clinique ou sous la supervision indirecte de l’enseignant responsable de l’encadrement d’un stage en clinique. Préalable : La réussite de PSSTC 120.</p>	<p>PSSTC 150: Stage clinique intégré I</p> <p>*3(fi 6) (l’un ou l’autre des semestres, 0-8-0) <u>Sous la direction d’un professionnel de la santé dument accrédité, le participant travaillera dans un milieu de soins prolongés, tel qu’un centre d’appui à la vie autonome, un centre d’appui à la vie autonome désigné, une résidence pour personnes âgées, un centre de soins de longue durée, ou un foyer d’accueil, pour y offrir des soins et un soutien axés sur la personne pour les clients et leurs familles.</u></p> <p>Préalables : PSSTC 100, 101, 110 et 120</p>
<p>PSSTC 151 – Stage clinique intégré II</p> <p>*4(fi 8) (l’un ou l’autre des semestres, 0-12-0)</p> <p>Sous la direction d’un professionnel de la santé réglementé, les étudiants dispenseront des soins et une assistance aux bénéficiaires d’un centre de soins continus. Le stage peut être réalisé sous la supervision directe ou indirecte d’un enseignant ou d’un mentor sur les lieux. Préalable : La réussite de tous les cours du programme incluant PSSTC 150.</p>	<p>PSSTC 151 Stage clinique intégré II</p> <p>*5(fi 10) (l’un ou l’autre des semestres, 0-12-0)</p> <p><u>Sous la direction d’un professionnel de la santé dument accrédité, les participants travailleront dans un milieu de soins de santé tel qu’un centre de soins de longue durée ou de soins intensifs, pour y offrir des soins et un soutien axés sur la personne pour les clients et leurs familles.</u></p> <p>Préalables : PSSTC 100, 101, 110, 120, 121, 122 et 150.</p>
<p>NEW</p>	<p>PSSTC 160: Stage clinique intégré III</p> <p>*3(fi 6) (l’un ou l’autre des semestres, 0-12-0)</p>

	<p><u>Sous la direction d'un professionnel de la santé dument accrédité et jumelé à un prestataire de soins de santé non règlementé, les participants travailleront dans un milieu de soins de santé tel qu'un centre de soins de longue durée ou de soins intensifs, pour y offrir des soins et un soutien axés sur la personne pour les clients et leurs familles.</u></p> <p><u>Préalables : PSSTC 100, 101, 110, 120, 121, 122, 150 et 151.</u></p>
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Current Curriculum						New Curriculum					
Course Name	Code	Theor y	Lab	Tot	Credi ts	Course Name	Cod e	Theor y	Lab	Tot	Credits
Working Safety and Effectively as Health Care Aide	PSST C 100	40	5	45	3	HCA Role & Responsibility	1	40	5	45	3
Structure and Function of the Human Body, Health and Chronic Illness	PSST C 110	39	0	39	3	The Human Body, Health & Chronic	2	45	0	45	3
Communicating in a Health Care Environment	PSST C 101	21	9	30	2	Communication & Documentation in Health Care Environment	3	30	30	60	4
Providing Client Care and Comfort	PSST C 120	28	35	63	4	Providing Person-Centred Care & Comfort	4	29	46	75	5
Integrated Clinical Practicum I	PSST C 150			40	2	Clinical Placement 1	5			80	3
Meeting Complex Care Needs	PSST C 121	17.5	23.5	41	2	Meeting Complex Care Needs	6	24.5	50.5	75	5

Special Activities for Diverse Clients	PSST C 122	47	2	49	3	Special Activities for Clients with Various Health Conditions	7	51	24	75	5
Assist with Medication Delivery	PSST C 130	6	12	18	1	Deleted – Added in course 6					
Integrated Clinical Practicum II	PSST C 151			160	4	Clinical Placement 2	8			160	5
NEW						Consolidated Clinical Placement	9			80	3

Rationale for Substantive Changes for the Préposé aux soins de santé Certificate

Change in Curriculum: current vs new curriculum

In April 2017, the Centre collégial de l'Alberta was granted by Alberta Health a license to offer the *Government of Alberta HCA Provincial Curriculum (2013)*. CCA was aware that Alberta Health is updating the “*Alberta Health Care Aide Competency Profile 2018*” which will result in new curriculum. In March 2019, we received a package that outlines the new HCA Policies and HCA Standards for licensing that all PSIs must comply with for the *Government of Alberta HCA Provincial Curriculum (2019)*.

