The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, May 21, 2015 meeting:

Agenda Title: **Items Deemed Minor/Editorial (Omnibus Motion)**

The Following Proposal(s) are Deemed Minor/Editorial (GFC ASC's Terms of Reference (Mandate) (3.A.i and iii)) by the Vice-Provost (Academic Programs and Instruction) and Chair, GFC ASC, and are APPROVED UNDER DELEGATED AUTHORITY FROM GFC IN A SINGLE OMNIBUS MOTION.

Agenda Title: **Faculty of Extension: Proposed Changes to Existing Admission/Transfer Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission/transfer requirements, as submitted by the Faculty of Extension and as set forth in Attachment A, to be effective in 2016-17.

Final Item: 4A

Agenda Title: **Office of the Registrar: Course Approvals for May 2015**

CARRIED 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 B, to take effect upon final approval.

Final Item: 4B

Agenda Title: **Proposal for an Embedded Credit Research Certificate in Kinesiology, Faculty of Physical Education and Recreation**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed Embedded Credit Research Certificate in Kinesiology, as submitted by the Faculty of Physical Education and Recreation and as set forth in Attachment 1, for implementation in the Fall of 2015.

Final Item: 5

Agenda Title: **Proposal for a Non-credit Certificate in Aboriginal Community Industry Relations, Faculty of Extension**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed Aboriginal Community Industry Relations Certificate as submitted by the Faculty of Extension, and as outlined within Attachment 1, to take effect Fall Term, 2015.

Final Item: 6

Agenda Title: **Proposal for an MSc in Audiology**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the admission and academic standing requirements for a (new) Master of Science in

Audiology as submitted by the Faculty of Graduate Studies and Research and the Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine.

Final Item: 7

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research for a Professional Development Requirement For Graduate Programs of Study**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the proposed changes to section 203 of the University Calendar introducing a new Professional Development Requirement for all graduate programs of study as submitted by the Faculty of Graduate Studies and Research and as set forth in Appendix 1, with implementation to begin in 2016.

Final Item: 8

Agenda Title: **Proposal for an MSc in Urban and Regional Planning**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the admission and academic standing requirements for a (new) Professional Master of Science in Urban and Regional Planning, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Science and as set forth in Attachment 1, for implementation in September, 2016.

Final Item: 9

OUTLINE OF ISSUE

4A. Faculty of Extension: Proposed Changes to Existing Admission/Transfer Requirements

4B. Office of the Registrar: Course Approvals for May 2015

Action Requested	☒Approval ☐Recommendation ☐Discussion/Advice ☐Information
Proposed by	Bill Connor, Acting Dean, Faculty of Extension Ada Ness, Associate Registrar (Enrolment Services), Office of the Registrar
Presenter	Brenda Leskiw, Associate 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 *University Calendar*; see individual items for specific affected *Calendar* sections. Updates the *Alberta Transfer Guide*.
Timeline/Implementation Date	Item 4A: To take effect in 2016-17. Item 4B: To take effect upon final approval.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	***Dare to Discover*** 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)	1. ***Post-Secondary Learning Act* (*PSLA*)**: The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the *PSLA* 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)). 2. ***PSLA***: The *PSLA* gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). 3. **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 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."

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. *PSLA*: The *PSLA* gives Faculty Councils the authority 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)).

6. **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."

7. **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.

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.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar."

8. **GFC Academic Standards Committee (ASC) Terms of Reference (3. *Mandate*)**: The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature.

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

A. Definitions

i. "*Routine and/or Editorial*"
In the responsibilities which follow, 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 which 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.
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.

iii. *Dispute*
If there is any dispute or question as to which of the above categories a proposal falls under, the Provost and Vice-President (Academic) (or delegate) will decide. (GFC 31 MAY 2005)

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)

[…]

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

[…]"

9. **GFC ASC Terms of Reference (Mandate/Alberta Transfer Guide)**: GFC ASC's delegated authority from GFC extends to the following:

"i. 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.

ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.
iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.

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

10. **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 assessed on an individual course-by-course basis for by a block transfer agreement."

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Associate Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Representatives of the Office of the Registrar; University Governance
Approval Route (Governance)	GFC Academic Standards Committee (May 21, 2015) – for final approval

(including meeting dates)	
Final Approver	GFC Academic Standards Committee (May 21, 2015)

Attachments:

Attachment 1 (page 1): Individual Motions for the Omnibus Motion

1. Attachment A (pages 1 – 4): Faculty of Extension
2. Attachment B (pages 1 – 7): Office of the Registrar

Prepared by Andrea Patrick, Assistant Secretary to GFC, c/o University Governance, apatrick@ualberta.ca

Omnibus Motion:

Motion 4A: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission/transfer requirements, as submitted by the Faculty of Extension and as set forth in Attachment A, to be effective in 2016-2017.

Motion 4B: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposals for approval of transfer credit, as submitted by the Office of the Registrar and as set forth in Attachment B, to take effect upon final approval.

Current	Proposed
94.4 English Language Program The English Language Program offers (1) Credit English for Academic Purposes (EAP) courses, covering several levels. (2) Noncredit ESL courses in Intensive Day Program (IDP), covering a wide range of levels. (3) Part-time English language courses delivered to groups of continuing education, undergraduate and graduate students, scholars and members of the community. These courses are designed to provide targeted language support in areas such as writing, pronunciation and speaking skills. (4) Short-term, customized programs of study, delivered year-round to groups of students, scholars and professionals who are ~~nonnative~~ speakers of English, often in cooperation with other Faculties and Departments on campus. These programs are designed to improve not only English language skills, but often other related academic or professional competencies The English Language Program is a key partner in the University of Alberta Bridging Program. This program provides students with the opportunity to combine university degree courses with English for Academic Purposes (EAP) classes, allowing qualified applicants to improve their English Language Proficiency. As part of the Bridging Program, the English Language Program also delivers support courses such as Bridging Program 101 and Introduction to Literature. The English Language Program is an official testing centre for both the IELTS™ test (International English Language Testing Service™) as well as the TOEFL® iBT™ (Test of English as a Foreign Language - Internet-based test). For more information, visit our website at www.elp.ualberta.ca, e-mailelpinfo@ualberta.ca, or phone (780) 492-5530. For course listings, see §231 under English for Academic Purposes (EAP). **95 Undergraduate Credit**	**94.4 English Language Program** The English Language Program offers (1) Credit English for Academic Purposes (EAP) courses, covering several levels. (2) Noncredit ESL courses in Intensive Day Program (IDP), covering a wide range of levels. (3) Part-time English language courses delivered to groups of continuing education, undergraduate and graduate students, scholars and members of the community. These courses are designed to provide targeted language support in areas such as writing, pronunciation and speaking skills. (4) Short-term, customized programs of study, delivered year-round to groups of students, scholars and professionals who are non-native speakers of English, often in cooperation with other Faculties and Departments on campus. These programs are designed to improve not only English language skills, but often other related academic or professional competencies The English Language Program is a key partner in the University of Alberta Bridging Program. This program provides students with the opportunity to combine university degree courses with English for Academic Purposes (EAP) classes, allowing qualified applicants to improve their English Language Proficiency. As part of the Bridging Program, the English Language Program also delivers support courses such as Bridging Program 101 and Introduction to Literature. The English Language Program is an official testing centre for both the IELTS™ test (International English Language Testing Service™) as well as the TOEFL® iBT™ (Test of English as a Foreign Language - Internet-based test). For more information, visit our website at www.elp.ualberta.ca, e-mailelpinfo@ualberta.ca, or phone (780) 492-5530. For course listings, see §231 under English for Academic Purposes (EAP). **95 Undergraduate Credit**

Courses

95.1 English for Academic Purposes (EAP)

The University of Alberta Bridging Program provides students the opportunity to combine university degree courses with English for Academic Purposes (EAP) classes, allowing qualified applicants to improve their English language proficiency. The credit courses offered by the English Language Program are core components of the Bridging Program. EAP 135, 140 and 145 are designed to prepare international students who speak a language other than English for the language demands in undergraduate work at the University of Alberta.

For more information, visit our website at www.extension.ualberta.ca, e-mail, elpinfo@ualberta.ca or phone (780) 492-3036. For course listings, see §231 under English for Academic Purposes (EAP).

96 Graduate Courses and Programs

96.3 English for Academic Purposes (EAP)

The English Language Program offers credit courses in English for Academic Purposes. EAP 550 is designed to prepare international students who speak a language other than English for the language demands in graduate work at the University of Alberta.

For more information, visit our website at www.extension.ualberta.ca, e-mail elpinfo@ualberta.ca, or phone (780) 492-5530. For course listings, see §231 under English for Academic Purposes (EAP).

231.121 English for Academic Purposes,
EAP

Faculty of Extension

Undergraduate Courses

EAP 135 Introduction to Academic English
Œ0 (fi 19) (either term, 132 hours). Focuses on the development of language fluency and accuracy and on building the necessary vocabulary for further studies within an academic environment. Listening, reading, speaking, and writing skills are emphasized by engaging students in a variety of academic activities. This course, which precedes EAP 140, will enable students to lay the foundations for successful academic writing. Students will be introduced to language learning strategies and will develop study skills that are crucial to their success in an English-medium university. Prerequisite: Minimum TOEFL score of 65 (internet based) or 500 (paper-based), a score of at least 5.0 on the IELTS.

EAP 140 English for Academic Purposes
Œ3 (fi 19) (either term, 132 hours). Provides students with the opportunity to improve their academic listening, speaking, reading and writing skills. Upon completion of EAP 140, students are able to analyze academic materials critically and to express themselves fluently, accurately and logically, both orally and in writing. Prerequisites: EAP 135 or minimum scores of 70 on TOEFL iBT (530 on TOEFL paper-based) or appropriate cut-off scores for other standardized academic proficiency tests recognized by the Office of the Registrar. Credit will be granted for only one of ESL 140 or EAP 140.

EAP 145 English for Academic Purposes
Œ3 (fi 19) (either term, 132 hours). A continuation of EAP 140. Students further develop their abilities to collect and synthesize information from a variety of academic sources;

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analyze and critique materials; and present their ideas in a variety of media in accordance with the academic standards found at the first-year university level. EAP 140 and 145 thoroughly prepare students for study at the undergraduate university level. Prerequisite: EAP 140. Credit will be granted for only one of ESL 145 or EAP 145.

EAP 150 English for Academic Purposes
Œ3 (fi 19) (either term, 132 hours). Designed to further develop English language skills for students whose first language is not English, EAP 150 will focus on advanced strategies for engaging in reading, writing, listening and speaking activities in university settings. Particular emphasis will be placed on collecting, synthesizing, analyzing, and critiquing materials from a variety of sources, as well as presenting ideas in different academic formats. Prerequisite: upon recommendation of the Fresh Start Advisor.

EAP 550 Preparing for Graduate Studies
Œ6 (fi 15) (either term, 360 hours). An intensive course designed to assist students whose first language is not English in attaining the academic and communication skills necessary for them to become effective, independent participants in graduate studies at an English-language university. Course content is interdisciplinary and focuses on acquiring a practical understanding of and proficiency in approaches to critical thinking, research methodologies, and presentation skills. The course also allows for cultural reflection, facilitating the transitional process, and helping international graduate students to succeed in a North American university setting.

ideas in a variety of media in accordance with the academic standards found at the first-year university level. EAP 140 and 145 thoroughly prepare students for study at the undergraduate university level. Prerequisite: EAP 140. Credit will be granted for only one of ESL 145 or EAP 145.

EAP 150 English for Academic Purposes
Œ3 (fi 19) (either term, 132 hours). Designed to further develop English language skills for students whose first language is not English, EAP 150 will focus on advanced strategies for engaging in reading, writing, listening and speaking activities in university settings. Particular emphasis will be placed on collecting, synthesizing, analyzing, and critiquing materials from a variety of sources, as well as presenting ideas in different academic formats. Prerequisite: upon recommendation of the Fresh Start Advisor.

EAP 550 Preparing for Graduate Studies
Œ6 (fi 15) (either term, 132 hours). An intensive course designed to assist students whose first language is not English in attaining the academic and communication skills necessary for them to become effective, independent participants in graduate studies at an English-language university. Course content is interdisciplinary and focuses on acquiring a practical understanding of and proficiency in approaches to critical thinking, research methodologies, and presentation skills. The course also allows for cultural reflection, facilitating the transitional process, and helping international graduate students to succeed in a North American university setting.

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on May 21, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
CANADIAN UNIVERSITY COLLEGE				
137480	MUAP 221/ 222 (4)	MUSIC 224 (3)		
GRANDE PRAIRIE REGIONAL COLLEGE				
137527	DD 2281 (3)	MUSIC 1XX (3)		
137520	HI 3570 (3)	HIST 2XX (3)		
137905	NS 1030 (6)	NURS 103 (6)		
137907	NS 1055 (4)	NURS 105 (4)		
137908	NS 1410 (3)	INT D 410 (3)		
137479	NS 1500 (6)	NURS 140/ 150 (6)		
137478	PZ 1515 (3)	NURS 113 (3)		
KEYANO COLLEGE				
137669	ENGL 126 (3)	ENGL 126 (3)		
KING'S UNIVERSITY COLLEGE, THE				
137596	ENGL 387 (3)	ENGL 2XX (3)		
137880	HIST 399 (3)	HIST 3XX (3)		
137606	SOCI 360 (3)	SOC 260 (3)		

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on May 21, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
LAKELAND COLLEGE				
137855	DRAMA 247 (3)	DRAMA 247 (3)		
MACEWAN UNIVERSITY				
137254	HLSC 222 (3)	NURS 113 (3)		
136035	MATH 260 (3)	MATH 2XX (3)	Not for credit in the Faculty of Science at UofA.	
137241	NURS 251 (4)	NURS 307 (6)		
137242	NURS 253/ 255 (10)	NURS 308 (6)		
137220	POLS 215 (3)	POL S 2XX (3) OR AUPOL 211 (3)	Student will not also receive credit for POL S 211 at UofA.	
MOUNT ROYAL UNIVERSITY				
137891	GNED 1203 (3)	STS 1XX (3)		
137326	LING 2207 (3)	LING 2XX (3)	Student will not also receive credit for LING 320 at UofA.	
RED DEER COLLEGE				
137811	EDIT 302 (3)	EDU 210 (3)		

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on May 21, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
THOMPSON RIVERS UNIVERSITY, OPEN LEARNING				
137995	ECON 3041 (3)	BUEC 311 (3)		
138006	FNCE 3151 (3)	FIN 412 (3)		
YUKON COLLEGE				
137386	FNGA 109 (3)	POL S 1XX (3) OR AUPOL 2XX (3)		

FINAL   Item No. 5

OUTLINE OF ISSUE

Agenda Title: **Proposal from the Faculty of Physical Education and Recreation for an Embedded Credit Research Certificate in Kinesiology**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed Embedded Credit Research Certificate in Kinesiology, as submitted by the Faculty of Physical Education and Recreation and as set forth in Attachment 1, for implementation in Fall 2015.

Item

Action Requested	☒Approval ☐Recommendation ☐Discussion/Advice ☐Information
Proposed by	Janice Causgrove Dunn, Associate Dean (Undergraduate Programs), Faculty of Physical Education and Recreation; Nick Holt, Associate Dean (Research), Faculty of Physical Education and Recreation
Presenter	Janice Causgrove Dunn, Associate Dean (Undergraduate Programs), Faculty of Physical Education and Recreation
Subject	Proposed Embedded Credit Research Certificate in Kinesiology

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish an embedded credit certificate entitled Research Certificate in Kinesiology open to students in the Bachelor of Science in Kinesiology (BSc Kin) or the Bachelor of Kinesiology (BKin) programs at the University of Alberta.
The Impact of the Proposal is	See Rationale for Introduction of the Certificate
Replaces/Revises (eg, policies, resolutions)	Not applicable.
Timeline/Implementation Date	Fall, 2015
Estimated Cost	Cost neutral.
Sources of Funding	Not applicable.
Notes	

Alignment/Compliance

Alignment with Guiding Documents	Alignment with *Dare to Discover*: Values: Excellence in teaching that promotes learning, outstanding research and creative activity that fuel discovery and advance knowledge, and enlightened service that builds citizenship; the centrality of our students and our responsibility to provide an intellectually superior educational environment. Cornerstones: Talented People - Create a dynamic, discovery-based learning environment by aiming for a mix of undergraduate and graduate students typical of leading public research universities. Learning, Discovery and Citizenship - Create an exceptional and life-changing university experience for students through curricular and extra-curricular offerings that integrate learning, discovery, and citizenship to develop the intellect and the imagination, educate leaders, and enhance

	a global perspective. Alignment with ***Dare to Deliver***: Providing meaningful learning opportunities in undergraduate research; Articulating attributes and competencies upon graduation; Developing skill-specific certificates; and Providing professional academic development. Alignment with ***Faculty of Physical Education and Recreation Strategic Plan*** Exemplary Student Experience – The faculty will establish guidelines regarding the structure of undergraduate certificates and strategically select, develop and deliver undergraduate certificates in designated areas that will differentiate ourselves and our graduates from domestic and international competitors.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	1. ***Post-Secondary Learning Act*** (***PSLA***)**:** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the *PSLA* 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)). 2. **GFC Academic Standards Committee (ASC) Terms of Reference (*Mandate*)**: "G. Certificates (All Faculties): Approval Route. GFC delegated to ASC the authority to approve proposals for the establishment of and termination 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. ***PSLA***: The *PSLA* gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). 4. ***UAPPOL Admissions Policy***: *"*Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These 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 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."

5. ***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."

6. ***PSLA***: The *PSLA* gives Faculty Councils the authority 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)).

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."

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.

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.

	Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar."
	9. **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).
	Further, "ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations" (Section 3.B.ii).

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Faculty members in Physical Education and Recreation (PER) – The initial proposal and fundamental concept for the certificate was presented to all faculty members present at an Academic Retreat – June 2, 2014. The certificate was further developed based on the information collected.
	Faculty of PER Undergraduate Programs Committee – the certificate was presented for information and initial discussion at an Undergraduate Programs Committee meeting on February 11, 2015. Amendments were made based on this discussion.
Note: Committee includes undergraduate and graduate student representatives.
	PER Faculty input and discussion – The amended certificate proposal was discussed with faculty who attended a meeting called specifically to review the proposal – February 18, 2015. The attendees at this meeting were faculty who regularly provide research experiences for our undergraduate students through directed study courses and/or research practicums. Final amendments were made based on the discussion at that meeting.
	Academic Council – the Research Certificate was presented to the Faculty of Physical Education and Recreation Academic Council as a final opportunity to gather feedback prior to taking the proposal forward to through the Faculty's governance committees for approval – March 3, 2015. Discussion and feedback were positive; no further amendments were made.
Note: Committee includes undergraduate and graduate student representatives.
	Office of the Registrar – the proposed Calendar entry for the Research Certificate in Kinesiology and associated new course descriptions were forwarded to the Office of the Registrar for feedback on March 5, 2014.

Approval Route (Governance) (including meeting dates)	Faculty of Physical Education and Recreation Undergraduate Programs Committee – approved March 11, 2015 Faculty Executive of Physical Education and Recreation – approved March 18, 2015 Faculty Council, Faculty of Physical Education and Recreation – approved March 25, 2015 GFC ASC Subcommittee on Standards – for discussion, May 7, 2015 GFC Academic Standards Committee – for approval – May 21, 2015
Final Approver	GFC Academic Standards Committee – May 21, 2015

Attachments:

  Attachment 1: Proposal for an Embedded Credit Certificate in Kinesiology

  Attachment 2: Calendar Description

Prepared by: Janice Causgrove Dunn, Associate Dean (Undergraduate Programs), Faculty of Physical Education and Recreation, janice.causgrovedunn@ualberta.ca (with assistance from Glen Loppnow, Associate Dean Learning and Innovation, Faculty of Science)

Revised: 5/12/2015

UNIVERSITY OF ALBERTA

Program Approval Template
Embedded Credit Certificates

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta. (Certificate in Peace and Post-Conflict Studies offered by the Faculty of Arts)

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC. In the event that the certificate proposal includes significant resource implications, the certificate will also be sent to GFC APC for approval.

Section A: Basics		
Program Name	Research Certificate in Kinesiology	
Sponsoring Faculty/ Academic Unit	Physical Education and Recreation	
Contact information	Name and Title	Janice Causgrove Dunn, Associate Dean (Undergraduate Programs)
	Phone	780-492-0580
	Email	janice.causgrovedunn@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
Units of Course Weight	*24	
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	*Description*: The Research Certificate in Kinesiology will provide hands-on research training in each of the student's third and fourth years in a BSc (Kinesiology) (BSc Kin) or Bachelor of Kinesiology (BKin) program. Research knowledge, skills, attitudes, and values will be developed in a selection of courses as students progress from guided to independent research experiences. Students will develop unique skills in methods, analysis, data handling, interpretation, and in practical skills and techniques common to their chosen area of study, beyond those typically developed in an undergraduate degree program. *Target Student Group*: A Research Certificate in Kinesiology will enable students in BSc Kin or BKin programs to focus on research skills and experiences, and to build unique expertise in research through their undergraduate program. *Prerequisite*: Students will successfully complete PEDS 209 *Introduction to Research in Kinesiology* in order to enrol in a 300- or 400-level research project course, or to be eligible for a research-focused practicum. PEDS 209 will lay the foundation for the certificate program, introducing students to how research in kinesiology is conducted and providing an opportunity to participate in research. The lecture component of this course will present an overview of the diversity of research in kinesiology, introduce students to different approaches to research in kinesiology including qualitative and quantitative approaches, develop scientific communication skills, and discuss ethics in science. During the hands-on research experience, students will learn to formulate research questions, develop specific skills relevant to the project, collect and interpret data, and practice communication	

of their results.

A formal application and consent of the Faculty of Physical Education and Recreation will be required prior to application for graduation. The number of students who are able to pursue the certificate will be determined by the qualification of applicants and by resource limitations in terms of available Faculty to supervise research experiences. Preference for the research experience courses will be given to students with GPAs of 3.0 and above on their most recent *30.

Curriculum content:

1. *9 from a list of 300- and 400-level approved option courses that include instruction and experience in research methods, data collection, data handling and analysis, interpretation, and/or practical skills. A maximum of *6 can be selected from PEDS 398 (*3), PEDS 399 (*6) PEDS 498 (*3), or PERLS 495 (*3).

2. PEDS 493 (*15) Practicum, which must be completed under the supervision of a University of Alberta Faculty member or approved research affiliate, OR an approved summer research award for undergraduate students (e.g., NSERC, Roger Smith Award).

3. Presentation of research as an oral presentation or poster at an organized conference on or off campus will be required for completion of the research certificate program. This presentation cannot be part of another formal course requirement.

Section B: Rationale, Implications and Impact	
Rationale for Introduction of Certificate Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.	The Research Certificate in Kinesiology recognizes the value of experiential learning in a research environment and the particular knowledge and skill set that an immersive experience instills beyond that normally acquired during an undergraduate degree. This certificate program supports the campus-wide Undergraduate Research Initiative and builds on our strengths as a research- and teaching-intensive institution by providing a unique opportunity for undergraduate students to excel in the development of research knowledge and skills common to their core discipline. The Certificate will reinforce the Faculty's commitment to excellence in undergraduate research. It will build upon the strengths in the BSc Kin and BKin programs by providing undergraduate students with structured opportunities to engage in an authentic research under the supervision and mentorship of academic staff and doctoral students. Further, the certificate will enable students to develop unique knowledge, skills, attitudes and values, and to be recognized for the particular knowledge and skill set that an immersive research experience instills. The certificate program may attract more students to the BSc Kin and BKin undergraduate programs, and may advance recruitment of graduate students in the Faculty.

October 22, 2010

As students recognize the opportunity to advance their knowledge and skills in kinesiology research, they may recognize the potential application to a diverse array of occupations and careers. The research certificate will enable students to move into employment or advanced degrees with greater confidence, experience and skills. The program will provide active learning opportunities in which students will develop the ability to solve problems, handle complex information, work in teams, communicate the value of their research interests, and communicate the outcomes of their experience, beyond their instructors and classmates. Recognition of these skills by potential employers may help students procure employment more readily, and students opting to pursue post-graduate education may be better able to compete for scholarships, focus on advanced study, and complete their post-graduate programs in a timely manner.

Vision and Academic Plan
How does the proposed program connect to the University's vision *Dare to Discover?* How does the program further the University's Academic Plan?
	A Research Certificate in Kinesiology recognizes the University of Alberta's values and vision and is central to the cornerstones set forth in the Academic Plan (*Dare to Discover, Dare to Deliver, 2011-2015*).
	
	Values
	   1) Excellence in teaching that promotes learning, outstanding research and creative activity that fuel discovery and advance knowledge.
	   2) The centrality of our students and our responsibility to provide an intellectually superior educational environment.
	Vision:
	    To inspire the human spirit through outstanding achievements in learning, and discovery.
	
	Cornerstones:
	   1) Attract outstanding students.
	   2) Create a dynamic, discovery-based learning environment.
	   3) Create an exceptional and life-changing university experience for students through curricular offerings that integrate learning, discovery and citizenship.
	   4) Engage students through mentorship.
	   5) Foster scholarship and discoveries that are transformative and at the cutting edge by rewarding quality.
	   6) Foster a collegial research culture that attracts and engages undergraduate and graduate students.
	   7) Enhance structured opportunities to develop undergraduate inquiry and research skills
	   8) Develop theme-based and skill-specific certificates, enabling students to receive academic recognition for their pursuit of multiple interests.

Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.	The research project courses (PEDS 398, 399, 498, PERLS 495) will require professors and doctoral students who are willing to supervise third and fourth year students in lab or non-lab based research activities. Participation in a research-focused practicum (PEDS 493) will require professors and affiliated researchers to supervise and mentor students in a full-time placement for one term. Program advisors will oversee students' choices of approved options and completion of requirements for the certificate program and the Practicum Coordinator will oversee the selection and placement of students into research practicums. Sources of funding to help off-set costs for research conducted by students

	registered in the 300 and 400 level project courses and practicum (PEDS 493) will be developed.
Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.	There are 246 students registered in Year 3 or 4 of the BPE degree program (BKin as of September 1, 2015), and 135 students in Year 3 and 4 of the BSc (Kinesiology) degree program for the 2014-15 academic year. During Fall2014/Winter2015 there were16 students who completed a research project course and 18 who completed a research-focused practicum. It is anticipated that more students may express interest in research project courses and research practicums should a certificate program be created. The enrollment caps for the research project courses (PEDS 398, 399, 498, PERLS 495) will be aligned with the expected number of research positions offered within the faculty each term. As well, the enrolment in research-focused practicums is limited to the number of positions offered. Students interested in completing a research practicum formally apply for up to 3 available positions and may be subsequently selected following an interview process. The application and interview process are managed by the Faculty of PER Practicum Coordinator.
Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?	No adverse effects are foreseen from the implementation of this research certificate.

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 Services, etc.
	<u>Faculty members in Physical Education and Recreation (PER)</u> – The initial proposal and fundamental concept for the certificate was presented to all faculty members present at an Academic Retreat – June 2, 2014. The certificate was further developed based on the information collected.
	
	<u>Faculty of PER Undergraduate Programs Committee</u> – the certificate was presented for information and initial discussion at an Undergraduate Programs Committee meeting on February 11, 2015. Amendments were made based on this discussion.
	   Note: Committee includes undergraduate and graduate student representatives.
	
	<u>PER Faculty input and discussion</u> – The amended certificate proposal was discussed with faculty who attended a meeting called specifically to review the proposal – February 18, 2015. The attendees at this meeting were faculty who regularly provide research experiences for our undergraduate students through directed study courses and/or research practicums. Final amendments were made based on the discussion at that meeting.
	
	<u>Academic Council</u> – the Research Certificate was presented to the Faculty of Physical Education and Recreation Academic Council as a final opportunity to gather feedback prior to taking the proposal forward to through the Faculty's governance committees for approval – March 3, 2015. Discussion and feedback were positive; no further amendments were made.
	   Note: Committee includes undergraduate and graduate student representatives.
	
	<u>Office of the Registrar</u> – the proposed Calendar entry for the Research Certificate in

	Kinesiology and associated new course descriptions were forwarded to the Office of the Registrar for feedback on March 5, 2014.
	
	Faculty of PER Undergraduate Programs Committee – Research Certificate in Kinesiology was discussed and approved unanimously at the meeting of March 11, 2015.
	  Note: Committee includes undergraduate and graduate student representatives.
	
	Faculty of PER Faculty Executive – Research Certificate discussed at the meeting of March 18, 2015, and approved to go forward to Faculty Council for voting.
	  Note: Committee includes undergraduate and graduate student representatives.
	
	Faculty Council, Faculty of Physical Education and Recreation – The motion to accept the certificate was approved unanimously (with 1 abstention) at the meeting of March 25, 2015. Note: Council includes undergraduate and graduate student representatives.

Appendices	
Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.	Appendix A: Course descriptions for PEDS 398, 399, 498, PERLS 495; identification of 300 and 400-level research-related courses recommended for *9 in approved options; draft content for University Calendar. .
Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.	

Appendix A - Undergraduate Research Courses in the Research Certificate in Kinesiology

PEDS 398 Research Project *3 (fi 6) (either term, 0-0-3).
Directed research done under the supervision of an academic member in the Faculty of Physical Education and Recreation or approved research affiliate. Normally for students in their third year of study. Prerequisite: PEDS 209 or 409 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPAs of 3.0 and above on their most recent *30.

PEDS 399 Research Project *6 (fi 12) (two term, 0-0-6).
Directed research done under the supervision of an academic member in the Faculty of Physical Education and Recreation or approved research affiliate. Normally for students in their third year of study. Prerequisite: PEDS 209 or 409 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPAs of 3.0 and above on their most recent *30.

PEDS 498 Research Project *3 (fi 6) (either term, 0-0-3).
Directed research done under the supervision of an academic member in the Faculty of Physical Education and Recreation or approved research affiliate. Normally for students in their fourth year of study. Prerequisite: PEDS 209 or 409 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPAs of 3.0 and above on their most recent *30.

PERLS 495 Senior Research Experience *3 (fi 6) (either term, (0-0-3).
This is an independent study course that allows students to explore a research topic under the supervision of a Doctoral student. Students will use the resources of libraries, laboratories, and current research projects with the goal of gaining an understanding of the process of conducting research. The student will be introduced to methodology and theory in a designated research area through reading, discussion, and practical application. Normally for students in their fourth year of study. Note: Students must have a minimum GPA of 3.0 over their last 30 credits. Prerequisite: PEDS 209 or 409 or RLS 210 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a topic with a Doctoral student.

300 and 400-level Approved Options in Research Related Courses

Approved options include, but are not restricted to, the following:
HE ED 320, PEDS 302, 306 (for BKin), 338, 372, 398, 399, 400, 411, 498, PERLS 495, RLS 335

Current	Proposed
155 Certificates	**155 Certificates** **155.2 Research Certificate in Kinesiology** The Research Certificate in Kinesiology is open to undergraduate students in the Faculty of Physical Education and Recreation's BSc Kin or BKin degree programs. Consent of the Faculty is required. Normally, a student will be able to fulfill the requirements for this certificate as part of a BSc Kin or BKin program although some students may need to complete more than the minimum number of credits required in order to qualify for both the degree and the certificate. Students may pursue the Research Certificate in Kinesiology by fulfilling the existing requirements for their program and by completing *24 as follows: (1) *9 from a list of 300 and 400 level approved option courses that include instruction and experience in research methods, data collection, data handling and analysis, interpretation, and/or practical skills. Current list of approved courses is available from the Faculty of PER Student Services Office. A maximum of *6 may be selected from PEDS 398 (*3), PEDS 399 (*6), PEDS 498 (*3), or PERLS 495 (*3). (2) PEDS 493 (*15) Professional Practicum focused on research completed under the supervision of a University of Alberta academic faculty member or an approved research affiliate, OR completion of an approved summer research award for undergraduate students (e.g., NSERC, Roger Smith). (3) Presentation at a conference either on or off campus Students wishing to receive the Research Certificate in Kinesiology must apply through Undergraduate Student Services in the Faculty of Physical Education and Recreation by the application deadline for convocation (see §11).

Current	Proposed
231.214 Physical Education and Sport, PEDS Faculty of Physical Education and Recreation Undergraduate Courses	**231.214 Physical Education and Sport, PEDS Faculty of Physical Education and Recreation Undergraduate Courses** [unchanged to…] **PEDS 398 Research Project** *3 (fi 6) (either term, 0-0-3). Directed research done under the supervision of an academic member in the Faculty of Physical Education and Recreation or approved research affiliate. Normally for students in their third year of study. Prerequisite: PEDS 209 or 409 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPAs of 3.0 and above on their most recent *30. **PEDS 399 Research Project** *6 (fi 12) (two term, 0-0-6). Directed research done under the supervision of an academic member in the Faculty of Physical Education and Recreation or approved research affiliate. Normally for students in their third year of study. Prerequisite: PEDS 209 or 409 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPAs of 3.0 and above on their most recent *30. [unchanged to…] **PEDS 498 Research Project** *3 (fi 6) (either term, 0-0-3). Directed research done under the supervision of an academic member in the Faculty of Physical Education and Recreation or approved research affiliate. Normally for students in their fourth year of study. Prerequisite: PEDS 209 or 409 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPAs of 3.0 and above on their most recent *30.

Faculty of Physical Education and Recreation
Calendar Changes 2016-2017

04/03/2015

Current	**Proposed**
231.215 Physical Education, Recreation and Leisure Studies, PERLS Faculty of Physical Education and Recreation Undergraduate Courses	**231.215 Physical Education, Recreation and Leisure Studies, PERLS Faculty of Physical Education and Recreation Undergraduate Courses**
[unchanged to…]	[unchanged to…]
PERLS 495 Senior Research Experience *3 (fi 6) (either term, (0 3s 0). This is an independent study course that allows fourth year students to explore a topic under the supervision of a Doctoral student. Students will choose an area of interest from a list of topics provided by the course coordinator. Students will use the resources of libraries, laboratories, and current research projects with the goal of gaining an understanding of the process of conducting research. The student will be introduced to methodology and theory in a designated research area through reading, discussion, and potentially practical application. Prerequisite: PEDS 209 or 409 or RLS 210 and consent of the Faculty.	**PERLS 495 Senior Research Experience** *3 (fi 6) (either term, (0-0-3). This is an independent study course that allows students to explore a research topic under the supervision of a Doctoral student. Students will use the resources of libraries, laboratories, and current research projects with the goal of gaining an understanding of the process of conducting research. The student will be introduced to methodology and theory in a designated research area through reading, discussion, and practical application. Normally for students in their fourth year of study. Note: Students must have a minimum GPA of 3.0 over their last 30 credits. Prerequisite: PEDS 209 or 409 or RLS 210 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a topic with a Doctoral student.

FINAL Item No. 6

OUTLINE OF ISSUE

Agenda Title: Proposal from the Faculty of Extension for a Non-credit Certificate in Aboriginal Community Industry Relations

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed Aboriginal Community Industry Relations Certificate as submitted by the Faculty of Extension, as submitted in Attachment 1, to take effect Fall Term 2015.

Item

Action Requested	☐Approval ☒Recommendation ☒Discussion/Advice ☐Information
Proposed by	Dr. H.W. Connor, Acting Dean, Faculty of Extension
Presenter	Dr. Fay Fletcher, Associate Professor and Janice Makokis B.A., M.A. (IGov), L.L.B, Education Advisor, Faculty of Extension.
Subject	Proposed Non-credit Certificate in Aboriginal Community Industry Relations, Faculty of Extension

Details

Responsibility	Faculty of Extension
The Purpose of the Proposal is (please be specific)	The proposed program, Aboriginal Community Industry Relations (ACIR) is designed to enhance community engagement that will foster better relationships between Aboriginal people, industry, and government. Participants will leave with knowledge, skills and attitudes that increase their understanding and awareness of Aboriginal-Industry relations. The proposed certificate program will focus on teaching Aboriginal worldviews as they pertain to the core program course themes: 1) Aboriginal Culture 2) Law and Legal processes, 3) Community Development 4) Environment and 5) Corporate Culture and Negotiation Preparation. Students will be required to complete 5 core courses totaling 100 instructional hours and an additional 100 hours of electives from a selection of other courses offered through the Faculty of Extension. The proposed certificate is consistent with the Faculty of Extension's Academic Plan (2009-2015). It is designed for Aboriginal Relations officers who work in Industry and/or government, Aboriginal Consultation technicians from First Nation and Metis communities and anyone interested in learning about the field of Aboriginal Industry Relations.
The Impact of the Proposal is	In 2009, the Circle for Aboriginal Relations (CFAR), commissioned a report (Jankovic Report, 2009), to explore the possible development of a credential in Aboriginal relations. CFAR is a registered non-profit, non-partisan Society of professionals from diverse backgrounds who work within Aboriginal relations groups in communities, governments and industries. CFAR partnered with the U of A Faculty of Extension in 2013 to explore options for the proposed ACIR program credential. ACIR is an important step in developing an understanding of a complex strategy intended to promote productive discussions between industry and Aboriginal communities. There is a demand for this program from the public and private sector.

