

The following Motions and Documents were considered by the GFC Academic Standards Committee at its February 21, 2013 meeting:

Agenda Title: **Office of the Registrar: Course Approvals for February, 2013**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, the proposal for approval of transfer credit, as submitted by the Office of the Registrar and as set forth in Attachment A, to take effect upon final approval.

Final Item: 4A

Agenda Title: **Faculté Saint-Jean: Proposed Changes to Existing Admission Requirements**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission requirements, as submitted by Faculté Saint-Jean and as set forth in Attachment B, to take effect in 2013-2014.

Final Item: 4B

Agenda Title: **Proposal for a (New) Freestanding For-Credit Post-Baccalaureate Certificate in Sexual Health**

APPROVED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the proposed admission and academic standing requirements for a (new) freestanding for-credit Post-Baccalaureate Certificate in Sexual Health, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Extension and as set forth in Attachment 1 [highlighted in yellow], to take effect in September, 2013.

Final Recommended Item: 5

Agenda Title: **Admission from Countries That Follow the British Education System – Proposed Changes to Section 17.2.1 of the University Calendar**

APPROVED MOTION: THAT GFC Academic Standards Committee recommend to the GFC Academic Planning Committee proposed changes to Section 17.2.1 (Admission from Countries that follow [*sic*] the British Education System) of the University Calendar, as submitted by the Office of the Registrar and as set forth in Attachment 1, as amended, to take effect upon approval and for publication in the 2014-2015 University Calendar.

Final Recommended Amended Item: 6

Agenda Title: **Course Feedback Prior to Withdrawal Deadlines – Proposed Changes to Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar**

APPROVED MOTION: THAT GFC Academic Standards Committee recommend to the GFC Executive Committee the proposed changes to Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar, as submitted by the Office of the Registrar and as set forth in Attachment 1, as amended, to be effective 2013-2014 (Fall Term) and for publication in the 2014-2015 University Calendar.

Final Recommended Amended Item: 7

OUTLINE OF ISSUE

4A. Office of the Registrar – Course Approvals for February, 2013

4B. Faculté Saint-Jean – Proposed Changes to Existing Admission Requirements

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Ada Schmude, Associate Registrar (Enrolment Services), Office of the Registrar; Ed Blackburn, Associate Dean (Academic), Faculté Saint-Jean
Presenter	Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
Subject	N/A

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Various sections of the <i>University Calendar</i> ; see individual items for specific affected <i>Calendar</i> sections. Updates the <i>Alberta Transfer Guide</i> .
Timeline/Implementation Date	Item 4A: To take effect upon final approval. Item 4B: To take effect in 2013-2014.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover</i> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <i>Post-Secondary Learning Act (PSLA)</i>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <i>PSLA</i>: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <i>UAPPOL Admissions Policy</i>: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other</p>

reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

5. **GFC Academic Standards Committee (ASC) Terms of Reference**

(Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC’s terms of reference provide that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

Section 3 of GFC ASC’s Terms of Reference state:

“B. Admission and Transfer, Academic Standing, Marking and

Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)

[...]"

6. GFC ASC Terms of Reference (Mandate): GFC ASC's delegated authority from GFC extends to the following:

"a. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.

b. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.

c. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.

d. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta." (3.D.i-iv.)

7. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure): "The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assess on an individual course-by-course basis for by a block transfer agreement."

Routing (Include meeting dates)

Consultative Route (parties who have seen the	Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee, Associate Registrar (Enrolment
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proposal and in what capacity)	Services), and Associate Registrar (Enrolment Management)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (February 21, 2013) – for final approval
Final Approver	GFC Academic Standards Committee

Attachments:

Attachment A (page 1): Office of the Registrar

Attachment B (pages 1 – 3): Faculté Saint-Jean

Prepared by Garry Bodnar, University Governance, garry.bodnar@ualberta.ca

February 7, 2013

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on February 21, 2013

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
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GRANT MACEWAN UNIVERSITY

131613	CHEM 270 (3)	CHEM 2XX (3)		
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PORTAGE COLLEGE

131548	STAT 141 (3)	STAT 141 (3)		
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RED DEER COLLEGE

131403	KNSS280 (3)	PEDS205 (3)		
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130035	KNSS 340 (3)	PEDS2XX (3) OR AUPED 2XX (3)	Student will not also receive credit for PEDS471 at UofA.
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Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission requirements, as submitted by Faculté Saint-Jean and as set forth in Attachment B, to take effect in 2013-2014.

Faculté Saint-Jean
Course and Program Changes
For implementation in 2013-2014

CURRENT	PROPOSED
<p>183.1.2 Conditions d'admission</p> <p><i>No changes until ...</i></p> <p>Baccalauréat en éducation Élémentaire</p> <p>Exigences d'admission</p> <p>(1) Un cours parmi Français 30-1, 30-2; French Language Arts, 30-1, 30-2; French 30 (9 ans).</p> <p>(2) Une langue autre que le français, y compris une langue autochtone de niveau 30 reconnue au Canada. (Pour les critères de compétence en anglais/langue seconde, voir §183.1.14.) (Voir note.)</p> <p>(3) Trois matières parmi les groupe A, B et/ou C. Une seule matière peut être présentée dans le groupe B. Mathématiques 30-2 peut être utilisé pour être admis au programme en éducation (élémentaire). Cependant, seulement un cours parmi Mathématiques Pure 30, Mathématiques 30-1 ou Mathématiques 30-2 sera utilisé aux fins de l'admission.</p> <p>Note: Si un étudiant présente un cours de français langue seconde (French Language Arts de niveau 30, Français de niveau 30 ou l'équivalent), l'autre langue de niveau 30 doit être la langue d'enseignement de l'école. Par exemple, pour être admis, un étudiant albertain ayant étudié dans une école anglophone, doit présenter English Language Arts 30-1; un étudiant résidant au Mexique, qui a étudié dans une école où la langue d'instruction est l'espagnol, doit présenter un cours terminal d'espagnol.</p> <p>Secondaire</p> <p>Exigences d'admission</p> <p>(1) Un parmi Français 30-1, 30-2; French Language Arts 30-1, 30-2; French 30 (9 ans).</p> <p>(2) Une langue autre que le français, y compris une langue autochtone de niveau 30 reconnue au Canada. (Pour les critères de compétence en anglais/langue seconde voir §183.1.14.) (Voir note.)</p> <p>(3) Trois matières parmi les groupe A, B et/ou C. Une seule matière peut être présentée dans le groupe B. Mathématiques 30-2 peut être utilisé pour être admis au programme en éducation (secondaire). Cependant, seulement un cours parmi Mathématiques Pure 30, Mathématiques 30-1 ou Mathématiques 30-2 sera utilisé aux fins de l'admission. Voir cidessous les exigences supplémentaires selon la majeure.</p> <p>Note: Si un étudiant présente un cours de français langue seconde (French Language Arts de niveau 30, Français de niveau 30 ou l'équivalent), l'autre langue de niveau 30 doit être la langue d'enseignement de l'école. Par exemple, pour être admis, un étudiant albertain ayant étudié dans une école anglophone, doit présenter English Language Arts 30-1; un étudiant résidant au Mexique, qui a étudié dans</p>	<p>183.1.2 Conditions d'admission</p> <p><i>No changes until...</i></p> <p>Baccalauréat en éducation Élémentaire</p> <p>Exigences d'admission</p> <p>(1) Un cours parmi Français 30-1, 30-2; French Language Arts, 30-1, 30-2; French 30 (9 ans).</p> <p>(2) Une langue autre que le français, y compris une langue autochtone de niveau 30 reconnue au Canada. (Pour les critères de compétence en anglais/langue seconde, voir §183.1.14.) (Voir note.)</p> <p>(3) Trois matières parmi les groupe A, B et/ou C. Une seule matière peut être présentée dans le groupe B. Mathématiques 30-2 peut être utilisé pour être admis au programme en éducation (élémentaire). Cependant, seulement un cours parmi Mathématiques Pure 30, Mathématiques 30-1 ou Mathématiques 30-2 sera utilisé aux fins de l'admission.</p> <p>Note: Si un étudiant présente un cours de français langue seconde (French Language Arts de niveau 30, French de niveau 30 ou l'équivalent), l'autre langue de niveau 30 doit être la langue d'enseignement de l'école. Par exemple, pour être admis, un étudiant albertain ayant étudié dans une école anglophone, doit présenter English Language Arts 30-1; un étudiant résidant au Mexique, qui a étudié dans une école où la langue d'instruction est l'espagnol, doit présenter un cours terminal d'espagnol.</p> <p>Secondaire</p> <p>Exigences d'admission</p> <p>(1) Un parmi Français 30-1, 30-2; French Language Arts 30-1, 30-2; French 30 (9 ans).</p> <p>(2) Une langue autre que le français, y compris une langue autochtone de niveau 30 reconnue au Canada. (Pour les critères de compétence en anglais/langue seconde voir §183.1.14.) (Voir note.)</p> <p>(3) Trois matières parmi les groupe A, B et/ou C. Une seule matière peut être présentée dans le groupe B. Mathématiques 30-2 peut être utilisé pour être admis au programme en éducation (secondaire). Cependant, seulement un cours parmi Mathématiques Pure 30, Mathématiques 30-1 ou Mathématiques 30-2 sera utilisé aux fins de l'admission. Voir cidessous les exigences supplémentaires selon la majeure.</p> <p>Note: Si un étudiant présente un cours de français langue seconde (French Language Arts de niveau 30, French de niveau 30 ou l'équivalent), l'autre langue de niveau 30 doit être la langue d'enseignement de l'école. Par exemple, pour être admis, un étudiant albertain ayant étudié dans une école anglophone, doit présenter English Language Arts 30-1; un</p>

une école où la langue d’instruction est l’espagnol, doit présenter un cours terminal d’espagnol.