As HCAs are unregulated health care providers, Alberta Health introduced policies and standards that promote the standardization of education and ensure the preparedness of PSIs to teach the new curriculum. Additionally, it helps to ensure that HCA students are receiving standardized education across Alberta and are better prepared to enter the workforce upon graduation.

	Changes in terms of Tot hours and credits per course
	New and Deleted course

Curriculum	Credits	Theory (Hours)	Lab (Hours)	Clinical (hours)	Total
Current curriculum	25	198.5	86.5	200	485
New Curriculum	36	219.5	155.5	320	695
Difference	11	21	69	120	210

Areas of Enhancement	Location	Old # of Hours	Additional # of Hours	New # of Curriculum Hours
Palliative care & end of life	Course 7 (+3 lab); Course 2, Module 2 (+0.5 theory); Course 3 (+2 theory and +4 lab); Course 4 (+2 consolidation lab); Course 6 (+2 consolidation lab +0.5 medication assistance theory);	6	14	20
Dementia care	Course 3 (+2 theory and +3 lab); Course 6(+0.5 medication assistance theory+4 consolidated lab); Course 4 (+2 consolidated lab); Course 7 (+5 theory since 3 hours moved to course 2 +6 lab +2 consolidated lab)	18	26.5	44.5
Mental Health & Addictions	Course 3 (+3 lab); Course 6 (+0.5 lab medicationa assistance); Course 7(+2 theory +3 lab +4 consolidated lab)	10	12.5	22.5
Collaborative Care	Course 3 (+5 theory +3 lab) ; Course 4 (+4 consolidated lab); Course 6 (+4 consolidated lab)	10	16	26
Cultural Competence & Diversity	Course 1 (+0.5 theory); Course 3 (+3 theory + 4 lab); Course 4 (+2 consolidated lab); Course 6 (+2 consolidated lab); Course 7 (+2 consolidated lab)	13.5	0.5	14
Professional Development	Course 1 (+0.5 theory); Course 7 (+1 consolidated lab); Course 4 (0.5 condolidated lab)	0	2	2

Information Technology	Course 1 (+0.5 theory); Course 3 (+1 Lab); Course 4 (+0.5 consolidated lab); Course 7 (+0.5 consolidated lab)	0	2.5	2.5
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Key Curriculum changes – CCA

Current Curriculum	New Curriculum
Theory Hours	Theory Hours
<ul style="list-style-type: none"> • 198.6 	<ul style="list-style-type: none"> • 219
Lab Hours	Lab Hours
<ul style="list-style-type: none"> • 86.5 	<ul style="list-style-type: none"> • 155.5
Clinical Placement Hours	Clinical Placement Hours
<ul style="list-style-type: none"> • 200 	<ul style="list-style-type: none"> • 320-360
Program Length	Program Length
<ul style="list-style-type: none"> • 8 months/ 2 terms 	<ul style="list-style-type: none"> • 8 months/ 2 terms
English Entry Requirements	English Entry Requirements
<ul style="list-style-type: none"> • Successful completion of one of English 20-1, 20-2. • TOEFL (Test of English as a Foreign Language), score of 71. • IELTS (International English Language Testing System), overall score of 6 with no section less than 5.0 • CLB (Canadian Language Benchmarks), score of 7. 	<ul style="list-style-type: none"> • 60 % in English Language Arts 20-2 or equivalent • TOEFL (Test of English as a Foreign Language), score of 71. • IELTS (International English Language Testing System), overall score of 6 with no section less than 5.5. • CLB (Canadian Language Benchmarks), score of 7. • CELPPIP General: 7; no section score
Digital Literacy	Digital Literacy
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Basic computer skills (TBD)

Academic standing

- **Satisfactory Standing:** Awarded to a student who obtains a grade point average of 2.0 or above in a full course load indicates that the student is eligible to continue in the program.
- **Marginal Standing:** Awarded to a student who obtains a grade point average of 1.7 to 1.9. Students with marginal standing may be permitted to continue under academic warning.
- **Unsatisfactory Standing:** Normally given to a student who obtains a grade point average of 1.6 or below. Students whose records are found to be unsatisfactory will be required to withdraw.

Academic standing

- **Satisfactory Standing:** Awarded to a student who obtains a grade point of 2.7 (B-) or above in the course indicates that the student is eligible to continue in the program.
- **Marginal Standing:** Awarded to a student who obtains a grade point average of 2.0 to 2.6. Students with marginal standing may be permitted to continue under academic warning.
- **Unsatisfactory Standing:** Normally given to a student who obtains a grade point average of 1.9 or below. Students whose records are found to be unsatisfactory will be required to withdraw.