To ensure high quality standards of practice in industry relations, it is imperative to include various Aboriginal rights holders and government/ industry stakeholders. This was a developmental process to generate support that will lead to successful program implementation. To achieve |

	this, all parties' involved (Aboriginal communities, government(s), industry and private sector) were included in discussions to inform the development of the proposed program. Extensive discussions have taken place to meet the needs, concerns and relevance by the stakeholders involved to ensure program development has the support and uptake necessary for success. The stakeholders are confident that the proposed program meets the communities need as outline above.
Replaces/Revises (eg, policies, resolutions)	New program.
Timeline/Implementation Date	Fall Term 2015
Estimated Cost	Attached budget
Sources of Funding	Tuition, possible grants from Advanced Education and Industry sponsorship
Notes	

Alignment/Compliance

Alignment with Guiding Documents	In the Comprehensive Institutional Plan (June, 2014) the University is committed to delivering "courses, certificates, diplomas, degrees, educational experiences and professional apprenticeship opportunities…that are formal or informal requirements for other professional designations or types of professional employment, and self-employment." (p.50) The proposed program is consistent with that goal.

Through the proposed initiative the Faculty of Extension supports the Universities adoption of "an institutional objective to be Canada's leading institution for Aboriginal post-secondary engagement, education, and research" (p.40).

In alignment with Dare To Discover (2006) the proposed program supports the following areas: Learning Discovery and Citizenship (#7), Connecting Communities (#3 & 7). Similarly the Faculty of Extension supports the University's desire to provide meaningful learning opportunities, enhance leadership and citizenship values by "cultivating the values of citizenship, engagement, quality, respect, diversity, and community across the University and beyond as exemplified in the broader Canadian context." (Dare to Deliver, Academic Plan 2011-2015, p.12) |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | 1. **Post-Secondary Learning Act (PSLA)**: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA 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)).

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

3. **GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** *F. Faculty of Extension Courses and Programs: Approval Route.* i) GFC delegated to ASC the authority to approve new non-credit programs and program expansions in the Faculty of Extension. Where additional funding and/or space is required, ASC would provide a |

	recommendation on the proposed program to the GFC Academic Planning Committee (APC); (GFC 29 SEP 2003).

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	The Circle For Aboriginal Relations (CFAR) and Faculty of Extension, meeting to explore program options, 2013 Office of the Provost, March 29, 2014 Partnerships for Aboriginal Relations and Engagement Advisory Committee, March 5, 2015 School of Business, Dean Joseph Doucet, March 18, 2015, letter of support to be distributed at meeting. Faculty of Education, Dean Fern Snart, March 24, 2015, letter of support Faculty of Native Studies, April 7, 2015
Approval Route (Governance) (including meeting dates)	The Faculty of Extension General Program Policy Review Committee, approved March 10, 2015 The Faculty of Extension Council, approved March 19, 2015 GFC ASC SOS (May 7, 2015)
Final Approver	GFC Academic Standards Committee (May 21, 2015)

Attachments:

Attachment 1: Program Approval Template Non-Credit Certificates: Aboriginal Community Industry Relations Certificate

Attachment 2: Letters of Support from: Brendan Hokowhitu, Faculty of Native Studies; Dr. Joseph Doucet, Alberta School of Business; Fern Snart, Faculty of Education

Prepared by: Dr. Fay Fletcher, Associate Professor, Faculty of Extension, fay.fletcher@ualberta.ca, Update by Lana Vandenberghe, April 22, 2015

Revised: 5/12/2015

UNIVERSITY OF ALBERTA

Program Approval Template
Non-Credit Certificates

This template is to be used for proposals calling for the establishment of new University of Alberta non-credit certificates. Non-credit certificates are offered and administered largely by a Faculty or Department. (Example: Certificate in Human Resources offered by the Faculty of Extension)

Governance: Non- credit certificates are reviewed by the appropriate Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS) and GFC ASC. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.

Section A: Basics		
Certificate Name	**Aboriginal Community Industry Relations (ACIR) Certificate**	
Sponsoring Faculty/ Academic Unit	Faculty of Extension	
Contact information	Name and Title	Dr. Fay Fletcher, Associate Professor, Faculty of Extension
	Phone	780-492-2283
	Email	fay.fletcher@ualberta.ca
Program Synopsis Provide a brief description of the non-credit certificate.	The Aboriginal Community Industry Relations (ACIR) program is designed to enhance community engagement that will foster better relationships between Aboriginal people, industry, and government. Participants will leave with knowledge, skills and attitudes that increase their understanding and awareness of Aboriginal issues in the field of Aboriginal-Industry relations. The certificate program will focus on teaching Aboriginal worldviews as they pertain to the core program course themes: 1) Aboriginal Culture 2) Law and Legal processes, 3) Community Development 4) Environment and 5) Corporate Culture and Negotiation Preparedness. Students will be required to complete 5 core courses totalling 100 instructional hours and an additional 100 hours of electives from a selection of other courses offered through the Faculty of Extension. (See Appendix A: ACIR Course Details). The certificate is targeted to Aboriginal Relations officers who work in Industry and/or government, Aboriginal Consultation technicians from First Nation and Metis communities and anyone interested in learning about the field of Aboriginal Industry Relations.	

Section B: Rationale, Implications and Impacts	
Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate.	In 2009, the Circle for Aboriginal Relations (CFAR), commissioned a report (Jankovic Report, 2009), to explore the possible development of a credential program in Aboriginal relations. CFAR is a registered non-profit, non-partisan Society of professionals from diverse backgrounds who work within Aboriginal relations groups in communities, governments and industries. CFAR partnered with the U of A Faculty of Extension in 2013 to begin the work to realize the ACIR program credential. ACIR is an important step in developing an understanding of a complex strategy intended to promote productive discussions between industry and Aboriginal communities. There is a demand for this program from the public and private sector to facilitate better relationships with Aboriginal communities engaged in resource development initiatives. To ensure high quality standards of practice in industry relations, it is imperative to include various Aboriginal rights holders and government/ industry stakeholders in this developmental process to generate support that will lead to successful program implementation. To achieve this, all parties involved (Aboriginal communities, government(s), industry and private sector) were included in discussions to inform the development of the education program as depicted in the program mind map (See Appendix B: Development Process and Mind Map). Extensive discussions have taken place to meet the needs, concerns and relevance by the stakeholders involved to ensure program development has the support and uptake necessary for success.
Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.	The impact upon University of Alberta resources will be minimal. The development costs to date have been provided by CFAR and the Office of the Provost, University of Alberta as well as in-kind contributions by the Faculty of Extension. The program delivery will be funded through sponsorships (by Industry) and student bursaries. At present, .25 of a program coordinator position has been provided to support the Aboriginal Health Promotion Citation Delivery as well as the development of the ACIR Certificate. ACIR will require a half time program coordinator. In addition to previous in-kind support, the Faculty of Extension has dedicated 50K to support .50 FTE of an academic appointment. These costs will be recovered through registration fees of learners (Industry and those sponsored by Industry). Fund development is assisting with proposals for additional on-going funding to the University of Alberta.
Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office	There was a meeting in September 2013 between Deans (Extension, Education, Business and Native Studies), the Provost (Carl Amrhein), and Special Advisor to the Provost (Eric Newell). At the time, the scope and nature of the program were discussed as well as its fit with other initiatives

of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.	taking place in the School of Business and Native Studies. These stakeholders were provided written updates on September 10, 2013, September 27, 2013, January 15, 2014 and June 26, 2014. These reports provided summaries of the feedback received from community representatives throughout the program development (Full reports are available upon request). Since then, follow up meetings have been held with the Deans of Business and Education. A meeting is scheduled with Dr. Brendan Hokowhitu, Dean of Native Studies, on April 7, 2015. During a meeting with Dean Doucet, School of Business, the complimentary nature of the Certificate with the recently launched Indigenous Partnership Development Program (IPDP) (Appendix D) was discussed. We envision a relationship whereby executives attending the IPDP may be encouraged to send mid-level and front line colleagues to attend the ACIR certificate program; similarly, the IPDP will be promoted through learners in the ACIR Certificate program. This approach will contribute to a comprehensive strategy on the part of the University of Alberta to foster Aboriginal Engagement from front line workers to industry executives. (A Letter of Support will be distributed prior to the meeting). Dean Snart spoke in support of the proposed Certificate, in part due to the long standing relationship with Dr. Patricia Makokis and the alignment of the proposed teaching and learning approach with that of the Indigenous programs of study in the Faculty of Education. The possibility of bringing learning and mentoring opportunities to students in both faculties and between academic staff contributes to the University's vision for a comprehensive approach to engaging Aboriginal peoples. (A Letter of Support will be distributed prior to the meeting). As this is a non-credit certificate, Extension will pay library fees directly so that students (cohorts of 24-30) will be able to access the electronic catalog, having minimal impact to the library. There may be some impact on Aboriginal Student Services Centre but this will be minimized since an Indigenous Education Advisor has been hired to support the students in the program. The course/ program registrations will be handled by the Faculty of Extension Registration Office. The program is well integrated into other programs in the Faculty of Extension due to the use of existing courses for electives. This should have a positive impact on enrolment.

External consultation is critical for program success. The following community visits and events were initiated to ensure community buy-in and to reflect the priorities and needs of the targeted learners (Aboriginal and Industry). The following meetings and discussions provided important recommendations regarding program content, teaching approach, and student assessment plan.

Community Visits: Peavine, Sucker Creek, Cadotte Lake, Little Buffalo, Pigeon Lake, Louis Bull Cree Nation, Samson Cree Nation

Events:

August 2013	Talking Circle	Representatives from Treaty areas 6, 7, and 8, Metis Nation of Alberta and Alberta Friendship Centres
Sept 2013	Meeting	Provost, Deans of Extension, Education, Business and Native Studies, University of Alberta
Sept 2013	CFAR Annual Conference	Conference Attendees
January 2014	CFAR Strategic Planning Meeting	CFAR Board of Directors
July 2013 – present	Conversations	Chiefs, Treaty 6, 7 and 8
June 2014	Talking Circles hosted by CFAR	Elders and Elder Technicians Gathering
Sept 2014	CFAR Annual Conference	Elders, Industry representatives and Relations Practitioners
Dec 2014	CFAR AGM	Members

The program has gained support from First Nations and Metis Elders because it has responded to their desire to have a program of education for Aboriginal relations that is grounded in ceremony and culture while also being accessible to Aboriginal students. By doing so, the gap between community and industry may be narrowed. Aboriginal community stakeholders appreciate that this program:

- was developed in ceremony and presented to community Elders and Knowledge Keepers for their input and guidance
- be taught in a retreat setting; land-based in its approach
- will bring together Indigenous and non-Indigenous learners in an environment that promotes healthy, respectful discussions of sensitive issues
- will lead to a Certificate from University of Alberta

Ongoing input and guidance will be facilitated through an Advisory Committee (See Appendix C).

Appendices	
Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.	Appendix A: ACIR Course Details Appendix B: Program Development Process and Mind Map Appendix C: ACIR Advisory Committee Membership and Terms of Reference Appendix D: School of Business Indigenous Partnerships Development Program (IPDP) Appendix E: Budget

Draft Calendar Copy
2015-2016
(As this is a non-credit program the following material will be published in the relevant Faculty of Extension brochure not the University of Alberta calendar)

CURRENT	PROPOSED
New Program	**Aboriginal Community Industry Relations Certificate** The Aboriginal Community Industry Relations (ACIR) program is designed to enhance community engagement that will foster better relationships between Aboriginal people, industry, and government. Participants will leave with knowledge, skills and attitudes that increase their understanding and awareness of Aboriginal-Industry relations. The certificate program will focus on teaching Aboriginal worldviews as they pertain to the core program course themes: Aboriginal Culture, Law and Legal Processes, Community Development, Environment, Corporate Culture and Negotiation Preparation. Students will be required to complete 5 core courses in these areas totaling 100 instructional hours and an additional 100 hours of electives from a selection of other courses offered through the Faculty of Extension. For more information visit the programs website at xxxx Email xxxx or telephone 780-xxx-xxxx **Entrance Requirements:** The certificate is designed for Aboriginal Relations officers who work in Industry and/or government, Aboriginal Consultation technicians from First Nation and Metis communities and those interested in learning about the field of Aboriginal Industry Relations. Applicants are required to complete an application form and also provide: 1. Current resume 2. X letters of reference 3. At least one year of relevant experience is preferred 4. A letter of not more than 800 words that outlines the applicant's reason for their interest in this area **Program Requirements:** Students must complete the following: 1. Five Core courses (a total of 100 instructional hours) EXACIR 4650 History and Culture, EXACIR 4651 Aboriginal Laws, Lands and Current Industry Government Relations, EXACIR 4652 Environment and Livelihood, EXACIR 4653 Community and Economic Development, EXACIR 4654 Organizational Culture

March 2015

2. Electives (a total of 100 instructional hours) from topic areas such as: Communication, Strategic Planning, Change Management, Leadership, Stakeholder Relations

Course Descriptions:
Core Courses (100 hours)

EXACIR 4650 History and Culture (20 hours)

Aboriginal culture is the cornerstone for building strong relationships amongst First Nations leaders, elders, and other First Nations members. Participants learn about the Aboriginal worldview of Turtle Island, implement protocols to invoke smudge and prayer, avoid inappropriate ceremonial conduct, analyze and assess historical impacts, and identify and understand the roles of male and female elders.

EXACIR 4651 Aboriginal Laws, Lands and Current Industry Government Relations (20 hours)

This course will focus on the legal and policy principles as a guiding aspect of existing relationships between Aboriginal peoples, government and industry. Topics covered include: Federal and provincial legislation, regulations and policies impacting Aboriginal-Industry relations and Aboriginal and Treaty rights. Participants will gain a deeper understanding of Aboriginal perspectives of law through a decolonized framework aimed at fostering positive relationships that move towards reconciliation.

EXACIR 4652 Environment and Livelihood (20 hours)

Participants will gain a deeper understanding of why a healthy environment is integral to maintaining the identity, culture, and livelihood of Aboriginal peoples. This course will enhance students' understanding of Aboriginal environmental stewardship and philosophy from an Aboriginal worldview.

EXACIR 4653 Community and Economic Development (20 hours)

This course will offer students a basic understanding of community & economic development from an Aboriginal lens. They will learn about current economic realities and be introduced to literature that focuses on Aboriginal issues from an Aboriginal perspective.

EXACIR 4654 Organizational Culture (20 hours)
This course will introduce students to the world of corporate culture and how it interfaces with Aboriginal relations and activities on the ground. Students will be given an

introduction to relevant federal/ provincial policy, safety procedure(s) framework, and impact benefit agreements. This course will enhance students' understanding of how corporate culture functions.

Electives (minimum 100 hours)
The following electives are open to ~~all~~ students ~~who have a high school diploma~~:

EXMGT 5576 Interpersonal Communication in Business (39 hours)
EX XXXX Foundations of Change Management (14 hours)*****
EX XXXX People Side of Change Management (14 hours)*
EX XXXX Project Change Management (14 hours)*****
*These courses are currently under development as part of the Change Management Series.

EX XXXX Special Topics. Due to the nature of the issues, the topic of this course will change annually and will reflect themes relevant to aboriginal community industry relations. Topics could include:
- Assertive Communication
- The Art of Business Relationships
- Conflict Management
- Communication Strategies
- Strategic Planning
- Influencing Difficult People
- Mental Toughness: Training for Success
- Proactive Risk Management Tools and Techniques

Other electives as approved

The following electives are open to students who have completed post-secondary education.
EXLDR 5623 Change Leadership (39 hours)
EXLDR 5624 Leading Strategic Planning (39 hours)
EXLDR 5626 Stakeholder Relationships (39 hours)

EX XXXX Special Topics. Due to the nature of the issues, the topic of this course will change annually and will reflect themes relevant to aboriginal community industry relations. Topics could include:
- Assertive Communication
- The Art of Business Relationships
- Conflict Management
- Communication Strategies
- Strategic Planning
- Influencing Difficult People

	- Mental Toughness: Training for Success - Proactive Risk Management Tools and Techniques Other electives as approved

APPENDIX B

PROGRAM DEVELOPMENT PROCESS

Early program development was informed by core competencies identified through work done by the Circle for Aboriginal Relations (CFAR). An iterative process of development and input from community representatives and elders began in ceremony that honored traditional Indigenous ways of knowing, being and of doing. The following mind map was used to present and allow for the evolution of the program in response to community input.

APPENDIX C

ACIR Advisory Committee Members

Ex officio: The Dean or Assistant Dean, Academic	Dr. Bill Connor
Academic Co-Advisors to the program	Dr. Fay Fletcher, Associate Professor, Faculty of Extension Dr. Patricia Makokis, Adjunct Professor, Faculty of Extension
Program Lead for the program	Janice Makokis, B.A., M.A. (Indigenous Governance), L.L.B., Indigenous Education Advisor, Faculty of Extension
Student or alumni of the program	To be named after first graduates complete the program
At least one representative from the corporate sector	Sandra Cardinal, Director, ALPAC sandra.cardinal@ALPAC.ca
At least one representative from the Circle for Aboriginal Relations	Tim Hines theins@royalcamp.com CFAR Board Member Pat Makokis pat.makokis@tansigroup.ca CFAR Board Member
At least one representative from an Aboriginal owned corporate sector	Steve Jani, CEO, Christina River Enterprises s.jani@cre468.ca
At least one representative who is a consultant in Aboriginal Relations or holds an Aboriginal Relations position in the corporate sector	Marie Robidoux Aboriginal Relations Supervisor, OSUM Email: mrobidoux@osumcorp.com (c) 403-816-8484 (w) 403-283-3224
At least one representative who is a consultant in Aboriginal Relations or holds an Aboriginal Relations position in an Aboriginal community	Dean Janvier Consultant, Aboriginal Relations Email: dean.janvier@gmail.com Box 8130, Cold Lake, AB. T9M 1N1
At least one Elder (rotating membership between Treaty 6, 7, 8, and Metis Nation or Metis Settlements)	Edwin Yellowbird (587) 594-9169

The Program Coordinator will be a non voting member of the ACIR Advisory Committee.

Partnerships for Aboriginal Relations and Engagement
Advisory Committee

Terms of Reference

Preamble

Advisory Committees are a principal means by which the Faculty of Extension involves program stakeholders, solicits expert advice and counsel, maximizes responsiveness to student and client needs and demand, and contributes to developing and incorporating the findings of contemporary scholarship and research into the program. Advisory Committees are a major mechanism for assuring that the curriculum is current, relevant and of excellent quality.

Purpose

The Partnerships for Aboriginal Relations and Engagement Advisory Committee hereafter referred to as the Committee, will provide advice to the Program Lead, Extension Faculty Council, and the Academic Director of the Aboriginal Industry Relations Education Program. Members of the Committee will:

- serve as subject matter experts
- assist in the development, renewal and review of program curriculum to ensure its relevance, quality and competitiveness
- provide advice and direction on course structure, design, and delivery, learning activities student assessment, and program evaluation
- will have input into the establishment of criteria for identification and selection of instructors
- provide effective marketing and promotion strategies
- act as linkages to professional and sectorial networks, agencies, and associations

Structure and Composition

The Committee will consist of 8 – 10 members, including

- *Ex officio:* The Dean or Assistant Dean, Academic
- The Academic Advisor to the program
- The Program Lead for the program
- Student or alumni of the program
- At least one representative from the corporate sector
- At least one representative from the Circle for Aboriginal Relations
- At least one representative from an Aboriginal owned corporate sector
- At least one representative who is a consultant in Aboriginal Relations or holds an Aboriginal Relations position in the corporate sector
- At least one representative who is a consultant in Aboriginal Relations or holds an Aboriginal Relations position in an Aboriginal community

March 2015

- At least one Elder (rotating membership between Treaty 6, 7, 8, and Metis Nation or Metis Settlements)

Appointments are normally made for two three-year renewable terms, with approximately one-third of the appointments being made or renewed each year. However, upon the recommendation of the Academic Director, the Dean may approve extensions.

Standing or temporary subcommittees may be established as required. Membership for the subcommittees may be recruited from outside the Committee.

Meetings of the Committee

1. The Academic Director to the program will chair the meetings of the Advisory Committee. In the absence of an Academic Director, the Associate Dean, Academic or delegate will chair meetings of the committee.

2. The Committee will normally meet two times a year, usually for 2-3 hours. Additional meetings may be necessary to address special tasks or events.

3. No remuneration is paid to Committee members. However, out-of-pocket costs such as parking and required travel costs may be reimbursed.

Member Benefits and Recognition

- Opportunity to influence the nature of university extension programs to better serve the needs of students, organizations, and the community.
- Opportunity to exchange ideas, experiences, and information with peers who share expertise and interest in this field.
- Opportunity for public service and professional recognition.

APPENDIX D

SCHOOL OF BUSINESS INDIGENOUS PARTNERSHIPS DEVELOPMENT PROGRAM (IPDP)

The **Indigenous Partnership Development Program (IPDP)** is the result of a partnership between the Faculty of Native Studies and the Alberta School of Business, Executive Education.

The objectives of the program, comprised of three, one-day modules, are to: 1) build a common language and understanding of Indigenous worldviews and current realities from an economic, legal and social standpoint, and 2) provide participants with a toolkit to reach positive outcomes in their ventures. Wâhkôhtowin, the governance of relationships will be foundational in carrying out the program's vision which aims to establish and strengthen transformative collaborations built on solid knowledge and innovative practice in a respectful and dynamic learning space.

This program is part of a larger cross-campus initiative at the University of Alberta to build relations between our academy and the Indigenous communities, and in turn our business communities.

The University's Aboriginal vision is to uplift the people through partnerships and education. Special thanks to **our founding donor, Stantec,** for their generous gift to the University in support of this program.

The program was launched on January 19, 2015.

14

April 7, 2015

Dr. William Connor
Interim Dean
Faculty of Extension

Dear Dr. Connor,

Re: Aboriginal Community Industry Relations (ACIR) Certificate

Thank you for the opportunity to review the Aboriginal Community Industry Relations Certificate proposal. Based on previous conversations and updates shared by Dr. Fletcher, the program proposal has evolved and has the potential to serve as a complimentary program to undergraduate and graduate programs offered by the Faculty of Native Studies.

I understand that, at this point, the courses will assess student performance but are non-credit and so cannot apply to undergraduate courses. However, we have discussed the possibility of registering undergraduates in the core courses (shared class time and space with non-credit), allowing the courses to serve as undergraduate electives. This will be explored once the program is established.

Secondly, students taking the AICR Certificate who hold undergraduate degrees will be encouraged to consider enrolling in the Certificate in Aboriginal Governance and Partnership offered by the Faculty of Native Studies. In these ways, the ACIR Certificate provides additional post secondary opportunities and pathways for students interested in Aboriginal community engagement and leadership.

Sincerely,

Brendan Hokowhitu
Dean and Professor

March 30, 2015

Dr. William Connor
Acting Dean, Faculty of Extension
University of Alberta

RE: Aboriginal Community Industry Relations Certificate Proposal

Dear Dr. Connor, *Bill*

I am pleased to provide a letter of support for the Aboriginal Community Industry Relations (ACIR) Certificate being proposed by the Faculty of Extension.

The School of Business and School of Native Studies recently launched the Indigenous Partnership Development Program (IPDP) which is intended to provide industry leaders with an opportunity to learn how to work more effectively alongside Indigenous communities. Executives from different levels of government and the private sector participated in the inaugural program in January 2015. From its inception, this program was intended to be part of a larger cross-campus initiative at the University of Alberta to build relations between our academy and Indigenous communities. I strongly support this University commitment.

I understand that the purpose of the ACIR Certificate is to contribute to the skills and knowledge of those who are directly involved in Aboriginal engagement (whether in negotiations, advocacy or informal roles) so that they may balance environmental, social, and economic concerns. With its focus on front line workers, I see the ACIR Certificate adding to the University's comprehensive approach.

Sincerely,

Dr. Joseph Doucet
Stanley A Milner Professor and Dean

—————————————————— **UNIVERSITY OF ALBERTA** ——————————————————

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Tel: 780.492.4083 I **Fax:** 780.492.2510 I www.business.ualberta.ca

FACULTY OF EDUCATION
OFFICE OF THE DEAN

845 Education Centre South
Edmonton, Alberta, Canada T6G 2G5
Tel: 780.492.3751
Fax: 780.492.0236
www.education.ualberta.ca

UNIVERSITY OF ALBERTA

March 27, 2015

Dr. Bill Connor
Acting Dean, Faculty of Extension
University of Alberta
10230 Jasper Avenue
Edmonton, AB T5J 4P6

Dear Dr. Connor,

I am pleased to provide a letter in support of the Faculty of Extension's proposed non-credit Aboriginal Community Industry Relations Certificate.

Having had an opportunity to review the document and to meet with Dr. Fletcher, I am pleased to see that the proposed approach to teaching and learning aligns with that of the Indigenous programs of study in the Faculty of Education. Non-credit programs such as the proposed ACIR compliment programs currently offered by the Faculty of Education and contribute to the University's vision for a comprehensive approach to engaging Aboriginal peoples as students and teachers.

I would add, based on years of personal experience working with Dr. Patricia Makokis when she was part of the leadership at Blue Quills First Nations College, and campus experience on committees with Dr. Fay Fletcher, that these colleagues are thoughtful and committed professionals who work in thoughtful, meaningful ways, and accomplish what they set out to do. I am very confident that this initiative, with their leadership, will have extremely positive impact.

Sincerely,

Fern Snart, Dean

FINAL   Item No. 7

OUTLINE OF ISSUE

Agenda Title: Proposal from the Faculty of Graduate Studies and Research and the Department of Communication Sciences and Disorders for an MSc in Audiology

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the admission and academic standing requirements for a proposed Master of Science in Audiology as submitted by the Faculty of Graduate Studies and Research and the Department of Communication Sciences and Disorders and as set forth in attachment 1, effective upon final approval.

Item

Action Requested	☒Approval ☐Recommendation ☐Discussion/Advice ☐Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Karen Pollock, Professor and Chair Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine
Presenter	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Karen Pollock, Professor and Chair Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine
Subject	Master of Science in Audiology, Faculty of Graduate Studies and Research, and Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The MSc in Audiology program is designed to develop competencies in the prevention, evaluation, treatment, and management of hearing, balance, and vestibular disorders as well as in the fundamental practices of speech-language pathology.
The Impact of the Proposal is	To ensure all Albertans receive ready access to hearing healthcare professionals with the appropriate scientific and clinical knowledge to assure the highest level of care.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	September 2015 (with first cohort of students to begin September 2016)
Estimated Cost	n/a
Sources of Funding	
Notes	

Alignment/Compliance

Alignment with Guiding Documents	**Aligns with *Dare to Deliver; Dare to Discover* values** (enrich 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	1. ***Post-Secondary Learning Act* (*PSLA*)**: The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules

include identifying section numbers)	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). 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). 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. These 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 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. **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. 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)

Item No. 7

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7. **GFC Academic Planning Committee (APC) Terms of Reference (*Mandate/Establishment/Termination of Academic Programs*)**:

"NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor.

    a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions." (3.8.)

8**. PSLA Program of Study Regulation**: *Application for approval.* 2. The following must apply for approval, in the form required by the Minister: (a) a public post-secondary institution that proposes to establish, extend, expand, reduce, suspend, terminate or transfer a degree program or a diploma or certificate program offered or to be offered in Alberta

9. *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))

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Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Karen Pollock, Professor and Chair Department of Communication Sciences and Disorders Elizabeth Taylor, Associate Professor and Associate Dean, Faculty of Rehabilitation Medicine Holly Guznowski, Director of Professional Practice Audiology Professional Programs and Teaching, Faculty of Rehabilitation Medicine, Alberta College of Speech Language Pathologists and Audiologists; Tanis Howarth, Manager Audiology Service, AHS; Julie Kremer, Audiology Team Lead at UAH/Stollery, AHS
Approval Route (Governance) (including meeting dates)	Department Council - Department of Communication Sciences and Disorders (Approved - Sept 26, 2013); Faculty Council – Faculty of Rehabilitation Medicine (Approved - October 1, 2013) Faculty of Graduate Studies and Research (FGSR) (Approved – March 25, 2015) General Faculties Council (GFC) Academic Standards Committee (ASC) General Faculties Council (GFC) Academic Planning Committee (APC) Minister of Enterprise & Advanced Education – Part A Campus Alberta Quality Council (CAQC) – Part B
Final Approver	Minister of Enterprise and Advanced Education

Attachments:

1. Attachment 1: New Degree Proposal: Part A: System Coordination

Prepared by: Janice Hurlburt, Functional Analyst, Faculty of Graduate Studies and Research (jhurlbur@ualberta.ca)

Revised: 5/12/2015

New Degree Proposal Template
(Part A: System Coordination Review)

The following template outlines the information required by Advanced Education and Technology to support System Coordination Review, the first of the two stages in the review process for new degree programs and new specializations in existing degree programs. Completed templates are to be submitted electronically through the ministry's Program and Provider Registry System.

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

Given a positive outcome from System Coordination Review, the proposed program will be recommended to the Minster for referral to Campus Alberta Quality Council for quality assessment, the second stage of review. Please refer to the council's publication, CAQC Handbook: Quality Assessment and Assurance, for further information. This publication is available on the Council's website http://caqc.gov.ab.ca .

Basic Information

Institution	University of Alberta
Program/specialization title	Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine
Credential awarded	MSc in Audiology (MSc-Aud)
Proposed Implementation Date	September 2015 (with first cohort of students to begin September 2016)

SECTION 1: PROGRAM OVERVIEW

1.1 Type of Initiative
New degree program; or new specialization(s) in existing program.

Master of Science (MSc) in Audiology (abbreviated here as MSc-Aud) - new graduate degree program

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

Audiologists make a difference: The following video montage shows people throughout the world hearing for the first time when their audiologist activates their cochlear implant.
http://www.huffingtonpost.com/2015/02/10/people-hear-for-first-time-video_n_6646594.html

There is a clear demonstration for the need of this new Master degree program in Audiology to ensure all Albertans receive ready access to hearing healthcare professionals with the appropriate scientific and clinical knowledge to assure the highest level of care.

The MSc-Aud is proposed as a two-year program parallel to the existing MSc in Speech Language Pathology (MSc-SLP) program currently offered by the Department of Communication Sciences and Disorders in the Faculty of Rehabilitation Medicine. The MSc-Aud, an entry-level professional program, requires an educational experience that integrates science robust scientific base with concepts and practical applications in caring for patients, and also specific procedure-based teaching that is discipline specific. The proposed program, including the structure and the requirements, recognizes this complexity and integrates all of the elements required to produce a knowledgeable, scientifically up-to-date and empathetic practitioner. In addition, the requirements of the program must also prepare the student for the challenging National certification examination through Speech-Language and Audiology Canada (SAC) and membership and registration or licensure by provincial regulatory bodies, such as the Alberta College of Speech Language Pathologists and Audiologists (ACSLPA).

Our vision for the Audiology Program and key features that will distinguish it from other Audiology programs in Canada include:
- An established "Center of Excellence" and research hub for Rehabilitation models of care and interdisciplinary collaboration—one discipline, two professions. Rehabilitation expertise is recognized as a critical need in the field of audiology. There is a serious lack of audiology supports to patients "beyond the hearing aid" in Canada.
- A strong Primary Health Care focus from a wellness perspective including an emphasis on prevention and early access.
- State-of-the-art, Telehealth-ready, full-time, in-house clinic staffed by clinical audiologists where students will gain practical experience in a cutting-edge, research-based, clinical environment. The in-house clinic will focus on providing patient centric care and be based on the premise of providing the right service in the right place at the right time. As such, the in-house clinic will have close ties with Alberta Health Services (AHS) to identify areas of high need and underserved areas of the province including Aboriginal communities. Telehealth and other eHealth initiatives will improve access, timeliness, productivity, quality, and convenience, and travel costs will be reduced if not avoided.
- Strong collaborative and joint appointments with tertiary (i.e. cochlear implantation; provision of bone-anchored hearing aids; neonatal, infant & preschool diagnostics, amplification and rehabilitation; vestibular diagnostics and rehabilitation) providers of audiology and speech language pathology care in the province of Alberta including the Institute for Reconstructive Sciences in Medicine (iRSM), Glenrose Rehabilitation Hospital, and University of Alberta Hospital in Edmonton and the Alberta Children's Hospital and Richmond Road Diagnostic and Treatment Centre in Calgary.
- Electronic Medical Record (EMR) and integration of all clinical equipment with the EMR creating a SMART clinic environment that is paperless.
- A culture of continuous improvement focused on providing quality, patient-focused care through implementation of Lean process improvement methodology.

- Practice development and management methodology.
- A distance mentoring program for new graduates in rural settings.
- Program features that distinguish the MSc-SLP program from other programs in Canada.

Our vision for the Audiology Program is in complete alignment with the recommendations from the Government of Alberta Rural Health Services Review Final Report: Understanding the concerns and challenges of Albertans who live in rural and remote communities (March 2015)[1] including:

- A coordinated approach to workforce sustainability with increased focus on development of a full spectrum of home-grown healthcare professionals
- Increase the use of technology to support the delivery of specialized health services. Remove barriers concerning funding and compensation models to enhance utilization of telehealth technology.
- Develop an overarching patient-centered strategy focused on minimizing the need for patients to travel to receive specialty consultation. Encourage patient care planning to include greater consideration of distance between caregiver and patient as well as the patient's ability to travel.
- Monitor, measure, and incent increased utilization of telemedicine technology. Investigate developing technologies for in-home communication and monitoring. Remove current barriers preventing increased utilization of telemedicine as an option for linking rural residents with needed health care services.
- Enhanced utilization of existing facilities to improve local access to basic health care and specialized services
- Create incentives to improve linkage between primary health care and specialty care in rural Alberta. Enhance skills of primary care teams in priority specialized service areas to facilitate the provision of higher complexity services within the community primary health care framework.
- Create accountabilities and flexible incentives for providing accessible, continuous and comprehensive, multidisciplinary team-based primary health care that integrates the health services in each rural community.
- Identify opportunities for and encourage visiting or rotating specialists to travel to rural Alberta, providing locally prioritized (specialized) services.

Please see Part 5, Section 5.5 - Other elements affecting quality - for a more complete description of the program features.

Please see Appendix A for proposed course descriptions.

1.3 Enrolment Plan
Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:
- *If program implementation will occur over a number of years, provide data for each year to full implementation.*
- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

No students will be enrolled in Year 1 to allow time to hire staff, set up labs and clinical facilities, develop courses, etc. The first cohort of students will begin in Year 2 (September). Due to differences between the typical academic year (Sept-Aug) and the program FLE calendar year (May-Apr), enrolment estimates in the table below show the 2 year program spread over 3 program FLE years, with the first cohort completing the program early in Year 4 (August).

Enrolment will be limited to 12 new students per year, which is comparable to the size of other Canadian audiology programs and consistent with labour market analyses and capacity for clinical placements. Only full-time students will be admitted, however in unusual circumstances a student may be permitted to complete the program on a modified schedule (to be determined on a case-by-case basis). Attrition is expected to be low (<5%), based on experiences with the MSc-SLP program. There is no anticipated decrease in enrolment in other programs that would result with the introduction of this program. The enrolment will have an impact of 12 additional students attending the three courses shared between the SLP and Audiology programs (CSD 501, 502, 505) and the Interprofessional Health Team Development course (INTD 410).

Given the urgent need for more audiologists in Alberta (see section 2.2 below), preference will be given to applicants listing their home province or current residence as Alberta. A minimum of 8 out of 12 seats in each class will be reserved for Alberta students.