Exigences supplémentaires selon la majeure

- (1) L’étudiant qui choisit comme majeure Mathématiques doit présenter Mathématiques Pures 30 ou Mathématiques 30-1.
- (2) L’étudiant qui choisit comme majeure Sciences générales, doit présenter Biologie 30, Chimie 30, Physique 30, Mathématiques Pures 30 ou Mathématiques 30-1.

Informations supplémentaires pour les mineures au BEd (secondaire)

- (1) L’étudiant qui choisit comme mineure Mathématiques devrait avoir Mathématiques Pures 30 ou Mathématiques 30-1. Mathématiques Pures 30 ou Mathématiques 30-1 ne sont pas requis pour être admis au programme, mais la mineure comprend des cours pour lesquels Mathématiques Pures 30 ou Mathématiques 30-1 est un préalable.
- (2) L’étudiant qui choisit comme mineure Sciences générales, devrait avoir trois cours parmi Biologie 30, Chimie 30, Physique 30 et Mathématiques Pures 30 ou Mathématiques 30-1. Ces cours ne sont pas requis pour être admis au programme, mais la mineure comprend des cours pour lesquels Mathématiques Pures 30 ou Mathématiques 30-1 est un préalable.
- (3) L’étudiant qui choisit comme mineure Sciences physiques, devrait avoir Chimie 30, Physique 30 et Mathématiques Pures 30 ou Mathématiques 30-1. Ces cours ne sont pas requis pour être admis au programme, mais la mineure comprend des cours pour lesquels ils sont des préalables.

Baccalauréat en éducation/Baccalauréat ès sciences

Exigences d’admission

- (1) Un parmi : Français 30-1, 30-2; French Language Arts 30-1, 30-2; French 30 (9 ans).
- (2) Une langue autre que le français, y compris une langue autochtone de niveau 30 reconnue au Canada. (Pour les critères de compétence en anglais/langue seconde voir §183.1.14.) (Voir note.)
- (3) Mathématiques Pures 30 ou Mathématiques 30-1.
- (4) Deux matières parmi: Biologie 30, Chimie 30, Computing Science (CSE) Advanced Level, Career and Technology Studies (CTS) (5 crédits), Mathématiques 31 et Physique 30.

Note: Si un étudiant présente un cours de français langue seconde (French Language Arts de niveau 30, Français de niveau 30 ou l’équivalent), l’autre langue de niveau 30 doit être la langue d’enseignement de l’école. Par exemple, pour être admis, un étudiant albertain ayant étudié dans une école anglophone, doit présenter English Language Arts 30-1; un étudiant résidant au Mexique, qui a étudié dans une école où la langue d’instruction est l’espagnol, doit présenter un cours terminal d’espagnol.

Exigences d’admission supplémentaires pour les majeures au BEd/BSc (secondaire)

- (1) L’étudiant qui choisit comme majeure Sciences biologiques, doit présenter Biologie 30 et Chimie 30.
- (2) L’étudiant qui choisit comme majeure Sciences Mathématiques ou Sciences physiques, doit présenter Chimie 30 et Physique 30.

Baccalauréat ès sciences

- (1) Un parmi French 30, French 30 (9 ans), 31; Français 30, 30-1, 30-2; French Language Arts 30, 30-1, 30-2.
Note: French 30 (3 ans) peut être accepté sur la base du résultat du test de classement de français.
- (2) Un parmi English 30, English Language Arts 30-1 ou Anglais langue

étudiant résidant au Mexique, qui a étudié dans une école où la langue d’instruction est l’espagnol, doit présenter un cours terminal d’espagnol.

Exigences supplémentaires selon la majeure

- (1) L’étudiant qui choisit comme majeure Mathématiques doit présenter Mathématiques Pures 30 ou Mathématiques 30-1.
- (2) L’étudiant qui choisit comme majeure Sciences générales, doit présenter Biologie 30, Chimie 30, Physique 30, Mathématiques Pures 30 ou Mathématiques 30-1.

Informations supplémentaires pour les mineures au BEd (secondaire)

- (1) L’étudiant qui choisit comme mineure Mathématiques devrait avoir Mathématiques Pures 30 ou Mathématiques 30-1. Mathématiques Pures 30 ou Mathématiques 30-1 ne sont pas requis pour être admis au programme, mais la mineure comprend des cours pour lesquels Mathématiques Pures 30 ou Mathématiques 30-1 est un préalable.
- (2) L’étudiant qui choisit comme mineure Sciences générales, devrait avoir trois cours parmi Biologie 30, Chimie 30, Physique 30 et Mathématiques Pures 30 ou Mathématiques 30-1. Ces cours ne sont pas requis pour être admis au programme, mais la mineure comprend des cours pour lesquels Mathématiques Pures 30 ou Mathématiques 30-1 est un préalable.
- (3) L’étudiant qui choisit comme mineure Sciences physiques, devrait avoir Chimie 30, Physique 30 et Mathématiques Pures 30 ou Mathématiques 30-1. Ces cours ne sont pas requis pour être admis au programme, mais la mineure comprend des cours pour lesquels ils sont des préalables.

Baccalauréat en éducation/Baccalauréat ès sciences

Exigences d’admission

- (1) Un parmi : Français 30-1, 30-2; French Language Arts 30-1, 30-2; French 30 (9 ans).
- (2) Une langue autre que le français, y compris une langue autochtone de niveau 30 reconnue au Canada. (Pour les critères de compétence en anglais/langue seconde voir §183.1.14.) (Voir note.)
- (3) Mathématiques Pures 30 ou Mathématiques 30-1.
- (4) Deux matières parmi: Biologie 30, Chimie 30, Computing Science (CSE) Advanced Level, Career and Technology Studies (CTS) (5 crédits), Mathématiques 31 et Physique 30.

Note: Si un étudiant présente un cours de français langue seconde (French Language Arts de niveau 30, French de niveau 30 ou l’équivalent), l’autre langue de niveau 30 doit être la langue d’enseignement de l’école. Par exemple, pour être admis, un étudiant albertain ayant étudié dans une école anglophone, doit présenter English Language Arts 30-1; un étudiant résidant au Mexique, qui a étudié dans une école où la langue d’instruction est l’espagnol, doit présenter un cours terminal d’espagnol.

Exigences d’admission supplémentaires pour les majeures au BEd/BSc (secondaire)

- (1) L’étudiant qui choisit comme majeure Sciences biologiques, doit présenter Biologie 30 et Chimie 30.
- (2) L’étudiant qui choisit comme majeure Sciences Mathématiques ou Sciences physiques, doit présenter Chimie 30 et Physique 30.

Baccalauréat ès sciences

- (1) Un parmi French 30, French 30 (9 ans), 31; Français 30, 30-1, 30-2; French Language Arts 30, 30-1, 30-2.
Note: French 30 (3 ans) peut être accepté sur la base du résultat du test de classement de français.
- (2) Un parmi English 30, English Language Arts 30-1 ou Anglais langue seconde de niveau 30. [Pour les critères de compétence en