Key Licensure Changes

Current Process	New Process
<p>PLAR</p> <ul style="list-style-type: none"> • Not standardized 	<p>PLAR</p> <ul style="list-style-type: none"> • Standardized, must use AH PLAR
<p>Transfer of Credits</p> <ul style="list-style-type: none"> • No requirements 	<p>Transfer of Credits</p> <ul style="list-style-type: none"> • PSIs shall allow transfers, course by course • Up to 50% of course credits can be transferred
<p>Clinical Supervision</p> <ul style="list-style-type: none"> • No requirements 	<p>Clinical Supervision</p> <ul style="list-style-type: none"> • All clinical experience will be under the supervision (direct, indirect, or indirect remote of a clinical instructor
<p>Clinical Supervision Ratios</p> <ul style="list-style-type: none"> • No requirements 	<p>Clinical Supervision Ratios</p> <ul style="list-style-type: none"> • Direct and indirect supervision: 1:8 • Indirect remote supervision: 1:8 • Buddy: direct and indirect guidance 1:1
<p>Buddy Experience</p> <ul style="list-style-type: none"> • None 	<p>Buddy Experience</p> <ul style="list-style-type: none"> • 2 years full time/3,000 hrs
<p>Final Exam</p> <ul style="list-style-type: none"> • None 	<p>Final Exam</p> <ul style="list-style-type: none"> • All students must pass a Final Exam to receive a certificate

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of the Sport Coaching Major in the Bachelor of Kinesiology Program, Faculty of Kinesiology, Sport, and Recreation
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Motion

THAT the GFC Academic Planning Committee recommend that the Board of Governors approve the suspension of admissions to the Bachelor of Kinesiology Sport Coaching major, as submitted by the Faculty of Kinesiology, Sport, and Recreation and as set forth in Attachment 1, to take effect July 1, 2021.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation (KSR)
Presenter(s)	Angela Bayduza, Associate Dean (Undergraduate Programs), KSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee for the approval to suspend the Bachelor of Kinesiology Sport Coaching major in the Faculty of Kinesiology, Sport, and Recreation.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	A review of the Faculty of KSR BKin majors within the undergraduate program identified considerably lower enrolment and student demand for the Sport Coaching major, in comparison to the other four majors. Consultations regarding the lower demand and enrollment in the BKin Sport Coaching major took place with current students, faculty leads of the major, instructional staff, athletics, and graduate studies in KSR. This consultation revealed low satisfaction with core courses and the need for a large commitment for undergraduate students who might not necessarily be ready to make the commitment to the significant requirements of the Major. Consultations also revealed a large majority of students seeking training in Coaching desired a more interdisciplinary and multicontextual approach to the content which could be received through enrolment in the Sports Performance major. As well, consultations revealed the Sport Coaching major is a resource-intensive major relative to the number of students it serves, and presents areas of redundancy that have resulted in significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) BKin undergraduate program to continue to deliver this undersubscribed major. The impact of the BKin Sport Coaching major suspension on students is expected to be minimal as all students in the major area of specialization proposed for suspension will be given the opportunity to complete their program. As well, students will continue to have significant opportunity through BKin programming to complete training and content specific to the coaching specialization area.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> ● Angela Bayduza, Associate Dean (Undergraduate Programs), KSR ● Nick Holt, Vice Dean (Academic Program), KSR <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> ● KSR Undergraduate Programs Committee ● Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) ● Current and enrolled KSR Students ● Jim Denison, BKin Sport Coaching Major Faculty Lead ● Ian Reade, Athletics Director ● Elisha Krochak, KSR Graduate Program Administrator ● Chris Nichol, Chairperson, Physical Education and Kinesiology, Grande Prairie Regional College ● Sharon Hobden, Associate Dean, Faculty of Health and Community Studies, MacEwan University ● Terri Granigan, Interim Associate Dean, School of Health Sciences, Red Deer College
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Undergraduate Programs Committee (March 4, 2020) KSR Executive Committee (March 11, 2020) KSR Faculty Council (April 1, 2020) GFC Academic Standards Committee (for recommendation): May 21, 2020 GFC Academic Planning Committee (for recommendation): June 24, 2020 General Faculties Council (recommendation): September 28, 2020 Board Learning, Research and Student Experience Committee (recommendation): October 2, 2020 Board of Governors (approval): October 16, 2020</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>SUSTAIN GOAL: Steward the resources we need to excel and deliver our core teaching and research mission at the highest standards by maintaining and enhancing the university's essential teaching, learning, and research infrastructure to deliver excellence for 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</p>
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Item No. 6

	to achieve shared strategic goals. Strategy 4 Facilitate easy access to and use of university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input 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	<i>Post-Secondary Learning Act (PSLA)</i> GFC Academic Planning Committee GFC Academic Standards Committee General Faculties Council Board Learning, Research and Student Experience Committee	