Table 1: Proposed Enrolment

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Total head count	0	**12**	**24**	**24**	**24**	**24**
· Full-Time Year 1	0	12	12	12	12	12
· Full-Time Year 2	0	0	12	12	12	12
· Full-Time Year 3	0	0	0	12	12	12
· Full-Time Year 4	0	0	0	0	0	0
Total FLE	**0**	**13.56**	**28.80**	**33.6**	**33.6**	**33.6**
· FLE Year 1	0	13.56	13.56	13.56	13.56	13.56
· FLE Year 2	0	0	15.24	15.24	15.24	15.24
· FLE Year 3	0	0	0	4.80	4.80	4.80
· FLE Year 4	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	**12**	**12**	**12**

Note: Two-year MSc-Aud program is spread over three program funding years, as follows:

- Year 1 = Fall 1 and Winter 1 (Sept – Apr) – 34 credits = 1.13 FLE per student
- Year 2 = Spr/Sum 1, Fall 2, and Winter 2 (May – Apr) – 38 credits = 1.27 FLE per student
- Year 3 = Spr/Sum 2 (May – July) = 12 cr = .40 FLE per student

Total Program (23 months) = 84 cr = 2.80 FLE per student (head count)

SECTION 2: DEMAND

2.1 Student Demand Analysis

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

Audiology - A growing profession. Audiology is one of the fastest-growing health professions with a project job growth of 34 to 37% (careercast.com[2]) in 2013-14. It also has consistently ranked among the top professions based on factors such as environment, income, outlook, and stress (e.g., careercast.com[1], canadianbusiness.com[3]).

Why Alberta? There is no existing audiology educational program in the province of Alberta. There are currently five audiology programs in Canada and only three that offered in English. There is one program in Western Canada and that is at the University of British Columbia. The other English language programs are at Western University (Ontario) and Dalhousie (Nova Scotia). Therefore, at the present time, Albertans wishing to pursue a career in audiology must leave the province to do so, creating additional financial burden to the student (relocation, housing, etc.) and running the risk that they may not return to Alberta upon graduation.

Audiology programs in Canada

One discipline, two professions - The University of Alberta is ideally positioned to meet the current and future needs of audiology education in the province of Alberta given the existing, very successful, speech-language pathology program in the Faculty of Rehabilitation Medicine. Although speech-language pathology and audiology are two separate professions with unique certification/registration requirements, they are considered to be part of a single discipline. Students from universities offering both degrees in the single discipline have a more enriched educational experience through increased understanding of each other's professions and opportunities to work together and collaborate.

Advancing Campus Alberta - As with the MSc-SLP program, students may take their undergraduate degree and pre-requisite university courses required for entry into the audiology program at other institutions throughout the province, thereby advancing Campus Alberta.

Expected Demand - Please see Appendix B for an overview of Accredited Audiology Programs in Canada. It is expected that there would be good demand for the program. No difficulty filling the proposed number of seats in the program is anticipated. This is supported by:

- The number of eligible applications received by accredited university audiology programs in Canada – **276** for **75** positions in the 2013-2014 academic year (Please see Table B3 in Appendix B).

- The number of eligible applications received by the MSc-SLP program at the University of Alberta - **214** for **57** positions in the 2014-2015 year

- Results of the ACSLPA member survey conducted in February of 2013 in which speech-language pathologists that attended the University of Alberta MSc-SLP program were asked: If an Audiology training program has existed at the time at the university, would you have considered applying?
    - 14.1% (21 of 149) responded "Yes and it would have been my first choice"
    - 32.2% (48 of 149) responded "Yes but would have my second choice after Speech Language Pathology"

All speech-language pathologists participating in the survey were asked: Would you consider applying to a 2-year Master's degree in Audiology if it were offered at the University of Alberta?

	Percentage	Responses of 235
Yes	11.9%	28
Undecided	15.3%	36

*Note that these responses were from individuals already registered as speech-language pathologists, and not those looking to enter a profession for the first time.

- Audiology Programs in United States (US) – The availability of Masters level trained audiologists has also been stressed in that the US has taken a fundamental shift in programming, with Masters level audiology programs being phased out as they move to a clinical doctorate degree (AuD) as the requirements for entry into the profession. Northwest American universities, including Montana, Idaho, Washington and Oregon, have closed audiology programs in 2005. Many Canadian students graduated from these programs and are currently working in Alberta, Saskatchewan and Manitoba. Only three universities offering an audiology degree remain in the US northwest, accepting anywhere from 6 to 20 students per year. There is no guarantee that students originally from Alberta who travel abroad to obtain a degree (Masters or AuD) will return to Alberta to seek employment. Additionally, it is expected that some students interested in the field of Audiology would find entering a 4 year

doctoral level US program prohibitive when a Master's degree is the entry level to practice in Canada.

2.2 Labour Market Analysis

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

Placement rates for Audiology graduates are excellent and the unemployment rate is very low (Service Canada[4]). In general, university graduates usually find work soon after completing their studies and remain employed throughout their career. Audiologists are owners, managers, employees and consultants in a variety of practice settings including but not limited to:

- Independent private practices
- Otolaryngologist based practices
- Hospitals
- Medical clinics
- Educational Audiology – Public and private schools
- Rehabilitation facilities
- Hearing manufacturing industry
- Academic university and research based
- Long-term care facilities
- Consultant
- Public health services
- Armed Forces
- Industrial hearing conservation and forensic audiology

A Growing Need for Audiology Services – Audiologists provide a range of services not covered by other professions and the need for audiology services is growing. Approximately 1 in 10 Canadians suffers from some degree of hearing loss (see Appendix C[5]). The prevalence of hearing loss increases with age - according to the American Academy of Audiology, one in three people over the age of 60 experiences some type of age-related hearing loss. In people over the age of 85, this number increases to one in two.

The number of audiologists required to help the aging population in Canada continues to grow. The human lifespan has more than doubled since 1840, increasing at a rate of 5 hours every day. Between 2011 and 2021, the percentage of Albertans aged 65 and older will increase from approximately 11 per cent to 15 per cent of the total population. By 2031, when the last member of the baby boomers reaches 65 years of age, it is projected that about one in five Albertans will be a senior.[6]

Additionally, there is growing research evidence that hearing loss has a far more substantial impact on overall health and quality of life than had previously been understood. Older adults who develop clinically significant hearing loss may also develop changes in how they use their brain for listening in daily life. Such permanent changes in brain activation patterns are often related to clinically significant cognitive declines including impaired memory and depression (see Appendix C). Recent epidemiological studies have found an association between hearing loss and the onset of future dementia while others suggest an association between hearing loss and other serious health issues including mental health, physical health, falls, and even mortality.[7] All of these outcomes have a serious impact on the financial burden of healthcare. The good news is that psychosocial health as well as cognitive conditions of patients with a hearing loss show improvement with proper treatment. More audiologists are needed to ensure seniors have timely access to quality hearing healthcare to minimize the long-term comorbidities of hearing loss.

Early Hearing Detection and Intervention (EHDI) – "Insufficient" is Canada's grade on the report card for Early Hearing Detection and Intervention (EHDI) (see Appendix D[8]). British Columbia is the only province with an "excellent" rating; Ontario, Nova Scotia, Prince Edward Island and New Brunswick have a "good" rating; while the remainder of the provinces has an "insufficient" rating, including Alberta. In Alberta the majority of infants born in the province remain unscreened.

The Alberta government approved funding for an EDHI program in March 2013. For the EHDI program to be successfully implemented in the province there will be a great need for additional audiologists to participate in program oversight, train staff to provide screenings, assess newborns referred for further testing, and provide rehabilitation services to those infants identified with hearing impairment.

Responsibility for EHDI program development and implementation resides with Alberta Health Services - Healthy Living portfolio. Estimated timelines for implementation are as follows:

- o June 2015 – Screening for all NICU admissions
- o 2016 – Screening for all hospital births
- o 2017 – Screening for all births in the province

Furthermore, Alberta Health has indicated that all infants who fail the screening will receive follow-up audiological and medical care within 3 months of screening, and early intervention services within 6 months (see Appendix E). At a birth rate of 56,582 (2013-2014 reporting year) and a typical referral rate from screening of 2.1%[9], it is estimated that approximately 1200 infants per year will require specialized diagnostic assessment services in the province of Alberta. There are, currently, an insufficient number of testing sites and audiologists in the province to successfully launch this program while ensuring that infants identified for further testing are seen for audiological evaluation and appropriate intervention within acceptable timelines[10] as not to impair parent/infant bonding and future development. Additionally, there is a lack of professionals in the province trained to work with infants requiring long-term rehabilitation for hearing impairment. While the move to EHDI is necessary and important, failure to have enough audiologists trained to deliver proper follow-up and intervention for identified children will leave parents with long wait times and simply push the problem further down the lifespan.

Limited Audiology Graduates - Only 3 (English speaking) audiology training programs exist in Canada (Western, Dalhousie, UBC) with approximately 40 audiology graduates/year combined. Audiology professionals working in Alberta come from one of these universities or from international training programs (typically American universities). There is an urgent need for an audiology training program in the prairie provinces.

Lack of Access - Waitlists for access to audiology services for children and adults in Alberta consistently exceed the acceptable standard set by Speech-Language & Audiology Canada (SAC). There are many areas of the province that are underserved due to the inability to locate audiologists in remote areas.

Current Need in Alberta - There is a serious shortage of Audiologists in the province of Alberta with only 153 registered to practice. The population of audiologists is aging and according to the Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA), the expected rate of audiologists leaving practice due to retirement will outpace the number of new registrants by 2020. The current ratio of audiologists per 100,000 people (3.81) in Alberta is far below the Canadian national average (4.89). It is estimated that by 2024, Alberta will require a net increase of **77** audiologists to keep up with population growth estimates and to close the gap in the Canadian average. This estimate does not take into account the attrition rate. Please see below for further analysis.

Audiologists in Alberta

Figure 1: Registered members by primary practice setting for 2014, data provided by ACSLPA.

Registered Members by Primary Practice Setting - 2014

- General Hospital (3.3%)
- Pediatric Hospital (7.8%)
- Rehabilitation Hospital (8.5%)
- Community Health (17.0%)
- Private Practice (48.4%)
- Industry (2.0%)
- School/School Board (2.0%)
- University/College (2.0%)
- Government/Official Agency (0.7%)
- Other/Unknown (8.5%)

Total = 153 Audiologists
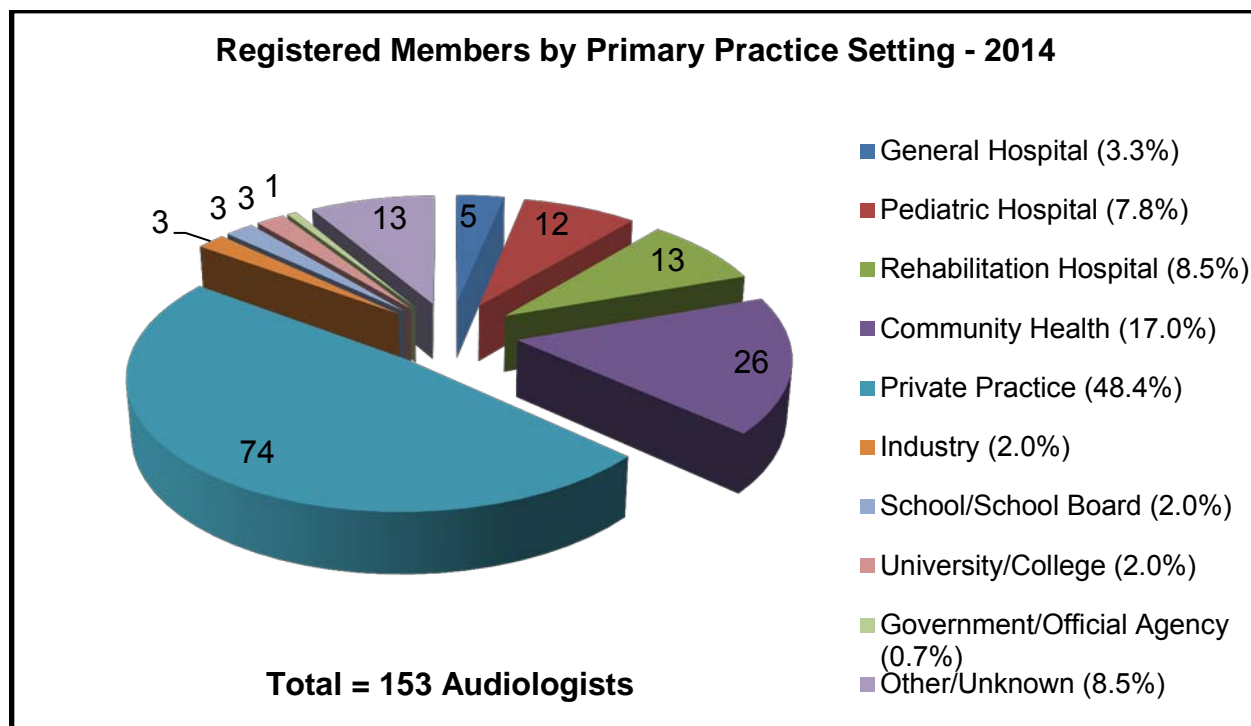
The following workforce analysis was developed in conjunction with ACSLPA at the end of 2012:

- At the time there were 140 audiologists registered to practice in the Province of Alberta. The distribution of audiologists in the province 2012 is shown in Table 2 and Figure 2.

Table 2: Distribution of Audiologists in the province of Alberta in 2012. Population data from the regions was provided by AHS.

Region	Population (2011)	Number of Registered Audiologists (2012)	Audiologists per 100,000 Population
Edmonton Region	1,186,121	54	4.55
Calgary Region	1,408,606	65	4.61
Central Region	453,469	7	1.54
North Region	447,740	6	1.34
South Region	289,661	6	2.07
Total Alberta Population	3,785,597	138	3.64

Figure 2: Distribution of Audiologists in the province of Alberta

Registered Audiologists

- Calgary Region – 65
- Central Region – 7
- Edmonton Region – 54
- North Region – 6
- South Region – 6
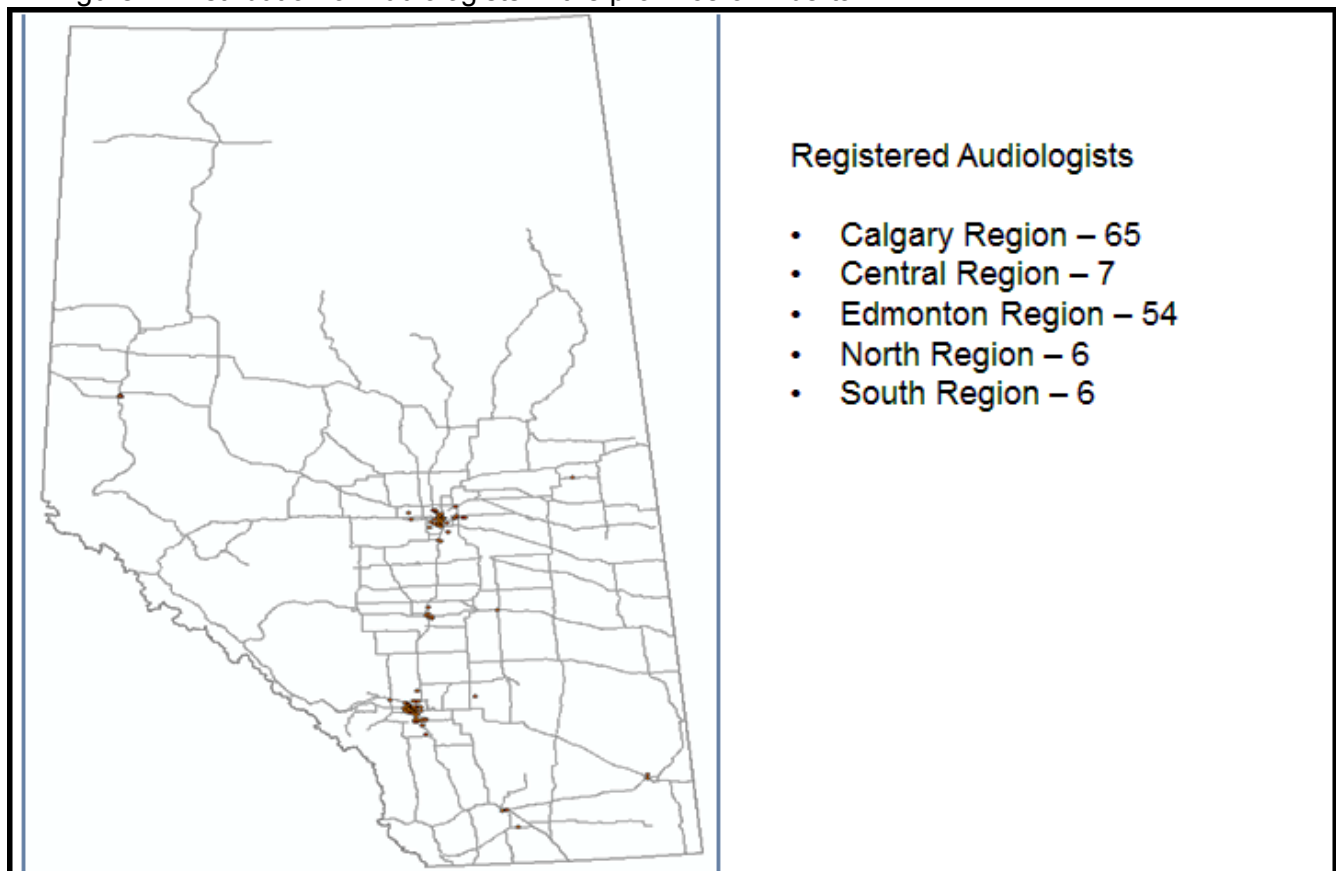
- AHS has reported difficulty recruiting staff to rural positions and that some Audiology positions in Alberta have been lost to budget reduction targets given that the positions were vacant and remained vacant for extended periods of time.[11]
- In 2011, the Canadian Institute of Health Information (CIHI) published a report - *Canada's Health Care Providers, 2000 to 2009: A Reference Guide[12]* which reviewed registration of healthcare providers across Canada from 2000 to 2009. An update to this data was published in 2014 - Canadian Institute for Health - *Supplemental Report: Canada's Health Care Providers: Provincial Profiles—2012[13]*. Based on the population base in each province[14], a ratio of Audiologists and other healthcare professionals per 100,000 people was derived for each province and a Canadian average was calculated. The following tables show the results for Alberta and the Canadian average as compared to other provinces for family physicians, nurses and audiologists.

Figure 3: Family physicians per 100,000 population for 2012.
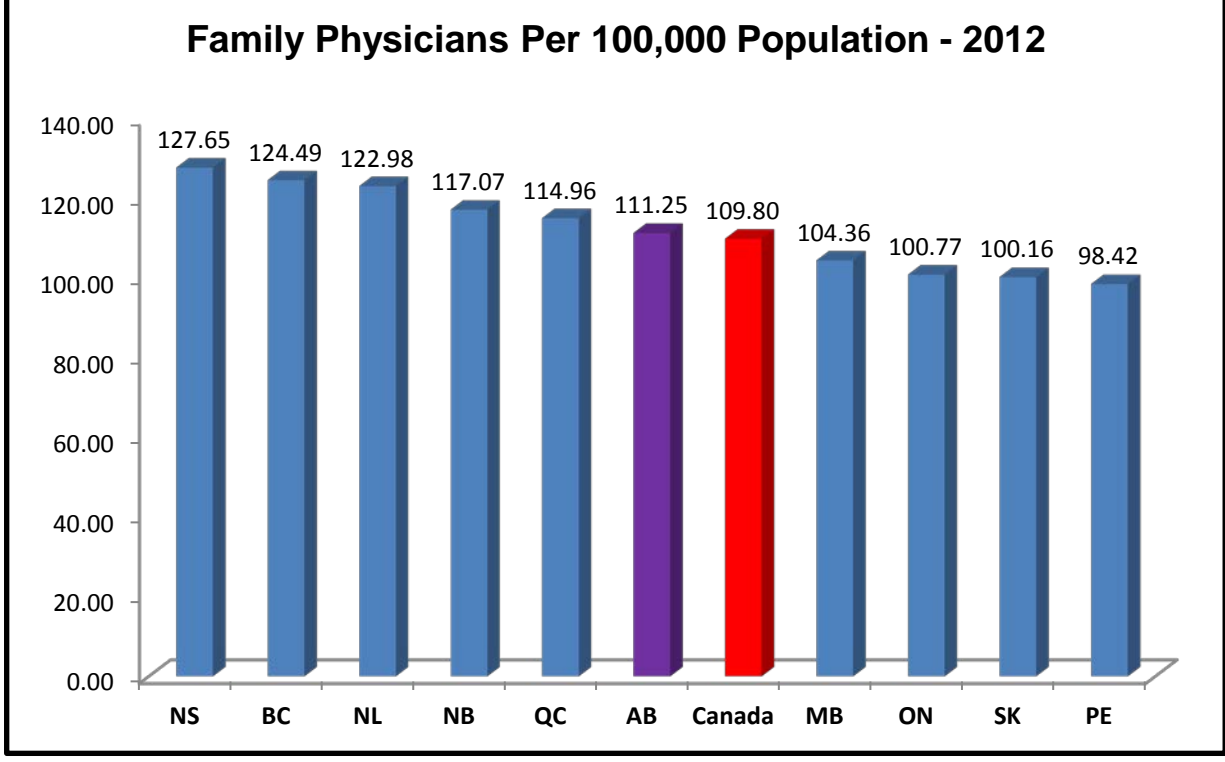
Figure 4: Nurses per 100,000 population for 2012.

Registered Nurses Per 100,000 Population - 2012

(Values by province: NL 1583.60, PE 1509.98, NB 1482.69, NS 1365.79, MB 1282.13, SK 1247.31, QC 1113.91, Canada 1051.75, AB 1048.04, ON 949.33, BC 911.52)
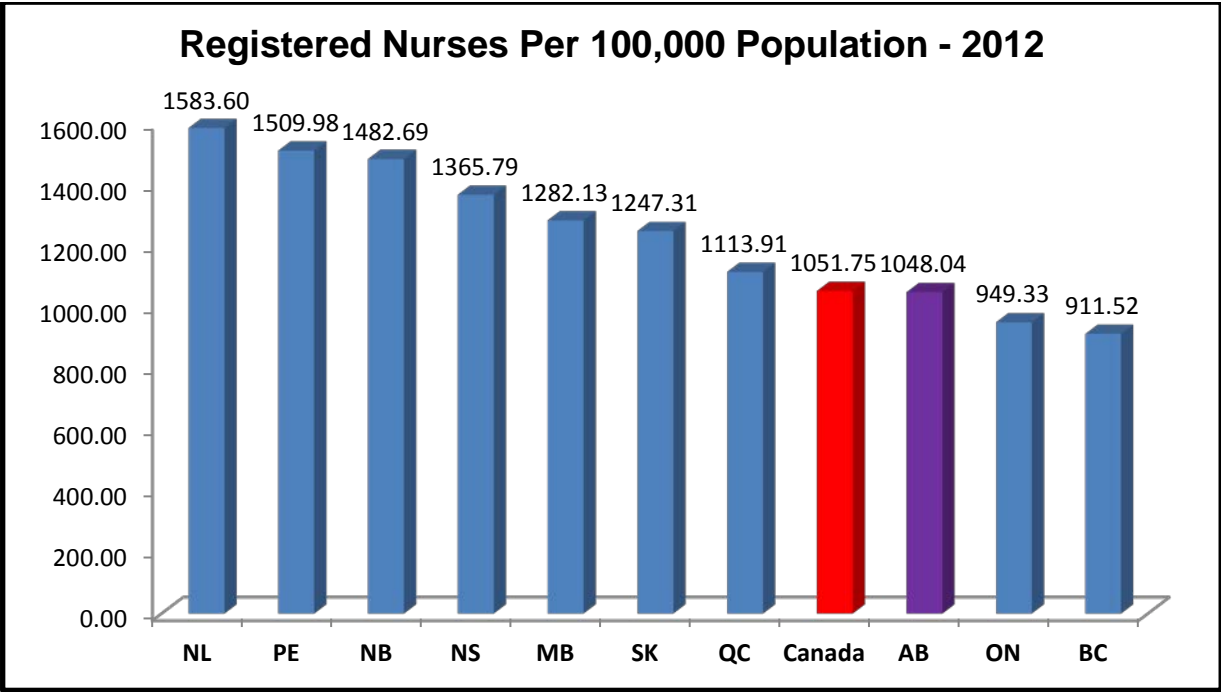
Figure 5: Audiologists per 100,000 population for 2012 with those provinces with Audiology Training programs denoted.

Audiologists Per 100,000 Population - 2012

* Audiology Training Program

(Values by province: NB 8.85, NS 7.30*, BC 5.50*, Canada 4.89, QC 4.84*, MB 4.80, ON 4.77*, NL 4.55, AB 3.96, SK 3.49, PE 3.44)
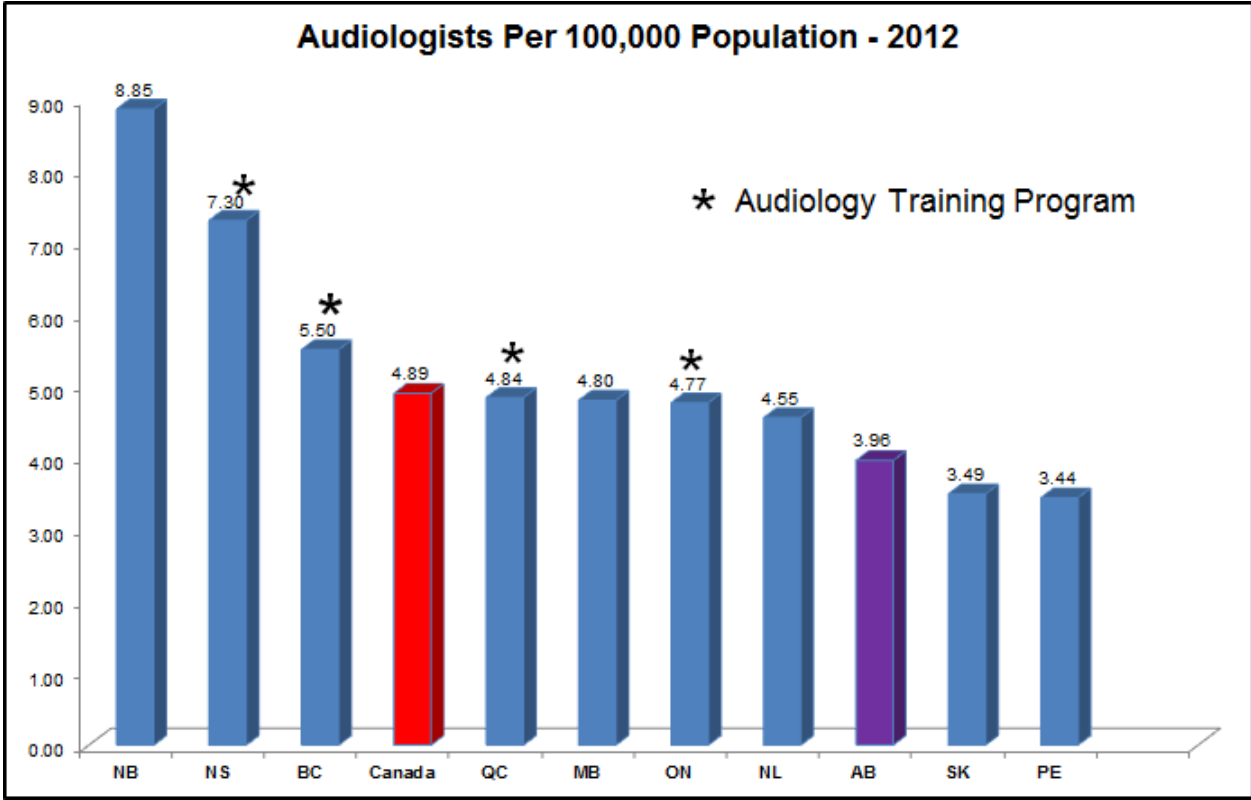
- The following figure shows a profile of healthcare providers in Alberta and the percent difference in ratio per 100,000 population in Alberta as compared to the Canadian average. **It should be noted that at the time of the analysis in 2012, Alberta had a ratio of 3.96 audiologists per 100,000 but this ratio had dropped to 3.81 audiologists per 100,000 by the end of 2014.**

Figure 6: Profile of Healthcare Providers in Alberta

Percent Difference in Ratio Per 100,000 Population in Alberta from Canadian Average

Category	Value
Psychologists	47.63
Social Workers	39.69
Speech Language Pathologists	24.77
Occupational Therapists	15.57
Pharmacists	8.58
Physiotherapists	5.53
Optometrists	2.95
Specialist Physicians	1.58
Family Physicians	1.32
Registered Nurses	-0.35
Audiologists	-19.09
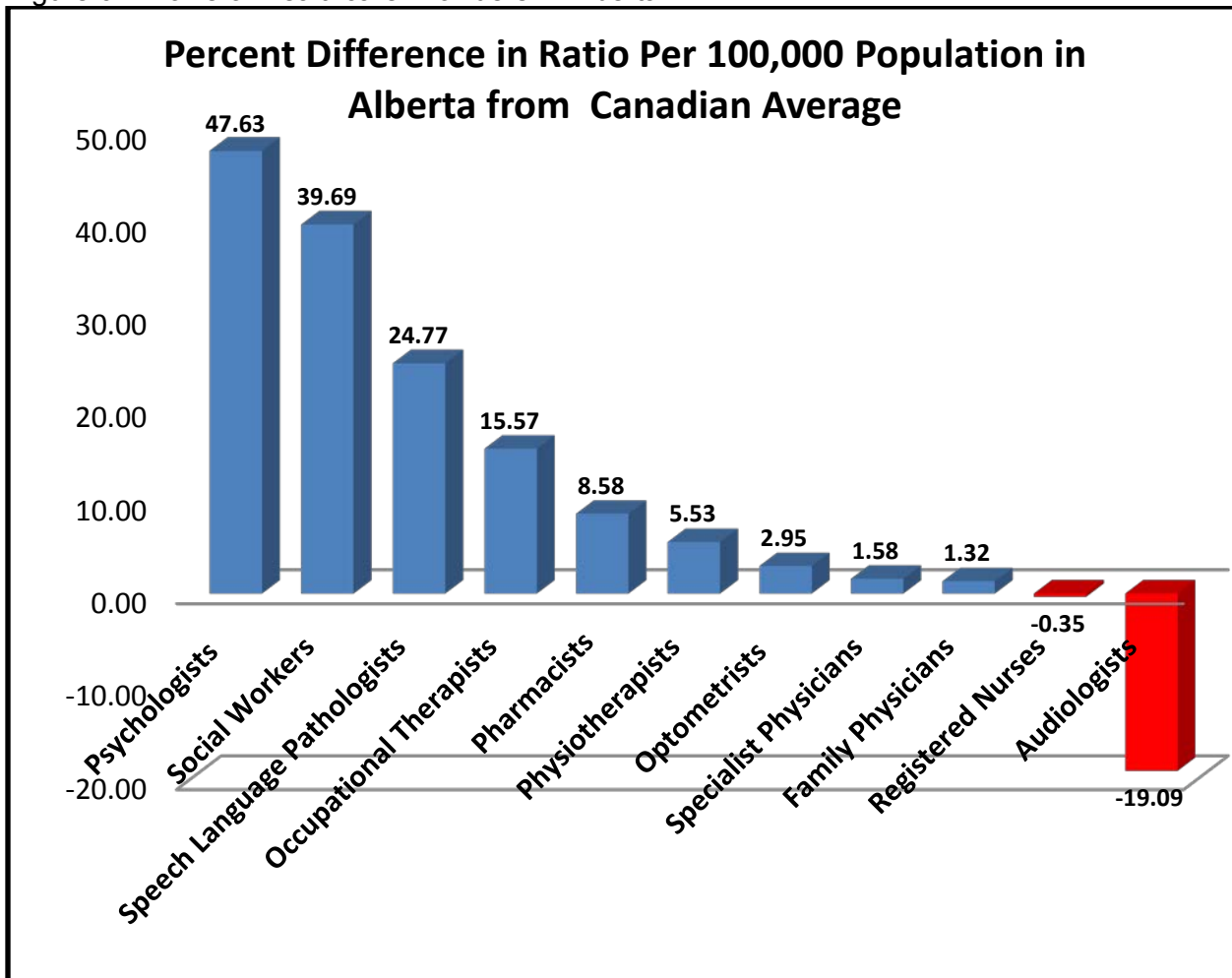
Alberta's Forecasted Need Based on Population Analysis

Without taking into account the aging population and that hearing impairment is more prevalent as age increases, there is a compelling reason for establishment of an Audiology Program in Alberta simply based on the population growth expected for the province.

The following figure demonstrates the increasing need of Audiologists based on forecasted population growth. To close the current gap between the Alberta ratio and the Canadian average, Alberta would require **43** net new audiologists. Alberta's population is expected to grow, on average, by 1.6% annually between 2013 and 2041[15]. Based on the current Alberta ratio of 3.81 Audiologists per 100,000 people, it is estimated that by 2024, a net increase of 26 Audiologists will be required in the province. Based on the Canadian average ratio of 4.89, it is estimated that by 2024, the province will

require a net increase of **77** Audiologists. Please note that this increase does not take into account the number of new audiologists required in the province to address the attrition rate.

Figure 7: Projected Audiologists Required Based on Population Growth
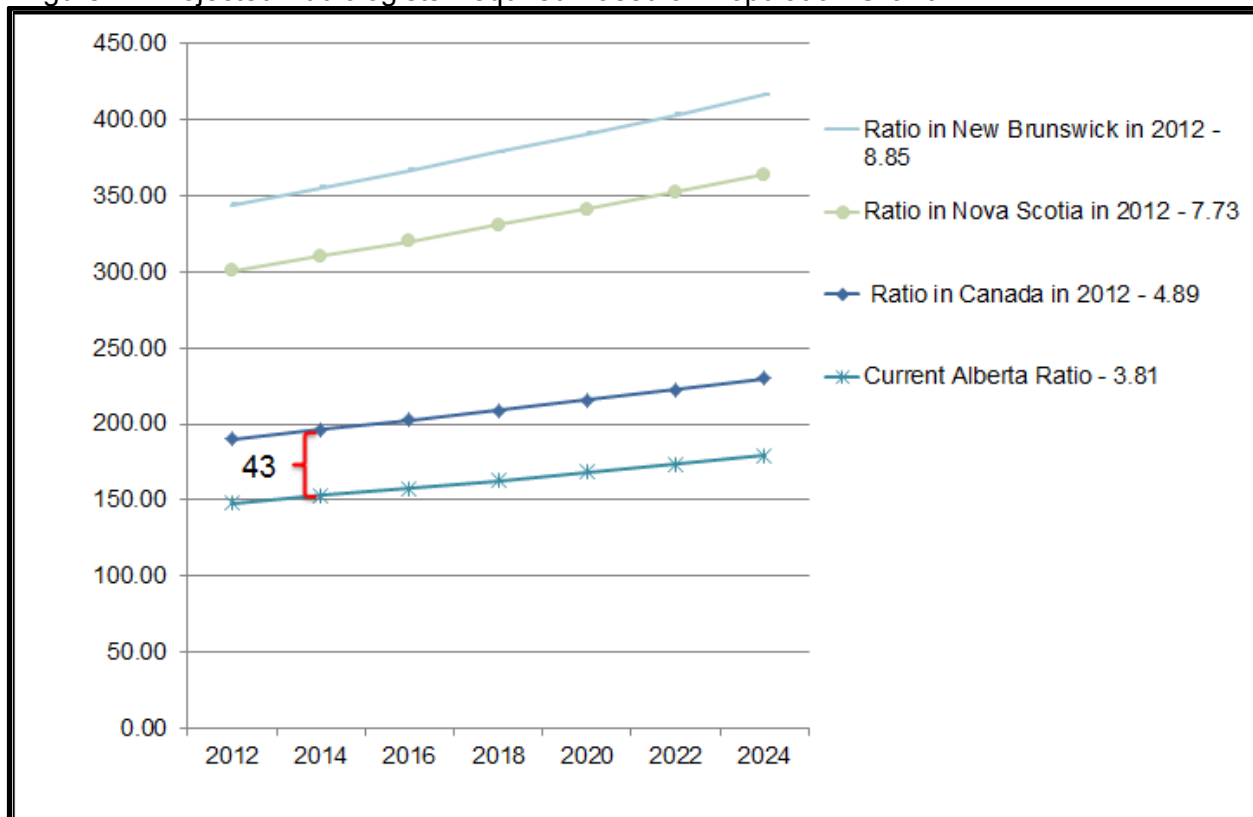
Expected Growth of Employment of Audiologists

For the 10-year timeframe between 2012 and 2022, employment of audiologists is expected to grow by 34%, much faster than the average 11% for all occupations, according to the U.S. Bureau of Labor Statistics (BLS)[16]. The BLS pointed to key trends that will contribute to growth:

- As the country ages and the population over age 55 increases rapidly, the number of people with hearing loss will continue to climb because hearing loss is strongly associated with aging.
- Baby boomers are now approaching middle age, a time when the possibility of neurological disorders—and associated speech, language, and hearing disorders—increases.
- Medical advances have improved the survival rate of premature infants, trauma, and stroke victims, bringing the need for speech, language, and hearing assessment and treatment.
- Greater awareness of the importance of early identification of speech, language, and hearing disorders also will increase employment. Most states and a number of provinces require that all newborns be screened for hearing loss and receive appropriate early intervention services.
- Employment in educational services will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students.