<p>seconde de niveau 30. [Pour les critères de compétence en anglais/langue seconde voir note et §183.1.14].</p> <p>(3) Mathématiques Pures 30 ou Mathématiques 30-1</p> <p>(4) Deux matières parmi: Biologie 30, Chimie 30, Mathématiques 31, Physique 30, ou Computing Science (CSE) Advanced Level-Career and Technology Studies (CTS) (5 crédits).</p> <p>Notez: Si un étudiant demande admission en ayant French 30 (ou l'équivalent) et Anglais langue seconde de niveau 30, une langue supplémentaire (de niveau 30) sera requise. Cette dernière doit être la langue d'enseignement de l'école. Par exemple, pour un étudiant ayant étudié au Mexique dans une école de langue espagnole, la langue supplémentaire doit être le cours terminal d'espagnol.</p> <p>Baccalauréat ès sciences (sciences de l'environnement et de la conservation—bilingue)</p> <p>Note: Les candidats doivent soumettre la demande d'admission à la Faculté Saint-Jean. Voir §184.11</p> <p>(1) Un parmi French 30, French 30 (9 ans), 31; Français 30, 30-1, 30-2; French Language Arts 30, 30-1, 30-2.</p> <p>Note: French 30 (3 ans) peut être accepté sur la base du résultat du test de classement de français.</p> <p>(2) Un parmi English 30, English Language Arts 30-1 ou Anglais langue seconde de niveau 30. [Pour les critères de compétence en anglais/langue seconde voir §183.1.14].</p> <p>(3) Mathématiques Pures 30 ou Mathématiques 30-1</p> <p>(4) Chimie 30</p> <p>(5) Biologie 30</p> <p>Note: Si le français est un cours de langue seconde (French 30 ou l'équivalent) et anglais est un cours de langue seconde de niveau 30, une langue supplémentaire (de niveau 30) sera requise. Cette dernière doit être la langue d'enseignement de l'école. Par exemple, pour un étudiant ayant étudié au Mexique dans une école de langue espagnole, la langue supplémentaire doit être le cours terminal d'espagnol.</p> <p>Baccalauréat ès sciences infirmières (bilingue)</p> <p>Note: Les candidats doivent soumettre la demande d'admission à la Faculty of Nursing (voir §§15.11.5 et 134.6).</p> <p>L'admission est limitée étant donné que le programme est contingenté.</p> <p>Exigences des compétences langagières</p> <p>(1) Anglais: Pour des informations concernant les règlements généraux au sujet de la compétence dans la langue anglaise ainsi que les règlements spécifiques au sujet de la maîtrise de l'anglais oral qui sont applicables à tous les domaines des sciences de la santé, voir §13.3.1.</p> <p>(2) Français: Les candidats devront démontrer leurs compétences langagières en français de deux façons:</p> <p>a. réussir un de ces cours : Français 30, 30-1 ou 30-2 (offerts dans les écoles francophones), French Language Arts 30, 30-1, 30-2 (offerts dans les programmes de français immersion), French 30, French 30 (9 year), ou French 31 (offerts dans les écoles anglophones).</p> <p>ET</p> <p>b. réussir le test de placement en français de la Faculté Saint-Jean au niveau FRANC 221 ou à un niveau plus avancé</p> <p>Pour plus d'information sur le programme et cours obligatoires voir §§15.11.5, 133.2 et 134.6</p>	<p>anglais/langue seconde voir note et §183.1.14].</p> <p>(3) Mathématiques Pures 30 ou Mathématiques 30-1</p> <p>(4) Deux matières parmi: Biologie 30, Chimie 30, Mathématiques 31, Physique 30, ou Computing Science (CSE) Advanced Level-Career and Technology Studies (CTS) (5 crédits).</p> <p>Notez: Si un étudiant demande admission en ayant French 30 (ou l'équivalent) et Anglais langue seconde de niveau 30, une langue supplémentaire (de niveau 30) sera requise. Cette dernière doit être la langue d'enseignement de l'école. Par exemple, pour un étudiant ayant étudié au Mexique dans une école de langue espagnole, la langue supplémentaire doit être le cours terminal d'espagnol.</p> <p>Baccalauréat ès sciences (sciences de l'environnement et de la conservation—bilingue)</p> <p>Note: Les candidats doivent soumettre la demande d'admission à la Faculté Saint-Jean. Voir §184.11</p> <p>(1) Un parmi French 30, French 30 (9 ans), 31; Français 30, 30-1, 30-2; French Language Arts 30, 30-1, 30-2.</p> <p>Note: French 30 (3 ans) peut être accepté sur la base du résultat du test de classement de français.</p> <p>(2) Un parmi English 30, English Language Arts 30-1 ou Anglais langue seconde de niveau 30. [Pour les critères de compétence en anglais/langue seconde voir §183.1.14].</p> <p>(3) Mathématiques Pures 30 ou Mathématiques 30-1</p> <p>(4) Chimie 30</p> <p>(5) Biologie 30</p> <p>Note: Si le français est un cours de langue seconde (French 30 ou l'équivalent) et anglais est un cours de langue seconde de niveau 30, une langue supplémentaire (de niveau 30) sera requise. Cette dernière doit être la langue d'enseignement de l'école. Par exemple, pour un étudiant ayant étudié au Mexique dans une école de langue espagnole, la langue supplémentaire doit être le cours terminal d'espagnol.</p> <p>Baccalauréat ès sciences infirmières (bilingue)</p> <p>Note: Les candidats doivent soumettre la demande d'admission à la Faculty of Nursing (voir §§15.11.5 et 134.6).</p> <p>L'admission est limitée étant donné que le programme est contingenté.</p> <p>Exigences des compétences langagières</p> <p>(1) Anglais: Pour des informations concernant les règlements généraux au sujet de la compétence dans la langue anglaise ainsi que les règlements spécifiques au sujet de la maîtrise de l'anglais oral qui sont applicables à tous les domaines des sciences de la santé, voir §13.3.1.</p> <p>(2) Français: Les candidats devront démontrer leurs compétences langagières en français de deux façons:</p> <p>a. réussir un de ces cours : Français 30, 30-1 ou 30-2 (offerts dans les écoles francophones), French Language Arts 30, 30-1, 30-2 (offerts dans les programmes de français immersion), French 30, French 30 (9 year), ou French 31 (offerts dans les écoles anglophones).</p> <p>ET</p> <p>b. réussir le test de placement en français de la Faculté Saint-Jean au niveau FRANC 221 ou à un niveau plus avancé</p> <p>Pour plus d'information sur le programme et cours obligatoires voir §§15.11.5, 133.2 et 134.6</p>
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OUTLINE OF ISSUE

Agenda Title: **Proposal for a (New) Freestanding For-Credit Post-Baccalaureate Certificate in Sexual Health**

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the proposed admission and academic standing requirements for a (new) freestanding for-credit Post-Baccalaureate Certificate in Sexual Health, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Extension and as set forth in Attachment 1 [highlighted in yellow], to take effect in September, 2013.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Katy Campbell, Dean, Faculty of Extension
Presenters	René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research; Heather McRae, Associate Dean (Engaged Learning), Faculty of Extension; Corey Wentzell, Executive Director, Professional Programs and Government Studies, Faculty of Extension
Subject	Freestanding For-Credit Post-Baccalaureate Certificate in Sexual Health, Faculty of Extension

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The goal of this program is to provide participants with the knowledge, skills, and attributes necessary to succeed in the emerging field of sexual health. Drawing on theory and the best field practices through case studies, simulations, and group projects, participants will critically apply the conceptual, theoretical, and practical frameworks necessary to address the common challenges associated with comprehensive sexual health education. The impact of personal bias will be explored with respect to different cultures, lifestyles, and values. The proposal for the Post-Baccalaureate Certificate (PBC) in Sexual Health was developed in collaboration with the Faculty of Rehabilitation Medicine.</p> <p>The proposed 12-credit free-standing PBC contains three required courses and one elective. A total of six new courses will be developed for adult learners primarily in the health and education sectors.</p> <p>The Department of Occupational Therapy in the Faculty of Rehabilitation Medicine first identified a need for educational programming in sexual health through the inquiries they received from allied health students and practitioners in Alberta and other provinces. Initially, a series of workshops was sufficient to address the need. However, as interest continued over the years, practitioners and prospective students requested credit courses in the area.</p>
The Impact of the Proposal is	<p>Extensive consultations with professionals in the health and education sectors identified a need for this proposed PBC in Sexual Health. The impact of this proposal for continued education of professionals includes the following:</p> <ul style="list-style-type: none"> • Increased community interest and capacity in the field of sexual health



	<ul style="list-style-type: none"> • Increased experience and capacity in sexual health education • Increased interest in clinical and educational research related to the field <p>From the perspective of the University of Alberta, this proposed PBC in Sexual Health will further the University's desire to increase the number of certificate programs available to students and alumni. It will increase the University's capacity to offer "theme-based and skill specific certificates, enabling students to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning" (<i>Dare to Deliver</i>, p. 7). The nature of the proposed program currently relies on the collaboration of two Faculties, Extension and Rehabilitation Medicine, furthering the experience of working across disciplines. There are no other programs of this nature in Alberta.</p> <p>It will be important to ensure that coursework links to recent research in the field of sexual health. It is anticipated that most of the courses will be taught by instructors at the University of Alberta with experience in the field of sexual health. Given the changing nature and understanding of this work, it will be necessary to review the curriculum regularly. An advisory committee has been identified to assist with this work.</p>
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September, 2013 (preferred) or January, 2014.
Estimated Cost	See attached proposal.
Sources of Funding	This new program will be funded internally by the Faculty of Extension through reallocation of existing resources.
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver</i>; <i>Dare to Discover Values</i>: "[E]nrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change[.]"
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p>



3. **PSLA:** The *PSLA* gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

4. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

5. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria [*sic*] may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.”

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

6. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

	<p>7. UAPPOL Academic Standing Policy: “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p>8. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p> <p>9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): GFC delegated authority to ASC to approve “proposals for the establishment of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” (3.G.).</p> <p>10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate): Following GFC ASC’s recommendation to GFC APC, APC’s Mandate states that “APC, in turn, would have the GFC-delegated authority to give final approval...” (3.8.d.)</p> <p>11. PSLA: “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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Routing (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Discussions about the program were held with faculty members and students representing the Faculties of: Arts, Education, Medicine and Dentistry, Nursing, and Rehabilitation Medicine. Other individuals with professional expertise in the field who have been consulted include: Dr Brian Parker and Dr Larry Brockman (Options Sexual Health Association); Ms Karen Saganiuk (Health Canada); and Ms Helen Legg (Alberta Health and Wellness).</p>
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	GFC ASC Subcommittee on Standards (February 7, 2013) – for review/advice
Approval Route (Governance) (including meeting dates)	Faculty of Extension Council (November 15, 2012) – for recommendation; Faculty of Extension Executive Planning Committee – for recommendation on the program budget; Faculty of Graduate Studies and Research Council (January 16, 2012) – for recommendation; GFC Academic Standards Committee (February 21, 2013) – for recommendation; GFC Academic Planning Committee (February 27, 2013) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments:

1. Attachment 1 (pages 1 – 20): Proposal for a Freestanding For-Credit Post-Baccalaureate Certificate in Sexual Health

Prepared by: Heather McRae, Associate Dean (Engaged Learning), Faculty of Extension, hamcrae@ualberta.ca, and René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research, rene.poliquin@ualberta.ca

**Program Approval Template
Free-Standing Credit Certificates and Diplomas**

This template is to be used for proposals calling for the establishment of new University of Alberta free-standing credit certificates and diplomas. Free-standing credit certificates and diplomas are not offered as a part of any degree program at the University of Alberta. Students in free-standing credit certificate and diploma programs are not required to be current University of Alberta students in order to gain admission. (Example: Certificate in Stroke Rehabilitation offered by the Faculty of Rehabilitation Medicine)

Governance: Free-standing credit certificates and diplomas are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC, GFC APC and the Minister of Advanced Education and Technology.

All free-standing credit certificate and diploma programs at the University of Alberta have a cost-recovery fee structure. Proposed fees are approved by the Provost and Vice-President (Academic) after review by the Registrar's Advisory Committee on Fees (RACF). This approval process is separate from the program approval process outlined above.