Attachments:

1. Proposal Template: Suspension of the Bachelor of Kinesiology with a Specialization in Sport Coaching (8 pages)
2. Proposed University Calendar Changes (Addenda 2020-2021) (5 pages)
3. Proposed University Calendar Changes (2021-2022) (6 pages)

Prepared by: Angela Bayduza, Associate Dean (Undergraduate Programs), Faculty of Kinesiology, Sport, and Recreation; email - ksradu@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

Basic Information (all proposals must complete this section)

Institution	Faculty of Kinesiology, Sport, and Recreation University of Alberta
Program/specialization name	Sport Coaching Major
Credential awarded	Bachelor of Kinesiology Degree
Proposed start date of suspension	July 1, 2021
Proposed end date of suspension	June 30, 2026

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

Currently within the Bachelor of Kinesiology (BKin) degree program, there are five majors (first level specializations) from which students select by the end of the completion of their second year. The selected Major guides students' course selections for the third and fourth year of degree program completion, including practicum placement.

In December, 2019 the Faculty of KSR held a retreat of the Academic Programs Committee (the KSR Academic Programs Leadership Group which includes Associate Deans Undergraduate, Graduate, and Research, Assistant Deans Community, and chaired by the Faculty Vice Dean). In accordance with the Faculty's strategic plan and with the objective to provide the most exemplary student experience, the need for a review and revitalization of the undergraduate curriculum and programming was deemed necessary at this retreat of APC. This committee decided that an in-depth review of the undergraduate program and curriculum was required, including a review of majors, core content and structure. The undergraduate program review was deemed necessary to address a variety of overlapping issues including the disproportionate number of course offerings with overly small enrollments and the need for increased engagement of tenure-track and career teaching staff to meet current curriculum requirements was identified. The undergraduate program review and revitalization in KSR began as a result of these identified needs. Specific goals of this review were established as well to ensure the undergraduate degree content is revitalized with new developments in knowledge, new career opportunities for graduates, development of foundational and employable skill sets, to further clarify and enhance learner experiences and program objectives, and to streamline the degree programs with an eye

towards the needs of future students who will be expected to be adaptable, creative and entrepreneurial, and able to communicate across disciplines.

A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with students enrolled and faculty teaching courses within the Sport Coaching major also identified low satisfaction with core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

1.2 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

BKIN Enrolment	2019-20	2018-19	2017-18	2016-17	2015-16
Total head count of the BKin	484	470	455	438	375
Sport Coaching Major	14	8	12	13	10
Adapted Physical Activity Major	116	114	87	70	47
Sport Performance Major	169	166	176	177	161
Physical Activity & Health Major	176	175	160	121	69
Individualized Major	6	5	10	17	13
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Individualized Major	4.4	3.5	8.2	14.7	8.2
Undeclared	2.6	1	7.8	28.9	59.6

1.2.1 Indicate when admissions into program/specialization will be or were closed.

Admissions into the Sport Coaching major will be suspended effective July 1, 2021.

1.2.2 Explain how the proposed end date of the suspension was determined.

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

1.2.3 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Final recommendations and motion for the suspension of the Sport Coaching major in the BKin degree program were presented to and approved by

- KSR Faculty Undergraduate Programs Committee (March 4, 2020)(includes an undergraduate student voting representative),
- KSR Faculty Executive Committee (March 11, 2020)(includes an undergraduate student voting representative),
- KSR Virtual Faculty Council (April 1, 2020)(includes four undergraduate student voting representatives),
- GFC ASC Subcommittee on Standards (for discussion): TBD
- GFC Academic Standards Committee (for recommendation): TBD
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into another major of specialization in the BKin program. Academic Advisors in the KSR Student Support Services Office will assist students with course selection and planning. KSR will notify each of the students enrolled in the Sport Coaching major of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees.