Canada's Need Based on Labour Market Indicators

Service Canada[4] recently completed an assessment of Audiologists and Speech-Language Pathologists (SLPs) in Quebec. Their findings indicated the following:

- Audiologists comprised about 15% of people in this occupation (390 of 2,600 employed on average between 2009-2011 in Quebec)
- Job opportunities will arise primarily through employment increase, but also from the need to replace people retiring. There is little turnover in this occupation.
- As unemployment is almost zero in this occupation, few new openings will be filled by experienced audiologists who are out of work.
- Placement rates for graduates of master's programs in audiology and speech-language pathology is excellent. In general, university graduates usually find work soon after completing their studies and remain employed throughout their career.
- The occupation attracts many candidates, but only a small minority (between 10% and 15%) can enter this profession because of the quotas set by the programs.
- In the face of a high demand for services, the Quebec Department of Education, Recreation and Sport (MELS) authorized the University of Montreal and Laval University to increase the number of students admitted to the audiology and speech-language pathology programs. Thus, the number of spaces in speech-language pathology and in audiology doubled between 1999 and 2009.

Table 3: Main Labour Market Indicators for SLPs and Audiologists working in **Quebec** combined and results extrapolated for both Audiologists in Quebec and in Canada.

Main Labour Market Indicators	Quebec SLPs and Audiologists Combined	Extrapolated Audiology Data in Quebec (Based on 15% Audiologists in Occupation)	Extrapolated Audiology Data in Canada (Based on number of Audiologists in Canada in 2012)
Employment, average 2009-2011	2,600	390	1701
EI Claimants in 2010	0	0	0
Average Annual Growth Rate 2012-2016	5.3%	5.3%	5.3%
Annual Employment Variation	150	22.5	98.1
Annual Attrition 2012-2016	70	10.5	45.8
Total Annual Needs 2011-2015	220	33	**144**

As shown in Table B2 provided in Appendix B, each year the English speaking universities in Canada combined, account for **42** graduates in Audiology while the French universities combined, account for **37** for a total of **79**. **This number is far below the 144 needed based on the analysis completed by Service Canada for Quebec and extrapolated to the number of Audiologists practicing in Canada in 2012.**

In summary, there is an urgent need to establish a new audiology program in the prairie provinces and current Canadian audiology programs need to expand the number of training spaces available (as was done in QC) in order to meet the increasing demand.

2.3 Support

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

The Audiology Program proposal was developed with the support of the following:

- Steering Committee;
- Advisory Committee;
- Feedback from stakeholder interviews; and
- A survey of all audiologists and speech language pathologists registered to practice in the province of Alberta.

Membership for these various groups was drawn from:

- University faculty from within the Department of Communication Sciences and Disorders;
- University faculty from within the Faculty of Rehabilitation Medicine;
- University faculty from Campus Alberta;
- The regulatory body within the province of Alberta – Alberta College of Speech Language Pathologists and Audiologists (ACSLPA);
- Employers within the province of Alberta;
- Industry; and
- Audiologists and speech language pathologists from across the province of Alberta.

A complete listing of the Steering Committee membership and stakeholder interview participants can be found in Appendix F. A description of the ACLSPA survey and the Advisory Committee participation can also be found in Appendix F.

Letters of Support

Letters of support for the Audiology Program from organizations are listed in Table 4 and can be found attached in Appendix G:

Table 4: List of organizations that have provided letters of support

Organization	Stakeholder Type
Alberta College of Speech Language Pathologists and Audiologists (ACSLPA)	Regulatory Body
Canadian Academy of Audiology (CAA)	Professional Association
Speech-Language & Audiology Canada (SAC)	Professional Certification Body
Alberta Health Services (AHS)	Employer - Pending
MacEwan University, Hearing Aid Practioner Program	University
Phonak	Industry
Oticon	Industry

Additionally, letters of support for the program from individuals are listed in Table 5 and can be found attached in Appendix G:

Table 5: List of individuals that have provided letters of support

Stakeholder	Role	Organization
Dr. Hadi Seikaly	Divisional Director and Regional Section Head, Division of Otolaryngology	Department of Surgery, Faculty of Medicine & Dentistry University of Alberta - Pending
Dr. Lyn Sonnenberg	Developmental Pediatrician	Alberta Health Services - Pending
Kathy Packford	Audiologist	Alberta Health Services
Kathryn Ritter	Listening and Spoken Language Specialist -AVT Adjunct Professor, Department of Communication Sciences and Disorders	Alberta Health Services University of Alberta
Sarah Burns	Consultant - Educational Audiology	Edmonton Public Schools, Inclusive Learning – Outreach
Krista Yusko	Consultant - Educational Audiology	Edmonton Public Schools, Inclusive Learning – Outreach
Amber Roberts Darragh	Audiologist	Professional Audiology Clinic
Patricia Muir	Audiologist	University of Calgary
Peter Wightman	Audiologist	Retired

2.4 Clinical or Work Experience

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

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

Students in the program will receive an introduction to clinical work through the Audiology Program In-House Clinic. External placements will not be required until students reach their winter term of the second year.

Internal Clinical Practicum

One of the key elements of the Audiology Program proposal is a state-of-the-art, Telehealth-ready, full-time, in-house clinic staffed by two clinical audiologists where students will gain practical experience in a cutting-edge, clinical environment. The proposed clinic will be research-based with patients participating in ongoing research protocols and where knowledge translation from lab to clinic is seamless. Staff and students will benefit from a creative, friendly, stimulating and supportive environment that is focused on problem solving.

Students will complete observations within the in-house clinic during their first term of the program. In the second term, students will begin providing some direct patient care. During the third and fourth terms, students will advance their clinical skills through completion of two clinical practicums within the in-house clinic. Students will have significant clinical experience before placement in any external clinical environment making them more attractive to potential providers of clinical placements.

External Clinical Practicum

The MSc-SLP program has excellent support from the health community with respect to providing sufficient placements to support the clinical and work experience requirements of the program. With respect to availability of external placements, a unique feature of current MSc-SLP program and the proposed MSc-Aud program is the completion of all academic coursework in the first 16 months of the program. The last 8 months of the program are spent in clinical practicums only and therefore may take place at any agreed location between the student and the Clinical Coordinator. This allows greater flexibility for students who choose to relocate for advanced external clinical placements outside of the greater Edmonton area and puts less pressure on demand for clinical placements within the greater Edmonton area. Current cooperating clinical locations for the MSc-SLP program include Edmonton, Calgary, and rural Alberta.

Advanced clinical placements for MSc-Aud students will involve sites across Alberta and include opportunities in both urban and rural settings as well as hospital/clinic-based, school-based, and private practice settings. Students must be able to travel to meet the clinical education requirements. Students will be responsible for the cost associated with clinical placements, e.g., travel, accommodation, appropriate dress and immunization expenses. No remuneration will be received. In the event that funding is provided by other provinces, arrangements will be made for those students to complete placements in their home province.

Where possible, placements will be structured to allow multiple students to be supervised concurrently by a single supervisor, as is often done in the SLP student placements. For example, students engaged in practicums at large Alberta Health Services facilities are currently being supervised in a 2:1, student to instructor ratio, model. The Interdisciplinary Student Service program at the Glenrose Rehabilitation Hospital engages in inter-professional placement opportunities and works in a model where each clinical educator works with multiple students concurrently. This model is also the core of service delivery and clinical education in the Speech Language Pathology Services in Senior's Health program. Clinicians working in other hospital, community health and educational settings have used a 2:1 model for clinical education to meet specific student or program needs, and it is anticipated that this will also be the case for audiology placements.

Support for Clinical Placements - ACSLPA Membership Survey Results

There is excellent support for clinical placements within the Audiology community in Alberta as shown the results of a survey of the ACSLPA membership in February 2013. Audiologists were asked the following questions:

- Would your employer support student placements for students?

	Percentage	Responses from 67
Yes	64.2%	43
No	7.5%	5
Undecided	20.9%	14
N/A	7.5%	5

- Would you be willing to supervise an Audiology student in a placement at your facility?

	Percentage	Responses from 67
Yes	67.2%	45
No	13.4%	9
Undecided	11.9%	8
N/A	7.5%	5

- How many students would you be willing to supervise at your work place?

	Percentage	Responses from 39
1 at a time, 1 per year	38.5%	15
1 at a time, 2 per year	28.2%	11
1 at a time, 3 per year	10.3%	4
1 at a time, 4 per year	7.7%	3
1 at a time, every 2-3 years	2.6%	1
2 at a time	7.7%	3
As often as required	5.1%	2

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

As with the MSc-SLP program, student placements will be coordinated by an Academic Coordinator Clinical Education (ACCE). Students may discuss potential external placement sites and locations with the ACCE.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

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

The Audiology Program proposal is reflected in the current Comprehensive Institution Plan for the university.

The Audiology Program, following the lead of the Speech Language Pathology Program, will create a vibrant and supportive learning environment, one rich in research and creative activity, community involvement, and partnerships. The program fits well with the vision, mission and values as outlined in *Dare to Discover* and the four cornerstones of *Dare to Deliver* by:

- Creating a world-class audiology education facility, complete with the latest technologies for students and facility alike
- Carrying out leading-edge innovation in scholarly research and education experiences
- Recruiting and retaining the best staff
- Attracting outstanding students from Alberta, Canada, and the world
- Creating a dynamic, discovery-based learning environment
- Creating an exceptional and life-changing university experience for students through offerings that integrate learning, discovery, and citizenship
- Fostering discoveries that are transformative and at the cutting edge by rewarding quality and impact and by enhancing cross-disciplinary initiatives.
- Demonstrating the contribution of university discovery to public policy and rewarding achievements in knowledge translation and dissemination.
- Fostering national and international research collaborations that advance understanding and generate knowledge to address global challenges.
- Building strong partnerships with the capital region, the cities of Edmonton and Camrose, other urban and rural Alberta communities, and all orders of government to fulfill our responsibility as Alberta's university, a leader on the national stage with global connections.
- Fostering partnerships with business and industry to advance mutual goals for supporting talented people through employment and internship opportunities for our students and access to life-long learning, identifying research challenges, and translating and disseminating our research outcomes.
- Fostering excellent relationships with Alberta Health Services and other provincial health organizations, the post-secondary sector, the public sector, and non-governmental organizations to further enhance the quality of life in our society.
- Securing resources to provide the best education for our students, to support world-class research and creative activity and its dissemination and translation, and to foster citizenship.
- Continuing to set priorities and invest in world-class teaching and research infrastructure.
- Establishing high standards of service based on best practices to achieve and maintain good stewardship of financial resources and capital assets.

3.2 Institutional Programs

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

Speech Language Pathology Program, Department of Communication Sciences and Disorders

The proposed MSc-Aud program is a natural fit for the existing MSc-SLP program offered through the Department of Communication Sciences and Disorders.

Although speech-language pathology and audiology are two separate professions with unique certification/registration requirements, they are considered to be part of a single discipline. Speech-language pathologists and audiologists work collaboratively to provide consultative, diagnostic, assessment, and direct treatment services for individuals in all age groups with communication disorders. A communication disorder is impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. A communication disorder may be evident in the processes of hearing, language, and speech, and may range in severity from mild to profound. Individuals may develop or acquire one of any combination of communication disorders than may result in a primary disability or may be secondary to other disabilities.

Students from universities offering both degrees in the single discipline have a more enriched educational experience through increased understanding of each other's professions and opportunities to work together and collaborate. This is especially true given the presence of the Rehabilitation Research Centre in the Faculty and the vision to establish a center of excellence in Aural Rehabilitation, providing an overlap between the two professions.

Given the existence of the MSc-SLP program, the Department of Communication Sciences and Disorders is well positioned to expand its mission statement to include the training of audiologists:

The Department of Communication Sciences and Disorders promotes excellence in speech language pathology **and audiology** practice by:
- providing the highest quality of speech language pathology **and audiology** education;
- producing competent entry level speech language pathologists **and audiologists** who will serve pediatric to geriatric populations across Canada;
- promoting evidence based clinical service delivery;
- generating new knowledge through research;
- encouraging the development of future academics (researchers and educators) in speech language pathology **and audiology; and**
- enhancing our reputation as an outstanding national clinical training and research centre.

The enrolment will have an impact of 12 additional students attending the three shared courses between the MSc-SLP and MSc-Aud and the Interprofessional Health Team Development course. It is anticipated, however, that the establishment of the Audiology Program within the Department of Communication Sciences and Disorders will have numerous benefits on the MSc-SLP program and the Faculty of Rehabilitation Medicine including:
- Aural Rehabilitation research focus will enhance the learning experiences of the SLP students
- Expanded opportunity for interprofessional collaboration and joint-research

- Establishment of a Lean Healthcare Design and Smart Clinic
- Establishment of a paperless clinic through the implementation of an EMR which the MSc-SLP program would also have the ability to access

Other Programs within the Faculty of Rehabilitation Medicine

The Faculty of Rehabilitation Medicine is seen as world class post-secondary institution that provides academic training in rehabilitation science, physical therapy, occupational therapy and speech-language pathology. The addition of an Audiology Program will only enhance that image and help to reinforce that the University of Alberta is the institution of choice for rehabilitation professionals, researchers, students and scientists.

Department of Educational Psychology, Faculty of Education

The Audiology Program will have a natural linkage with Western Canadian Centre for Deaf Studies within Educational Psychology and the Minerva Deaf Research Lab (MDRL) within the J. P. Das Centre on Developmental and Learning Disabilities at the University of Alberta. These linkages will provide many opportunities for collaboration on research and programs for the deaf and hard of hearing.

3.3 Internal Review and Approval

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

The Audiology Program Proposal will be forwarded through the following approval path:

a. Department Council - Department of Communication Sciences and Disorders (Approved - Sept 26, 2013)
b. Faculty Council – Faculty of Rehabilitation Medicine (Approved - October 1, 2013)
c. Faculty of Graduate Studies and Research (FGSR) (Approved – March 25, 2015)
d. General Faculties Council (GFC) Academic Standards Committee (ASC)
e. General Faculties Council (GFC) Academic Planning Committee (APC)
f. Minister of Enterprise & Advanced Education – Part A
g. Campus Alberta Quality Council (CAQC) – Part B

3.4 Campus Alberta Programs/Initiatives

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

As noted earlier, there is currently no audiology educational program in Alberta. Students wishing to pursue a career in audiology typically go to BC, Ontario, Nova Scotia, or the U.S. to complete their academic and clinical education.

As with the MSc-SLP program, students may take their undergraduate degree and the pre-requisite university courses required for entry into the audiology program at other institutions throughout the province, thereby advancing Campus Alberta.   In addition, students have the opportunity to complete their experiential education (i.e., clinical placements) in a wide variety of locations across the province including urban, rural, remote northern and other high need areas currently underserved.

The Difference Between an Audiologist and Hearing Aid Practitioner

Hearing aid practitioners are often confused with audiologists but these two professions have very different scopes of practice. In Alberta, audiologists and hearing aid practitioners must belong to their respective colleges in order to practice and it is these colleges that regulate scope of practice. It should be noted that in many clinics across Alberta, audiologists work alongside hearing aid practitioners to provide hearing healthcare to patients.

The Alberta College of Speech Language Pathologists and Audiologists (ACSLPA)[17] provides on its website the following descriptions to differentiate between the two professions:

> "**Difference Between an Audiologist and Hearing Aid Practitioner**
> There are substantial differences in the educational level and scope of practice between the two professions.
> - Audiologists must have completed 6-8 years of university level course work and practicum, leading to a Master's degree or Doctor of Audiology degree in order be registered with ACSLPA and to practice in Alberta.
> - Hearing Aid Practitioners (HAP) have typically completed a 2-year diploma level course and are trained in basic hearing testing and hearing aid fitting for adults. HAPs must be registered with their College in order to practice in Alberta.
> While audiologists also fit and dispense hearing aids, they have an expanded scope of practice and advanced skills/expertise, specializing in the prevention, assessment, diagnosis and management of hearing and balance disorders, for individuals of all ages."

Further information regarding the differences between the two professions across Canada is available from Speech-Language Pathology Canada in their *SAC Position Paper on Differences Between Audiologists and Hearing Instrument Practitioners in Hearing Health Care*[18].

Hearing Aid Practitioner Program, MacEwan University

Within Campus Alberta there is a Hearing Aid Practitioner (HAP) Program at MacEwan University, a related but different program. The Hearing Aid Practitioner program is a 2-year diploma program which is only offered by distance delivery. Qualified applicants are accepted on a first-come, first-served basis. Up to 80 students are accepted but intake for Alberta students is limited to 30 with only 10 accepted from the Edmonton area. Admission criteria include a high school diploma.

It is not anticipated that the Audiology Program will have any negative impact on the HAP program given that the programs are very different and have vastly different entrance requirements. The Audiology Program may have a positive impact in that it may supply teaching personnel to the program as only registered audiologists are eligible to teach in the HAP program.

3.5 Consultation

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

Karen Pollock, Chair, Department of Communication Sciences & Disorders, is an active member of the Canadian Council of University Programs in Communication Sciences and Disorders (CCUP-CSD) which meets annually to collaborate, share program updates and discuss issues of mutual concern. Dr. Pollock has consulted with each of the English speaking programs (University of British Columbia, University of Western Ontario and Dalhousie University). These programs are all aware of the University of Alberta's intentions to move forward with an Audiology Program application.

The supporting documentation provided in Appendix B may be summarized with the following points:

- There is no audiology training program in Alberta.
- There are only 5 accredited audiology training programs in Canada and only three that are offered in English.
- There is only one program currently in Western Canada – University of British Columbia in Vancouver.
- There are only approximately 80 graduates from Canadian universities each year.
- Existing programs routinely receive at least double/triple the number of eligible applications from students than can be accommodated. In the 2013-2014 year, eligible applicants outnumber the accepted students by 368%.

There is no anticipated negative impact resulting from the establishment of an Audiology Program at the University of Alberta.

3.6 Learner Pathways

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

Admission requirements for the proposed Audiology Program include a 4-year undergraduate program from a recognized institution. Mature applicants to audiology programs often come from careers in teaching, linguistics, science, engineering and speech language pathology. If applicants have met the entrance requirements, they may also come from careers such as hearing aid practitioners, communicative disorders assistants, and rehabilitation assistants.

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

As admission requirements for the proposed Audiology Program include a 4-year undergraduate program from a recognized institution, students may transfer/ladder into the program from within the University of Alberta, Campus Alberta, nationally or internationally.

With respect to the broader concept of Alberta Campus, there are opportunities for career laddering across disciplines including Special Education (e.g., Teachers of the Deaf and Hard of Hearing), Communicative Disorders Assistants (e.g., Georgian College, MacEwan University), Rehabilitation Assistants (e.g. Medicine Hat) and Hearing Aid Practitioners (e.g., MacEwan University). Recent consultation with the Hearing Aid Practitioner Program at MacEwan University has indicated that the diploma program will become a feeder path to a degree program at the MacEwan University which may make students eligible for the Audiology Program.

In addition, graduates of the MSc-Aud program would also be eligible to pursue a PhD within the Faculty of Rehabilitation Medicine (or elsewhere). Students who did not complete a thesis as part of their MSc-Aud would be required to complete an "in lieu of thesis" project early in the PhD program.

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

Graduates of the MSc-Aud program would also be eligible to pursue a PhD within the Faculty of Rehabilitation Medicine or a PhD in Audiology at any of the universities offering such program in Canada.

Graduates would be eligible to pursue a bridging program to upgrade their Master's level education to a Clinical Doctorate (AuD) at one of the universities offering such programs in the U.S. Some of these programs offer this option by distance-learning. Results of a survey of the ACSLPA membership in February 2013, indicated that:
- 7.2% of respondents had obtained a PhD.
- 30.4% of respondents had obtained a Clinical Doctorate obtained from a U.S. university
- 3.0% of respondents were enrolled in a Clinical Doctorate degree program at a U.S. university at the time of the survey
- 11.4% of Master level Audiologists responding indicated their intention to enroll in a Clinical Doctorate degree program within the next 3 years.

The Faculty of Rehabilitation Medicine at the University of Alberta is a leader in providing advanced practice education and currently offers a range of continuing professional education (CPE) offerings for working clinicians – from one hour webinars and full-day workshops to more in-depth distance-based graduate level certificate programs: http://rehabilitation.ualberta.ca/professional-development Each certificate program focuses on areas of specific interest, is founded on the strongest evidence-based research and is taught by leaders in each respective area. It is the intention of the Department to develop a range of continuing professional education (CPE) offerings in the area of audiology.

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

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

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:
1. *The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.*
2. *Overall enrolment capacity in the program is maintained.*
3. *Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)*

Ongoing Operational Expenditures

A detailed breakdown of the expected ongoing operational expenditures for the program can be found in Appendix H.

Table 6: Ongoing operational expenditures.

	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Revenue						
Tuition and Related Fees	$0	$117,334	$212,201	$212,201	$212,201	$212,201
Other Internal Sources[2]						
External (Third Party) Sources[3]						
GOA Sources – to be determined[4]						
Other (specify)	$0	$0	$0	$0	$0	$0
Total Revenue	**$0**	**$117,334**	**$212,201**	**$212,201**	**$212,201**	**$212,201**
Operational Costs						
Salaries, Wages and Benefits	$1,222,550	$1,228,266	$1,277,396	$1,328,492	$1,381,632	$1,381,632
Materials and Contracted Services	$142,300	$180,172	$210,269	$273,287	$281,806	$281,806
Other Direct Costs	$0	$0	$0	$0	$0	$0
Indirect Costs	$0	**$17,600**	**$31,830**	**$31,830**	**$31,830**	**$31,830**
Total Operational Costs	**$1,364,850**	**$1,426,038**	**$1,519,495**	**$1,633,609**	**$1,695,268**	**$1,695,268**

Assumptions:

Proposal is contingent on both one-time and ongoing funding requests to the Government of Alberta. Although funding has not yet been secured, the proposal is moving through the academic program approval process.

Tuition estimate based on 2014-15 instructional fees for MScSLP program ($9,778 Yr 1, $7,905 Yr 2) – see complete breakdown at http://rehabilitation.ualberta.ca/-/media/rehabilitation/faculty-site/departments/csd/documents/graduatestudenthandbook/mscslp2014-2015fees.pdf. Estimated tuition increases have not been included.

Indirect costs include 15% tuition to Central.

Salaries include 4% annual increase for merit and COLA.

Materials and equipment include a 3% annual increase in cost.

Notes:

1. *Financial resources reallocated from existing programs of instruction should be estimated based on the recent cost experience of the source program(s).*
2. *Identify the source and duration of internal funding.*
3. *Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada.*
4. *Government of Alberta sources might include future Advanced Education and Technology grant support or commitments (assumed or actual) from other departments.*

One-Time Expenditures

A detailed breakdown of the expected one-time expenditures for the program can be found in Appendix H.

Table 7: One-time expenditures

One-time expenditures	Amount	Revenue Source	Details
Facilities	$1,512,149		
Equipment and IT	$508,701		
Curriculum Development	$		Incorporated into salaries for Year 1
Marketing and Promotion	$10,000		
Faculty Recruitment and Establishment	$879,000		
Library Enhancements	$		
Other	$		
Total One-Time Expenditures	**$2,909,850**		

Possible options for offsetting some of the costs

Once the program has been approved, the Department of Communication Sciences and Disorders is prepared to pursue additional funding sources, for example:

- Partner with other prairie provinces (SK, MB) to increase enrolment and decrease the annual ongoing cost per student. Although there is no funding commitment from the other provinces at the present time, given the very low ratio of audiologists per 100,000 people in Saskatchewan (3.49), in addition to the attrition problem facing all provinces, we are optimistic that they will want to join in at a future date.
- Partner with Alberta Health and Alberta Health Services to provide audiology services to remote/underserved areas via telehealth (this would offset clinical educator salaries), using a model of student-led service provision.
- Seek contracts with industry (including Oil Sands development) to provide remote hearing monitoring/ audiological assessment services
- Work with Advancement to seek donor funding for
  - research chair in rehabilitation audiology (to offset cost of faculty salaries)
  - in-house audiology clinic (naming opportunity)
- Seek donations/discounts on research/clinic equipment from vendors (to offset one-time costs)

4.2 Impact

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

The following table shows the tuition comparison, including instructional and non-instructional fees, for the three English audiology programs in Canada as compared to that of the MSc-SLP and the proposed MSc-Aud Program at the University of Alberta. All fees are based on the 2014-2015 fee schedule.

Table 8: Comparison of tuitions across Audiology Programs offered in English.

	University of Alberta	University of British Columbia	University of Western Ontario	Dalhousie University
Degree	MSc	MSc	MCISc	MSc (3 yr program)
Profession	SLP & Aud	SLP & Aud	SLP & Aud	SLP & Aud
Instructional Fees	$17,683.40	9,049.68	$20,322.68	$29,012.00
Non-Instructional Fees	$4,264.18	$2,164.00	$3,555.10	$3,127.68
Total Fees	**$21,947.58**	**$11,213.68**	**$23,877.78**	**$32,139.68**

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

Similar to a degree in Radiation Therapy, it is acknowledged that audiology is an expensive program to administer given the heavy reliance on technology, equipment and lab/clinic space and the relatively small number of students that can be accommodated in this environment.

The tuition analysis completed in 4.2.1 indicates the following:

- The proposed Audiology Program tuition fees are in keeping with that of other audiology programs in Canada.
- Each of the above programs offers education in speech language pathology in addition to audiology.
- Each of the above programs charges the same tuition to students regardless of their chosen field of study.

In order to ensure the program is competitive both within the university and across programs, the Audiology Program will require ongoing operational funding to sustain the program.

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

Not Applicable

Recommendation (for department use)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

Part B: Campus Alberta Quality Council Review

As noted at the beginning of Part A, given a positive outcome from the System Coordination Review, the Minister may refer the proposed program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how Council's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to Council. Building on the information provided in Part A, the program proposal that is sent to Council should contain the following additional information. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

SECTION 5: PROGRAM SPECIFICS

5.1 Program Structure and Learning Outcomes

5.1.1 *Describe the program's learning outcomes and how they were established. How will the achievement of the learning outcomes be evaluated? Providing a mapping of the courses to the learning outcomes, particularly in professional programs, is helpful.*

The general learning outcomes for the program align with the expectations of the Canadian Alliance of Audiologists and Speech-Language Pathologist Regulators (CAASPR), the Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA), Speech-Language and Audiology Canada (SAC) and the CanMEDS 2015 framework[19].

Competencies fall within 7 roles, and include, but are not limited to, the following (adapted from CAASPR[20], 2014):

Central Role as Audiologist (Expert)
The learner will:
- demonstrate basic knowledge of foundational principles in audiology,
- apply principles of client-centeredness,
- demonstrate competencies in assessment planning, implementation and interpretation,
- demonstrate competencies in intervention planning,

- implement intervention, prescribe and dispense technology,
- evaluate effectiveness of intervention strategies and technology, modifying as required,
- demonstrate cultural and linguistic sensitivity,
- develop and implement screening and hearing conservation programs, and
- demonstrate awareness of limits to practice.

Role as Communicator
The learner will:
- communication effectively in oral and written communication, and
- produce effective, timely, accurate documentation that complies with regulatory and organizational requirements.

Role as Collaborator
The learner will:
- work effectively with other professional to provide integrated client service,
- participate effectively on professional teams, and
- utilize strategies to manage misunderstanding and conflict.

Role as Advocate
The learner will:
- identify and address client access barriers,
- identify opportunities to engage in effective promotion and prevention activities, and
- promote the profession.

Role as Scholar
The learner will:
- understand the importance of in continuous learning and ability to develop an ongoing development plan,
- use best available evidence to make program and practice decisions, and
- recognize opportunities to facilitate learning in others.

Role as Manager
The learner will:
- understand effective practice management for clinical and administrative activities, and
- understand and implement strategies to facilitate optimal workplace functioning,

Role as Professional
The learner will:
- demonstrate professional integrity, and
- establish and maintain professional relationships.

A curriculum map detailing exposure, application, and integration of these core competencies throughout the MSc-Aud curriculum is included in Appendix I.

5.1.2 *Students are expected to demonstrate independent scholarly activity applicable to the degree level and expectations of its graduates (see the CDQF). Describe the academic culture that will nurture and support student scholarly and creative activity.*

Students will build on knowledge obtained at the undergraduate level and apply theory and knowledge to clinical practice through laboratory experiences and clinical placements. Students will critically analyze case studies and develop assessment and treatment plans using evidence-based decision making. Course-based students complete a supervised research project that develops students' skills in the area of scholarly inquiry, critical thinking, and technical writing. Students in the optional thesis track will propose and conduct original research that will form the basis of the thesis, following the guidelines proposed by the Faculty of Graduate Studies and Research (FGSR). All CSD students are encouraged to participate in journal clubs and attend special presentations seminars offered through the FRM and elsewhere on campus.

5.1.3   *For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the relevant section of CAQC's Expectations for Design and Structure of Undergraduate Degrees.*

Not applicable

5.1.4   *Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, and a summary description of the curriculum. Note any new courses. Course outlines must be available for reviewers but are NOT to be included with the proposal. (See sample table below - note that this is provided as a guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).*

The MSc-Aud program has been designed to provide students with the academic and clinical skills required to be eligible for certification through Speech-Language and Audiology Canada (SAC) and licensure by provincial regulatory bodies, such as the Alberta College of Speech Language Pathologists and Audiologists (ACSLPA). In addition to the general learning outcomes and core competencies described in 5.1.1, the MSc-Aud curriculum covers the knowledge base and scope of practice outlined in the Foundations for Clinical Practice in Audiology established by SAC (http://sac-oac.ca/professional-resources/resource-library/assessing-and-certifying-clinical-competency-foundations).

Requirements for the MSc-Aud include successful completion of 84 credits, including 53 credits of academic coursework and 28 credits of clinical practicum. Students in the course-based track also complete a capstone research project equivalent to 3 credits (CSD 900). Those in the thesis track complete a minimum of one additional 1 credit course in statistics and a master's thesis.

Program structure

Table 9: Program structure of the proposed Audiology Program.

Component	Course-based		Thesis-based	
	Graduate courses	Credits	Graduate courses (minimum)	Credits (minimum)
Required Courses	18	53	19	54
Clinical Practicum	7	28	7	28
Research Project/ Thesis	1	3	Must register for THES 906 each spring and summer term; must be registered in THES 9xx during final term of program.	
Total	26	84	27	82 + thesis

To assist in demonstrating that the program curriculum is clear and well integrated with the objectives and outcomes, provide one or more typical student programs by year of program (see sample table below).

All students in the course-based program follow the same program of study. Those in the thesis track may extend their program by one or more terms, depending on the nature of their thesis work.

Table 10: Proposed program for all course-based MSc-Aud students

	FALL				
	Course number	**Course title**	**Course level**	**Role in program**	**Credits**
1st YEAR	CSD 501	Clinical Research Methods	grad	Requirement	3
	CSD 502	Anatomy & Physiology of Speech & Hearing	grad	Requirement	4
	CSD 503	Hearing Science & Disorders	grad	Requirement	3
	CSD 504	Speech Language Pathology for Audiology	grad	Requirement	3
	CSD 505	Speech Science	grad	Requirement	3
	CSD 506	Principles of Professional Practice	grad	Requirement	1
	WINTER				
	CSD 508	Instrumentation	grad	Requirement	3
	CSD 510	Diagnostic Audiology I	grad	Requirement	3
	CSD 512	Hearing Technology I	grad	Requirement	3
	CSD 513	Aural (Re) Habilitation I	grad	Requirement	3
	INT D 410	Interprofessional Health Team Development	senior undergrad	Requirement	3
	CSD 514	Intro to Clinical Practice	grad	Requirement	2
	SPRING/SUMMER				
	CSD 517	Prevention & Promotion	grad	Requirement	3
	CSD 519	Aural (Re) Habilitation II	grad	Requirement	3
	CSD 522	Clinical Practicum I (in-house placement)	grad	Requirement	6
2nd YEAR	**FALL**				
	CSD 531	Diagnostic Audiology II	grad	Requirement	3
	CSD 535	Hearing Technology II	grad	Requirement	3
	CSD 536	Pediatric Audiology	grad	Requirement	3
	CSD 537	Physiological Measurement	grad	Requirement	3
	CSD 538	Special Topics in Audiology	grad	Requirement	3
	CSD 530	Clinical Practicum II (in-house placement)	grad	Requirement	2
	WINTER				
	CSD 532	Advanced Clinical Practicum	grad	Requirement	4.5
	CSD 533	Advanced Clinical Practicum	grad	Requirement	4.5
	SPRING/SUMMER				
	CSD 900	Directed Research Project	grad	Requirement	3
	CSD 540	Advanced Clinical Practicum	grad	Requirement	4.5
	CSD 541	Advanced Clinical Practicum	grad	Requirement	4.5

Table 11: Sample program for MSc-Aud student in the optional thesis track (with one additional term)

	Course number	Course title	Course level	Role in program	Credits
1st YEAR	**FALL**				
	CSD 501	Clinical Research Methods	grad	Requirement	3
	CSD 502	Anatomy & Physiology of Speech & Hearing	grad	Requirement	4
	CSD 503	Hearing Science & Disorders	grad	Requirement	3
	CSD 504	Speech Language Pathology for Audiology	grad	Requirement	3
	CSD 505	Speech Science	grad	Requirement	3
	CSD 506	Principles of Professional Practice	grad	Requirement	1
	WINTER				
	CSD 508	Instrumentation	grad	Requirement	3
	CSD 510	Diagnostic Audiology I	grad	Requirement	3
	CSD 512	Hearing Technology I	grad	Requirement	3
	CSD 513	Aural (Re) Habilitation I	grad	Requirement	3
	CSD 514	Intro to Clinical Practice	grad	Requirement	2
	CSD 598	Directed Individual Readings & Research – Data Analysis	grad	Requirement	1
	SPRING/SUMMER				
	CSD 517	Prevention & Promotion	grad	Requirement	3
	CSD 519	Aural (Re) Habilitation II	grad	Requirement	3
	CSD 522	Clinical Practicum I (in-house placement)	grad	Requirement	6
	THES 906	Thesis	grad	Requirement	
2nd YEAR	**FALL**				
	CSD 531	Diagnostic Audiology II	grad	Requirement	3
	CSD 535	Hearing Technology II	grad	Requirement	3
	CSD 536	Pediatric Audiology	grad	Requirement	3
	CSD 537	Physiological Measurement	grad	Requirement	3
	CSD 538	Special Topics in Audiology	grad	Requirement	3
	WINTER				
	CSD 530	Clinical Practicum II (in-house placement)	grad	Requirement	2
	CSD 598	Directed Individual Reading and Research – cochlear implants	grad	Elective	4
	INT D 410	Interprofessional Health Team Development	senior undergrad	Requirement	3
	SPRING/SUMMER				
	CSD 532	Advanced Clinical Practicum	grad	Requirement	4.5
	CSD 533	Advanced Clinical Practicum	grad	Requirement	4.5
	THES 906	Thesis	grad	Requirement	
3rd YEAR	**FALL**				
	CSD 540	Advanced Clinical Practicum	grad	Requirement	4.5
	CSD 541	Advanced Clinical Practicum	grad	Requirement	4.5
	THES 9xx	Thesis	grad	Requirement	

5.2 Criteria / Requirements for Admission and Academic Progression

State the admission criteria (including any provision for prior learning assessment), residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).

The admission requirements for the MSc-Aud will be the same as for the existing MSc-SLP program with some slight modifications to the pre-requisite courses. The admission requirements are as follows:

- 4-year undergraduate program from a recognized institution (specific area of undergraduate study is not required or preferred)
- minimum GPA of 3.3 (4.0 scale) over the most recent 60 credits.
- 8 prerequisite courses including:
  1. statistics – an intro to statistical methods including basic descriptive & inferential statistics
  2. child development or developmental psychology
  3. cognitive psychology – cognition, learning, or human information processing
  4. neuroanatomy or neuropsychology – structure & function of human central and peripheral nervous systems
  5. introductory linguistics – survey of core areas of linguistics
  6. phonetics – covering phonetic transcription using the IPA and elementary acoustic phonetics
  7. child language development/acquisition – overview of first language acquisition
  8. one additional course in physics, genetics, physiology, or linguistics
  (*Note: The prerequisite courses for the MSc-Aud are the same as for the MSc-SLP program with the exception of #8).
- GRE – General Test of the Graduate Records Examination (GRE) – no minimum cutoff required, scores are used in conjunction with other indicators of student potential
- English language proficiency – students for whom English is not the first/primary language must demonstrate English language proficiency through a satisfactory score on one of the following approved English language examinations
  - *Test of English as a Foreign Language* (TOEFL):
    - minimum score of 600 on the paper-based version, plus at least 80 on the *Test of Spoken English* (TSE)
    - minimum score of 115 on the internet-based version, with at least 28 on Speaking, 24 on Written, 24 on Listening, and 22 on Reading
  - *International English Language Testing System* (IELTS): minimum overall band score of 8.0 with at least 7.0 on each band
  - *Canadian Academic English Language* (CAEL) Assessment: minimum score of 80 with at least 70 on each subtest
  - *Pearson Test of English Academic* (PTE): overall minimum score of 80

In addition, as noted earlier, at least 8 of the 12 seats in each incoming class will be reserved for Alberta students. If other provincial governments (e.g., SK, MB) choose to commit funding, seats will be reserved for students from those provinces as well.