Section A: Basics		
Program Name	Post-Baccalaureate Certificate in Sexual Health	
Credential Select one. (See definitions below)	<input type="checkbox"/> University Certificate (Admission requirement: high school) <input type="checkbox"/> University Certificate (Admission requirement: baccalaureate degree) <input type="checkbox"/> University Diploma (Admission requirement: high school) <input type="checkbox"/> University Diploma (Admission requirement: baccalaureate degree) <input checked="" type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Post-Master's Certificate <input type="checkbox"/> Post-Doctoral Certificate	
Sponsoring Faculty/ Academic Unit	Faculty of Extension, Professional Programs and Government Studies and the Faculty of Graduate Studies	
Contact information	Name and Title	Dr. Corey Wentzell, Executive Director Professional Programs and Government Studies
	Phone	780-248-1660
	Email	corey.wentzell@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	N/A	
Program length – years	The proposed PBC in Sexual Health is designed for part-time study. The maximum time permitted for completion of the program will be four years from the date of registration. Ideally the program will start in September 2013.	
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	In proposing the PBC in Sexual Health, the Faculty of Extension in collaboration with the Faculty of Rehabilitation Medicine, is responding to the need for practitioners in health related fields to develop greater awareness and skills in the areas of sexual health; sexuality, illness, and disability; and sexual health education. The Pan American Health Organization, the World Health Organization and the World Association for Sexology (2000) identify the characteristics of a sexually healthy society as including access to age appropriate, comprehensive sexuality	

	<p>education and the provision of training programs for professionals to specialize in sexual health.¹ These themes were restated at the 17th World Congress of Sexology held in Montreal in 2005. In an article in the <i>Canadian Journal of Human Sexuality</i>, Maticka-Tyndale (2001) calls for greater collaboration and networking amongst health professionals in order to ensure approaches to sexual health education are reflective of needs and interests in Canada, instead of relying on research findings and practices from other countries.²</p> <p>The proposed 12-credit program contains three required courses and one elective. A total of six new courses will be developed with the requirements of adult learners across the health and education sectors in mind. (See Appendix A for program details, admission requirements, and course descriptions.) It is in line with the University of Alberta's strategic plan (<i>Dare to Deliver 2011-2015</i>) where the establishment of certificate programs, theme-based and skill-specific, is viewed as one way of enabling students and alumni to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning (p. 7).</p> <p>This proposed stand alone certificate program will be of interest to those who are working in clinics, health and social service departments, and the not-for-profit sector. The target student body includes: health care practitioners and health educators; practicing professionals in Counselling Psychology, Education (health education teachers in K-12 schools), Educational Psychology, Human Ecology, Nursing, Rehabilitation Medicine, and Social Work and other professionals seeking to broaden their expertise in the field of sexual health.</p> <p>It is expected that there will be interest beyond the University of Alberta. However, the initial course offerings will be face-to-face with blended learning being developed as interest warrants. (See Appendix F for a summary of the market strategy analysis.) It is anticipated that courses completed as part of the proposed PBC will enable graduates with the necessary professional credentials to apply for higher degrees in their fields.</p>
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<p>Provider Comments Include information about brokering arrangements, status of program accreditation or approval by an outside body, etc.</p>	<p>N/A</p>
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Section B: Detailed System Coordination Analysis

<p>Relationship to existing programs at the institution How does the proposed program fit with other programs at the</p>	<p>The Department of Occupational Therapy in the Faculty of Rehabilitation Medicine first identified a need for educational programming in sexual health through the inquiries they received from allied health students and practitioners in Alberta and other provinces. Initially a series of workshops was sufficient to address the need.</p>
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¹ Pan American Health Organization, World Health Organization & World Association for Sexology. (2000). Promotion of sexual health: Recommendations for action. Proceedings of a Regional Consultation, Antigua, Guatemala, May 19-22, 2000. Retrieved August 27, 2012 from <http://www.worldsexualhealth.org/sites/default/files/PromotionSexualHealth.pdf>

² Maticka-Tyndale, E. (2001). Sexual health and Canadian youth: How do we measure up? *The Canadian Journal of Human Sexuality*, 10(1-2) 1-17.

<p>institution, in terms of program type, student mix, and instructional expertise? What are the anticipated impacts (positive or negative) on existing programs?</p>	<p>However, as interest continued over the years, practitioners and prospective students requested credit courses in the area. Currently there is:</p> <ul style="list-style-type: none"> • An undergraduate course offered through the Department of Human Ecology, in the Faculty of Agricultural, Life and Environmental Studies (HECOL 211 <i>Human Sexuality</i>), coordinated by Dr. Shaniff Esmail from the Faculty of Rehabilitation Medicine, which regularly attracts enrolments of 100-150 students from the health science and education faculties. • The Faculty of Education offers Health Education as one of a large number of minor teaching subjects in Secondary Education. The minor contains a series of undergraduate courses that address personal health and wellbeing (HE ED 110), health promotion (HE ED 320, 321), special topics (HE ED 497) and the opportunity for directed study (HE ED 499). Graduates with this minor would be well positioned for the PBC in Sexual Health. <p>A total of six graduate courses need to be developed for the proposed PBC in Sexual Health and individuals from the following departments/agencies will be involved in designing and teaching the material:</p> <p>Dr. Shaniff Esmail Associate Professor, Department of Occupational Therapy, Faculty of Rehabilitation Medicine</p> <p>Dr. Lili Liu, Professor & Chair, Department of Occupational Therapy, Faculty of Rehabilitation Medicine</p> <p>Dr. Brian Parker, Options Sexual Health Association</p> <p>Dr. Liz Taylor, Associate Dean, Faculty of Rehabilitation Medicine</p> <p>Ms. Karen Saganiuk, Co-ordinator, Blood-Borne Pathogens/Sexually Transmitted Infections Prevention Program, Health Canada</p> <p>Ms. Helen Legg, Project Manager, Public Health Strategic Policy and Planning Branch, Community and Population Health Division, Alberta Health and Wellness.</p> <p>Dr. Billy Strean, Professor, Faculty of Extension</p> <p>Currently there are no specific programs in Sexual Health offered at the University of Alberta or at other Campus Alberta institutions. Students with an interest in this area pursue professional programs in related fields such as the ones mentioned previously in Section A. However, the only avenue for pursuing studies in Sexual Health is via continuing education offered by various professional associations. The proposed PBC in Sexual Health will enable practitioners to enter formal study at a graduate level a positive impact on this important aspect of health and education.</p>
<p>Similarity or relationship to other programs How does the program fit within Alberta’s post-secondary system? Which programs does it complement/compete with? If there is duplication, how is it warranted? What are the laddering opportunities to/from the program? What features make the program unique?</p>	<p>The proposed PBC in Sexual Health complements existing health and education programs within Campus Alberta by enabling participants to enhance their knowledge and skills through “graduate-level coursework, without committing to a master’s degree” (AET February, 2009). Successful completion will enhance graduates chances of entering higher level degrees should they wish to do so. The proposed PBC is not in competition with or replicated by existing programs offered within Campus Alberta. The interdisciplinary nature of the proposed program, its part-time delivery, and the focus on adult learners with practice experience are among its unique features.</p> <p>Post-baccalaureate and graduate degree programs in sexual health are offered in the United Kingdom at the University of Central Lancashire and the London School of Hygiene and Tropical Medicine, and in Australia at Curtin University. This provides opportunities in the future for laddering, student exchange or program collaboration.</p>

<p>Consultation with other Alberta institutions offering similar programs What consultations have taken place with institutions that offer similar programs or that may be affected by the implementation of the program? What are the potential student transfer arrangements?</p>	<p>There are currently no programs of this nature in Alberta. As a result, there is the potential for linking with other post-secondary institutions in Campus Alberta and beyond should the student demand warrant.</p>
<p>What alternatives exist and why is this proposal the best strategy for the system? Why is a new program being developed rather than brokering or expanding an existing program? How will the system benefit from establishing the proposed program?</p>	<p>Extensive consultations with professionals in the health and education sectors identified a need for the proposed PBC in Sexual Health. The Faculty of Extension, in collaboration with the Faculty of Rehabilitation Medicine, is well positioned to develop and offer the proposed program. Potential benefits include:</p> <ul style="list-style-type: none"> • Increased community interest and capacity in the field of sexual health • Increased experience and capacity in sexual health education • Increased interest in clinical and educational research related to the field <p>(See Appendix E for further information about program development)</p>

<p>Section C: Marketability Assessment</p>	
<p>Results of student demand analysis What steps have been taken to assess student demand (Application Submission Initiative data; student inquiries, surveys, wait lists, etc.)? What are the qualitative/quantitative results? What is the institution's plan for student recruitment and selection?</p>	<p>It is anticipated that the program will attract recent graduates from the University of Alberta as well as professionals. Therefore, discussions about the program were held with faculty members and students representing the faculties of: Education, Medicine and Dentistry, Nursing, and Rehabilitation Medicine. Other individuals with professional expertise in the field who have been consulted include: Dr. Brian Parker and Dr. Larry Brockman (Options Sexual Health Association), Ms. Karen Saganiuk (Health Canada), Ms. Helen Legg (Alberta Health and Wellness).</p> <p>Recruitment for the proposed PBC will be undertaken by the marketing unit within the Faculty of Extension. This will include: sending promotional materials to recent graduates of relevant U of A degree programs, use of social media and faculty websites, and tapping into the Faculty of Extension's links with relevant organizations in the public, private, and non-profit sectors. The Faculty of Rehabilitation Medicine will recruit potential students through their alumni, relevant professional organizations, agencies, and programs.</p> <p>Student admission requirements are outlined in Appendix A. The proposed Advisory Committee is listed in Appendix B. Appendix C outlines the projected student enrolment. A market strategy analysis is provided in Appendix F.</p>
<p>Results of economic demand analysis What steps have been taken to assess regional, provincial and national labour market demand (employer surveys, job ads, labour market statistics, etc.)? What are the qualitative/quantitative results?</p>	<p>Given that sexual health is a relative new field of study, there is limited data relating to economic demand. However, it is expected that this program will expand the range of expertise of graduates in the program and provide them further job options within their current employment, as well as opportunities for consultative work.</p> <p>There is no specific employment information relating to careers in sexual health; however, the <i>Alberta Labour Market Outlook</i> identifies that employment within the</p>