Information will also be disseminated via KSR websites, social media, recruitment initiatives, and other relevant forums about the suspension, as well as the opportunities to access the other major areas of specialization of the BKin program.

The proposed suspension of the Sport Coaching Major will not affect program content for students currently in the BKin program as all students will be allowed to continue their degree programs (including the completion of the major areas of specialization currently selected) to completion. Moreover, because the course offerings will remain during this the process of suspension, the courses will remain available for future BKin students to select as concentration options or open options.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

There are no anticipated impacts of the proposed Major suspension on employers. The Faculty will continue to provide course work to prepare students in this area of content concentration and specialization.

There are no anticipated impacts on professional or regulatory organizations because there are no accreditations or certifications contingent upon the major area of specialization to be suspended. The BKin Majors provide structure and direction for BKin students interested in particular topic areas or areas of specialization, but are not formally recognized by any of the relevant accreditation bodies.

Because students are asked to select their Major or area of concentration at the time of application to the BKin program, the proposed suspension may impact slightly other post secondary institutions whose students typically transfer into our BKin program at the end of their first or second years. However, the first two years of coursework within the BKin is focused on foundational course completion and not coursework related to major concentration areas. Due to the structure of the BKin program and the associated degree transfer agreements, where transfer institutions attempt to mirror in delivery the first two years of the BKin program, students from these institutions would not normally have begun taking courses toward completion of major course requirements yet.

Nevertheless, the information regarding the proposed suspension was provided to the post secondary institutions with which KSR has formal collaborative transfer agreements (Sharon Hobden at MacEwan University, Chris Nichol at Grande Prairie College, and Terri Granigan at Red Deer College) in January 2020. At the time of notification of the suspension of this major, clarification and assurances were provided to the individual at each collaborative institution, that students currently attending those institutions and transferring into the second and third years of the BKin program will be treated as if they were direct entry students into the program. In other words, students who enter the BKin transfer program at any of KSR's collaborative institution transfer partners prior to the year the suspensions take effect will be permitted to complete their degree program as planned, which includes their Major area of concentration. Following these assurances, no concerns were expressed by our collaborative transfer partners with the proposed suspension. Although KSR will not accept any enrolments and/or admissions into the suspended major after the proposed suspension date, the coursework associated with the major will remain active for a period of five years to provide students ample time to complete the major, including those students who transfer to KSR, who may take a 12

month leave of absence, or who may attend part-time. Once the five year period has elapsed the suspended major will no longer be active.

2.2 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

As part of the consultative and suspension proposal process, discussions with Student Academic Representatives with Kinesiology, Sport and Recreation Student Society (KSRSS) and students enrolled in the BKin program took place. Students enrolled specifically within the Sport Coaching major were also asked to complete anonymous surveys from which results were collected from students. Responses to the proposal to suspend the Sport Coaching major have generally been of understanding the need for change.

The governance process within the Faculty also includes undergraduate student representation, engagement, and input at every level of the Faculty internal governance structure. At each governance level internally within the Faculty of KSR there is student representation, and engagement with students on the proposal and motion to suspend the BKin Sport Coaching major has occurred with student representatives having both voice and vote at multiple points in the process.

2.3 *Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

All active students in the BKin Sport Coaching major will be allowed to continue in their chosen degree program major area of concentration to completion. The course offerings and practicum placements required for completion of the Sport Coaching major, as of July 1, 2021 will remain active until such time that all students in the declared major have completed their program. These major course offerings and practicum placements will also remain available for all other BKin students to select as major options or open options, until such time that all students in the declared major have completed their program and the five year teach out period has elapsed.

2.4 *Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

The approach by the Faculty of has always been to readily accommodate formal student requests in circumstances such as these and there is no anticipation of that changing.

Because the BKin program is structured in such a way that the degree core is the same regardless of major and because major core course requirements often apply to and across multiple majors, KSR anticipates that these students will not face significant challenges in doing so. Options and supports will be communicated through announcements regarding the suspension of the major that will be communicated through the KSRSS student group, placed in the Faculty bi-weekly Undergraduate Newsletter to all undergraduate students, in direct communications to students enrolled in the Sport Coaching major, as well as in postings within the Student Service Office and advisement sessions.