5.3 Engaged and Active Learning / Delivery Methods

5.3.1 *Demonstrate the ways in which the institution identifies and attends to the learning of students in the program and what pedagogies will be used to encourage their engaged and active learning, as per Council's program quality assessment standard #5 (Program delivery).*

The MSc-Aud program builds on the history of teaching excellence in the MSc-SLP program, a highly sought after training facility for speech language pathologists in Canada. Active learning is emphasized in the academic and clinical components of the MSc-Aud program. In academic courses, students participate in activities to promote analysis, synthesis and reflection/self-assessment of course content. This is accomplished through active learning strategies such as cooperative learning (within the discipline and in interdisciplinary contexts), discussions, problem-based learning, case studies, simulations, laboratory practice and inquiry-based learning.

In the clinical placement portion, carefully structured practica provide students with exposure to a variety of health settings and client types.

Student support is an essential component of the program. A program advisor is assigned to each student at the start of the program and is responsible for ongoing meetings with the student to review learning objectives, needs and successes.

5.3.2 *Include a description of the teaching/learning approaches to be used, a description of the rationale for using the approach and evidence of adequate support for the approach. Where applicable, demonstrate how CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met.*

As an accredited, professional program, the MSc-Aud program will meet the educational standards for the profession, including extensive clinical practicum experiences. Teaching and learning within the experiential component will begin in a highly structured environment within the Audiology Program In-House Clinic with the program Clinical Educators. The in-house clinic will expose the student to research based practice and cutting-edge technology in a SMART clinic environment including the use of integrated equipment and an Electronic Medical Record and a Telehealth service delivery model. This in-house clinical experience will provide students with a strong clinical competency base to support further learning in a variety of healthcare settings.

External clinical placements will involve interactions between students, preceptors and other members of the inter-professional team who will support students on all aspects of audiological and team-based patient care. In addition, there will be discussion groups (including other health care professionals), patient rounds in hospital settings, presentations by the student to staff at their practice sites, and written assignments. Finally students are required to participate in a research project through enrollment In CSD 900: Directed Research or a thesis.

Assessment of student learning throughout the program is also diverse including traditional examinations of content knowledge, practical exams, written assignments, oral presentations, portfolio development, reflection assignments, and clinical placement grading. Development of professional competencies is assessed throughout the program.

5.4 Program Comparison

5.4.1   *Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered elsewhere (if any), especially in Alberta and Canada (see sample table below). What process was used to determine which programs were deemed to be the most comparable? Illustrate the similarities and differences.*

There are currently five accredited Audiology programs in Canada and only three that are offered in English. There is currently only one program in Western Canada. All three English language programs are included in the comparison table below. All programs offer a master's degree and the curriculum content is quite similar, given the requirements for accreditation.

Table 12: Comparison of the accredited Audiology programs in Canada (English)

Program component	University of Alberta	University of British Columbia	University of Western Ontario	Dalhousie University
Name of credential	Master of Science in Audiology	Master of Science in Audiology	Master of Clinical Science in Audiology	Master of Science in Audiology
Length of Program (yrs)	2	2	2	3
Entrance requirements	Completion of a 4-year undergraduate degree and completion of 8 prerequisite courses, min 3.3 GPA, GRE	Completion of a 4-yr undergraduate degree and 6 prerequisite courses, min B+ average, plus structured observations of at least two audiologists &/or SLPs at work	Completion of a 4-yr undergraduate degree and 4 prerequisite courses, min B average, plus a minimum of 14 hours of volunteer experience supervised by a registered audiologist	Completion of a 4-yr undergraduate degree, no prerequisite courses required, min 33 GPA, GRE
Graduation requirements	18 courses (53 credits), capstone research project or thesis (3 credits), and 5 clinical placements (28 credits (min. 350 supervised clinical hours).	Minimum of 53 credits, research project, comprehensive exam or thesis, and a min. 350 supervised clinical hours	26 courses/ modules (78 credits),4-5 clinical placements (min. 350 supervised clinical hours)	72 credits of coursework (3 yrs), and a min. 350 supervised clinical hours
In-house audiology clinic	yes	no	yes	yes
Thesis option	yes	yes	separate MSc degree	yes
Advanced Practice / CPE program	yes	no	no	no
PhD program	PhD in Rehabilitation Sciences	PhD in Audiology	PhD in Hearing Science	Interdisciplinary PhD in Health Sciences
Combined MSc/PhD	yes	no	yes	no
Total credits	84 – course-based 85 – thesis track	53 – Course Work & Clinical Placements	78 – Course Work & Clinical Placements	72 – Coursework & Clinical Placements

5.4.2 *If a similar program is currently offered at the institution, compare the structure, admission requirements and learning outcomes to the proposed program. If this is a conversion of an existing program (e.g., conversion of an applied degree to a new degree program), provide a table similar to the sample shown below.*

The MSc-Aud is proposed as a two-year program parallel to the existing MSc-SLP program currently offered by the Department of Communication Sciences and Disorders in the Faculty of Rehabilitation Medicine. The structure, admission requirements and learning outcomes of the proposed program will be parallel to that of the existing MSc-SLP program. Some of the courses will be shared between the existing MSc-SLP program and the proposed MSc-Aud program.

Course Listing

Table 13: Course Listings for the proposed Audiology Program.

Courses in existing MSc-SLP program to be shared with MSc-Aud program	Type of change (if any)	New Courses in MSc-Aud Program	Comment (e.g., indicate if new course)
CSD 501 - Clinical Research Methods	Change to course description	CSD 503 - Hearing Science & Disorders	New course
CSD 502 - Anatomy & Physiology of Speech & Hearing	Some content and outcomes added/altered	CSD 504 - Speech Language Pathology for Audiology	New course
CSD 505 – Speech Science	Some content and outcomes modified	CSD 506 - Principles of Professional Practice	New course
INT D 410 - Interprofessional Health Team Development	Change to course description	CSD 508 - Diagnostic Audiology I	New course
CSD 900 – Directed Research Project	Change to course description	CSD 510 - Instrumentation	New course
CSD 532 - Advanced Clinical Practicum	Change to course description	CSD 512 - Hearing Technology I	New course
CSD 533 - Advanced Clinical Practicum	Change to course description	CSD 513 - Aural (Re) Habilitation I	New course
CSD 540 - Advanced Clinical Practicum	Change to course description	CSD 514 - Intro to Clinical Practice	New course
CSD 541 - Advanced Clinical Practicum	Change to course description	CSD 517 - Prevention & Promotion	New course
		CSD 519 - Aural (Re) Habilitation II	New course
		CSD 522 - Clinical Practicum I (in-house placement)	New course
		CSD 531 - Diagnostic Audiology II	New course
		CSD 535 - Hearing Technology II	New course
		CSD 536 - Pediatric Audiology	New course
		CSD 537 - Physiological Measurement	New course
		CSD 538 - Special Topics in Audiology	New course
		CSD 530 - Clinical Practicum II (in-house placement)	New course

5.5 Other elements affecting quality

Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).

Key Features of the Proposed Audiology Program

The proposed Audiology Program will focus on the background and clinical skills required for the provision of optimal patient-centered care in a range of service delivery models and team-based care. Graduates of the program will develop leadership and evidence-based practice skills to contribute to team-based collaborative care, and the ability to educate patients, care-givers, team members and health professional students.

Features Adopted from the Current MSc-SLP Program

The success of the current MSc-SLP program at the University of Alberta will be leveraged through the adoption and implementation of the following corner stone features into the MSc-Aud program:

- In-house clinic that is at the forefront of clinical education and research;

- World-renowned Institute for Stuttering Treatment and Research (ISTAR), which offers specialized treatment to children, teens and adults who stutter, conducts research into stuttering, offers advanced professional training for speech-language pathology students and clinicians, and promotes public awareness of stuttering and its treatment;

- Involvement in the Corbett Hall Early Education Program (CHEEP), which provides exceptional preschool programming to children, aged 2 ½ to 5 years, diagnosed with developmental delays using a reverse integration model. The funding to operate CHEEP is provided through specialized funding (Program Unit Funds) from Alberta Education.

- Collaboration with Alberta Health Services to provide SLP services to adults in long-term care and continuing care settings using a student-delivered service delivery model;

- Innovative first clinic experience utilizing a collaborative team approach;

- Department involvement in research around integration of inter-professional competencies in Health Science programs: Building a bridge from the classroom to practice environments;

- Research in technology-use in assessment and intervention in speech-language pathology (e.g. "There's an app for that.": Clinical perspectives on the iPad as an intervention tool for children; A Hotspot for Contemporary SLP Practice: Using the iPad in Therapy with Adults);

- Strong ties (through joint appointments and/or research collaborations) with Glenrose Rehabilitation Hospital, Institute for Reconstructive Surgeries in Medicine, University of Alberta Hospital and Alberta Health Services;

- 16 month on-site and 8 month off-site schedule giving students the ability to complete final placements in home region;

- Thesis option;

- Recently approved combined MSc/PhD program for speech-language pathologists, which allows students to simultaneously complete the professional MSc and PhD degrees in a single integrated 5 year program;

- Continuing professional education including advanced practice, post-profession certificates (3 courses for 9 credits in total) delivered through distance-learning and seminars over 18 months to 3 years (e.g. The Post-Graduate Certificate in Francophone Practice for Speech-Language Pathologists).

    o The Faculty of Rehabilitation Medicine offers a number of credit post-professional certificate programs which formally acknowledge the study of particular themes within the rehabilitation discipline. The programs are designed to build on existing expertise of practicing clinicians and current students. The certificate programs provide both profession-specific as well as interdisciplinary evidence-based content and are offered in various formats which may include distance technologies and face-to-face learning.

- The CSD Department has a long and successful history of attracting high quality students and has a very low attrition rate; and

- A program that integrates multicultural awareness and study (including Canadian aboriginal) into all aspects of coursework, clinical training and research.

Unique Features Distinguishing the Program from Other Audiology Programs
Key proposed features of the Audiology Program that would distinguish this program from other Audiology programs in Canada include:

- An established "Center of Excellence" and research hub for Rehabilitation models of care and interdisciplinary collaboration—one discipline, two professions. A fundamental element of successful delivery of a technology or a surgery is the follow-up care, outcome measurement and long-term (re)habilitation of the individual. Rehabilitation expertise is a recognized critical need in the field of audiology. There is a serious lack of audiology supports to patients "beyond the hearing aid" in Canada.

- The Audiology Program will capitalize on the Department's existing strong relationships and joint appointments with tertiary care Audiology programs in the province (including the Glenrose Rehabilitation Hospital, Institute for Reconstructive Surgeries in Medicine, and the University of Alberta Hospital in Edmonton and the Alberta Children's Hospital and Richmond Road Diagnostic and Treatment Centre in Calgary) and expand those relationships to include other programs such as MacEwan University, Department of Psychology where Dr. Tara Vongpaisal is conducting exciting research with cochlear implant recipients. Graduates of the MSc-Aud program will develop a solid understanding and practical knowledge of services required beyond device fitting.

- A strong Primary Health Care focus from a wellness perspective including an emphasis on prevention and early access. Through strong collaborations with Alberta Health Services, Primary Care Networks (PCNs), Family Care Clinics (FCCs), regional hospitals, Aboriginal communities and industry (including Oil Sands Development) and the use of Telehealth

service delivery, the focus will be on providing the right service, at the right time, in the right place.

Telehealth plays a significant role in providing a patient-focused, quality health service that is accessible, equitable, and sustainable for all Albertans. With the addition of each Telehealth program in the province, access, timeliness, productivity, quality, and convenience are all improved, and travel costs are reduced if not avoided. Telehealth also provides the added benefit of patients/families becoming active participants in their own care and well-being, including receiving education aimed at fostering their health and wellness from the comfort, convenience and safety of their own homes and communities.

Although many super-users have been identified in allied health professions within AHS, there is a general perceived under-utilization of Telehealth infrastructure in the province of Alberta. Our vision for the in-house clinic is one in which Telehealth services are an important part of the program. Students will obtain supervised clinical practice conducted through Telehealth thereby ensuring a generation of Audiologists who are practice-ready for Telehealth service delivery. We believe that this program would help the University of Alberta become a flag ship educational site, greatly enhancing the use of Telehealth in all aspects of healthcare in the province and the country. The provision of audiology and rehabilitation services in the province is an excellent example of where Alberta Health, Alberta Health Services, and the University of Alberta could collaborate on innovative solutions for healthcare delivery.
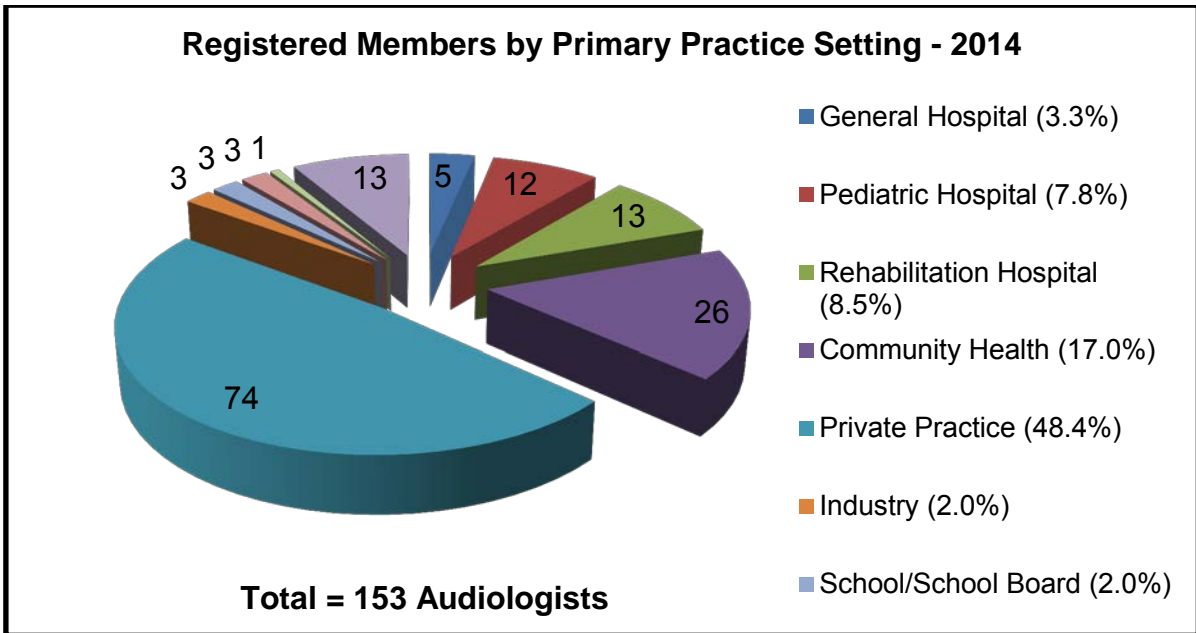
- State-of-the-art, Telehealth-ready, full-time, in-house clinic staffed by two clinical audiologists where students will gain practical experience in a cutting-edge, clinical environment. The proposed clinic will be research based with patients participating in ongoing research protocols and where knowledge translation from lab to clinic is seamless.   Staff and students will benefit from a creative, friendly, stimulating and supportive environment that is focused on problem solving.

- The in-house clinic will maintain a strong relationship with AHS Audiology Services in the Edmonton Zone and across the province and will partner with AHS to enhance audiology services available to all Albertans. It is critical that the in-house clinic adopt established AHS standards of practice, protocols and guidelines for service provision and the appropriate follow-up of patients. This is to ensure consistency for patient management and to provide a seamless transition for patients as well as students from the in-house clinic to AHS clinical settings. To ensure ongoing collaboration it is proposed that Alberta Health Services have representation on the Committee that governs the clinical operation of the in-house clinic and that University of Alberta clinic representatives participate in AHS Edmonton Zone and Provincial Audiology Service Meetings.

- The in-house clinic will have a business model that supports revenue generation. However, dispensing of hearing aids and assistive devices will be considered out-of-scope for the clinic.

- A key feature of the in-house clinic will be the use of an Electronic Medical Record (EMR) and integration of all clinical equipment with the EMR creating a SMART clinic environment. This would allow all patient care in the clinic to be delivered in a paperless manner, giving students practical experience and making them "practice-ready" upon graduation.

- Collaboration with Alberta Health and Alberta Health Service in the support of Alberta's Early Hearing Detection and Intervention (EDHI) program currently in development. With implementation of the EDHI program there is an opportunity to develop a program where follow-up audiological testing for failed screenings could be conducted close to the patient's home community rather than having to travel to a tertiary care facility in Edmonton or Calgary which is how most testing of infants is conducted. The Glenrose Rehabilitation Hospital is currently providing Telehealth ABR assessments of infants at the Northern Lights Regional Health Center in Fort McMurray. This program has been recognized as a Leading Practice by Accreditation Canada and is featured on their website: https://www.accreditation.ca/node/7497. Please also see the attached poster presentation in Appendix J. This approach will ensure that care is patient/family centered and help to ensure that all infants who fail the screening will receive follow-up audiological and medical care within 3 months of screening, and early intervention services within 6 months.

- A culture of continuous improvement focused on providing quality, patient-focused care through implantation of Lean process improvement methodology. Students will get practical experience in LEAN methodologies and tools in the in-house clinic environment including the concepts of:
  - Value – from the customer's perspective
  - Value Stream – mapping the steps in the value stream
  - Flow – creating a smooth flow
  - Pull – the right amount pulled at the right time, no more, no less
  - Perfection – elimination of all waste in the value stream

  Students will graduate with change and work flow optimization strategies engrained in their practice culture.

- Practice development and management methodology. As indicated in recent data from the Alberta College of Speech Language Pathologists and Audiologists (ASCLPA) show below in Figure 8, one of the primary service delivery models students will encounter upon graduation is private practice accounting for 48.4% of registered audiologists. Students in the MSc-Aud program will receive coursework in Principles of Professional Practice including information on the key success factors in implementing an effective business model. Students considering private practice will also be encouraged to take elective coursework in Business Administration. In addition, clinical practicums for students will be made available in private practice settings.

Figure 8: Registered members by primary practice setting in 2014, data provided by ACSLPA.

Registered Members by Primary Practice Setting - 2014

- General Hospital (3.3%)
- Pediatric Hospital (7.8%)
- Rehabilitation Hospital (8.5%)
- Community Health (17.0%)
- Private Practice (48.4%)
- Industry (2.0%)
- School/School Board (2.0%)

Total = 153 Audiologists

- Distance mentoring program for new graduates in rural settings. There is a significant need for audiologists in rural settings in Alberta. To encourage new graduates to consider sole source positions in rural Alberta, the department will provide new graduates the opportunity to participate in a distance mentoring program. In this program a clinical mentor will meet with the new graduate twice per month via Telehealth.

In summary, the program design features of the Audiology Program will assist in keeping the Department and the Faculty at the forefront of Rehabilitation Medicine in Canada.

SECTION 6: IMPLEMENTATION AND RESOURCES

6.1 Program Implementation Plan

Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.

Table 14: Program implantation plan

	Year Zero 2015-16 (prior to official implementation)	Year One 2016-17	Year Two 2017-18	Year Three 2018-19	Year Four 2019-2020	Ongoing (2020-2021 and beyond)
Students	Create and distribute recruitment materials	Student application to MSc-Aud; Student selection	First intake 12 students	Second intake 12 students; First cohort graduates	Third intake 12 students; Second cohort graduates	Intake 12 students; Previous cohort graduates
Faculty	Create and review position descriptions; plan recruitment	Hire 3 tenure track & 2 clinical track faculty				
Research	Create position description	Set up labs, apply for funding, hire engineer	Hire & train research assistants			
Admin Support	Create position description	Hire admin staff				
Courses	Course calendar complete	Development of Year 1 courses	Development of Year 2 courses; Refine Year 1 courses	Refine Year 2 courses	Review and revise curriculum as needed	
Clinic	Identify location for in-house audiology clinic; Create and review position descriptions	Hire 2 Clinical Educators; Establish clinic protocols	Accept first clients			
Equipment & Renovations	Obtain estimates; conduct facilities assessment	Renovations, as needed; Install sound suites; Order equipment & software	Annual calibration of equipment	Annual calibration of equipment	Annual calibration, Equipment & software upgrades	Annual calibration; upgrades every 3 yrs, or as needed
Accreditation			Submit application for Candidate status		Submit application for full accreditation	Anticipated accreditation review and site visit
Combined MSc/PhD		Submit proposal				
CPE and Advanced Practice			Survey needs	Develop modules & courses	Develop certificate program	

6.2 Staffing Plan

6.2.1 *Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 1.6 above). Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).*

Table 15: Courses taught by academic staff by credential and specialization

Courses	NAME	Earned credentials and specialization[1]	Professional designation (if applicable)	Academic staff status
CSD 501	Cummine, J.	PhD (psychology, neuroscience)	n/a	Tenured Associate Professor (full-time)
CSD 502	Cleary, S.	PhD (rehab science)	R.SLP, Certified Board Specialist in Swallowing	Tenure track Associate Professor (full-time)
CSD 505	Boliek, C.	PhD (psychology)	n/a	Tenured Professor (full-time)
2 courses	TBN	PhD (audiology, hearing science)	Aud (C), R.Aud preferred	Tenure track (full-time)
2 courses	TBN	PhD (audiology, hearing science)	Aud (C), R.Aud preferred	Tenure track (full-time)
2 courses	TBN	PhD (audiology, hearing science, or related field)	n/a	Tenure track (full-time)
4 courses	TBN	MSc or AuD (audiology)	Aud (C), R.Aud	Clinical track – teaching (full-time)
CSD 506, 514, 522, plus one other	TBN	MSc or AuD (audiology)	Aud (C), R.Aud	Clinical track – ACCE (full-time)
1 course	TBN	MSc or AuD (audiology)	Aud (C), R.Aud	Sessional
1 course	TBN	MSc or AuD (audiology)	Aud (C), R.Aud	Sessional
1 course	TBN	MSc or AuD (audiology)	Aud (C), R.Aud	Sessional

[1] Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote. For new hires, indicate the desired credential and specialization.

* Currently enrolled in a [Name of Program] at [Institution]. Expected to graduate in [Date].

6.2.2 *Include brief explanations of academic staff categories (e.g., continuing, sessional, term) and workload expectations.*

Tenure track – Tenure track faculty members will teach 2 courses, supervise theses and 900 projects, conduct independent research in their area of specialization, and contribute service to the university and profession (typical workload distribution = 40% teaching, 40% research, 20% service)

Clinical track – Clinical track faculty members will teach 4 courses, and may also supervise 900 projects and participate in scholarly activities including research. Clinical track faculty will also

contribute service to the university and profession. One of the clinical track faculty members will be responsible for coordinating internal and external clinical placements for all students. (typical workload distribution = 70% teaching, 0-10% research/scholarly, 20-30% service/clinical service/admin)

Clinical Educators – Clinical educators will supervise in-house clinical placements and provide ongoing clinical services to clients (typical workload distribution = 70% clinical teaching, 30% clinical service)

Sessionals – Sessional instructors will teach one or more courses in their area of specialization

6.2.3   *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Table 15: Proposed teaching assignments for required courses

Fall Year 1	Instructor	Winter Year 1	Instructor	Spring/Summer Year 1	Instructor
CSD 501	J. Cummine	CSD 508	TBN	CSD 517	TBN
CSD 502	S. Cleary	CSD 510	TBN	CSD 519	TBN
CSD 503	TBN	CSD 512	TBN	CSD 522	TBN - ACCE
CSD 504	TBN	CSD 513	TBN		
CSD 505	C. Boliek	INT D 410	HSERC-assigned		
CSD 506	TBN - ACCE	CSD 514	TBN - ACCE		
Fall Year 2	**Instructor**	**Winter Year 2**	**Instructor**	**Spring/Summer Year 2**	**Instructor**
CSD 531	TBN	CSD 532	TBN	CSD 900	Assigned by GPC
CSD 535	TBN	CSD 533	TBN	CSD 540	TBN
CSD 536	TBN			CSD 541	TBN
CSD 537	TBN				
CSD 538	TBN				
CSD 530	TBN				

Note: All courses are offered every year according to the schedule above.

6.2.4   *For graduate programs, provide a detailed plan to organize the academic advising, supervision and monitoring of graduate students, and state the credentials, graduate teaching experience, master's committee work/supervision and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.*

Table 16: Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty

Name	Earned Credential[1]	Graduate teaching experience	Master's committee work / supervision		PhD supervision
			Project	Thesis	
TBN – tenure track	PhD	√	Sup	Sup / Com	Sup / Com / Ext
TBN – tenure track	PhD	√	Sup	Sup / Com	Sup / Com / Ext
TBN – tenure track	PhD	√	Sup	Sup / Com	Sup / Com / Ext
TBN – clinical track	MSc or AuD	√	Sup	Com	
TBN – clinical track	MSc or AuD	√	Sup	Com	

[1] highest *earned* credential

Key

PhD	= Doctor of Philosophy	Com	= Committee Member
MSc	= Master of Science	Sup	= Supervisor or Co-supervisor
AuD	= Doctor of Audiology	Ext	= PhD External Examiner

6.2.5   *Include CVs of core academic staff teaching in the program as well as key administrators (see CAQC's CV template). Be sure their permission has been given.*

Biographies/profiles of current CSD faculty members can be seen at:
http://rehabilitation.ualberta.ca/departments/communication-sciences-and-disorders/contact-us/faculty-and-staff-directory

Full CVs are available on request.

6.3 Scholarly and Creative Activity

6.3.1   *Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program, and summarize the institutional expectations of academic staff with respect to scholarship and professional development as well as how these are assessed. Describe plans for supporting scholarly activities and professional development of academic staff (see Council's expectations regarding scholarship, research and creative activity in s. 3.7.3 of Council's Handbook).*

All faculty members in CSD meet individually with the Chair annually to determine workload distribution and set expectations for performance. At the end of each academic year faculty members complete an annual report following a standard template. These annual reports are reviewed annually by the Faculty of Rehabilitation Medicine's Faculty Evaluation Committee (FEC) along with recommendations from the Chair for performance-based salary increments. The FEC also reviews tenure track faculty members at the end of each probationary period and makes decisions regarding tenure and promotion. The FRM *Standards for the Evaluation of Performance for Salary, Promotion, and Tenure Purposes* provides guidelines and procedures for the evaluation of teaching, research and service.

Tenure track faculty members are expected to seek and obtain funding for their research, and to disseminate the findings through publications in high quality scholarly journals and presentation at scientific and professional meetings.

Clinical track faculty members have reduced expectations in the area of research, but are encouraged to participate in scholarly activities, which might involve research. Examples might include critical

evaluation of teaching methods or service models, development of teaching software, creation of a teaching manual, etc., as well as publications and invited or refereed presentations of scholarly work.

Numerous resources are available in the FRM to support research and other forms of scholarship. For example, the Rehabilitation Research Centre provides consulting services related to research, supports graduate student training, and maintains a library of research textbooks and other resources. The U of A has a strong library system and all academic staff members have access to a variety of databases for research purposes. The FRM has a library liaison who, holds weekly "librarian in residence" hours in the Rehabilitation Research Centre and is available for one-on-one or group support. Support for the development of teaching is also available through the FRM's Innovative Teaching Committee, which offers monthly seminars on topics of relevance to faculty, and through the University's Centre for Teaching and Learning. Faculty members are provided with an annual Professional Expense Allowance which may be used to support professional development expenses, such as registration and travel to conferences for professional development purposes.

6.3.2   *For doctoral proposals, include a tabular summary of research grants held by key academic staff involved in the program, both (i) in aggregate form, and (ii) by academic staff member, years of tenure of each grant, and source and amount of the grant.*

Not applicable

6.4 Physical and Technical Infrastructure

Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.

Physical Space

The audiology program will require dedicated space for faculty offices, specialized research and teaching labs, administrative/support staff, student work space, and the in-house clinic. Some space has been allocated for the audiology program on the 6th floor of the Clinical Sciences Building (CSB). Some teaching/lab space can be shared within existing space in Corbett Hall (CH). However, new space will need to be identified for the in-house audiology clinic (NEW). Plans for available space and additional needs are summarized below.

Table 17: Breakdown of available dedicated space, available shared space and additional space needs.

AVAILABLE DEDICATED SPACE			
Bldg & Rm#	Description	Proposed Audiology program use	Square Meters
CSB 6-126	Open area with touch-down space for students		
CSB 6-126A	Office/Research lab	Faculty research lab	
CSB 6-126B	Office/Research lab		
CSB 6-126C	Office/Research lab		
CSB 6-126D	Office/Research lab		
CSB 6-126E	Office/Research lab	Office for Admin support, student files, etc.	
CSB 6-126F	Office/Research lab	Aural rehabilitation research lab	
CSB 6-126G	Seminar room – seats 8-10	Bookable meeting room for lab sessions, new hearing aid user info sessions, special seminars, group meetings, etc.	
CSB 6-126H	File storage room		
CSB 6-120	Small classroom – seats 12-15	Yr 1 audiology classes	
CSB 6-125	Office	Shared office for Sessionals	
CSB 6-127	Office	Office for Clinical Track faculty	
CSB 6-129	Office	Office for Clinical Track faculty	
CSB 6-131	Office	Office for Tenure track faculty	
CSB 6-133	Office	Office for Tenure Track faculty	
CSB 6-135	Office	Office for Tenure Track faculty	
CSB 6-104	Admin Office, storage, etc.	Audiology Program Office	
AVAILABLE SHARED SPACE			
CH 2-99	Double sound suites – shared research space	Can be booked for audiology faculty or student research	
CH 1-105	Teaching lab – contains large single sound suite and 10 computer workstations	Can be booked for audiology research or teaching, when not being used by SLP program	
CH 2-77, 2-81, 2-85, 2-87, 2-95	Treatment rooms with one-way observation windows (Used by SLP program fulltime May-July and part-time Sept-Apr)	Can be booked for individual or small group rehabilitation sessions that do not require sound booth or specialized equipment	
CP 604 A, 604G, 604J, 604L	Treatment rooms with one-way observation windows (Used by SLP program fulltime May-July and part-time Sept-Apr)	Can be booked for individual or small group rehabilitation sessions that do not require sound booth or specialized equipment	
ADDITIONAL NEEDS			
TBD	Clinic Space (please see attached Functional Program in Appendix K)		358 sqm
TBD	Classroom space for Yr 2 audiology classes – fall term only		

CSB = Clinical Sciences Building; CH = Corbett Hall; CP = College Plaza

Laboratory and Equipment

A comprehensive list of laboratory and clinical equipment required for the Audiology Program can be found in Tables E8 and E9 in Appendix H.

6.5 Information Services

Provide an inventory and analysis of information resources to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.

Please see Library Impact statement attached in Appendix L.

SECTION 7: CONSULTATION AND ASSESSMENT

7.1 Program Evaluation

Describe the criteria and methods which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Include the expected outcomes, key performance indicators and performance targets for the program.

Academic Unit Reviews

The university is committed to assuring quality in all activities inherent in its mandate. Quality assurance at the University of Alberta is a peer-review process, comprising detailed examination of elements related to the quality of teaching, research, and administration. To fulfill this commitment to quality assurance, the University of Alberta undertakes periodic external reviews to evaluate units' programs of study and research, as well as the administrative support for these programs, whether central (i.e. reporting to the Provost and Vice-President (Academic) portfolio) or in a faculty, department, or other unit. The ultimate goal of the Academic Unit Review process is quality improvement; a transparent process to determine strengths, challenges, opportunities, and best practices for each unit and the institution as a whole.

Academic Unit Reviews take approximately 12 – 15 months to complete and generally take place every five to seven years, most frequently prior to the review or selection of a dean. Academic Unit Review activities comprise the production a self-study report by the unit under review, a site visit team of internal and external reviewers, and the production of a final written report by the Unit Review Team. The MSc-SLP program participated in a unit review with the Faculty of Rehab Medicine in 2006, and prior to that participated in FGSR reviews in 1998 and 2004.

Accreditation Reviews

All graduates who intend to be certified to practice in Alberta are required to join the Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA) and be eligible to join Speech-Language and Audiology Canada (SAC). Certification requires that students in Canada attend a program accredited by the Council for Accreditation of Canadian University Programs in Audiology and Speech Language Pathology (CACUP-ASLP). Accreditation ensures that students graduating from accredited programs demonstrate the required competencies required to practice in the professions of Speech Language Pathology and Audiology in Canada. In addition, certification with SAC requires the writing of a certification exam and student performance on this exam will be closely monitored to inform the evaluation of the program. The accreditation review process includes a self-study report and site visit with external reviewers (more details can be found in Section 7.2.2).

Once fully implemented, it is expected that accreditation for the MSc-Aud and MSc-SLP programs will be conducted simultaneously.

7.2 Consultation / Accreditation or Regulatory Approval

7.2.1 *Building on s. 2.3, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.*

Please see section 2.3.

7.2.2 *If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.*

Council for Accreditation of Canadian University Programs in Audiology and Speech Language Pathology (CACUP-ASLP)

The Council for Accreditation of Canadian University Programs in Audiology and Speech Language Pathology (CACUP-ASLP) was established in 2005 to conduct comprehensive reviews of individual university programs in audiology and speech-language pathology relative to a set of national standards. The MSc-SLP program at the University of Alberta was last reviewed in 2008 and received a 7-year accreditation status with the next review scheduled for the winter of 2016.

The following principles underlie the Canadian system of accrediting Communication Sciences and Disorders (CSD) Programs:

- There is a core minimum knowledge base and skill set that is required for practice as an audiologist or speech-language pathologist.
- The standards that define these minimum requirements should be established, and applied, nationally.
- The process of program evaluation produces relevant, useful input to programs to stimulate their continuous self-improvement.
- The autonomy of individual programs and universities is respected with regard to how the minimum requirements are met. Differences among academic programs are expected, and responsible innovation is encouraged.
- Review teams should consist primarily of individuals with expertise in the education of speech-language pathologists and audiologists. Reviewers must receive thorough orientation and training in accreditation policies and procedures.
- Reviews of individual programs are conducted at arm's length from the program under review.
- The evaluation process is conducted in a fair-minded, transparent manner and ensures utmost confidentiality of material reviewed.
- The process is conducted as efficiently as possible, to minimize costs and duplication of work and effort for the accrediting body and the applicant program.
- The accreditation system itself requires ongoing evaluation.

Standards are described for each of five areas:
- Curriculum
- Faculty and Instructional
- Staff

- Students
- Resources, Administrative Structure and Governance.

Performance indicators or types of evidence used to judge compliance with the standards are described in detail. The Standards can be found at http://www.cacup-aslp.ca/PDFs/English/CACUPManualEngl.pdf on pages 19-27. The Documentation Guide used for self-study prior to the site visit of independent reviewers can be found on pages 31-37.

These standards guided the design of the proposed MSc-Aud program and curriculum. Upon implementation of the MSc-Aud program, the Department of Communication Sciences and Disorders would apply for "Candidate for Accreditation" status. The Accreditation Board can grant Candidate status to new graduate academic programs. Programs must apply for Candidate status prior to graduating students and it is the intension of the Department that this application will be made in Year 2 of the program (please see program implementation chart in 6.1). At that time the Program will provide the required documentation including:
- a detailed overview of the full curriculum,
- a detailed overview of available human, physical, and financial resources, and
- university approvals of the degree program(s) and courses.

The documentation must provide evidence that the structure and content of the program are being developed in a consistent manner with the Accreditation Standards. Candidacy status does not involve a site-visit review. Candidacy can be granted for a maximum of three years with no renewal.

7.2.3 *If not already covered in 7.2.2., indicate how graduates will meet professional or regulatory expectations.*

Upon graduation, students of accredited audiology and speech-language pathology programs are eligible to apply for registration/licensure in any Canadian province. Completion of the national exam offered by Speech-Language and Audiology Canada (SAC) is recommended but not required by all provinces prior to registration.