<p>If the program does not lead directly to employment, what are the long-term economic benefits for graduates?</p>	<p>category of Health Care and Social Assistance (NAICS – 6200) is the second largest in the province, preceded only by retail trade. Jobs in health care are predicted to grow by 2.5% between 2011 and 2015.³ Employment in manager level positions is expected to exceed 2.7% by 2015.⁴</p> <p>According to their website, graduates from Curtin University’s graduate degree in Sexology “are gaining work in related fields in Australia and other countries with over 80% of graduates gaining such employment within 6 months after graduating” (Retrieved from http://healthsciences.curtin.edu.au/teaching/soph_sexology.cfm).</p>
<p>Evidence of support from industry, employers, professional organizations, other institutions Which employers, professional associations, regulatory bodies and institutions were consulted, and which of them will be submitting letters in support of the program? If work experience is part of the program, which employers are willing to provide placements?</p>	<p>The following representatives of local health and education communities, as well as key individuals from the University of Alberta community, have expressed support for establishing a Post-Baccalaureate Certificate in Sexual Health.</p> <ul style="list-style-type: none"> • Dr. Liz Taylor, Associate Dean, Faculty of Rehabilitation Medicine, University of Alberta • Dr. Lili Liu, Chair, Department of Occupational Therapy, Faculty of Rehabilitation Medicine, University of Alberta • Dr. Shaniff Esmail, Associate Chair, Department of Occupational Therapy, Faculty of Rehabilitation Medicine, University of Alberta • Dr. Sheila Hughes, Associate Professor, Department of Family Medicine, Faculty of Medicine and Dentistry, University of Alberta • Dr. Donald Morrish, Division of Endocrinology and Metabolism, University of Alberta** • Dr. Larry Brockman, Executive Director, Options Sexual Health Association** • Dr. Brian Parker, Options Sexual Health Association • Ms. Heather Cobb, President, Alberta Society for the Promotion of Sexual Health** • Ms. Karen Saganiuk, Co-ordinator, Blood-Borne Pathogens/Sexually Transmitted Infections Prevention Program, Health Canada • Ms. Helen Legg, Project Manager, Public Health Strategic Policy and Planning Branch, Community and Population Health Division, Alberta Health and Wellness • Dr. Wadieh Yacoub, Ms. Ruth Richardson, and Ms. Karen Saganiuk, Health Canada, First Nations and Inuit Health Branch, Alberta Region** <p>** indicates letter of support (see Appendix G)</p> <p>Community service experience or additional work experience are not part of the proposed program.</p>

Section D: Demonstration of Financial Viability

³ Government of Alberta, Human Services. (2012, March). *Alberta labour market outlook*. Retrieved from <http://www.employment.alberta.ca/documents/Labour-Market-Outlook.pdf>

⁴ Alberta. (2012, June). *Industry profiles: Health care and social assistance industry*. Retrieved from <http://www.employment.alberta.ca/documents/industry-profile-health-care-and-social-assistance.pdf>

<p>Annual Budget and funding sources Provide detailed budget information in the Funding section. If necessary, use this section to include additional information.</p>	<p>The proposed PBC in Sexual Health will be a total cost recovery program. A detailed budget is provided in Appendix H.</p>
<p>Anticipated impact on internal resources If institutional resources will be a source of revenue, what is the source of funding (e.g.: fundraising, re-allocation)? What will the impact be on other programs and service areas (e.g.: student services, library, facilities)?</p>	<p>The impact on internal resources may include:</p> <ul style="list-style-type: none"> • Initial courses would be taught by instructors at the University of Alberta who are trained in the field of sexual health. Other instructors would be contracted externally, if necessary. • Another possible source of instructor expertise would be to invite a visiting scholar recognized in the field to be a term instructor; this would serve additionally to raise the profile of the program. • Initial course content has been drafted. However, there will be costs associated with keeping learning materials up to date. • There would be an impact on classroom needs, and the support needed to maintain them, within the space occupied by the Faculty of Extension. This need would be reviewed on an ongoing basis.
<p>Anticipated financial impact on students and Students Finance How does the tuition fee compare with similar programs at the institution and across the system? What is the anticipated percentage of students who will seek SF support?</p>	<p>Proposed tuition fees of \$1,200 per course are reflective of the costs associated with offering this program.</p>

<p>Section E: Additional Questions – University of Alberta</p>	
<p>Vision and Academic Plan How does the proposed program connect to the University’s vision <i>Dare to Discover</i>? How does the program further the University’s Academic Plan?</p>	<p>The proposed Post-Baccalaureate Certificate in Sexual Health will further the University’s desire to increase the number of certificate programs available to students and alumni. It will increase the University’s capacity to offer “theme-based and skill specific certificates, enabling students to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning (<i>Dare to Deliver</i>, p. 7). The nature of the proposed program currently relies on collaboration between two faculties: Extension and Rehabilitation Medicine. Future development of the proposed program could include other sectors within Campus Alberta and beyond. (See Appendix D - Strategic Direction of the proposed program)</p>
<p>Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student</p>	<p>Applications will be handled by the program registration office in the Faculty of Extension. It is anticipated that initially there will be limited impact on Computing and Network Services (e.g., Campus Computing IDs, access to library resources etc) given the number of students in the proposed program (N=30). However, as the program develops the numbers of courses offered could increase.</p> <p>Library impact statement has been completed; student contribution to the library is included in the budget.</p>

Services, etc.	
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Appendices	
<p>Appendix A – curriculum and program structure List course names, numbers, credits/hours; practicum credits/hours; course descriptions; and total instructional hours. Include draft content for the University Calendar.</p>	<p>The proposed PBC in Sexual Health is a 12-credit program designed for adult learners in part-time study. Six new 3-credit courses, each of 39 hours duration, will need to be developed: EXT 5XX Sexual Health: Issues and Perspectives EXT 5XX Sexuality: Illness and Disability EXT 5XX Sex Positivity: Theory and Practice EXT 5XX Sexual Health Education EXT 5XX Sexual Health Education: Practical Strategies for Educators EXT 5XX Leadership and Professionalism</p> <p>(See Appendix A for detailed course descriptions and proposed calendar copy.)</p>
<p>Appendix B – H Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	<p>Appendix B: Academic Oversight Appendix C: Projected Student Enrolment Appendix D: Strategic Direction Appendix E: Developing the Program Appendix F: Market Strategy Analysis Appendix G: Letters of Support Appendix H: Budget: Proforma Budget for New Program Proposal</p>

Appendix A – Calendar Copy

CURRENT	PROPOSED
New program	<p>96.5 Sexual Health The Post-Baccalaureate Certificate in Sexual Health provides participants with the knowledge, skills, and attributes necessary to succeed in the emerging field of sexual health. Drawing on theory and the best field practices through case studies, simulations, and group projects, participants will critically apply the conceptual, theoretical, and practical frameworks necessary to address the common challenges associated with comprehensive sexual health education. The impact of personal bias will be explored with respect to different cultures, lifestyles, and values. The Post-Baccalaureate Certificate in Sexual Health is offered in collaboration with the Faculty of Rehabilitation Medicine.</p> <p>Refer to 20X.XX for more information and visit the program’s website at www.pbcsh.ca, email pbcs@ualberta.ca or telephone (780) XXX-XXXX. For course listings see 231 under Extension (EXT).</p> <p>20X.XX Sexual Health Faculty of Extension University of Alberta Enterprise Square 10230 Jasper Avenue Edmonton, Alberta T6J 4P6 E-mail pbsh@ualberta.ca www.pbshualberta.ca</p>
New program	<p>20X.XX.X General Information The Post-Baccalaureate Certificate in Sexual Health is offered in collaboration with the Faculty of Rehabilitation Medicine. It is designed to provide participants with the knowledge, skills, and attributes necessary to succeed in the emerging field of sexual health. Drawing on theory and the best field practices through case studies, simulations, and group projects, participants will critically apply the conceptual, theoretical, and practical frameworks necessary to address the common challenges associated with comprehensive sexual health education. The impact of personal bias will be explored with respect to different cultures, lifestyles, and values.</p> <p>Entrance Requirements The minimum admission requirements are those set out in the minimum acceptable standards in the Faculty of Graduate Studies and Research. These include a</p>

baccalaureate degree or its academic equivalent in a relevant field from an academic institution recognized by the University of Alberta, with a grade point average of at least 3.0 on the 4-point scale over the last *60 credits; preference will be given to those with community-based experience; and if required (see 203.24) a minimum overall score on an approved English language examination as described below. PTE Academic score of at least 59; a minimum acceptable TOEFL score of 580 (paper-based) or a total score of 92 with a score of at least 20 on each of the individual skill areas (internet-based); or a minimum overall band score of 7.0, with at least 6 on each test band, on the IELTS. Applicants should arrange for their English language test results to be sent directly to the Faculty of Extension. Applicants are required to provide

1. A current curriculum vitae identifying a minimum of two years of community-based experience in health care, sexual health education, rehabilitation medicine, or counselling or in a combination of health related fields
2. Two letters of reference
3. A letter of not more than 800 words that outlines the applicant's background, motivation and career goals.

Program Requirements

Students must complete the following:

- (1) **Required courses (*9):** 5XX Sexual Health: Issues and Perspectives; 5XX Sexual Health Education; 5XX Leadership and Professionalism
- (2) **Elective (*3):** 5XX Sexuality, Illness and Disability; 5XX Sex Positivity: Theory and Practice; 5XX Sexual Health Education: Practical Strategies for Educators.

Length of Program

The Post-Baccalaureate Certificate in Sexual Health is designed for part-time study. The maximum time permitted for completion of the program is two years from the date of registration.