3.1 Identify which stakeholder groups were consulted:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Employers and Professional Associations |
| <input checked="" type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Early consultations and proposal for the suspension of the BKin Sport Coaching Major were presented to and discussed at the Faculty held retreat of the Academic Programs Committee in December of 2019 as well as at meetings in January 2020 with Faculty leads within the Sport Coaching Major, which included primary Faculty members and the Director of Athletics in KSR. Early consultations also took place with the Undergraduate Programs Committee and Academic Student representatives from the Kinesiology, Sport, and Recreation Student Society (KSRSS) in January of 2020.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Because all core and option courses required for completion of the BKin Sport Coaching major are delivered within the Faculty and will continue to be offered, there will be no immediate associated resource savings of this suspension. Class or section sizes are not anticipated to be significantly affected by the proposed suspensions, due to the low enrolments in this major and the fact that the vast majority of both core and option courses of the major can still be taken by interested students as options within other majors or as open options within the Faculty.

The Faculty will revise records, documents, and promotional materials under its control (e.g., Faculty website, Faculty forms and publications), as well as within recruitment initiatives, to incorporate the announcement of the suspension of this major. The University will revise records and documents under its control (e.g., University website, University publications) to incorporate the suspensions. Formal procedures (i.e., calendar language changes through internal and external governance processes for program changes) will also be taken to revise references to the suspension of the major in the University Calendar, and in any University policy or procedure descriptions that include mention of the BKin or majors. The costs associated with these tasks would be considered part of normal operations of updating and absorbed into existing budgets, meaning no new expenses for the Faculty or the University would be incurred.

The proposed major suspension will affect the Office of the Registrar related to necessary changes to the first level specialization codes. The cost of these tasks would be absorbed into existing budgets such that no new expenses for the University would be incurred.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

	Recommendation(s)
	Rationale for Recommendation:

	Reviewer(s)
	Date Completed

CALENDAR CHANGE PROPOSAL FORM
Faculty of Kinesiology, Sport, and Recreation
For 2020-2021 Calendar (as addenda)

The following is a proposal for a change in:

	Course Prefix or Number
	Course Title
	Hours (weight, term, or hours of instruction)
	Course Description
	Prerequisite(s)
X	Other Information or Notes

Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

**BKin Degree Program
Program Structure**

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

1) Degree Core: ★69. These courses provide the foundation of knowledge in professional and discipline areas of the field.

2) Activity Core: ★12. 100-level Physical Activity Courses (PAC) and Dance Activity Courses (DAC) focus on the ability to demonstrate the basic skills of activity, the development of theoretical knowledge fundamental to the activity, and to gain an understanding of error detection and correction. The 300-level PAC courses are advanced level courses designed to offer theory and skills required for coaching activity including experience with advanced error detection and correction. The focus is on the development of coaching skills in both practice and competitive arenas.

Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

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Notes

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2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree

program.

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Five majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9. Students normally select their major during the second year of their program.
Note: Students in Sport Coaching will do KIN 246 (★3), KIN 347(★3), KIN 346 (★3), and KIN 446 (★6), to fulfill their practicum requirements.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:
★9: Part-time practicum (must register in KIN 492 only), or
★15: Full-time practicum (must register in KIN 493 only)
Practicum opportunities may be limited for those students wishing to do a part-time practicum. Students interested in the major in Sport Coaching should see Sport Coaching. A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students normally select from one of five majors at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Approval

KSR Undergraduate Programs Committee: March 4, 2020
KSR Faculty Council: April 1, 2020

program.

3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

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Majors

Students normally select from one of five majors at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

[Effective July 1, 2021, there will be no further admissions to the Bachelor of Kinesiology, Sport Coaching major. Students who entered the Bachelor of Kinesiology, Sport Coaching major program prior to July 1, 2021 must complete all program requirements by June 30, 2026. The last degree with this specific major will be granted at Convocation 2026. Continuing students must refer to the Calendar under which they were admitted for program completion, promotion and graduation requirements.]

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

This major provides students with a range of knowledge and experiences to become a competent practicing sport coach. Theories and areas of practice covered include the scientific, social scientific and pedagogical aspects of coaching. Clear links will be made to real-life coaching scenarios with a focus on understanding the integrated and complex nature of coaching and all that underlies the practice of quality sport coaching.

Required Courses for Major (★24)

Year 2 (★6):

KIN 245 - Introduction to the Profession of Coaching

KIN 246 - Coaching Practicum I

Year 3 (★6):

KIN 346 - Coaching Practicum II

KIN 347 - Applied Coaching Practice

Year 4 (★12):

KIN 403 - The Application of Psychological Skills to Sport and Physical Activity

KIN 446 - Coaching Practicum III

KIN 447 - Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services

Office for a current list of approved options for this

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

[Effective July 1, 2021, there will be no further admissions to the Bachelor of Kinesiology, Sport Coaching major. Students who entered the Bachelor of Kinesiology, Sport Coaching major program prior to July 1, 2021 must complete all program requirements by June 30, 2026. The last degree with this specific major will be granted at Convocation 2026. Continuing students must refer to the Calendar under which they were admitted for program completion, promotion and graduation requirements.]