7.3 Reports of Independent Academic Experts

CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution's response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).

External peer reviews will be provided.

Targeted reviewers - Steve Aiken (Dalhousie) and MaryBeth Jennings (UWO)

SECTION 8: OTHER

8.1 Adverse Claims or Allegations

Disclose any adverse claims or allegations that might affect this application or be of concern to Council.

Not Applicable

8.2 Statement of Institutional Integrity

Include a signed Statement of Institutional Integrity (see Council template on web site).

Please see attached - Pending

8.3 Other documentation

Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, cyclical review of programs policy, etc. that would add support to the applicant's case and would help reviewers (provide website links, if available).

The following documents and references provided direction to the development of this proposal:

1. Government of Alberta Rural Health Services Review Final Report: Understanding the concerns and challenges of Albertans who live in rural and remote communities (March 2015) http://www.health.alberta.ca/documents/Rural-Health-Services-Review-2015.pdf

2. http://www.careercast.com/slide/best-jobs-2014-5-audiologist

3. http://www.canadianbusiness.com/lists-and-rankings/best-jobs/2014-best-jobs-slideshow/?gallery_page=9#gallery_top

4. Service Canada: http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3141.shtml

5. The Cost of Untreated Hearing Loss Versus the Value of Hearing Aids (2013) http://sac-oac.ca/sites/default/files/resources/Hearing-Aids-Infographic-English_0.pdf

6. Aging Population Policy Framework (2010) http://www.seniors.alberta.ca/documents/Aging-Population-Framework-2010.pdf

7. McMaster Optimal Aging Portal http://www.mcmasteroptimalaging.org/citizens/blogs/detail/blog/2014/09/30/hearing-loss-part-2-is-hearing-loss-linked-to-dementia

8. Report Card on Early Hearing Detection and Intervention: Canada's Grade: Insufficient (2014) http://sac-oac.ca/sites/default/files/resources/Report%20Card-2014_EN.pdf

9. BC Early Hearing Program Annual Report – April 1, 2008 – March 2009 http://www.phsa.ca/Documents/BCEHPAnnualReport.pdf

10. Early Hearing Detection and Intervention Info Sheet (2014) http://sac-oac.ca/sites/default/files/resources/Early%20Hearing%20Detection%20and%20Intervention.pdf

11. Interview with Senior Practice Lead, Speech Language & Audiology, Health Professions Strategy & Practice, Alberta Health Services

12. Canadian Institute for Health - *Canada's Health Care Providers, 2000 to 2009: A Reference Guide:*
    https://secure.cihi.ca/free_products/CanadasHealthCareProviders2000to2009AReferenceGuide_EN.pdf

13. Canadian Institute for Health - *Supplemental Report: Canada's Health Care Providers: Provincial Profiles—2012 (2014):*
    https://secure.cihi.ca/estore/productFamily.htm?pf=PFC2500&lang=en&media=0

14. Statistics Canada – Population by Year, by Province and Territory – as of July 1, 2014
    http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo02a-eng.htm

15. Alberta Treasury Board and Finance Population Projection – Alberta 2014-2041
    http://finance.alberta.ca/aboutalberta/population-projections/2014-2041-alberta-population-projections.pdf

16. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Audiologists, on the Internet at http://www.bls.gov/ooh/healthcare/audiologists.htm

17. Difference Between an Audiologist and Hearing Aid Practitioner:
    http://acslpa.ab.ca/audiology-information/what-is-an-audiologist/difference-between-audiologist-and-hearing-aid-practitioner/

18. Differences between Audiologists and HIPs - Position Paper (2013)
    http://sac-oac.ca/professional-resources/resource-library/differences-between-audiologists-and-hearing-instrument

19. CanMeds 2015 Framework
    http://www.royalcollege.ca/portal/page/portal/rc/canmeds/framework

20. Canadian Alliance of Audiologists and Speech-Language Pathologist Regulators (CAASPR)
    http://www.caaspr.ca/

21. Canadian Health Care Facilities (CSA Z8000-11). CSA Standards, September 2011.

22. Hayward, Cynthia (2006) *SpaceMed: A Space Planning Guide for Healthcare Facilities.* Hayward & Associates LLC

23. S-LPs and Audiologists per 100,000 people in Canada (2014)
    http://sac-oac.ca/sites/default/files/resources/Stats%20Map%20Canada_EN.pdf

24. Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology
    http://www.cacup-aslp.ca/

25. Canadian Academy of Audiology
    https://canadianaudiology.ca/

26. Calendar Change Request Form – Appendix M

APPENDIX A

Coursework Overview

As mentioned previously, the MSc-Aud is proposed as a two-year program parallel to the existing MSc in Speech Language Pathology (MSc-SLP) program currently offered by the Department of Communication Sciences and Disorders in the Faculty of Rehabilitation Medicine. The MSc-Aud is an entry-level professional program designed to provide the academic and clinical skills required to be eligible for certification through Speech-Language and Audiology Canada (SAC) and membership and registration or licensure by provincial regulatory bodies, such as the Alberta College of Speech Language Pathologists and Audiologists (ACSLPA). Requirements for the course-based MSc-Aud include successful completion of a minimum of 53 credits, plus a research project equivalent to 3 credits (CSD 900), and a minimum of 350 supervised clinical hours (300 direct contact).

The clinical hours <u>must</u> include:
- Minimum 50 hours with children;
- Minimum 50 hours with adults;
- Minimum 100 hours assessment;
- Minimum 50 hours intervention;
- Prevention and identification activities.

The clinical hours <u>should</u> include experience with:
- Audiological measurements including (electro) physiological measurements;
- Psycho-acoustical measurements;
- Amplification including hearing aids, assistive devices, & cochlear implants;
- Aural rehabilitation; and
- Assessment and management of tinnitus and vestibular disorders.

The prerequisite courses and program requirements ensure that students meet standards required for membership/certification in provincial and national professional associations.

As with the MSc-SLP degree, the MSc-Aud program will have two tracks: course-based and thesis-based. All students will apply to and be initially admitted to the course-based program. Those selecting the thesis option will do so in the first term of their program. Students in both tracks complete the same academic and clinical courses. Those in the course-based track complete a CSD 900 project as their capstone exercise. Students in the thesis track take at least one additional course in research data analysis and complete a thesis, following the guidelines of the Faculty of Graduate Studies and Research (FGSR). Additional coursework in research design, statistics, or specialized content may be recommended by the supervisor and thesis committee. Students in the thesis track will typically require one additional term to complete the program.

A unique feature of both programs is the completion of all academic coursework in the first 16 months of the program. This allows greater flexibility for students who choose to relocate for advanced external clinical placements outside of the greater Edmonton area. Three courses (CSD

501, 502 and 505) in the first term of Year 1 are shared by students in the MSc-SLP and MSc-Aud programs, as is the course on Interdisciplinary Health Team Development (INTD 410). Course-based students in both programs also enroll in CSD 900 and clinical placement courses (CSD 532, 533, 540, 541). These courses would require changes to the course calendar descriptions.

The following tables represent an overview of the MSc-SLP and MSc-Aud coursework as shown by term over the course of the two year program.

Alberta | Enterprise and Advanced Education

Overview of University of Alberta MSc-SLP Coursework

FALL Sept – Dec	WINTER Jan-Apr	SPRING/SUMMER May-July
YEAR 1: **CSD 502: Anat & Phys Speech Mech (4)** **CSD 505: Speech Science (3)** **CSD 507: Phonological Disorders (3)** **CSD 511: Child Lang Dev/Assess (4)** **CSD 501: Clinical Research Meth (3)** **CSD 900: Research Fair / Project Selection – Not yet registered** Total Credits: 17	**YEAR 1:** **CSD 515: Hearing Sci/Audiology (3)** **CSD 509: Motor Spch Disorders (3)** **CSD 518: Remed Child Lang Dis (3)** **CSD 520: Adult Lang Disorders (3)** **CSD 527: Language & Literacy (2)** **INT D 410: Interprofessional Health Team Development (3)** **CSD 900 – Not yet registered** Total Credits: 17	**YEAR 1:** **CSD 516: Diagnosis & Appraisal (3)** **CSD 523: Augmentative Communication (1.5)** **CSD 524: Intro to Clinical Practicum I (in-house placement) (7.5)** **CSD 900 - Not yet registered** Total Credits: 4.5 & Clinical Practicum (7.5)

YEAR 2:
 	
CSD 521: Dysphagia (3)
CSD 526: Voice & Resonance (3)
CSD 528: Fluency (3)
CSD 529: Adult Lang Disord II (3)
CSD 534: Aural (Re)Habilitation (3)
 	
CSD 525: Intro to Clinical Practicum II (in-house placement (2)
 	
CSD 900 – Not yet registered
 	
Total Credits: 15 & Clinical Practicum (2)
	YEAR 2:
	
	CSD 532: Adv Clinical Practicum (external placement) (4.5)
	CSD 533: Adv Clinical Practicum (external placement) (4.5)
	
	CSD 900 – continue if needed
	
	Total Credits: Clinical Practicum (9)
		YEAR 2:
		
		CSD 540: Adv Clinical Practicum (external placement) (4.5)
		CSD 541: Adv Clinical Practicum (external placement) (4.5)
		
		Enroll in CSD 900: Directed Research Study (spring) (3)
		
		Total Credits: 3 & Clinical Practicum (9)
		
		Total Program Credits: 84
		  Coursework: 56.5
		  Clinical Practicum: 27.5

MScSLP Coursework   **Clinical Practicum**   **Research Project**

Overview of University of Alberta
MSc-Aud Coursework

FALL Sept – Dec	WINTER Jan-Apr	SPRING/SUMMER May-July
YEAR 1: **CSD 502: Anat & Phys of Sp & Hearing (4)** **CSD 505: Speech Science (3)** **CSD 503: Hearing Science & Disorders (3)** **CSD 504: SLP for Audiology (3)** **CSD 501: Clinical Res. Methods (3)** **CSD 506: Principles of Professional Practice (1)** **CSD 900: Research Fair / Project Selection** Total Credits: 17	YEAR 1: **CSD 508: Instrumentation (3)** **CSD 510: Diagnostic Audiology I (3)** **CSD 512: Hearing Technologies I (3)** **CSD 513: Aural (Re)Habilitation I (3)** **INT D 410: Interprofessional Health Team Development (3)** **CSD 514: Intro to Clinical Practice (2)** **CSD 900 – Not yet registered** Total Credits: 15 & Clinical Practicum (2)	YEAR 1: **CSD 517: Prevention & Promotion (3)** **CSD 519: Aural (Re)Habilitation II (3)** **CSD 522: Clinical Practicum I (in-house placement) (6)** **CSD 900 - Not yet registered** Total Credits: 6 & Clinical Practicum (6)
YEAR 2: **CSD 531: Diagnostic Audiology II (3)** **CSD 535: Hearing Technologies II (3)** **CSD 536: Pediatric Audiology (3)** **CSD 537: Physiological Measurement (3)** **CSD 538: Special Topics in Audiology (3)** **CSD 530: Clinical Practicum II (in-house placement) (2)** **CSD 900 - Not yet registered** Total Credits: 15 & Clinical Practicum (2)	YEAR 2: **CSD 532: Adv Clinical Practicum (external placement) (4.5)** **CSD 533: Adv Clinical Practicum (external placement) (4.5)** **CSD 900 – Not yet registered** Total Credits: Clinical Practicum (9)	YEAR 2: **CSD 540: Adv Clinical Practicum (external placement) (4.5)** **CSD 541: Adv Clinical Practicum (external placement) (4.5)** **Enroll in CSD 900: Directed Research Study (spring) (3)** Total Credits: 3 & Clinical Practicum (9) **Total Program Credits: 84** **Coursework: 56** **Clinical Practicum: 28**

MSc-Aud Coursework   Clinical Practicum   Research Project

Course Descriptions

The following are the proposed course descriptions for the Audiology Program as laid out in the recommended order in which the courses will be taken. The description for those courses currently being offered in the MSc-SLP program were taken directly from the 2013-2014 University of Alberta Calendar. The course description symbols and figures used in each description are as follows in this example *4 (fi 8) (first term, 4-0-2):

- ***4** – Indicates the units of course weight. The accompanying number indicates the weight of the course as used in computing grade point averages and for meeting degree requirements.
- **fi 8** – Denotes fee index which is the value used to calculate the instructional fees for each course. For normal courses, the fee index is twice the value of the units of course weight.
- (**first term, 4-0-2) or (term, a-b-c-)** – Gives information on when the course is offered and the hours of instruction required by the course in a week, or in some case the total time in a term.
    - Item a indicates the number of lecture hours in a week
    - Item b indicates seminar hours (s), demonstration hours (d) or clinic hours (c)
    - Item c indicates laboratory hours
    - In this example the course would have 4 hours of lecture per week and 2 hours of laboratory hours.

Year 1, Term 1
CSD 502 - Anatomy and Physiology of Speech & Hearing
*4 (fi 8) (first term, 4-0-2).

*Note: CSD 502 – Anatomy and Physiology of the Speech Mechanism is an existing course for the MSc-SLP students. It is expected that for the majority of the course, the lectures and labs would be combined for the SLP and Audiology students. There will be components of the course, however, that will need to be tailored for each group separately. The suggested change to the course description is below.

Lectures and demonstrations provide a systematic study of the gross anatomy and neuroanatomy of the auditory, respiratory, phonatory, resonatory, and articulatory subsystems and the physiology of audition, respiration, phonation, and upper airway in speech production and speech perception. The embryological and post-natal development of these systems is considered. Review of the neural substrates underlying hearing and speech and language processing is included. Laboratories provide observational and simulated dissection experiences using computer software video, anatomical models, and prosected materials. (Restricted to MSc-SLP and MSc-Aud students only.)

CSD 505 - Speech Science - *Existing*
*3 (fi 6) (first term, 3-0-1).
Study of theoretical and applied aspects of acoustic phonetics, speech perception and speech production, including theory and application of methods (physiological, acoustic and perceptual) to record and analyze speech behaviors. Provides students with basic knowledge for entry into the field of speech-language pathology and audiology. Pre- or co-requisites: CSD 502 or equivalent, 507, and

515 for SLPs; CSD 538 or equivalent, CSD 515 or CSD503 for Aud. (Restricted to MSc-SLP and MSc-Aud students only.)

CSD 503 - Hearing Science & Disorders - *NEW*
*3 (fi 6) (first term, 3-0-1).
This course provides basic knowledge and principles of psychoacoustics and psychological evaluation. It concerns those aspects of normal auditory structure, function and perception important for a basic understanding of hearing. This course will also provide an overview of diseases, disorders and dysfunction of the auditory system including peripheral and central mechanisms and their treatments. Audiometric correlates and the communicative and social consequences of hearing loss will also be discussed. (Restricted to MSc-Aud students only.)

CSD 504 - Speech Language Pathology for Audiology - *NEW*
*3 (fi 6) (first term, 3-0-1).
The course provides an overview of phonological, lexical syntactic-morphological, and pragmatic aspects of human communication associated with speech, language, hearing, and related disorders. Normal processes of speech and language comprehension and production over the life span will be discussed. (Restricted to MSc-Aud students only.)

CSD 501 - Clinical Research Methods - *Existing*
*3 (fi 6) (either term, 3-0-0).
Investigation of strategies for demonstrating scientifically the impact of clinical intervention programs, both for accountability and for contributing to the knowledge base regarding effective treatment. Students will be advised to approach staff members as resources for development of specific projects in anticipation of CSD 900. (Restricted to MSc-SLP and MSc-Aud students only.)

CSD 506 – Principles of Professional Practice - *NEW*
*1 (fi 2) (first term, 1-0-1)
This is an introductory course in professional and clinical development in the field of audiology. It will include a basic introduction to many of the provincial, federal, professional and regulatory body acts and preferred practice guidelines that define professional behavior in audiology. It will relate these acts to the development of a personal and family-centered philosophy of practice across patient lifespan, and disease process, keeping in mind cultural sensitivities. Format will consist of lectures, clinical observation and integration of cases into the classroom setting. (Restricted to MSc-Aud students only.)

Year 1, Term 2
CSD 508 - Instrumentation - *NEW*
*3 (fi 6) (either term, 3-0-1).
This course will cover fundamentals of electricity, electronics, and, digital signal processing within the context of audiological instrumentation (sound level meters, audiometers, OAE equipment, tympanometers, hearing aid analyzers). Students will also learn to calibrate and troubleshoot audiological instrumentation. (Restricted to MSc-Aud students only.)

CSD 510 – Diagnostic Audiology I - *NEW*

*3 (fi 6) (either term, 3-0-1).

The purpose of this course is to develop practical skills in assessment of adults and older children as well as interpretation of routine audiological evaluation. The primary focus of this course is pure-tone and speech audiometry including masking, immittance measures, and administration and interpretation of diagnostic audiological tests with an emphasis on detection of hearing loss and determining the site of lesion (differential diagnosis). (Restricted to MSc-Aud students only.)

CSD 512 – Hearing Technology I - *NEW*

*3 (fi 6) (either term, 3-0-1).

This course will orient students to hearing technologies that assist persons of all ages with hearing impairment (hearing aids, assistive listening and alerting devices, implantable technologies). Training in digital signal processing will introduce functions within modern hearing aids. Hands-on training will cover procedures for prescribing and verifying and troubleshooting hearing aids in adults. (Restricted to MSc-Aud students only.)

CSD 513 – Aural (Re) Habilitation I - *NEW*

*3 (fi 6) (either term, 3-0-1).

This course focuses on the theory, practice and issues related to the provision of aural rehabilitative (AR) services to deaf, deafened, and hard of hearing adults. The role of the audiologist in the provision of these services, and in partnership with other health professions, and consumer-based organizations will be explored. Students will transition from theory to practice through observation and participation in a variety of practical experiences. Practical experiences may include in-house and external placements in settings that include adult group aural rehabilitation programs (speech reading, communication strategies and management), cochlear implant program, senior centers and other community programs. (Restricted to MSc-Aud students only.)

*Note: It is recommended that the name of the existing SLP course CSD 534 – Aural (Re) Habilitation be changed to "CSD 534 – Aural (Re) Habilitation for SLPs" to avoid confusion with the Audiology courses.

INT D 410 Interprofessional Health Team Development - *Existing*

*3 (fi 6) (either term, 0-3s-0 in 10 weeks).

A process learning course intended to provide knowledge, skills and experience in building interprofessional (IP) health care teams comprised of students in various professional programs. Through participation on an interprofessional team of up to 8 students, participants will build their knowledge and skills in the course's four core IP competencies: interprofessional communication, interprofessional collaboration, role clarification and reflection. Emphasis is placed on team processes and tasks while recognizing the unique contributions of patients, families and professionals in working collaboratively to maintain health. (Offered jointly by the following faculties: Agricultural, Life and Environmental Sciences; Medicine and Dentistry; Nursing; Pharmacy and Pharmaceutical Sciences; Physical Education and Recreation; and Rehabilitation Medicine.) (Priority will be given to students in health professions where this is a required course.) [Health Sciences Council].

CSD 514 – Intro to Clinical Practice - *NEW*

*2 (fi 4) (second term, 2-0-1).

This course provides students with an introduction to basic clinical principles and clinical practice in Audiology. It will focus on the development of professional skills and introductory clinical principles associated with audiological practice. Topics will include conducting patient interviews, counseling, infection control, and report writing. Patient-focused clinical care will be addressed through observation and discussion and reflection of clinical cases encountered during clinical experiences. Participation in patient case rounds will facilitate the transition from theory-to-practice. (Restricted to MSc-Aud students only.)

Year 1, Spring/Summer

CSD 517 – Prevention & Promotion - *NEW*

*3 (fi 6) (either term, 3-0-1).

The focus of this course is on promotion of ear and hearing health by creating awareness in the community regarding all aspects of ear disease and hearing loss including prevention (promotion of immunization, maternal and perinatal healthcare; protecting against excessive noise and improving the acoustic environment; creating awareness of avoidable causes of hearing loss and ear disease), identification (identifying the need for means of early detection of hearing loss; recognizing the signs of hearing loss in infants, children and adults); treatment (advocating for appropriate hearing services and promotion of the use of amplification and support services) and integration of people with hearing loss in the community.   This course also covers issues related to noise in occupational and non-occupational settings, including educational facilities. Noise control, noise exposure measurement, hearing loss prevention through personal hearing protection, and room acoustics including noise issues related to the educational setting will be covered. (Restricted to MSc-Aud students only.)

CSD 519 – Aural (Re) Habilitation II - *NEW*

*3 (fi 6) (either term, 3-0-1).

This course focuses on the theory, practice and issues related to the provision of aural rehabilitative (AR) services to deaf, deafened, and hard of hearing preschoolers and school aged children. The role of the educational audiologist in the provision of these services, and in partnership with other health professions, and school-based organizations will be explored. Students will transition from theory to practice through observation and participation in a variety of practical experiences for different age groups. Practical experiences may include in-house and external placements in settings that include: early intervention programs, preschools, school based programs, school boards, pediatric rehabilitation programs, cochlear implant program and other community programs. (Restricted to MSc-Aud students only.)

CSD 522 – Clinic Practicum I (in-house placement) - *NEW*

*6 (fi 12) (Spring/Summer, 0-6c-2). Credit.

First-year students will practice and improve their basic clinical assessment skills during this in-house placement. The goals of this placement are for students to develop their basic audiological assessment skills and counseling abilities and to reinforce theory-to-practice drawing from concepts covered in concurrent and prerequisite course work. A minimum of 48 direct contact hours as well as

simulated and indirect contact hours will be accrued. Seminar content will include topics of clinical and/or professional significance such as case management, ethics, health law patient information management, private practice, and process improvement. Flexibility in seminar topics will accommodate new topics as they arise. (Restricted to MSc-Aud students only.)

Year 2, Term 1
CSD 531 – Diagnostic Audiology II - *NEW*
*3 (fi 6) (either term, 3-0-1).
This course will continue on from Diagnostic Audiology I to cover advanced clinical audiological procedures and interpretation. The emphasis will be on modifications to clinical protocols for special populations, and advanced test protocols. Limitations of the basic, detection oriented battery will also be reviewed. Students will learn through a variety of formats that support knowledge integration and application, including clinical case examples, role-playing, demonstration and hands-on experience with clinical equipment and protocols. Prerequisites: CSD 510. (Restricted to MSc-Aud students only.)

CSD 535 – Hearing Technology II - *NEW*
*3 (fi 6) (either term, 3-0-1)
This course will support advanced clinical practice in prescribing and verifying hearing aids for persons of all ages, with an emphasis on evidence-based use of procedures and technologies. Advanced knowledge of the scientific foundations underlying current clinical practice will be supported and expected. Reading and discussion of evidence and modern protocols will critically evaluate advanced procedures in real ear measurement, prescription, electroacoustic evaluation of dsp, and outcome measurement.
Prerequisites: CSD 512. (Restricted to MSc-Aud students only.)

CSD 536 – Pediatric Audiology - *NEW*
*3 (fi 6) (either term, 3-0-1)
This course will provide knowledge of the normal and disordered development of both hearing and the auditory pathways, as a scientific foundation for modern assessment procedures in pediatric audiology. The impact of teratogenic, congenital, and/or genetic anomalies on the normal development of the hearing system will be introduced. Protocols for clinical pediatric assessment will be taught in specific areas including high frequency tympanometry, and assessment of Auditory Processing Disorder and Auditory Neuropathy Spectrum Disorder. Case studies will be used to build emerging competence in integrating results across a test battery. (Restricted to MSc-Aud students only.)

CSD 537 – Physiological Measurement - *NEW*
*3 (fi 6) (either term, 3-0-1)
This course will cover foundational knowledge for objective physiological measurement of the auditory system using auditory evoked potentials and otoacoustic emissions. Basics common to these measurements will be treated including introductory signal processing (filtering, averaging, time domain and spectral analysis), and the types of acoustic stimuli and their calibration. (Restricted to MSc-Aud students only.)

CSD 538 – Special Topics in Audiology - *NEW*

*3 (fi 6) (either term, 3-0-1)

This course will provide an overview of special topics in Audiology including balance and vestibular assessment, medical audiology including pathology and genetics, pharmacology, and implantable technology not covered in other coursework. (Restricted to MSc-Aud students only.)

CSD 530 – Clinic Practicum II (in-house placement) - *NEW*

*2 (fi 4) (either term, 0-2c-0). Credit.

This in-house clinic experience allows second year students continued practical application of clinical procedures under direct supervision. Students will acquire experience with advanced audiological procedures and a range of patient ages. A minimum of 25 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisite: CSD 522. (Restricted to MSc-Aud students only.)

Year 2, Term 2

CSD 532 – Advanced Clinical Practicum - *Existing*

*4.5 (fi 9) (either term, 0-12c-0)

Full-time, supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MSc-SLP or MSc-Aud academic courses. (Restricted to MSc-SLP and MSc-Aud students only.)

CSD 533 – Advanced Clinical Practicum - *Existing*

*4.5 (fi 9) (either term, 0-12c-0)

Full-time, supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MSc-SLP or MSc-Aud academic courses. (Restricted to MSc-SLP and MSc-Aud students only.)

Year 2, Spring/Summer

CSD 900 - Directed Research Project - *Existing*

*3 (fi 6) (either term or Spring/Summer, 0-3s-0).

Required capping exercise for the MSc-SLP and MSc-Aud program. Intended to develop students' inquiry, reflection, critical thinking, and writing skills and to provide a supervised experience in the disciplined investigation of a problem. Prerequisites: CSD 501.   (Restricted to MSc-SLP and MSc-Aud students only.)

Year 2, Spring/SummerCSD 540 – Advanced Clinical Practicum - *Existing*

*4.5 (fi 9) (either term, 0-12c-0)

Full-time, supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533 and all MSc-SLP or MSc-Aud academic courses. (Restricted to MSc-SLP and MSc-Aud students only.)

CSD 541 – Advanced Clinical Practicum - *Existing*
*4.5 (fi 9) (either term, 0-12c-0)
Full-time, supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533 and all MSc-SLP or MSc-Aud academic courses. (Restricted to MSc-SLP and MSc-Aud students only.)

APPENDIX B

Accredited Audiology Programs in Canada

There is no existing Audiology training program in the province of Alberta. There are currently five Audiology Programs in Canada accredited by the Council for Accreditation of Canadian University Programs in Audiology and Speech Language Pathology (CACUP-ASLP) and only three that are offered in English. There is currently only one program in Western Canada.

Table B1: Accredited Audiology programs in Canada.

School	Length of Program (Years)	Degree	Language
Nova Scotia			
Dalhousie University	3	Master of Science	English
Quebec			
Université de Montréal	1*	Maitrise Professionnelle en Audiologie (MPA)	French
Ontario			
Université d'Ottawa	2	Master's of Health Sciences (Audiology)	French
University of Western Ontario	2	Master of Clinical Science	English
British Columbia			
University of British Columbia	2	Master's of Science in Audiology and Speech Sciences	English

*Following an undergraduate degree in Audiology

Graduate Trends

The following table from CASLPA: University Programs in Audiology – 2010 report represents the number of recent and projected graduates from the Clinical/Professional Master's Degree Program in Audiology.

Table B2: Audiology Graduates in Canada by program and year

School	2008-2009	2009-2010	2010-2011	2011-2012*	2012-2013*	2013-2014*
Nova Scotia						
Dalhousie University	12	8	8	9	10	12
Quebec						
Université de Montréal	17	23	30	26*	26*	26*
Ontario						
Université d'Ottawa	8	7	9	12*	10*	10*
University of Western Ontario	17	19	20	16*	20*	20*
British Columbia						
University of British Columbia	11	12	12	16	14	10
Total in French	25	30	39	38	36	36
Total in English	40	39	40	41	44	42
Total in Canada	**65**	**69**	**79**	**79**	**80**	**78**

Data for 2008-09 to 2010-11 were taken from the 2010 CASLPA Survey of University Programs in Audiology. Data from 2011-12 to 2013-14 were obtained from the program directors, or estimated based on enrolment data from reported in CCUP program updates from two, or for Dalhousie, three years earlier, and assuming no attrition (estimated numbers are indicated with *).

Further note re: UBC numbers. Although the admission # is consistent at 12 per year, the graduate numbers in any given year vary due to some students selecting the thesis option which typically requires additional time to completion.

Future trends: UBC has no plans to increase audiology student numbers. Dalhousie is raising their audiology student quota from 12 to 13 in 2014-15. No response from other programs about future plans regarding enrolment/graduation numbers.

Application and Admission Data

The following table represents the number of eligible applications and admissions at accredited university programs in Canada for the 2012-2013 academic year:

Table B3: Eligible applications and admissions at accredited university programs

	Number of Applications		Number of Students Enrolled	
	2012-2013	2013-14	2012-13	2013-14
Nova Scotia				
Dalhousie University	62	62	11	13
Quebec				
Université de Montréal	23*	20*	23*	20*
Ontario				
Université d'Ottawa	25	50	10	10
University of Western Ontario	66	104	20	20
British Columbia				
University of British Columbia	24	40	12	12
Total	**200**	**276**	**76**	**75**

*The Université de Montréal only accepts students that have completed the undergraduate degree in Audiology at that institution. In 2013-14, UM received 293 applications for the audiology undergraduate program.
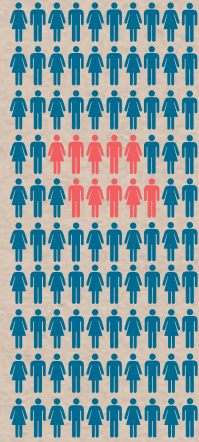
APPENDIX C – THE COST OF UNTREATED HEARING LOSS VERSUS THE VALUE OF HEARING AIDS

The cost of untreated
HEARING LOSS

VERSUS

?

The value of
HEARING AIDS

1 in 10
people have
a hearing loss.
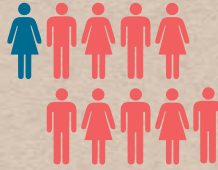
90%
of those with hearing
loss could benefit from
hearing aids.

Only **1 in 5**
who could benefit
from a hearing aid
uses one.

HEARING LOSS IS MORE THAN JUST AN INCONVENIENCE.

Even mild hearing loss can have serious
SOCIAL, HEALTH & ECONOMIC consequences.

SOCIAL

Research shows that
UNTREATED HEARING LOSS
can result in:

- Withdrawal from social situations
- Embarrassment
- Damage to personal relationships
- Irritability
- Stress
- Loneliness
- Social isolation
- Social phobias
- Self-criticism

Research shows that
USING HEARING AIDS
improves quality of life.

*% of hearing-aid users who reported that
getting a hearing aid improved their...*

Relationships
Self-esteem
Life overall
Sense of
independence

10% 20% 30% 40% 50% 60% 70% 80%
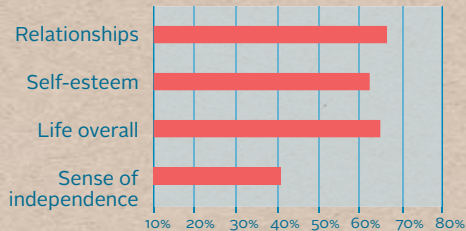
HEALTH

UNTREATED HEARING LOSS
can result in:

- Impaired memory
- Depression
- Danger to personal safety
- Less alertness to environment
- Less adaptability to learning new tasks
- Reduced overall psychological health

Compared to those with untreated hearing loss
HEARING-AID USERS:

- Participate in more social activities
- Have less difficulty communicating
- Have less anxiety
- Feel in better overall physical health
- Are reported to have better cognitive ability

- Less adaptability to learning new tasks
- Reduced overall psychological health
- Increased anxiety
- Fatigue

- Are reported to have better cognitive ability

Depression

A study comparing individuals with untreated hearing loss to those using hearing aids found that those with untreated hearing loss were **36% more likely to have suffered from depression** *within the last 12 months.*
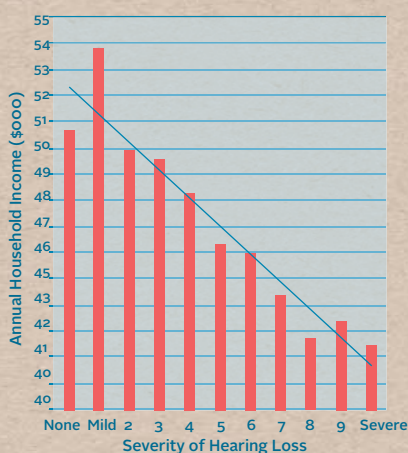
Overall Improvement

A 2011 study found that the psychosocial health as well as cognitive conditions of patients with hearing loss **improved within just 3 months of using a hearing aid.**

ECONOMIC

Individuals with
UNTREATED HEARING LOSS
will likely earn less income.

Individuals with
HEARING AIDS
will likely earn more income than those with untreated hearing loss.

> *Whether untreated or using hearing aids, individuals with hearing loss average less income over their lifetimes than those with normal hearing.*

Annual Household Income ($000) vs Severity of Hearing Loss (None, Mild, 2, 3, 4, 5, 6, 7, 8, 9, Severe)

Annual Household Income ($000) — Aided / Unaided — Severity of Hearing Loss (Mild, 2, 3, 4, 5, 6, 7, 8, 9, Severe)
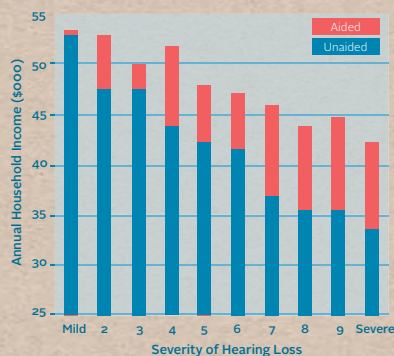
Those with untreated hearing loss and those with hearing aids show deterioration in income as hearing worsens. However, **income decline is cut in half for hearing aid users.**

THE BOTTOM LINE

The cost of
UNTREATED HEARING LOSS

Per person annual loss of income *(up to)* **$30,000**

Indirect costs of hearing loss per person over a lifetime: **$263,000**

The cost of
HEARING AIDS

Average for two devices: **$3,000**

Cost per year: **$600**
(Assuming use for 5 years)

Cost per month: **$50**

Cost per day: **$1.64**

If you suspect hearing loss, don't delay - contact an audiologist.
Find one near you at www.speechandhearing.ca

The Canadian Association of Speech-Language Pathologists & Audiologists

CASLPA | ACOA

www.caslpa.ca

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Kochkin S. Marke Trak VIII: 25-Year Trends in the Hearing Health Market. Hearing Review. October 2009.
Lin, F. R., Metter, E. J., O'Brien, R.J., Resnick, S.M., Zonderman, A.B., & Ferrucci, L. (2011). Hearing loss and incident dementia. Archives of Neurology, 68, 214-220.
NOTE: Average cost of hearing aids information was derived from a 2013 survey of CASLPA's audiology members.

March 2013

APPENDIX D – REPORT CARD ON EARLY IDENTIFICATION AND INTERVENTION - CANADA

REPORT CARD ON EARLY HEARING DETECTION AND INTERVENTION

Canada's Grade: INSUFFICIENT

SAC
Speech-Language & Audiology Canada
www.sac-oac.ca

CAA Canadian Academy of Audiology
Heard. Understood.
Academie canadienne d'audiologie
Entendus. Compris. **ACA**
www.canadianaudiology.ca

This report card has been developed by Speech-Language and Audiology Canada (SAC) and the Canadian Academy of Audiology (CAA), which collectively form the Canadian Infant Hearing Task Force (CIHTF).