20X.XX.X Graduate Courses

Graduate course can be found in 231, Course Listings, under the subject heading Extension (EXT).

231.133 Extension, EXT

Faculty of Extension

Graduate Courses

EXT 5XX: Sexual Health: Issues and Perspectives

*3 (*fi 6*) (either term, 0-3s-0). An overview of the basic anatomy, physiology, psychosocial, developmental and

sexual health issues. The strategies and skills that service providers use when dealing with sexual health issues will be examined. A required course for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX Sexual Health Education

*3 (*fi 6*) (either term, 0-3s-0). Designed to provide students with an understanding of sexual health education, philosophy, and pedagogy. Students will develop an appreciation of the common challenges associated with comprehensive sexual health education. The impact of personal bias with respect for cultural differences, lifestyles and values will be examined. A required course for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX: Leadership and Professionalism

*3 (*fi 6*) (either term, 0-3s-0). A critique of professional practice leadership models focussing on issues and approaches relating to ethics, problem-solving and decision-making, identity and culture, and the measurement of outcomes and impacts. A required course for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX Sexuality: Illness and Disability

*3 (*fi 6*) (either term, 0-3s-0). An examination of physical and cognitive changes associated with an illness, injury, or disability as it affects sexual health adjustment. The impact of disability and illness on sexual identity and functioning, as well as specific sexual dysfunctions, will be covered. Practical guidelines for dealing with specific sexual health concerns expressed by clients and their partners will be reviewed. An elective for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX Sex Positivity: Theory and Practice

*3 (*fi 6*) (either term, 0-3s-0). Students will gain an understanding of the importance of using a sex-positive approach with clients through an exploration of sexual morals, values, and beliefs. The impact of religion, culture, media, and law on sexuality will be examined. Students will gain an understanding of their sexual attitudes and the strategies that characterise best practice in the field. An elective for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX Sexual Health Education: Practical Strategies for Educators

*3 (*fi 6*) (either term, 0-3s-0). Examines sex health education with emphasis on teaching and learning, curriculum development, and resource utilization. Students will review Health Canada's Guidelines for Teaching Sexual Health Education and provincial learning outcomes, develop lesson

plans for comprehensive sexual health education, and gain a greater understanding of the current challenges faced by practitioners. An elective for students in the XXX program; others interested must seek consent of the instructor.

Appendix B – Academic Oversight

Prospective Academic Advisory Committee Members for the Post-Baccalaureate Certificate in Sexual Health

NAME	AFFILIATION	CONTACT INFO	E-mail
Dr. Sheila Hughes	Faculty of Medicine and Dentistry		Sheila.hughes@ualberta.ca
Ms. Melanie Anderson	Alberta Society for the Promotion of Sexual Health		asps@shaw.ca
Dr. Brian Parker	Options Sexual Health Association		brian@optionssexualhealth.ca
Mr. Larry Brockman	Options Sexual Health Association		larry@optionssexualhealth.ca
Dr. Liz Taylor	Faculty of Rehabilitation Medicine		Elizabeth.taylor@ualberta.ca
Ms. Helen Legg	Alberta Health and Wellness		Helen.legg@gov.ab.ca
Ms. Hailey Hough	Health Canada		Hailey_Hough@hc-sc.gc.ca
Ms. Karen Saganiuk	First Nations Inuit, Health Canada		Karen_Saganiuk@hc-sc.gc.ca
Mr. Keith Turton	Sexual Health Educator,		Mcleod22@telus.net
Dr. Don Morrish	Alberta Society for the Promotion of Sexual Health		dmorrish@gpu.srv.ualberta.ca
Dr. Shaniff Esmail	Department of Occupational Therapy		Shaniff.esmail@ualberta.ca
Dr. Billy Strean	Faculty of Extension		wstrean@ualberta.ca
Dr. Corey Wentzell	Faculty of Extension		Wentzell@ualberta.ca
Student (TBD)			

Appendix C – Projected Student Enrolment

The student body is expected to consist principally of current or aspiring professional leaders, ranging in age mainly from 22 to 55. The initial projected enrolment is 15 students and anticipated to come from a variety of market segments, including:

- Faculty of Rehabilitation Medicine recent graduates
- Faculty of Nursing recent graduates
- Nursing professionals
- Professionals in the fields of counselling and sexual health and well-being
- K-12 educators who have a mandate for instruction in the field of sex education
- Counselling psychology students interested in developing expertise in the field of sexual health
- Health-care practitioners seeking to broaden their areas of expertise

The initial applicant pool is expected to be 60 to 95 people, of which an initial 15 students will be selected (Appendix F).

Ongoing enrolments are forecast to be at least 30 individual course registrations per year, reaching 90 total course registrations by the third year the program is offered.

Projected ongoing enrolment

	2013/4	2014/5	2015/6	Ongoing
Number of projected registrations	30	60	75	75
Number of projected courses to be offered	2	4	5	5

Appendix D – Strategic Direction

Short-term objectives:

- Partner with University of Alberta faculties and schools to provide outstanding lifelong-learning programs of significant community, career, and professional value
- Provide educational opportunities for students in the field of sexual health
- Provide a curriculum that offers contemporary and relevant knowledge
- Increase enrolment, including the enrolment of “after-market” professionals and graduates
- Provide professional practitioners with regular opportunities to continue their education in sexual health and in associated areas of academic inquiry and professional leadership
- Identify the best emerging sexual health approaches and incorporate these new practices into the program on a regular basis

Long-term objectives:

- Establish a tiered program with the possibility of developing an advanced degree in the field
- Continuously increase the Faculty of Extension’s reputation as the supplier of choice for formal, interdisciplinary education and professional development for professionals in a variety of settings and disciplines, including sexual health
- Integrate original research conducted at the University of Alberta and other institutions into sexual health program content
- Establish a system in which core courses may receive credit from post-secondary institutions beyond Campus Alberta
- Generate a sufficient number of high-quality graduates to promote program recognition and support
- Provide educational expertise in the field of sexual health

Appendix E – Developing the Program

Phase 1 (Years 1 – 2)

- (a) In consultation with the Faculty of Rehabilitation Medicine, design the PBC courses
- (b) Deliver courses in accordance with the input received from experts on the Advisory Committee
- (c) Promote the program, not only in Alberta, but as one of interest and value across Canada and beyond
- (d) Offer instruction to promote best-practice learning through case studies, problem-based learning practices, challenge-based learning, and a variety of associated learning methodologies
- (e) Promote both content- and context-structured learning initially through face-to-face instruction.

Phase 2 (Years 2 – 3)

- (a) Continue to integrate more value-added learning tools to the program
- (b) Increase the breadth and scope of stakeholder consultation to ensure the program addresses the needs and interests of professionals engaged in the field of sexual health
- (c) Partner with other faculties and experts at the University of Alberta, where there is interest, to offer sexual health courses through part-time studies at the Faculty of Extension
- (d) Continue to identify and recruit leading experts in the field to instruct our courses and program

Phase 3 (Ongoing)

- (a) Construct and submit academic and business cases to expand program offerings based on market demand and stakeholder needs and interests
- (b) Recommend new programs that would offer credentials of value to the Faculty of Extension, stakeholders, and the market
- (c) Update and revise program content and instructional practices to maintain currency in the field of sexual health

Appendix F – Market Strategy Analysis

Post-Baccalaureate Certificate in Sexual Health

Market Segments and Initial Applicant Pool	Key Values / Needs	Academic Collaborations	Community Collaborations and Engagements	Promotions and Awareness
Recent (within five years) baccalaureate graduates from the University of Alberta: 30 – 40	<ul style="list-style-type: none"> • Enter Professional Practice in the field of Sexual Health • Career advancement • Upward mobility • Advancement of personal brand and brand identity 	<ul style="list-style-type: none"> • Faculty of Rehabilitation Medicine • Other post-secondary institutions in Canada 	<ul style="list-style-type: none"> • Sexual Health Association • Government of Alberta related Services • Nursing • Consultants in the field • Alberta Society for the Promotion of Sexual Health Alberta Health & Wellness 	<p>Efforts to promote the program and increase awareness will be made through:</p> <ul style="list-style-type: none"> • University of Alberta Calendar • University of Alberta Alumni Affairs Department • Social Media • Professional associations • Media coverage through print, social media and possibly television • Industry newsletters • Professional journals • Existing programs offered by the Faculty of Extension at the University of Alberta • Other faculties at the University of Alberta • Other post-secondary institutions in Alberta
Baccalaureate graduates from other post-secondary institutions: 15 – 20	<ul style="list-style-type: none"> • Enter Professional Practice in the field of Sexual Health • Accessibility for all students across the province and beyond • Career advancement • Upward mobility • Advancement of personal brand and brand identity 			
Current Employees - Not-for-profit sector, education, health care, other service entities: 20 – 25	<ul style="list-style-type: none"> • Advancement in the emerging professional field of Sexual Health • Career advancement (to be promoted to management within the Government of Alberta, staff must have a degree) • Upward mobility • Advancement of personal brand and brand identity 			
Aboriginal communities & International students: 5 – 10	<ul style="list-style-type: none"> • Ability to anticipate and solve problems at a higher level • Career advancement • Upward mobility • Advancement of personal brand and brand identity 			

Appendix G: Letters of Support

- Options Sexual Health Association
- Alberta Society for the Promotion of Sexual Health
- University of Alberta
- Health Canada

June 19, 2012

To whom it may concern:

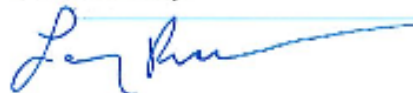
Re: Support for the Post Baccalaureate Certificate in Sexual Health

I am pleased to write in support for the proposed Post Baccalaureate Certificate in Sexual Health. The University of Alberta manifests a vision which places a emphasis on linking learning, research and discovery. For the past 22 years I have worked in the field of Sexual Health Education. For the last 12 years I have been in the role of CEO of a Sexual Health organization and it has been an ongoing challenge to attract staff with suitable training and experience. In general those who have directly relevant training have be trained in foreign post-secondary institutions. Having qualified persons trained from the Canadian context would be a tremendous leap forward.