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KIN 245 - Introduction to the Profession of Coaching

KIN 246 - Coaching Practicum I

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

major.

Sport Performance (★30):

[...]

Individualized Major (★30):

[...]

Highlight and strikethrough removed text on this side

Year 3 (★6):

KIN 346 - Coaching Practicum II

KIN 347 - Applied Coaching Practice

Year 4 (★12):

KIN 403 - The Application of Psychological Skills to Sport and Physical Activity

KIN 446 - Coaching Practicum III

KIN 447 - Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services Office for a current list of approved options for this major.

Sport Performance (★30):

[...]

Individualized Major (★30):

[...]

Highlight and underline new text on this side

Rationale for the proposed change:

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A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with enrolled students and faculty teaching courses within the Sport Coaching major also identified low satisfaction with core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

This proposal for calendar change is an attempt to communicate that there will be no further admissions to this major for the 2021-2022 academic year (for which applications open October 1, 2020). No further admissions to this major will occur after July 1, 2021. At that point there will also no longer be program requirements for this major as of the start of the Fall 2021-2022 academic year. Current, returning, and admitted students (in Fall 2020) must refer to the year they were admitted for program information. This addenda is intended to communicate to and provide direction for students about the suspension and timelines for program completion. Students currently enrolled in the program as of July 1, 2021 will be allowed to and supported in completing program requirements until June 20, 2026.

Enrolments (by FLE and headcounts) for the most recent 5-year period, of the BKin majors, including the current academic year.

Approval

KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

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KSR Undergraduate Programs Committee: March 4, 2020

KSR Faculty Council: April 1, 2020

CALENDAR CHANGE PROPOSAL FORM

Faculty of Kinesiology, Sport, and Recreation

For implementation in 2021-2022

The following is a proposal for a change in:

	Course Prefix or Number
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	Hours (weight, term, or hours of instruction)
	Course Description
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X	Other Information or Notes

Full Description

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Notes

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2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree program.

Proposed Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

BKin Degree Program Program Structure

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

1) Degree Core: ★69. These courses provide the foundation of knowledge in professional and discipline areas of the field.

2) Activity Core: ★12. 100-level Physical Activity Courses (PAC) and Dance Activity Courses (DAC) focus on the ability to demonstrate the basic skills of activity, the development of theoretical knowledge fundamental to the activity, and to gain an understanding of error detection and correction. The 300-level PAC courses are advanced level courses designed to offer theory and skills required for coaching activity including experience with advanced error detection and correction. The focus is on the development of coaching skills in both practice and competitive arenas.

Notes

1. A minimum of ★3 in PAC/DAC must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAC courses may be credited toward the BKin degree program.

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3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Five majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9. Students normally select their major during the second year of their program.

Note: Students in Sport Coaching will do KIN 246 (★3), KIN 347 (★3), KIN 346 (★3), and KIN 446 (★6), to fulfill their practicum requirements.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:

- ★9: Part-time practicum (must register in KIN 492 only), or
- ★15: Full-time practicum (must register in KIN 493 only)

Practicum opportunities may be limited for those students wishing to do a part-time practicum.

Students interested in the major in Sport Coaching should see Sport Coaching.

A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students normally select from one of five majors

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3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

3. Major: ★30. Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9.

Note: Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.

4. Option Component: A group of courses totalling ★9 of which at least ★3 must be taken from outside the Faculty.

Course Sequence

[...]

Notes

Students must choose one of following practicum options:

- ★9: Part-time practicum (must register in KIN 492 only), or
- ★15: Full-time practicum (must register in KIN 493 only)

Practicum opportunities may be limited for those students wishing to do a part-time practicum.

A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program.

Majors

Students should contact the Student Services

at the end of Year 2 of the program. Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

Adapted Physical Activity (★30):

[...]

Adapted Physical Activity (★30):

[...]

Physical Activity and Health (★30):

[...]

Physical Activity and Health (★30):

[...]

Sport Coaching:

This major provides students with a range of knowledge and experiences to become a competent practicing sport coach. Theories and areas of practice covered include the scientific, social scientific and pedagogical aspects of coaching. Clear links will be made to real-life coaching scenarios with a focus on understanding the integrated and complex nature of coaching and all that underlies the practice of quality sport coaching.