PROVINCE/TERRITORY (RANKED IN ORDER OF PROGRAM GRADE)	GRADE	DESCRIPTORS FOR REPORT CARD
1. British Columbia	**EXCELLENT**	• 97%+ babies screened • province-wide • carefully designed program with clear standards, follow-up, tracking of births and outcomes
2. Ontario	**GOOD** (coverage needs improvement but excellent program)	• 90%+ babies screened • province-wide • carefully designed program with clear standards, follow-up, tracking of births and outcomes
3. Nova Scotia	**GOOD** (excellent coverage but some program limitations)	• 95%+ babies screened • province-wide • program with clear standards and follow-up and tracking of births and outcomes • some limitations in reporting
4. Prince Edward Island	**GOOD** (excellent coverage but significant program shortfalls)	• 95%+ babies screened • screening only by request outside of main hospital • program with standards and follow-up • program does not fully track births or outcomes
5. New Brunswick	**GOOD** (excellent coverage but significant program shortfalls)	• 95%+ babies screened • province-wide • program with standards and follow-up • program does not fully track births or outcomes
6. Newfoundland and Labrador	**INSUFFICIENT**	• 90%+ babies screened • not province-wide • program with clear standards but variable across province • program does not fully track births or outcomes
7. Yukon	**INSUFFICIENT**	• 90%+ babies screened at main hospital • not territory-wide • program with clear standards but informal follow-up • program does not fully track births or outcomes

PROVINCE/TERRITORY (RANKED IN ORDER OF PROGRAM GRADE)	GRADE	DESCRIPTORS FOR REPORT CARD
8. Alberta	INSUFFICIENT	• majority of babies remain unscreened • not province-wide • tracking of births and outcomes vary • government announced intention of province wide program in March 2013 with no further action since that time
9. Quebec	INSUFFICIENT	• 20-25% babies screened • not province-wide • program standards not in place • delayed program implementation (government announced intention in 2009) • program does not fully track births or outcomes
10. Manitoba	INSUFFICIENT	• 10-15% babies screened • not province-wide • legislation recently introduced to develop program • program standards not in place • program does not fully track births or outcomes
11. Nunavut	INSUFFICIENT	• unknown coverage • not territory-wide • program standards not in place • program does not fully track births or outcomes
12. Saskatchewan	INSUFFICIENT	• unknown coverage • not province-wide • program standards not in place • program does not fully track births or outcomes
13. Northwest Territories	INSUFFICIENT	• unknown coverage • not territory-wide • program standards not in place • program does not fully track births or outcomes

Grades were assigned on the basis of program quality and coverage at the provincial/territorial level, and not on the basis of smaller regional or hospital-based screening and intervention programs, which have varying standards, program characteristics and coverage rates.

An excellent provincial or territorial program must include standardized procedures to detect hearing loss and ensure timely intervention, with thorough monitoring of births, screening, diagnoses, and intervention outcomes. Coverage was graded on the basis of the estimated percentage of babies screened, with a grade of 'Excellent' requiring at least 95%, and a grade of 'Good' requiring at least 90%.

Only five provinces in Canada have programs that can be considered excellent or good (British Columbia, Ontario, Nova Scotia, New Brunswick and PEI). The remaining provinces and territories have only localized programs with poor or unknown coverage and were graded as insufficient.

All children in Canada deserve access to proper hearing screening and timely intervention to reach their full potential. It's time for action from Canada's federal and provincial/territorial governments to commit to excellence in early hearing detection and intervention.

AR 124313

Date: **JAN 1 6 2015**

To: Ms. Agnes Fuchs (AFuchs@elks-canada.org)

Subject: Information Regarding Alberta's Newborn Hearing Screening Program

Thank you for your e-mail of November 20, 2014, regarding newborn hearing screening in Alberta. I appreciate the opportunity to respond.

The Elks and Royal Purple Fund for Children's advocacy on behalf of young people is commendable. I am pleased to advise that the Ministry of Health and Alberta Health Services are developing an Early Hearing Detection and Intervention (EHDI) program, which will be implemented in three phases:

- Phase 1 – Implementation for all births in neonatal intensive care unit (NICUs);
- Phase 2 – Implementation for all births in birthing hospitals; and
- Phase 3 – Universal implementation including community births.

Implementation in NICUs is expected in spring of 2015, with full implementation of the EHDI program in 2017.

The intention is to implement a program where all babies born in Alberta have timely access to newborn hearing screening as an integral part of their health care, such that:

- All infants have access to hearing screening using physiologic measures no later than one month of age;
- All infants who do not pass the initial hearing screening (and subsequent re-screening) have access to appropriate audiological and medical evaluation to confirm the presence of hearing loss no later than three months of age; and
- All infants with confirmed permanent hearing impairment have access to early intervention services as soon as possible after diagnosis, and no later than six months of age.

Thank you for taking the time to write and for your association's ongoing advocacy for children.

Sincerely,

Stephen Mandel
Minister of Health

APPENDIX F – SUPPORT DOCUMENTATION

Steering Committee

The Audiology Program Proposal has been guided by a Steering Committee with representatives from Alberta Health Services, the primary employer of Audiologists in the province, the College overseeing the practice of Audiologists in the province – Alberta College of Speech Language Pathologists and Audiologists (ACSLPA) and the University of Alberta.

The following table lists the members of the Steering Committee and their affiliations.

Table F1: Members of the Audiology Program Proposal Steering Committee

Steering Committee Members	Role	Organization
Karen Pollock	Professor and Chair Department of Communication Sciences and Disorders	University of Alberta
Elizabeth Taylor	Associate Professor and Associate Dean, Faculty of Rehabilitation Medicine	University of Alberta
Bill Hodgetts	Associate Professor, Department of Communication Sciences and Disorders	University of Alberta
Ming Zhang	Associate Professor, Department of Communication Sciences and Disorders	University of Alberta
Melanie Campbell	Associate Professor, Department of Communication Sciences and Disorders	University of Alberta
Holly Gusnowsky	Director of Professional Practice AudiologyProfessional Programs and TeachingFaculty of Rehabilitation Medicine	Alberta College of Speech Language Pathologists and Audiologists
Tanis Howarth	Manager Audiology Service	Alberta Health Services
Julie Kremer	Audiology Team Lead at UAH/Stollery	Alberta Health Services

Stakeholder consultation was conducted through a series of interviews, meetings and by survey of the ACSLPA membership.

Stakeholder Interviews

Stakeholder interviews and meetings were conducted with a number of individuals representing a cross-section of employers of Audiologists in Alberta, the College, industry and representatives of the University of Alberta and other teaching facilities in Canada. The following table lists the individuals that participated in stakeholder interviews and meetings:

Table F2: Participants in stakeholder interviews for the Audiology Program Proposal

Stakeholders	Role	Organization
Bill Hodgetts	Associate Professor, Department of Communication Sciences and Disorders	University of Alberta
Ming Zhang	Associate Professor, Department of Communication Sciences and Disorders	University of Alberta
Melanie Campbell	Associate Professor, Department of Communication Sciences and Disorders	University of Alberta
Lu-Anne McFarlane	Associate Professor, Department of Communication Sciences and Disorders	University of Alberta
Michael Robb, John Voyer	Director of Development, Faculty of Rehabilitation Medicine	University of Alberta
Holly Gusnowsky	Director of Professional Practice Audiology	Alberta College of Speech Language Pathologists and Audiologists
Dianne MacGregor	Executive Director, Health Professions Practice – Interprofessional Education	Alberta Health Services
Pauline White	Manager, Academic Student Relations, Health Professions Strategy & Practice	Alberta Health Services
Jillian Ingratta	Manager, Community Audiology in Calgary	Alberta Health Services
Charlene Watson	Clinical Practice Leader	Alberta Health Services
Katherine Bennett	Education Consultant, Health Professions Strategy and Practice, Student Placement Team	Alberta Health Services
Tanis Howarth	Manager Audiology Service Glenrose Rehabiliation Hospital	Alberta Health Services
Julie Kremer	Audiology Team Lead at UAH/Stollery	Alberta Health Services
Julie Evans	Senior Practice Lead, Speech Language Pathology and Audiology	Alberta Health Services
Kathryn Ritter	Listening and Spoken Language Specialist -AVT Adjunct Professor, Department of Communication Sciences and Disorders	Alberta Health Services
Sarah Burns	Consultant - Educational Audiology	Edmonton Public Schools, Inclusive Learning – Outreach
Krista Yusko	Consultant - Educational Audiology	Edmonton Public Schools, Inclusive Learning – Outreach
Jean Duncan	Chair, Hearing Aid Practitioner Program	MacEwan University
Tara Vongpaisal	Assistant Professor, Department of Psychology	MacEwan University
Mary Beth Jennings	Associate Professor, School of Communication Sciences and Disorders	University of Western Ontario
Vicky Papaioannou	Director of Audiology	Hospital for Sick Kids and University of Toronto
Dave Gordey	Manager, Oticon Medical and Oticon Pediatrics	Oticon
Dan Paccioretti	Western Canada FM Sales Manager	Phonak

The results of the interviews indicated an overwhelming support for the Audiology Program Proposal. There was agreement that:

- Developing a Master's program is the highest priority
- The program should focus on developing a Rehabilitation Center of Excellence;
- There should be an in-house clinic developed;
- There should be a strong research component to the program and the clinic;
- There should be a strong continuing-education component offered as post-professional certificates through distance learning, seminars, etc.;
- Technology should be leveraged in every possible way;
- There should be a strong education audiology component; and
- The success of the Speech Language Pathology program should be leveraged through the design of program.

Survey of ACSLPA Membership

The Steering Committee was interested in seeking the opinions of both Audiologists and SLPs registered to practice in the Province of Alberta. In order to maximize responses, two separate surveys were created, one for each profession. Electronic links to the surveys were forwarded to the ACSLPA membership by email notification through the College. The survey was open to ACSLPA membership for two weeks from Tuesday, February 12 to Tuesday, February 26, 2013 and resulted in response rates of 72 of 140 Audiologists (51.4%) and 238 of 1135 Speech-language pathologists (21.0%).

The Audiology respondents of the survey were felt to be representative of the entire group given the distribution of Audiologists as compared to the total Audiological membership of the College as can be seen in the following two figures showing the distribution by practice setting and by health region.

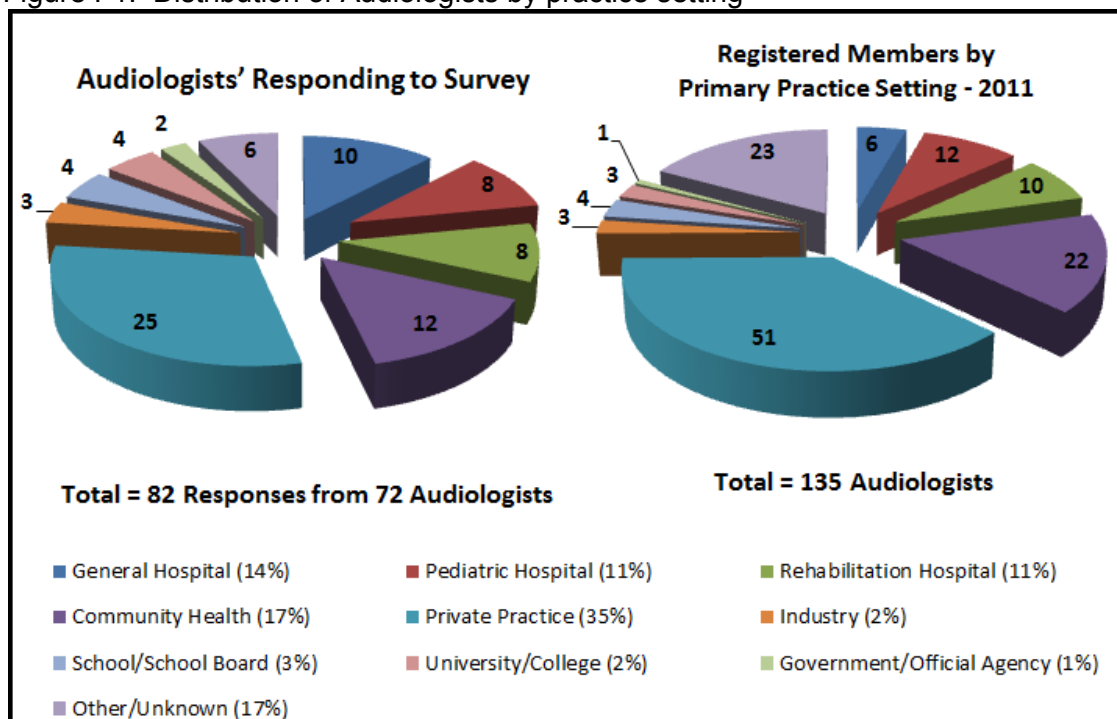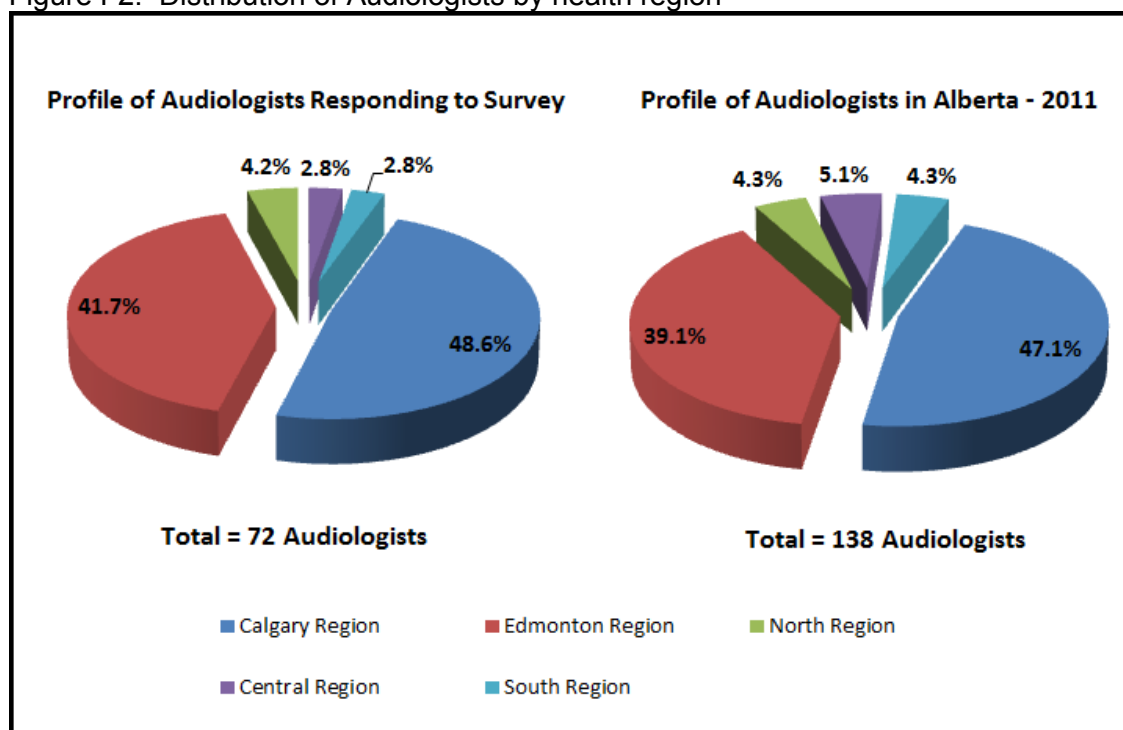Figure F1: Distribution of Audiologists by practice setting

Audiologists' Responding to Survey

10, 8, 8, 12, 25, 3, 4, 4, 2, 6

Total = 82 Responses from 72 Audiologists

Registered Members by Primary Practice Setting - 2011

6, 12, 10, 22, 51, 1, 3, 4, 3, 23

Total = 135 Audiologists

- General Hospital (14%)
- Pediatric Hospital (11%)
- Rehabilitation Hospital (11%)
- Community Health (17%)
- Private Practice (35%)
- Industry (2%)
- School/School Board (3%)
- University/College (2%)
- Government/Official Agency (1%)
- Other/Unknown (17%)

Figure F2: Distribution of Audiologists by health region

Profile of Audiologists Responding to Survey

4.2%, 2.8%, 2.8%, 41.7%, 48.6%

Total = 72 Audiologists

Profile of Audiologists in Alberta - 2011

4.3%, 5.1%, 4.3%, 39.1%, 47.1%

Total = 138 Audiologists

- Calgary Region
- Edmonton Region
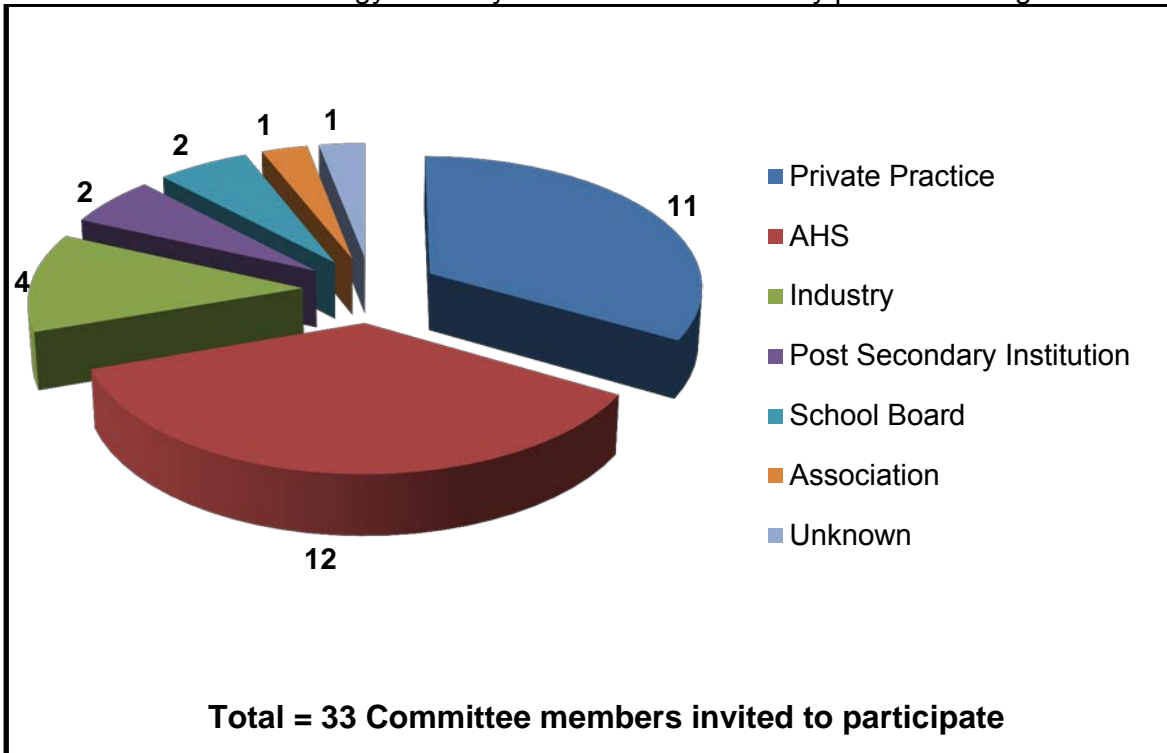- North Region
- Central Region
- South Region

The results of the survey indicated overwhelming support for the creation of an Audiology training program in Alberta including 80.6% of Audiologists and 95.4% of SLPS and 82.5% of those Audiologists and 94.9% SLPs support the location of the program being at the University of Alberta.

Audiology Advisory Committee

An Audiology Advisory Committee was established from a subset of the Audiologists that participated in the ACSLPA membership survey. These committee members were asked to review the proposal in its entirety and provide feedback.

Figure F3: Distribution of Audiology Advisory Committee members by practice setting

Legend:
- Private Practice
- AHS
- Industry
- Post Secondary Institution
- School Board
- Association
- Unknown

Total = 33 Committee members invited to participate

APPENDIX G – LETTERS OF SUPPORT

February 24, 2015

Dr. Karen Pollock, Professor and Chair
Department of Speech Pathology and Audiology
University of Alberta
2-70 Corbett Hall
Edmonton, AB T6G 2G4

Dear Dr. Pollock,

ACSLPA Support for Audiology Program Proposal

On behalf of the Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA), we wish to express our strong support of the proposal for a new MSc in Audiology program at the University of Alberta. We believe it would be highly advantageous for the University of Alberta to offer the province's first and only program to educate and train future audiologists, who could potentially practice their profession in Alberta.

As the regulatory body responsible for registration of all audiologists in the province, we have concerns regarding future trends in workforce attrition. Specifically, we have determined that by approximately 2020, the number of audiologists turning 65 and potentially leaving practice will begin to exceed the number entering practice in Alberta. Future access to audiology services for Albertans will be seriously affected as the total number of audiologists in the province decreases. At the same time, it is anticipated that the demand for audiology services will increase as baby boomers age and the population of Alberta continues to grow.

New graduates have been the primary source of new ACSLPA registrants each year. It is believed that exploring strategies to increase the number of new graduates available is an important component of ensuring adequate numbers of audiologists to provide services for Albertans in the future. This may prove difficult with the number of accredited universities offering a Masters in Audiology seeing a decline over the past 8 years.

Currently, there are only five Masters level audiology programs available in Canada, with only three of those offering instruction in English. The University of British Columbia offers the only audiology program available in western Canada. The number of applications for their

#209, 3132 Parsons Road, Edmonton, AB T6N 1L6 | **Ph:** 780.944.1609 | 1.800.537.0589 | **Fax:** 780.408.3925 | headoffice@acslpa.ab.ca
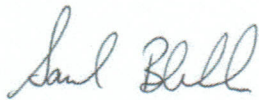
www.acslpa.ab.ca

audiology program (which accepts 12 students) and speech-language pathology program (which accepts 35 students) exceeds 200 each year.

The availability of Masters level trained audiologists has also been stressed in that the United States (US) has taken a fundamental shift in programming, with Masters level audiology programs being phased out as they move to a clinical doctorate degree (AuD) as the requirements for entry into the profession. Northwest American universities, including Montana, Idaho, Washington and Oregon, have closed audiology programs entirely, choosing not even to offer an AuD program. Minot State University in North Dakota was the last US university along the prairie border to close its Masters level audiology program in 2005. Many Canadian students graduated from this program and are currently working in Alberta, Saskatchewan and Manitoba. Only three universities remain in the US northwest, accepting anywhere from 2-11 students per year. There is no guarantee that students originally from Alberta who travel abroad to obtain a degree (Masters or AuD) will return to Alberta to seek employment.
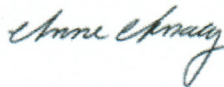
In conclusion, audiologists play an important role in the hearing and balance health of Albertans. ACSLPA is in strong support of the proposal for a new MSc in Audiology program at the University of Alberta. This program will be essential in ensuring that there are adequate numbers of audiologists available to meet the growing needs of Albertans in the future.

If you have any questions or comments, please do not hesitate to contact us.

Sincerely,

Sarah Blenkhorn, R.Aud   Anne Assaly   Holly Gusnowsky, R.Aud
President   CEO/Registrar   Director of Professional Practice

CAA Canadian Academy of Audiology
Heard. Understood.

Académie canadienne d'audiologie
Entendus. Compris. ACA

PO Box 62117
777 Guelph Line
Burlington, ON L7R 4K2

Office: 905.633.7114
Toll Free: 800.264.5106
Fax: 905.633.9113

www.canadianaudiology.ca

March 17, 2014

Dr. Karen Pollock
Chair,
Department of Communication Sciences and Disorders.
2-70 Corbett Hall
University of Alberta
T6G2G4

RE: Master of Science in Audiology degree program, University of Alberta

Thank you for the opportunity to offer support for this Master of Science in Audiology program at the University of Alberta. The Canadian Academy of Audiology (CAA) is a national association providing education, advocacy, input into practice improvements and research for the profession of audiology. We also build awareness of hearing healthcare matters with other health professionals, consumers/patients and their families. The overall goal is to maintain and improve the quality of hearing and balance related health management and services to the Canadian population of consumers/patients and their families.

There is a need to educate more audiologists in Canada for many reasons.
- Audiologists provide a range of services not covered by other professions
- The increase in the ratio of older adults in Canada is growing rapidly and the number one risk of hearing loss is aging, thus there is a greater need for audiology services in Canada.
- There is a growing need for both hearing health services and noise induced hearing loss (NIHL) prevention in youth. Research indicates that the ratio has grown to 1 in 5 youth exhibiting signs of hearing loss, much of it cause by NIHL.
- We need to ensure that infants are screened at birth across Canada and followed with appropriate hearing health services in their early years. This need is not fully met.
- We know that Canadians are going to other countries for education in audiology and many of them do not return.
- We also support this education program so that there is an increase in programs available in English to meet the ratio of language needs of the population across Canada. Your proposal clearly shows an imbalance of the graduates trained in both languages compared to the spoken language ratio in the country.

In addition, CAA is concerned about ensuring that the hearing healthcare needs of Canadians are met considering the growing research evidence of the far more substantial impact of hearing loss on overall health and quality of life than has been understood. For example,

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www.canadianaudiology.ca

large population studies recently have related hearing loss to the onset of Alzheimer's disease, isolation and falls*. These are 3 of the top 4 reasons for admission to long term care facilities. Communication problems have been also been shown to be significantly related to preventable medical adverse effects (treatment and diagnostic errors) in hospitals (Bartlett et al. CMAJ 2008 178(12) 1555-1662). All of these outcomes have a serious impact on the financial burden of government health ministries.

*Institute of Medicine workshop on hearing loss and healthy aging co-chaired by Frank Lin MD, PhD, of Johns Hopkins University in January 2014 http://www.linresearch.org/research.html

Considering the geographical location and access to education in audiology in other parts of Canada we fully support the proposed location of the audiology program at the University of Alberta. It is a perfect fit with the university because of the existing Communication Sciences Department.

Please let us know if there is anything else we can do to support your proposal.

Sincerely,

Jean Holden MSc. MBA
Executive Director
Canadian Academy of Audiology
jean.holden@canadianaudiology.ca

March 19, 2014

Karen E. Pollock, Ph.D., R.SLP
Professor and Chair
Department of Communication Sciences and Disorders
(formerly the Department of Speech Pathology and Audiology)
University of Alberta
2-70 Corbett Hall
Edmonton AB T6G 2G4

Dear Karen:

Thank you for providing Speech-Language & Audiology Canada (formerly CASLPA) the opportunity to support the University of Alberta's pursuit of government funding and university approval for a new Master of Science in Audiology degree program at the Department of Communication Sciences and Disorders in the Faculty of Rehabilitation Medicine (FRM). We are pleased to provide this letter of support for the initiative.

With more than 6,000 members, Speech-Language & Audiology Canada (SAC), is a member-driven organization that supports, promotes and elevates the professions of our members. We are the only national organization supporting and representing speech-language pathologists, audiologists and supportive personnel inclusively.

Audiologists play an important role in the provision of hearing health and educational services and on interprofessional teams. Currently, SAC has 750 audiologists as members. We estimate there are approximately 1,400 licensed/registered audiologists in Canada. Employment prospects for graduating audiologists are very good. There is a growing demand for more audiologists in Canada to support our aging population and early hearing detection and intervention (EHDI) initiatives. Since there are only five universities that offer audiology programs across Canada – two are in French and none in the Prairie provinces – there is a significant level of need for additional programs in this area.

SAC has been administering national certification examinations in audiology and speech-language pathology since 1987. The development of a national certification program, including the examinations and continuing education requirements, was an important development in having the professions recognized when the national association was formed in 1964. The examinations are based on a test blueprint of the document, *Assessing and Certifying Clinical Competency: Foundations of Practice for Audiology and Speech-Language Pathology* (2004)

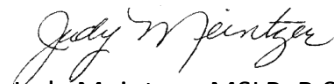(http://www.caslpa.ca/PDF/2004%20fnd%20doc%20whole%20book.pdf). This document, developed by a broad group of professionals (members, SAC staff and university programs), is the basis for the curriculum of the Canadian university programs in speech-language pathology and audiology. It has, of necessity, undergone revisions as the professions have grown and developed. SAC recognizes the strong reputation of the University of Alberta Speech-Language Pathology program and we are confident their high standards would extend to the Master of Science in Audiology degree program.

The proposed program considers a unique opportunity to collaborate to develop an audiology program, which is currently not available in the Prairie provinces. We trust that many future audiologists will be pleased to know that the University of Alberta is pursuing a solution to educate audiology professionals. As such, SAC is pleased that the University of Alberta is pursuing this opportunity and supports this initiative.

SAC looks forward to learning more about this exciting potential new program. We would also be happy to provide any assistance at the advisory level if needed.

We wish you success with this endeavour.

Sincerely,

Judy Meintzer, MSLP, R.SLP, S-LP(C)   Joanne Charlebois
President   Chief Executive Officer

cc: Chantal Kealey, Doctor of Audiology, Director of Audiology and Supportive Personnel

MacEwan
UNIVERSITY

March 20, 2015

Karen E. Pollock, Ph.D., R.SLP
Professor and Chair
Department of Communication Sciences & Disorders
University of Alberta
2-70 Corbett Hall
Edmonton, AB T6G 2G4

Dear Karen:

I am writing to you to express my support of the new Master of Audiology Program being proposed for the Department of Communication Sciences & Disorders at the University of Alberta.

While the scopes of practice for audiologists and for hearing aid practitioners overlap in the area of completing activities related to selling hearing aids to adults with hearing loss, the scope of practice for audiologists is broader than the scope of practice for hearing aid practitioners, and thus academic requirements for audiologists and hearing aid practitioners also differ. With different scopes of practice and academic requirements I do not anticipate that having academic programs for both professions in Edmonton will negatively impact either program.
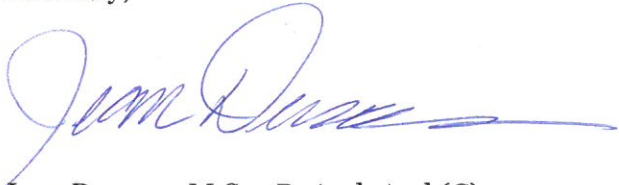
It is my understanding that there is currently a shortage of audiologists in Alberta. Since Alberta currently does not have an audiology training program, I believe that an audiology training program here in Alberta will provide increased academic opportunities for Alberta students and students who wish to work in Alberta after graduation, resulting in an increased number of audiology graduates to fill positions in Alberta.

Additionally, I believe that collaboration between an Audiology program at the University of Alberta and the Hearing Aid Practitioner program at MacEwan University could lead to the establishment of career pathway and laddering opportunities for graduates of the Hearing Aid Practitioner program at MacEwan University who are interested in continuing their studies in the field of audiology, resulting in increased academic opportunities for graduates of the Hearing Aid Practitioner program and a potential for increased admissions to the University of Alberta Audiology program.

MacEwan.ca

I also envision that faculty and students in both programs could collaborate on special events, projects, etc., enhancing the academic experience for faculty and students in both programs.

In conclusion, I am in support of the new Master of Audiology Program being proposed for the Department of Communication Sciences & Disorders at the University of Alberta; I believe that the establishment of an audiology program will not only benefit Albertans in general, but has the potential to also be of benefit to graduates of MacEwan University's Hearing Aid Practitioner program.

Sincerely,

Jean Duncan, M.Sc., R. Aud, Aud (C)
Program Chair, Hearing Aid Practitioner Program
Faculty of Health and Community Studies
MacEwan University

780-497-4031
duncanj@macewan.ca

c.c.   Sharon Hobden, Associate Dean, Faculty of Health and Community Studies, MacEwan University

Karen E. Pollock, Professor and Chair
Department of Speech Pathology & Audiology
University of Alberta
2-70 Corbett Hall
Edmonton, AB T6G 2G4

Re: Letter of Support   January 24, 2014

I came to Canada in 1982 from the United States to work for the Glenrose Rehabilitation Hospital's Department of Audiology in Edmonton. I was recruited to Canada due to a lack of any qualified Canadians to fill the position. I joined a staff made up of mostly American or American trained Canadian Audiologists

Recruitment of qualified audiologists from Canadian programs remained an ongoing problem. Suitable candidates found employment in their home provinces. It wasn't until 1989 that the department hired the first Canadian trained Audiologist from the only program in Western Canada at UBC. Retention was also an issue as individuals returned to geographical areas that they preferred over life on the prairies. I relocated to Vancouver following 9 years of service at the Glenrose Hospital as did the audiologist from the UBC program.

When I first arrived at my new position at the Glenrose Hospital I was told of the new Audiology Master's Program that would soon be opening at the University of Alberta. The program was intended to address the shortage of Canadian trained audiologists in the Province of Alberta. Dr. Chris Turner and Dr. Paul Kileny were already in place providing instruction and the Glenrose Hospital was ready to play a major role in the clinical training of students. There was much excitement and anticipation for the new program. Sadly, the program never was able to open for a number of reason. The noted faculty soon parted for other opportunities at universities in the USA.

More than thirty years have now past and I'm heartened to hear about the possibilities once again of a Master's program in Audiology at the University of Alberta. This program is long overdue and will help to full fill the long standing need for more audiologist in the province and in Western Canada. This is especially important with the announcement by the Ministry of Health last year of funding for a universal newborn hearing screening program for the province.

I'm pleased to add my name to the list of supporters indorsing this initiative of a much needed program. I wish you all the best in these final stages of the approval process.

Sincerely,

Daniel Paccioretti MSc Aud(C)
Western Canada Roger/FM Sales Manager
Phonak Canada

604-561-9893
3514 East 27th Ave. Vancouver, BC, V5R1R1

Karen E. Pollock, Professor and Chair
Department of Speech Pathology and Audiology
University of Alberta
2-70 Corbett Hall
Edmonton, AB T6G 2G4

Dear Dr. Pollock,

I am writing in support of the University of Alberta Audiology Program proposal.

In my role as Manager of Pediatrics and Medical Devices for a major international manufacturer of hearing implants and assistive technology, and adjunct professor at the University of British Columbia, I have worked closely with students and hearing care professionals from across Canada. For this reason, I feel I am qualified to comment on the proposal of a new Audiology program at the University of Alberta.

Audiology services in Alberta are considered to be "gold standard" by current training programs in Canada. In fact I was fortunate enough to have an excellent clinical practicum experience at Glenrose Hospital in 1993 as a student from Minot State University. Alberta has always been well equipped to provide excellent practicum experiences. However, Audiology is currently facing challenges in Canada. Having three English training programs does not meet the current need for all the students wanting to pursue a career in Audiology. Those that are most vulnerable are students from Alberta and the other Prairie Provinces. Students often choose a different career as they are not able to travel to the west coast, east coast or central Canada to attend current programs. Those that can travel, often find themselves attending American schools because of limited space in Canadian programs. Unfortunately, many of these students choose to stay and work in the United States.

I believe that an Audiology program at the University of Alberta would address all these challenges. For the program to be on par with current programs, it is critical they have a relevant and comprehensive curriculum and an onsite Audiology clinic for practical learning. To become unique, the program could offer interesting research and clinical programs in areas such as bone anchored hearing implants, vestibular assessment and treatment, and auditory neuropathy which are not currently available in Canada. The program could also draw from the wealth of clinical experiences of the community audiologists by recruiting them as guest lecturers. As a manufacturer, we would welcome the opportunity of collaboration and supporting the development of a new Audiology program.

I am pleased to give the University of Alberta Audiology proposal my fullest support. Please feel free to contact me should you require any additional information.

Dave Gordey, M.Sc. AUD (C), PhD Student

Manager, FM and Pediatrics

Manager, Oticon Medical

oticon
PEOPLE FIRST

Alberta Health Services

10 February 2014

Glenrose Rehabilitation Hospital

10230 - 111 Avenue
Edmonton, Alberta
Canada T5G 0B7

Tel: (780) 735-6013
Fax: (780) 735-6031
email:
Kathy.Packford@albertahealthservices.ca

Audiology Services Team Lead

Karen E. Pollock
Chair, Department of Communication Sciences
and Disorders
University of Alberta
Edmonton, AB
Canada

Dear Dr Pollock,

I am delighted to write this letter of support regarding the proposed MSc in Audiology Program to be offered by the Department of Communication Sciences and Disorders in the Faculty of Rehabilitation Medicine. It has been a long standing concern for the audiologists in the province of Alberta that no training program exists in this province. Personally, it is a pleasure to know that the issues and concerns of audiology have been heard and that a proposal has been developed for audiology training in this province.

Over the past twenty years, attempting to develop partnerships for research in the area of audiology has been difficult due to the lack of available academic support. In all other areas of rehabilitation science, a university training program is developed in Alberta. These training programs have PhD staff and students supporting research and supplying willing and interested students to develop research ideas within their curriculum based projects. This availability of knowledge resources provides much needed support and impetus for clinicians with limited time to complete research within their clinical scope. The support of research in speech-language pathology, physiotherapy and occupational therapy is evidenced in the research partnerships and developments in these professions as a result of strong academic programs in this province. Audiology is the one area where clinicians continue to struggle in their efforts to obtain the academic and research support for research ideas requiring further development.

As audiology team leader, occasions have arisen in the recent past where positions have remained vacant for periods of up to two years due to lack of availability of trained applicants to fill them. This lack of available trained audiologists is evident in this province at other sites as well, particularly in rural and remote locations. Difficulty recruiting can lead to burnout in the remaining staff as well as reduced morale and increased wait times for services. Having a training program for audiology professionals within the province would have the benefit of growing educated audiologists who would fill such vacancies and supply the demands for staff.

It is evident that the current audiologists in the workforce are aging and audiologists with a great deal of experience will be retiring over the next decade at rates which current training programs

will be unable to keep pace. It is vital to develop a training program to fill the void that aging audiologists will create as they retire from the profession. The Alberta population continues to grow in this current economic climate creating a growing demand on services that cannot be met with the current audiology workforce.