A research-intensive university has the unique ability to advance fundamental knowledge and scholarship to make those new advancements, methodologies, and implications a defining feature of a student's experience. OPTIONS is looking forward to collaborating in this undertaking and we expect to be able to provide Certificate participants with community based opportunities for practicums and projects.

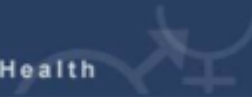
I believe that the Post-Baccalaureate Certificate program that the University of Alberta is proposing to offer is a program that I support. It is an important new educational offering in the Province of Alberta and I believe this will draw professionals from across Canada as well as globally. OPTIONS has identified that there is a need not only in Alberta but nationally. We are looking forward to the day when we can access the graduates of this certificate program. Students interested in this field have limited options both within the Province of Alberta and nationally.

Yours sincerely,



Larry Brockman,
Executive Director
OPTIONS Sexual Health Association

Healthy Sexuality
Throughout The
Lifespan



June 19, 2012

To whom it may concern:

Re: Support for the Post Baccalaureate Certificate in Sexual Health

The proposed Post Baccalaureate Certificate in Sexual Health marks a unique opportunity for the field of Sexual Health. This Certificate Program emulates a vision that places emphasis on linking learning, research and discovery within the classroom. In my work in the field of Sexual Health it has been an ongoing challenge to attract staff with suitable training and experience. Having qualified persons trained from the Canadian context would be a tremendous leap forward.

A research-intensive university has the unique ability to advance fundamental knowledge and scholarship to make those new advancements, methodologies, and implications a defining feature of a student's experience. ASPSH provides online in-service and training to support Sexual Health practitioners remain current in their practice. ASPSH is looking forward to collaborating in this undertaking. Through our online training we are in contact with a network of sexual health practitioners who have expressed interest in certification. Additionally we expect to be able to provide Certificate participants with community based opportunities for practicums and projects.

The Post-Baccalaureate Certificate program that the University of Alberta is proposing to offer is a program that ASPSH supports. It is an important new educational offering in the Province of Alberta and I believe this will draw professionals from across Canada and globally. There is a need and interest in the marketplace for such a program. Participants in our online workshops have inquired about a comprehensive certification program. Students interested in this field have limited options both within the Province of Alberta and nationally. ASPSH anticipates using its networks developed through our online training to promote the Certificate program in the field.

We are hopeful that this program will move forward without delay.

Yours sincerely,

Heather Cobb,
President
Alberta Society for the Promotion of Sexual Health



August 15, 2012

To Whom It May Concern

RE: Post- Baccalaureate Certificate in Sexual Health

I am pleased to write in support for the proposed Post- Baccalaureate Certificate in Sexual Health. The University of Alberta's *The Vibrant Academy* vision places a central emphasis on linking learning, research and discovery within the classroom. A research-intensive university has the unique ability to advance fundamental knowledge and scholarship to make those new advancements, methodologies, and implications a defining feature of a student's experience.

I believe that the Post-Baccalaureate Certificate program that the University of Alberta is proposing to offer is a program that I strongly support and is an important new educational offering in the Province of Alberta. It would indeed be unique in Alberta and one of the few programs on such a subject in Canada. There is definitely a need for qualified practitioners as well as researchers in this area of health, as sexual health concerns form a significant section of health visits. Students interested in this field currently have limited options within Alberta for obtaining further training in this area, and there is no advanced degree program, thus making this program available will be very important.

Yours sincerely,

Donald W Morrish, MD, PhD, FRCPC

Division of Endocrinology and Metabolism

University of Alberta



First Nations and Inuit Health Branch
Alberta Region
9700 Jasper Avenue, Suite 730
Edmonton, Alberta T5J 4C3
www.hc-sc.gc.ca

Direction générale de la santé des Premières nations et
des Inuits
Région de l'Alberta
9700 avenue Jasper, pièce 730
Edmonton (Alberta) T5J 4C3
www.sc-hc.gc.ca

June 18, 2012

To whom it may concern

Re: University of Alberta proposed 'Post-Baccalaureate Certificate in Sexual Health'

We are pleased to provide our support for the proposed Post-Baccalaureate Certificate in Sexual Health, especially in the context of the Vibrant Academy vision of linking learning, research and discovery within the classroom. This particular focus will enable students to develop an advanced fundamental knowledge in the Sexual Health area – an area of study that currently has limited options in Alberta.

Given the burden of STI in Alberta and Canada, this is a timely proposal with the potential for significant contribution towards addressing an important and current public health issue. There is a need for professionals who have sound, research-based knowledge that are associated with an accredited faculty, especially as there are many individuals calling themselves 'experts' or 'consultants' without any basis.

We believe that the Post-Baccalaureate Certificate in Sexual Health program that the University of Alberta is proposing to offer is an important new educational offering in Alberta.

Sincerely,

Wadieh R. Yacoub, M.B. B. Ch. M.Sc. FRCP(C)
Medical Officer of Health
Director, Health Protection
Health Assessment and Surveillance
FNIHB, AB Region

Ruth Richardson, RN, BScN
Regional CDC Nurse Manager
FNIHB, AB Region

Karen Saganiuk RN, BScN
BBP/STI Prevention Program Coordinator
FNIHB, AB Region

OUTLINE OF ISSUE

Agenda Title: **Admission from Countries That Follow the British Education System – Proposed Changes to Section 17.2.1 of the University Calendar**

Motion: THAT GFC Academic Standards Committee recommend to the GFC Academic Planning Committee proposed changes to Section 17.2.1 (Admission from Countries that follow [sic] the British Education System) of the University Calendar, as submitted by the Office of the Registrar and as set forth in Attachment 1, as amended, to take effect upon approval and for publication in the 2014-2015 University Calendar.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Vice-Provost and University Registrar
Presenter	Lihong Yang, Assistant Registrar (International Admissions), Office of the Registrar
Subject	Clarification on General Certificate of Education (GCE) Examination requirements for final admission to the University of Alberta

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To clarify requirements for admission from countries that follow the British Education System, as set out in the University Calendar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Revises Section 17.2.1 (Admission from Countries that follow [sic] the British Education System) of the University Calendar.
Timeline/Implementation Date	Effective 2013-2014 and for publication in the 2014-2015 University Calendar
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)). PSLA: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (Section 29(1)(c)). GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. GFC ASC’s terms of reference provide that “the term ‘substantial’ refers

to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).

Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv)

4. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate) allow for GFC ASC to respond to proposals that may affect the admission or transfer of students to the University of Alberta. (Section 3.B.x).

5. GFC Academic Planning Committee (APC) Terms of Reference (Section 3. Mandate of the Committee): "[...]

7. Admission, Transfer and Academic Standing

- a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change[.]
- b. To consider advice or recommendation from the GFC ASC on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations. [...]"

6. UAPPOL Admissions Policy: "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria [*sic*] may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine."

7. UAPPOL Admissions Procedure:

	<p><u>PROCEDURE</u></p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</p> <p>Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).</p> <p>For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006)."</p> <p>b. Where changes to admission regulations are deemed by the approving body to be 'advantageous to students', normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty."</p>
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Joana Apreku, International Education Specialist, Office of the Registrar; GFC ASC Subcommittee on Standards (February 7, 2013) – for review/advice
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (February 21, 2013) – for recommendation; GFC Academic Planning Committee (February 27, 2013) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments:

Attachment 1 (page 1) – Comparative Table of Proposed Changes to Section 17.2.1 (Admission from Countries that follow [*sic*] the British Education System) of the University Calendar

Prepared by: Lihong Yang, Assistant Registrar (International Admissions), Office of the Registrar, lihong.yang@ualberta.ca, and Claire Burke, Acting Policy Development and Issues Advisor, Office of the Registrar, claire.burke@ualberta.ca

Office of the Registrar
Calendar Changes 2014-2015

Current	Proposed
<p>17.2 Admission from Outside Canada</p> <p>For admission information on undergraduate programs, international students should contact the International Admissions Unit, Office of the Registrar, 105 Administration Building, Edmonton, Alberta T6G 2M7.</p> <p>For information on graduate programs, applicants should contact the Faculty of Graduate Studies and Research, Killam Centre for Advanced Studies, 2-29 Triffo Hall, University of Alberta, Edmonton, Alberta T6G 2E1.</p> <p>17.2.1 Admission from Countries that follow the British Education System</p> <p>Applicants must present external examination results in General Certificate of Education Examinations or their equivalents. For a list of acceptable equivalents please contact the Office of the Registrar.</p> <p>The minimum requirement for admission is superior standing in the five specific Faculty and program course requirements (see §15), at least two of which must be at the GCE A (Advanced) or AS (Advanced Subsidiary) level.</p> <p>Some programs require that three subjects must be at the A or AS level. Contact the Office of the Registrar for more details.</p> <p>Admission is based on completion of required GCSE, IGCSE or O- (Ordinary) level subjects and predicted results in required A or AS- level subjects.</p> <p>Transfer credit may be considered for some GCE courses at the A level with a final grade of A or B. Advanced Subsidiary (AS)- level courses will not be considered for transfer credit</p> <p>For complete details, visit our website at www.registrar.ualberta.ca/international.</p>	<p>17.2 Admission from Outside Canada</p> <p>For admission information on undergraduate programs, international students should contact the International Admissions Unit, Office of the Registrar, 105 Administration Building, Edmonton, Alberta T6G 2M7.</p> <p>For information on graduate programs, applicants should contact the Faculty of Graduate Studies and Research, Killam Centre for Advanced Studies, 2-29 Triffo Hall, University of Alberta, Edmonton, Alberta T6G 2E1.</p> <p>17.2.1 Admission from Countries that follow the British Education System</p> <p>Applicants must present external examination results in General Certificate of Education Examinations or their equivalents. For a list of acceptable equivalents please contact the Office of the Registrar.</p> <p>The minimum requirement for admission is superior standing in the five specific Faculty and program course requirements (see §15), at least two of which must be at the GCE A- (Advanced) or AS- (Advanced Subsidiary) level.</p> <p>Some programs require that three subjects must be at the A- or AS- level. Contact the Office of the Registrar for more details.</p> <p>Final Admission is based on completion of required O- (Ordinary) level subjects (including GCE, GCSE, IGCSE) AS- (Advanced Subsidiary) level subjects and predicted results in required A- (Advanced) level subjects.</p> <p>Transfer credit may be considered for some A- level courses with a final grade of A or B. Note: AS- level courses will not be considered for transfer credit.</p> <p>Note: Final and official GCE certificates of O-level (including GCE, GCSE, IGCSE), AS-level, and A-level (if taken) are required in all cases.</p> <p>For complete details, visit our website at www.registrar.ualberta.ca/international.</p>