Required Courses for Major (★24)

Year 2 (★6):

KIN 245 – Introduction to the Profession of Coaching

KIN 246 – Coaching Practicum I

Year 3 (★6):

KIN 346 – Coaching Practicum II

KIN 347 – Applied Coaching Practice

Year 4 (★12):

KIN 403 – The Application of Psychological Skills to Sport and Physical Activity

KIN 446 – Coaching Practicum III

KIN 447 – Advanced Topics in Coaching

Option Courses for Major (★6)

Students should contact the Student Services Office for a current list of approved options for this major.

Sport Performance (★30):

[...]

Sport Performance (★30):

[...]

Individualized Major (★30):

Individualized Major (★30):

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This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other ~~four~~ majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with an Undergraduate Programs Advisor and requires approval of the Associate Dean (Undergraduate Programs).

General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

A clear description of the focus and the objectives of the major.

A detailed list of courses to be taken and indication of how they relate to the stated objectives.

Specific Requirements

Choose one of:

★9 Professional Practicum (KIN 492) and ★21 additional course work related to the major
★15 Professional Practicum (KIN 493) and additional ★15 of course work related to the major

Additional Information

The additional coursework related to the major normally consists of:

★15 taken at the 300- or 400-level
Minimum ★9 taken from DANCE, HE ED, KERLS, KIN, and/or RLS courses.

Highlight and strikethrough removed text on this side

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).

General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

A clear description of the focus and the objectives of the major.

A detailed list of courses to be taken and indication of how they relate to the stated objectives.

Specific Requirements

Choose one of:

★9 Professional Practicum (KIN 492) and ★21 additional course work related to the major
★15 Professional Practicum (KIN 493) and additional ★15 of course work related to the major

Additional Information

The additional coursework related to the major normally consists of:

★15 taken at the 300- or 400-level
Minimum ★9 taken from DANCE, HE ED, KERLS, KIN, and/or RLS courses.

Highlight and underline new text on this side

Rationale for the proposed change:

A review of the majors within the BKin undergraduate program identified lower enrolment in and low student demand for the Sport Coaching major. Consultations with enrolled students and faculty teaching courses within the Sport Coaching major also identified low satisfaction with

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core courses and content requirements of this Major. In contrast with the other specified major concentration areas of the Bachelor of Kinesiology (BKin) degree program, the Sport Coaching major is comparatively of low demand. Further to this, the Sport Coaching major is a resource-intensive major relative to the number of students it serves, which presents areas of redundancy and significant sustainability challenges for the capacity of the Faculty of Kinesiology, Sport, and Recreation (KSR) to deliver this major.

This proposal for calendar change is an attempt to communicate the close of admissions to this major for the 2021-2022 academic year (for which applications will have opened October 1, 2020). No further admissions to this major will occur after July 1, 2021. At this point there will also no longer be program requirements for this major as of the start of the Fall 2021-2022 academic year and must be reflected within this academic calendar for this academic year. Current, returning, and admitted students (in Fall 2020) must refer to the year they were admitted for program information. This proposed change is intended to reflect program and major requirements for the 2021-2022 calendar year for which Fall 2021 admissions to KSR will refer to for program completion requirements. Students currently enrolled in the program as of July 1, 2021 will be allowed to and supported in completing program requirements until June 20, 2026.

Enrolments (by FLE and headcounts) for the most recent 5-year period, of the BKin majors, including the current academic year.

BKIN Enrolment	2019-20	2018-19	2017-18	2016-17	2015-16
Total head count of the BKin	484	470	455	438	375
Sport Coaching Major	14	8	12	13	10
Adapted Physical Activity Major	116	114	87	70	47
Sport Performance Major	169	166	176	177	161
Physical Activity & Health Major	176	175	160	121	69
Individualized Major	6	5	10	17	13
Undeclared	3	2	10	40	75
Total FLE of the BKin	430	422	400	378	296
Sport Coaching Major	10.8	7.7	11.6	11.7	8.3
Adapted Physical Activity Major	103.1	106.1	81.5	61.7	38.7
Sport Performance Major	148.9	148.2	155.4	154.7	125.8
Physical Activity & Health Major	160.1	155.4	135.4	106.4	55.7
Individualized Major	4.4	3.5	8.2	14.7	8.2
Undeclared	2.6	1	7.8	28.9	59.6

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