OUTLINE OF ISSUE

Agenda Title: **Course Feedback Prior to Withdrawal Deadlines – Proposed Changes to Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar**

Motion: THAT GFC Academic Standards Committee recommend to the GFC Executive Committee the proposed changes to Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar, as submitted by the Office of the Registrar and as set forth in Attachment 1, as amended, to be effective 2013-2014 (Fall Term) and for publication in the 2014-2015 University Calendar.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar in cooperation with the Office of the Provost and Vice-President (Academic)
Presenter	Ada Schmude, Associate Registrar (Enrolment Services), Office of the Registrar
Subject	Term work feedback prior to withdrawal deadlines, with reference to such in the course outlines provided by instructors to students

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To alter existing institutional policy to work to ensure students receive feedback in their courses prior to stipulated term withdrawal deadlines.
The Impact of the Proposal is	To work to ensure students receive feedback in their courses prior to term withdrawal deadlines.
Replaces/Revises (eg, policies, resolutions)	Revises Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar.
Timeline/Implementation Date	Effective 2013-2014 (Fall Term) and for publication in the 2014-2015 University Calendar.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover Values:</i> to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Sections 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (GFC ASC).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference:</p> <p>“3. Mandate of the Committee The ASC is responsible for making recommendations and/or for providing advice to GFC, its Executive Committee, and/or the GFC Academic Planning Committee (APC) on the matters set out below,</p>

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which include such areas as admissions and transfer, including admission and transfer to Faculties, admission of Open Studies students, academic standing policies and general university admission policies, and all institutional marking and grading policies and/or procedures. (GFC 29 SEP 2003) (GFC 31 MAY 2005)

A. Definitions

[...]

ii. *'Substantial'*

In the responsibilities which follow, the term 'substantial' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept.

[...]

B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC

2006)

[...]

vi. ASC provides advice or recommends to the GFC Executive Committee on institutional marking and grading policies and/or procedures.

vii. ASC provides advice or recommends to the GFC Executive Committee on institutional term work policies and/or procedures (with the exception of that noted in B. ii).

[...]"

3. GFC Executive Committee Terms of Reference:

"3. Mandate of the Committee

To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council. (GFC 08 SEP 1966) (GFC 12 FEB 1996)

1. Urgent Matters

The power to deal with any matters that cannot be deferred is delegated to the Executive Committee which shall determine which matters are to be considered urgent. (GFC 09 AUG 1966)

2. Routine Matters

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Matters which are routine in carrying out the policies approved by General Faculties Council are delegated to the Executive Committee. (GFC 08 SEP 1966)

[...]

5. Agendas of General Faculties Council

GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.

When ordering items, the GFC Executive Committee will be mindful of any matters that are of particular concern to students during March and April so that the student leaders who bring those items forward are able to address these items at GFC before their terms end. (EXEC 06 NOV 2006)

[...]

With respect to recommendations from other bodies and other GFC committees, however, the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body.

The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment. (GFC 30 JUN 1992)

[...]

16. Institutional Marking and Grading Policies and/or Procedures

To consider advice or recommendation from the GFC ASC on institutional marking and grading policies and/or procedures. (GFC 31 MAY 2005)

17. Institutional Term Work Policies and/or Procedures

To consider advice or recommendation from the GFC ASC on institutional term work policies and/or procedures. (GFC 31 MAY 2005)”

4. **University Calendar:** Course outline content is set out in Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar.

5. **UAPPOL Assessment and Grading Policy** is available online at:

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	https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Assessment-and-Grading-Policy.pdf
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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Bill Connor, Vice-Provost (Academic Programs and Instruction), Office of the Provost and Vice-President (Academic); Dustin Chelen, Vice-President (Academic), Students' Union; GFC ASC Subcommittee on Standards (February 7, 2013) – for review/advice
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (February 21, 2013) – for recommendation; GFC Executive Committee (March 4, 2013) – for final approval (if the GFC Executive Committee decides to act under delegated authority on behalf of General Faculties Council); or General Faculties Council (March 18, 2013) – for final approval (if the proposal is recommended to Council by its Executive Committee)
Final Approver	See 'Approval Route'

Attachments:

Attachment 1 (pages 1 – 3) – Comparative Table of Proposed Changes to Section 23.4 (Evaluation Procedures and Grading System) of the University Calendar

Prepared by: Ada Schmude, Associate Registrar (Enrolment Management), Office of the Registrar, ada.schmude@ualberta.ca, and Claire Burke, Acting Policy Development and Issues Advisor, Office of the Registrar, claire.burke@ualberta.ca

2013-2014 Calendar Changes

Current	Proposed
<p>23.4 Evaluation Procedures and Grading System</p> <p>(1) Weighting of Term Work and Final Examinations: In each course in which a final examination is held, a weight of not less than 30 percent and not more than 70 percent will be assigned to the final examination, except where a departure from this arrangement has been authorized by the council of the Faculty in which the department offering the course is situated. The remaining weight for the course will be assigned to term work.</p> <p>(2) Course Requirements, Evaluation Procedures and Grading: The policies set out below are intended to provide instructors and their students with general course information. GFC, in approving these guidelines, expected that there would be a common sense approach to their application and understood that circumstances might develop, during a term, where a change to the course outline, as set out in §23.4(2)a., made sense to all concerned. Such changes shall only occur with fair warning or general class consent.</p> <p>Students concerned about the application of these guidelines should consult, in turn, the instructor, the chair of the department by which the course is offered, and the dean of the faculty in which the course is offered.</p> <p>a. At the beginning of each course, instructors are required by GFC to provide a course outline to students and their Department (or Faculty in non-Departmentalized Faculties) that includes the following:</p> <ul style="list-style-type: none"> i. a statement of the course objectives and general content ii. a list of the required textbooks and other major course materials iii. a list of any other course fees as described in the 'Student Instructional Support Fees Policy' and their associated costs iv. an indication of how and when students have access to the instructor v. the distribution of weight between term work and final examination vi. the relative weight of all term work contributing to the course grade 	<p>23.4 Evaluation Procedures and Grading System</p> <p><i>No changes until...</i></p>

2013-2014 Calendar Changes

<p>vii. whether marks are given for class participation and other in-class activities as well as the weight of such participation</p> <p>viii. dates of any examination and course assignments with a weight of 10% or more of the overall course grade</p> <p>ix. the process by which the term marks will be translated into a final letter grade for the course. The process must be consistent with the University of Alberta Assessment Policy and accompanying Grading Procedure, found at the University of Alberta Policies and Principles Online (UAPPOL) website at www.uappol.ualberta.ca.</p> <p>x. an indication of how students will be given access to past or representative evaluative course material, consistent with the Access to Evaluative Material Procedure of the Assessment Policy, found at the University of Alberta Policies and Procedures Online (UAPPOL) website at www.uappol.ualberta.ca.</p> <p>xi. the statement: "Policy about course outlines can be found in §23.4(2) of the University Calendar".</p> <p>xii. the statement: "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."</p> <p>b. Nothing in any course outline, syllabus or course website can override or contravene any Calendar regulation or University policy. In resolving any discrepancy, University policy and Calendar regulations take</p>	
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2013-2014 Calendar Changes

<p>precedence.</p> <p>c. Instructors may indicate in the course outline the date, time and place on which the deferred examination for the course will occur, should one be required. See §23.5.6.</p> <p>d. At the beginning of a course, Instructors will discuss with their class the expectations with respect to academic integrity and outline both permitted and prohibited behaviour.</p> <p>e. Every course outline must contain the following statement: "Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor."</p> <p>f. Each assessment is linked to the stated course objectives and/or learning outcomes. Students should be provided with the criteria for these assessments early in and, if necessary, throughout the course.</p> <p>g. Instructors will allow students a reasonable time in which to complete an assignment, bearing in mind its weight.</p> <p>h. Instructors will mark, provide appropriate feedback, and return to students all term work in a timely manner.</p> <p>i. Normally term work will be returned on or by the last day of classes in the course, with the exception of a final major assignment (which may be due on the last day of classes), which will be returned by the date of the scheduled final examination or, in non-examination courses, by the last day of the examination period. All exceptions must be authorized by the Faculty Council (or delegate) in the Faculty offering the course.</p> <p>j. Upon request, instructors are required to provide the process used to generate the final grade.</p>	<p>h. Instructors will mark, provide appropriate feedback, and return to students all term work in a timely manner. <u>Feedback should be provided prior to the course withdrawal deadline. (See the University of Alberta Assessment and Grading Policy at www.uappol.ualberta.ca).</u></p> <p><i>No further changes.</i></p>
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