The University of Alberta and the Faculty of Rehabilitation Medicine is the ideal location for a program of this type. There is some overlap in the instruction in the first semester of the curriculum for the speech-language pathology and audiology programs. With the staff already well established for the speech-language pathology training program, these staff are well placed to take on the role of training the audiologists in the areas of expertise they share. In addition, some staff are already available within the current training program who would support the training of audiologists in a clinical MSc training environment.
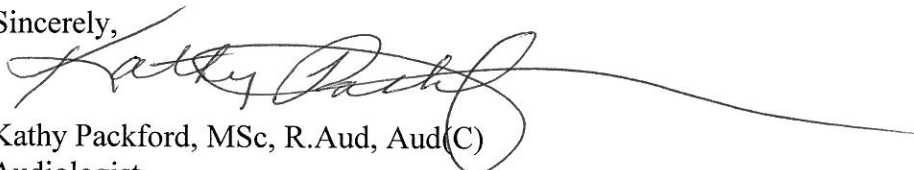
Professionally, speech- language pathologists and audiologists work collaboratively to provide consultation and treatment to patients and having a shared training program for students would allow these shared relationships to develop among the students. These programs exist together at other training institutions very successfully. Personally, having been trained in a program at Dalhousie offering both Masters degrees in Speech-Language Pathology and Audiology allowed these shared learning opportunities and I found them to be incredibly positive.

I applaud the insight and foresight of the staff in their forward thinking. The use of telehealth technology for training and service delivery as part of the model is on the cutting edge. The speech-language pathology training program has been successful integrating telehealth in their training program and telehealth has been used in the province for some diagnostic audiology service delivery over the past couple of years.

I wholeheartedly support the development of a MSc training program in Audiology as proposed by the Department of Communication Sciences and Disorders at the University of Alberta Faculty of Rehabilitation Medicine.
Thank you for the opportunity to preview this first class proposal and I wish you success!

Sincerely,

Kathy Packford, MSc, R.Aud, Aud(C)
Audiologist

4 February 2014

TO: Dr. Karen Pollock
            Professor and Chair
            Dept. of Speech Pathology and Audiology
            2 – 70 Corbett Hall
            Edmonton, AB T6G 2G4

FROM: Dr. Kathryn Ritter

RE: Proposed Masters Audiology Training Program

I have read the proposal for the proposed Audiology Program with a great deal excitement. The proposal makes the need clear, particularly from a supply and demand perspective. I would like to offer my perspective as someone who has worked with infants and children with hearing loss and their families since 1975 at Glenrose Rehabilitation Hospital.

The recent passage of the Universal Newborn Screening bill in the Alberta Legislature will create an intense need for Audiologists who are trained to assess and support newborns and their families. As an Auditory-Verbal Therapist and a frequent presenter and participant in North American conferences devoted to this population, I am acutely aware that the skills that Glenrose Audiologists possess are certainly not universal in the field. I would very much welcome a state of the art training program to serve the fast increasing needs of the Prairie Provinces.

My current research is focused on children with hearing loss and additional severe disabilities. Once thought unlikely to benefit significantly from amplification, particularly cochlear implantation, our research suggests that not only do these children, but also their families, benefit profoundly from their child's access to sound in terms of connectivity and inclusion within their families and communities. These children also present extreme challenges to their Audiologists and Habililitation teams, and they represent and significantly increasing part of our caseloads at Glenrose.

The presence of a large, world class Department of Audiology at Glenrose is a very good reason to establish an Audiology program at the U of A. The opportunities for mentorship in Audiology and Auditory-Verbal approaches to intervention are close at hand, and clinical and research partnerships, already established, are likely to flourish.

I support the proposal for the Audiology Masters at U of A without reservation.

Very Sincerely

Kathryn Ritter, PhD.
Listening and Spoken Language Specialist –Auditory Verbal Therapist
Dept. of Communication Disorders
Glenrose Rehabilitation Hospital
10230 – 111 Ave.
Edmonton, AB T5G 0B7
kathryn.ritter@albertahealthservices.ca
780-735-799 Ext. 15453
Adjunct Associate Professor
Dept. of Speech Pathology and Audiology
2 – 70 Corbett Hall
Edmonton, AB T6G 2G4
k4ritter@gmail.com
780-433-1119

February 9, 2014

Karen Pollack, Professor and Chair
Department of Speech Pathology and Audiology
University of Alberta
2-70 Corbett hall
Edmonton, Alberta
T6G 2G4

Dear Dr. Pollack
This letter is in support of the development of the Audiology Program
within the Faculty of Rehabilitation Medicine and the Department of
Communication Science and Disorders at the University of Alberta.
Over the past 10 years I have communicated with the dean and/or
chair of the department to offer my support in the possible
development of an Audiology Program in Alberta. I was excited to
hear about the prospects of the development of such a program in
Alberta.

I have been a practicing Audiologist for the past 35 years with the
majority of my work in the Educational system as an Educational
Audiologist providing a key connection between the clinical findings of
testing and technology fittings to the classroom setting. Over the
years there has been the opportunity to hire additional Audiologists
within the service. However only once were we able to hire an
Audiologist with appropriate skill set in a timely manner. The only
reason that occurred was an Audiologist was attending a U of A
program and was able to offer 2 days of work per week. This was
less time than we needed, but more than we had. During the most
recent opportunity to hire it took over 18 months to find an
appropriate candidate. Additionally I am aware that areas around
Calgary and Grande Prairie abandoned or hired minimal FTE in their
search for Educational Audiology after a number of years of
searching.

In the near future there will be EDHI (early detection of hearing
impairment) where babies will receive screening for hearing loss at or
near birth. The follow up required for those babies and young
children failing the screening will place an additional burden on a
Audiology system that is already struggling with wait times. In

addition to the continuing increase in the population of Alberta, many experienced Audiologists are looking forward to retirement in the next 10-15 years. These two factors paired with the EDHI protocol will strain a system that struggles to fill available positions.

The University of Alberta has the opportunity to offer a new unique program in Audiology; a profession described as one of the top 10 professions by CareerCast.com for the last 4 years. While the necessary fundamentals of Audiology are being taught in most of the classes, the Interprofessional Team Development course (INT D410) and the Principles of Professional Practice 1 (SPA 506) offer Audiology students the likelihood of developing a wholistic approach to their practice. These courses will afford the students an opportunity to do their work differently from other Audiologists. It will provide them with the chance to see their client within their life experience and not as a graph on an audiogram; resulting in a more satisfactory experience for the client/patient.

Although the Educational Audiologist provides services to Northern Alberta, we do not operate a clinical setting. I believe a practicum experience with us would be invaluable for new Audiologists to have. Understanding the life experience of children with hearing loss, the technology they use to access the auditory world and the technology of the 21st century classroom would be irreplaceable. In principle we would be willing to participate in a student clinical practicum of 8-12 weeks in length. This of would however require permission from our director of service delivery.

If you have any questions about the above information, please feel free to contact me at your earliest convenience.

Sincerely,

Sarah Burns, M.S., R-AUD
Educational Audiologist
Sarahseb52@gmail.com
780-455-0333

EDMONTON PUBLIC SCHOOLS
Inclusive Learning-Outreach (Newton School)

5523-122 Avenue
Edmonton, AB T5W 1S3
Phone: (780) 472-4450
Fax: (780) 478-7037

Karen E. Pollock, Professor and Chair

Department of Speech Pathology & Audiology

University of Alberta

2-70 Corbett Hall

Edmonton, AB T6G 2G4

(780) 492-5980

Dear Dr. Pollack

This letter is in support of the development of the Audiology Program within the Faculty of Rehabilitation Medicine and the Department of Communication Science and Disorders at the University of Alberta. This has been a topic of discussion amongst Alberta audiologists for many years. I know that many are pleased with this possibility!

Having worked in private practice, hospital, community and educational settings in Alberta I have long observed the growing need for audiologists within our province. Long wait times for all services are a reality, particularly audiograms and auditory processing evaluations in the community settings, ABRs in the hospital settings, and educational support in the school settings. I suspect that with the commencement of Early Hearing Detection and Intervention the waitlists for such services will only increase.

I have been supporting the education of the children with diagnosed hearing loss who live in urban and rural communities throughout Northern Alberta for the past 15 years. Throughout this period of time there has been inconsistent audiologic support for children in rural and northern communities. Fort McMurray, for example, has at times employed an audiologist at the hospital to provide assessments; however often this audiologist has been employed on a part-time or contract basis and the waitlist for a standard audiologic assessment has been unacceptably lengthy. Additionally, the lack of dispensing audiologists in rural and northern communities results in families of children diagnosed with hearing loss having to drive many hour to an urban center for their hearing aid evaluation/earmold impression appointment at a dispensing clinic, initial fitting/verification appointment, and multiple follow up appointments. Families whose parents work in camp or are considered part of an "at-risk" community (common in the Northern Alberta communities) are often unable to make these long and repeated trips. For other families the cost associated with these repeated trips are great due to day off work, gas/mileage and hotel costs, not to mention days away from school. As a result, many children are NOT receiving the timely audiologic support they require. This geographic barrier, results in young children:

- •   Wearing ill-fitting earmolds for months at a time,
- •   Having malfunctioning amplification,
- •   A lack of current audiologic assessments,
- •   No consistent support for their hearing loss.

The lack of audiology services (regardless of parental choice to reside in northern or rural communities) is negatively impacting the education of children with hearing loss.

Understanding hearing and hearing loss, the diagnosis of hearing loss and the fitting of appropriate amplification is distinctly the role of audiologists in clinical and private practices and it is clear that the course work outlined will prepare students for these tasks. It is the Inter-professional Team Development course (INT D410) and the Principles of Professional Practice 1 (SPA 506) that will create a unique experience for University of Alberta MSc. Aud graduates. While many programs encourage their clinicians to think of patients, not merely as large ears, but as whole people, there is generally not course work dedicated to this very critical approach to patient care. Actual course work and experience that reflect the 'real-life' challenges and impacts of hearing loss, on families, toddlers in daycares, children in classrooms, teens in social settings, adults in their work environments and elders in their care facilities will be ground-breaking. It will allow audiologists to not merely be aware of these challenges but will provide the knowledge and experience in supporting patients beyond the audiogram.

Pending supervisory approval, I would be more than happy to provide the requested 8-12 week clinical placements. An educational audiology placement would undoubtedly contribute to the unique experience that a University of Alberta audiology student could receive, as such placements are not typical. None of my various clinical employment settings prepared me for the real-world challenges of hearing loss in the classroom. Of course, as a clinician I addressed background noise, seating placement, personal FM systems, however how this actually manifests in a real classroom setting is startling. The opportunity for audiology students to experience the real challenges faced by children in the 21st century classroom (where they spend approximately 30% of their waking hours) could have to potential to positively change the practice of pediatric audiology.

Please feel free to contact me with any questions or comments.

Krista Yuskow, Au.D, R.Aud
Educational Audiologist
Inclusive Learning Outreach
krista.yuskow@gmail.com

January 20, 2014

**PROFESSIONAL
AUDIOLOGY
C L I N I C   L T D.**

To Whom It May Concern:

Please accept this letter of support in favour of the implementation of an Audiology Program at the University of Alberta.

When I first became interested in the field of Audiology as a career, I was disappointed to learn that the closest program in Canada that I could enroll in was at the University of British Columbia. I was accepted into more than one program but ultimately chose to pursue my education in the field of Audiology at the University of British Columbia (UBC). However, had the option of attending closer to home at the University of Alberta (where I completed my undergraduate degree) been available, I would have leapt at the opportunity to complete my education here. In my graduating class at UBC there were only 4 Audiology graduates, 3 of whom were from Alberta and 1 from Manitoba. Pursuing a career in Audiology would likely be easier and more enticing to Alberta students if there was actually a program here. At our clinic we have been involved in the supervision of Audiology Masters students from other Canadian universities for student clinical practicums and would continue to do so with students being educated through the University of Alberta Audiology program.

As a professional practicing audiologist, I have noticed a shortage of audiologists in Alberta. Employers must always try to recruit graduates from Audiology programs in other provinces. It would be a lot easier to recruit graduates as employees who have actually attended the University of Alberta and thus are more likely to want to continue their working career in Alberta as well. As mentioned in the proposal, the implementation of a Universal Newborn Hearing Screening program has recently been approved by the Alberta government and is very important for providing adequate health care to newborn Albertans. However, there is already a shortage of audiologists in Alberta and so now questions remain about who will be able to implement that program and provide care to those infants identified with hearing loss. With the continuing surge of new inhabitants in Alberta coming for work opportunities, the need for more audiologists to service those people will only rise. With an increase in the size of aging population as baby boomers age, the need for adequate hearing services for seniors will also only continue to rise in Alberta. In my career as an audiologist thus far, I have noticed shortages in audiologists to fill positions in both the public and private sectors.

Many existing Audiology programs offered by Canadian Universities seem to favor either the diagnostic or treatment side of the field, with each having a reputation for being better in one area than another. The proposal that I read for the University of Alberta program appears to have an equal emphasis on both diagnostics and treatment which will make it a very desirable program for undergraduate students considering a career in Audiology to attend and a desirable program for employers in Alberta to want to hire new graduates from.

If you have any questions or concerns, please do not hesitate to contact me at robamber@gmail.com.

Sincerely,

Dr. Amber Roberts Darragh, M.Sc., AuD, R.Aud, Aud(C)
Doctor of Audiology, Registered Audiologist

2420 Ulrich Road N.W.
Calgary, AB T2N 4G5
5 February 2014

Karen E. Pollock, Professor and Chair
Department of Speech Pathology & Audiology
University of Alberta
2-70 Corbett Hall
Edmonton, AB T6G 2G4

Dear Dr. Pollock:

Re: Proposal for Audiology Program at the University of Alberta

As an audiologist, I wish to lend my support for the proposal to implement an Audiology Program at the University of Alberta.   Since I am not presently working other than on a volunteer basis I cannot comment on current issues such as access, wait times, staff recruitment/retention, or my ability to supervise student clinical practica. Throughout the audiology community there is a great concern for the lack of a provincial Early Hearing Detection and Intervention (EHDI) program in Alberta. We are shamefully behind most of Canada, the U.S., and internationally in this area and I am aware of recent late diagnoses in infants whose hearing impairments would have been diagnosed at birth had they lived in a province where a program exists. If an EDHI program is established in Alberta there will be an urgent need to increase the number of paediatric audiologists to provide timely assessment and follow-up of children referred for further testing. In addition, we have a burgeoning population of seniors, along with a younger demographic whose frequent use of personal listening devices will increase the demand for comprehensive audiology services. Presently, in my experience, there are few employment opportunities, aside from selling hearing aids in private practice, for PhD audiologists in Alberta who would prefer to work in an urban academic setting. There are issues with career mobility and advancement for more experienced clinicians, some of whom have left the field or left the province for greener pastures. There is very little human auditory research ongoing in Alberta in spite of the fact that hearing loss is a prevalent condition. I hope that progress can be made in these areas if an audiology program is established in Alberta, thus increasing our profile and public awareness of the benefits of our services. Ultimately, Albertans will benefit from improvements in audiology services.

Historically, audiology services have been underfunded in Alberta. As your document indicates, Alberta is below the average Canadian and U.S. ratios for service provider/population. Rural Albertans and those living in smaller towns and cities requiring certain secondary and tertiary services still have to travel to larger centres. Services have been focused largely on diagnosis, follow-up, management of hearing aids, cochlear implants and assistive devices. Other auditory (re)habilitation areas have not received as much attention from audiologists. Valuable educational audiology services remain limited. Much of the expansion in audiology services in Alberta since the Speech and Hearing Association of Alberta (now ACSLPA) Role of Audiology in Alberta (1997) document was produced has come from the private sector. Together, these facts support the U of A proposed program features of: "... providing services to underserved populations in the area and to underserved areas of the province through Telehealth service delivery. ..." and " ... strong emphasis on Rehabilitation models of care and

interdisciplinary collaboration ..." (p. 15), along with preparation for possible work in a private practice setting (p. 16).

I believe that the establishment of an in-house clinic is critical to the success of a new program as it gives students a safe haven to learn new skills. A well planned clinic could also contribute much needed service to the greater Edmonton area, especially if the provincial government establishes an Early Hearing Detection and Intervention (EHDI) Program. Since an EHDI program will no doubt involve not only infants but preschool and older children it may be possible for well trained students to play a significant role possibly including telehealth services. For an in-house clinic to succeed, it should be set up well in advance of the arrival of new students to allow time for the audiology staff to establish their services and work through any challenges that are bound to occur. Consultation with Alberta Health and existing audiological services in the Edmonton area in particular would be critical in establishing the proper niche for the University of Alberta clinic. It is important for students in a new program to have confidence that clinical practica will be well organized, with exposure to a variety of experiences, and allowing sufficient practicum hours. The risks to the student experience and to the reputation of the audiology program are large if these details are not sufficiently addressed early in planning.

The audiology proposal includes many exciting, innovative ideas that would be assets in any training program. U of A is well positioned for collaborations between audiology and disciplines such as speech-language pathology, education, medicine, engineering, psychology and neuroscience. The Faculty of Rehabilitation Medicine has a Chair in Military and Veterans' Clinical Rehabilitation. According to the U. S. Department of Veterans Affairs – Veterans Benefits Administration, Annual Benefits Reports for Fiscal Years 2011 (p. 9) and 2012 (p. 5) 9; 2012, p. 5) tinnitus and hearing loss were the most prevalent service-connected disabilities receiving compensation. The situation is likely similar for Canadian veterans returning from combat areas such as Afghanistan. This presents an unique opportunity for collaboration between an audiology program and other departments at the University of Alberta that could be a valuable asset to Alberta given the presence of a large military base in Edmonton and the likelihood that this is an underserved population with respect to auditory rehabilitation.

As a UBC alumna, I hope that the establishment of a new audiology program does not hinder the ability of students from that university in obtaining practicum placements in Alberta. I trust that there would be enough placements for all who desire them and that the two institutions would work together to ensure a positive outcome. According to the UBC website, only 6/12 students are accepted from outside BC, Yukon, NWT and Nunavut, therefore it appears that the impact from a new program would be manageable, especially if confined to summer practica.

I wish you success in receiving approvals to establish an Audiology program in Alberta.

Sincerely,

Patricia J. Muir, PhD., M.Sc., R.Aud, Aud(C)
Audiologist

PO Box 11213, Stn. Main,
Edmonton, AB T5J 3K5
rosehawk7@gmail.com

Jan. 28, 2014

Karen E. Pollock, Professor and Chair,
Department of Speech Pathology and Audiology,
University of Alberta,
2-70 Corbett Hall,
Edmonton, AB T6G 2G4

Dear Professor Pollock,

I have recently had an opportunity to review the proposal to establish a graduate
program in Audiology at the University of Alberta, and am writing to offer my whole-
hearted support. Throughout my 25 years of working in Alberta as a clinical
audiologist, an audiology clinic owner, and as an adjunct assistant professor (teaching
SPL students) I have often hoped for the establishment of this audiology program.
Indeed, as an audiology student myself in the 1980's, I would have much preferred to
attend a graduate program here in Alberta than as a foreign student in the United
States, which was the only feasible option.

During my years as the founding owner-operator of Wild Rose Audiology Clinic in
Edmonton (1994 to 2007), I was continually challenged to fill vacant audiology positions
at the clinic, and to meet the overwhelming demand for audiology services. Indeed,
throughout my 13 years at Wild Rose Audiology, our clinic was requested to provide
audiology service at several additional sites under the auspices of Aspen Health, Capital
Health, and Alberta Health (Whitecourt, Barrhead, Atcabasca, Morinville, Leduc, Fort
Saskatchewan) as they were unable to find audiologists to fill vacant positions. This
situation continues to this day, with not only Wild Rose Audiology, but other private
practice audiology clinics in Alberta providing additional service to vacant Alberta Health
sites. In spite of this, the wait time for service at most of Alberta Health's diagnostic
sites is several months, particularly unacceptable for children. The need for more
audiologists in Alberta is evident.

The proposed audiology program will require advanced practicum sites on an ongoing
basis, and I have been assured that Wild Rose Audiology is fully prepared to assist in
this regard. The clinic has, over the past years, supervised practicum students from

University of British Columbia, Dalhousie University, University of Western Ontario, University of Ottawa and Minot State University. In every case, we have found the practicum experience to enhance the knowledge, work and life of our clinic.

Audiology and Speech-Language Pathology programs have significant areas of course work in common, and it would be a natural and complementary extension of the current, highly-regarded SPL program at U of A to also provide an Audiology program. I wish you, the supporting staff and committee continued success as you pursue this proposal to its fruition.

Sincerely,

Peter Wightman, M.A., Aud(C)
Clinical Audiologist (retired)
Honourary ACSLPA Member

APPENDIX H - DETAILED BUDGET AND JUSTIFICATION

Ongoing Expenditures

Staffing, Hiring, Promotion, & Program Development

Table H1: Expected expenditures on academic salaries

Expenditures	Details	Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
Academic Salaries	including benefits + 4% annual increase for merit and COLA					
Academic Staff – Tenure Track*	3.0 FTE benefits @ 20%	$432,000	$449,280	$467,251	$485,941	$505,379
Academic Staff – Clinical Track*	2.0 FTE benefits @ 20%	$256,000	$266,240	$276,890	$287,965	$299,484
Academic Staff – Clinical Educator*	2.0 FTE benefits @ 20%	$256,000	$266,240	$276,890	$287,965	$299,484
Engineer	1.0 FTE benefits @ 20%	$120,000	$124,800	$129,792	$134,984	$140,383
Support Staff	1.0 FTE benefits @ 23%	$61,500	$63,960	$66,518	$69,179	$71,946
Technology Support - Rehab Med Technology Group	0.5 FTE for 1st year 0.25 FTE 2nd year benefits @ 23%	$43,050	$22,386	$23,281	$24,213	$25,181
Sessional Instructors	3 per year	$20,000	$20,800	$21,632	$22,497	$23,397
Sessional Instructors – Course Development	3 courses	$20,000	0	0	0	0
Teaching Assistants*	10 TAs for One Four-Month Term at 4 Hours/Week	$14,000	$14,560	$15,142	$15,748	$16,378
Total Salaries		**$1,222,550**	**$1,228,266**	**$1,277,396**	**$1,328,492**	**$1,381,632**

Academic Staff – Tenure Track

Due to the diversity of the subject matter, three tenure track positions are recommended for the program to cover the range of specialties and academic experience, as well as breadth and depth in research. Ideally the appointments will include one assistant, one associate and one full professor. It is expected that each tenure track position would be responsible for instructing 2-3 courses per year and supervising students in thesis (MSc or PhD) and SPA 900 research projects. The calculation is based on an average total compensation of $144,000 per position (salary & 20% benefits).

Academic Staff – Clinical Track

Two clinical track positions are recommended for the program. One position would be responsible for teaching 4-5 courses per year. The other position would serve as the Academic Coordinator of Clinical Education. The responsibilities would include coordinating external student placements, coordinating student participation in the in-house clinic, and teaching 4 courses including SPA 506 (1 credit), SPA 514 (2 credits), the seminar portion of SPA 522 and one additional course. The calculation for the clinical track positions is based on an average total compensation of $128,000 per position (salary & 20% benefits). Individuals in these positions must be certified/registered audiologists, and in order to recruit the most qualified and experienced applicants the salaries must be at least on par with clinical audiologist positions in AHS.

Student/Faculty Teaching Ratios

Justification of the proposed number of faculty members is supported by an analysis of the faculty-to-student ratios of university programs in Canada offering English language programs in Speech Language Pathology and Audiology. For the purposes of the analysis the Dalhousie University programs were excluded given that the programs are three years in duration and did not serve as an equal comparison. French language programs were also excluded as the programs typically include undergraduate as well as graduate students, making comparisons difficult. The results of the analysis are shown in the following tables:

Table H2: Faculty/Student Ratios for Canadian SLP Programs

Faculty/Student Ratios Canadian Speech Language Pathology Programs				
University	**New Students Admitted per Year**	**Total # Students**	**Faculty FTE**	**Student/ Faculty Ratio**
University of Alberta	**56 SLP**	**112^**	**14.5 / 13.5***	**7.72 / 8.30**
University of Toronto	44 SLP	88	12.0	**7.33**
McGill University	23 SLP	46	11.5	**4.00**
Western Ontario	35 SLP	70	13.0	**5.38**
University of British Columbia	24 SLP	48	7.5	**6.86**

*One position is being eliminated (following a retirement) in 2014-15, reducing the FTE in the budget from 14.5 to 13.5.

^Students in the thesis track often take an additional term or two, further increasing the number of students at a given time.

Table H3: Faculty/Student Ratios for Canadian Audiology Programs

Faculty/Student Ratios Canadian Audiology Programs				
University	New Students Admitted per Year	Total # Students	Faculty FTE	Student/ Faculty Ratio
University of Alberta (proposed)	**12**	**24**	**5**	**4.80**
Western Ontario	17-20 Aud	40	13	**3.08**
University of British Columbia	10-11 Aud	24	4.5	**5.33**

Academic Staff – Clinical Educators

The intention is to have the Audiology in-house clinic running full-time with two clinical audiologists staffing the clinic. These clinical positions would be responsible for supervising students completing in-house practicums and conducting research protocols. The calculation for the clinical track positions is based on an average total compensation of $128,000 per position (salary & 20% benefits). Is the intention of the program to seek grant funding for these positions from Alberta Health as the mandate of the clinic would be to provide services to underserved populations and underserved areas of the province through the provision of Telehealth services. The positions also could be partially funded through fee for service. Clinical educators must also be certified/registered audiologists with at least 3 years of clinical experience, and therefore their salaries must also be on par with clinical positions in AHS.

Engineer

Much of the work in an audiology program, from teaching to research to primary clinical delivery requires constant attention to the equipment. Devices need to be calibrated continually. While it is possible to contract these services, it is expensive and can result in large delays when devices break or require attention. Additionally, many experiments in audiology require unique software and hardware development. An onsite and full-time engineer would be able to set up unique software and hardware to support both the researchers in the department (and potentially the faculty) as well as the student research projects. The calculation for the engineer position is based on a Master's level Mechanical/Electrical or Software Engineer at $120,000 per position (salary & 20% benefits).

Technology Support - Rehab Med Technology Group

To support the highly technical nature of the program, including the integration of clinical equipment, the Electronic Medical Record, and telehealth/telesupervision, it is recommended that the program have access to 0.5 FTE of Technology Support for the first year and 0.25 FTE after the first year.

Teaching Assistants (TAs)

Although there are a small number of students in each of the classes, due to the high technical nature of the program and labs it is expected that course instructors will require the use of a teaching assistant at 4 hours per week. The budget is for provision of two TAs per year (4 hours per week for a 4 month term) for each of the tenure track and clinical track positions for a total of 10.

Other Ongoing Program Costs

Table H4: Expected expenditures on ongoing-program costs

Expenditures		Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
Ongoing-Program Costs						
Rental Space (3850 sqf / 358 sqm)*	Clinic Space	$77,000	$79,310	$81,689	$84,140	$86,664
Office Computers Upgrades (every 3 years)	2,000 x 8 – 7 academic, 1 admin	$0	$0	$0	$17,500	$6,400
Printers	4 shared	$0	$0	$0	$2,185	$795
Sound Suites & Equipment Calibration	Quarterly	$14,000	$14,420	$14,853	$15,298	$15,757
Electronic Medical Record – ASP	Ongoing Fees	$0	$8,600	$8,600	$8,600	$8,600
Laptop upgrades for Teaching Labs (every 3 years)		$0	$0	$0	$13,115	$4,777
Audiology Equipment Repairs and Upgrades (every 3 - 5 years)		$0	$25,000	$50,000	$75,000	$100,000
Audiology Clinic Supplies		$15,000	$15,450	$15,914	$16,391	$16,883
Travel (Recruitment and monitoring of external placement sites)		$10,000	$10,000	$11,000	$12,000	$12,000
Office Supplies and Sundries		$10,000	$10,300	$10,609	$10,927	$11,255
Communications - Telephone		$2,800	$2,884	$2,971	$3,059	$3,151
Photocopy Rental	$2000 x 2	$4,000	$4,120	$4,244	$4,371	$4,502
Postage		$1,250	$1,288	$1,326	$1,366	$1,407
Library Acquisitions & Staffing	See impact statement	$8,250	$8,800	$9,064	$9,335	$9,615
Total		**$142,300**	**$180,172**	**$210,269**	**$273,287**	**$281,806**

Rental Space

Rental space would be required to support the in-house clinic as the University has deemed that patient care falls outside of the mandate of the Clinical Science Building.

Total Ongoing Program Costs

Table H5: Total expected ongoing expenditures

Ongoing Expenditures	Details	Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
Total Salaries		$1,222,550	$1,228,266	$1,277,396	$1,328,492	$1,381,632
Total Ongoing Costs		$142,300	$180,172	$210,269	$273,287	$281,806
Total Ongoing Program Costs		$1,364,850	$1,408,438	$1,487,665	$1,601,779	$1,663,438

One-Time or Start-up Program Costs

Staffing, Hiring, Promotion, & Program Development

Table H6: Expected one-time expenditures related to staffing, hiring, promotion and program development

Expenditures		Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
One-Time or Start-up Program Costs						
Staffing, Hiring, Promotion, & Program Development						
Tenure Track Start-up Package*	$200,000 @ 3.0 FTE	$600,000	$0	$0	$0	$0
Recruiter	5 academic positions	$75,000	$0	$0	$0	$0
Advertising	5 academic positions	$5,000	$0	$0	$0	$0
Interview Costs	Avg $2,000 x 12 candidates including travel, accomodation, per dium	$24,000	$0	$0	$0	$0
Relocation	$5,000 x 3 academic positions	$15,000	$0	$0	$0	$0
Program Promotion		$10,000	$0	$0	$0	$0
Program Development & Implementation*	Consulting Fees	$160,000	$0	$0	$0	$0
Total for Staffing, Hiring, Promotion and Program Development		**$889,000**	**$0**	**$0**	**$0**	**$0**

Tenure Track Start-up Package

The tenure track start-up packages are budgeted at the upper end of range given the highly specialized research equipment requirements in the field of Audiology.

Program Development & Implementation

The consulting fee budget includes funding for the following activities:

- Project Management
- Interior space design of the clinic space
- Program and Clinic Development including:
    - Value stream mapping
    - P3 design sessions
    - 5S and visual controls
    - Electronic Medical Record requirements and implementation
    - Equipment requirements and coordination of clinic implementation

Renovation Expenditures

Table H7: Expected one-time expenditures related to renovations.

Expenditures		Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
One-Time or Start-up Program Costs						
Renovation						
Renovation Costs*	Clinic Space	$540,000				
Renovation Costs*	Clinical Sciences Building	$290,000				
Office furnishings*	4,000 x 2 – Clinical Educators	$8,000	$0	$0	$0	$0
Furniture for Clinic / Lab Space	Not including office furniture	$30,000	$0	$0	$0	$0
Sound Suites - Clinical Space*	2 - Acoustics RS-254 Sound Booths including shipping & installation	$146,000	$0	$0	$0	$0
Sound Suites - Teaching/Research labs in CSB*	3 - Acoustics RS-254 Sound Booths including shipping & installation	$219,000	$0	$0	$0	$0
Total for Renovation		**$1,233,000**	**$0**	**$0**	**$0**	**$0**

Renovation Estimates – Clinic Space

As indicated previously, the clinic will need to be located in a rental space given the current indications for use of the Clinical Sciences Building does not include patient care. Renovation of the rental space will be required for the clinic space. A Functional Program has been developed for the

clinic space and can be found attached in Appendix G. This functional program has been created in accordance with the a budget of $540,000 is anticipated for this renovation.

Renovation Estimates – Clinic Sciences Building
Some renovation of the Clinic Sciences Building will be required to accommodate the research labs and sound suites. A budget of $290,000 is anticipated for this.

Office furnishings
Given the office furnishings currently available in the Clinical Sciences Building, furnishings will only be required for the two clinical educators in the clinic space.

Sound Suites - Clinical Space and Clinical Science Building
The proposal includes a budget for 5 - Acoustic Systems RS-254 sounds suites (2 for the Clinical Sciences Building and 3 for the Clinic space) which include a single wall control and double wall exam suite. These booths have recently been subjected to extensive testing by Alberta Infrastructure and have been deemed the booth of choice to be implemented in current Alberta Health Services facilities. The exam side of this booth is also large enough to accommodate sound field testing and the testing of pediatric patients. A double room booth will allow the most flexibility for the clinic and lab space as each room could be used for individual purposes while not in use for patient testing requiring both sides of the booth. Using a double room instead of a single room with an open tester area also ensures patient confidentiality is maintained. Current trends in Lean Hospital Design are moving to private patient rooms and spaces for the purpose of maintaining patient confidentiality among other things such as infection control. With respect to infection control, the proposed booths also have wipe-able surfaces while many less expensive booths do not.

General Equipment Expenditures

Table H8: Expected one-time expenditures related to general equipment

Expenditures		Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
One-Time or Start-up Program Costs						
General Equipment						
Office Computers	2,000 x 8 – 5 academic, 2 clinical educators, 1 admin	$16,000	$0	$0	$0	$0
Printers	4 shared	$2,000	$0	$0	$0	$0
Server	Data storage and back-up	$25,000	$0	$0	$0	$0
Electronic Medical Record – ASP*	One Time Fee	$5,549	$0	$0	$0	$0
Electronic Medical Record – ASP*	Yearly Usage Fee	$8,600	$0	$0	$0	$0
Video Conferencing Equipment*	Classroom in CSB	$40,000				
Telehealth & Video Observation Equipment*		$70,000				
Smart Classroom setup*	$30,000 x 2	$60,000				
Smart Clinic Integration*		$40,000				
Laptops for Teaching Labs	2,000 x 6	$12,000				
Total for General Equipment		$279,149	$0	$0	$0	$0

Electronic Medical Record (EMR) – Application Service Provider (ASP)

An ASP model for the EMR is recommended over a local client server. The ASP model allows users to access the EMR through an internet connection from any location. All data back up and data management is the responsibility of the EMR provider. In addition the ASP model allows updates in software to be pushed out to clinics rather than the clinic having to manage that responsibility. This model will also allow users access to the current and ever growing library of forms and templates.

An ASP EMR implementation requires a one-time cost for implementation and training and an on-going monthly user fee. The budgeted amount is based on a quote received from Telus Health (please see attached in Appendix E), the owner of two of three EMRs currently qualified to provide service in the Alberta Health EMR program for Alberta physicians. The quote includes software licenses for 3 allied professional users and 1 support staff user. Students will be able to use the EMR at no extra charge.

Video Conferencing Equipment
In order to facilitate larger group Telehealth sessions, clinical education, collaboration with other facilities and clinical observation, the program is planning to outfit the main classroom in the Audiology area (CSB Room 6-126G) with a full video-conferencing set-up.

Telehealth & Video Observation Equipment
Each clinic & lab space will be outfitted with Telehealth equipment to allow for clinic observation and interaction from clinic space to Audiology in the Clinical Sciences Building to Corbett Hall. The Telehealth configuration will also allow service provision from the clinic space and the Clinical Sciences Building to outside locations around the province. Some of the Telehealth equipment will be fixed while some will be portable. Each office in the CSB and clinic space will be designed with the infrastructure to accommodate a Telehealth connection.

Smart Clinic Integration
This budget item is to cover the costs required for the integration of audiology equipment with the EMR so that results obtained can be ported into the EMR directly without the need for printing and scanning into the patient's record. Reports, including any required tracings, will be forwarded to physicians and clinics through fax directly from the EMR.

Audiology Clinic and Research Lab Equipment
The following is a table outlining the budget for out-fitting the booths in the research labs in the Clinical Sciences Building and clinic space. The recommended equipment is to out-fit each booth in a Lean Healthcare Clinic Design fashion minimizing the amount of waste in travel time required for both clinic staff and patient. Each booth would be designed to contain the equipment required for a diagnostic assessment and amplification check. Only 1 booth per space would contain evoked potential equipment. It is likely that the space required for a Rotary chair and VNG equipment could only be accommodated in the clinic space.

Table H9: Expected one-time expenditures related to Audiology Clinic and teaching lab equipment

Expenditures		Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
One-Time or Start-up Program Costs						
Audiology Clinic and Teaching Lab Equipment	# required and pricing based on example vendor					
Audiometers - Clinical with Soundfield	GSI-61 $9,856 x 4	$39,424	$0	$0	$0	$0
Audiometers - Screening	Inventis Harp $4,593 x 5	$22,965	$0	$0	$0	$0
Tympanometers - Diagnostic	GSI - Tymp Star $10,800 x 4	$43,200	$0	$0	$0	$0
Tympanometers - Screening	GSI 39 - Auto Tymp $6,360 x 2	$12,720	$0	$0	$0	$0
Otoacoustic Emission Equipment - Diagnostic	Otodynamics $10,404 x 4	$41,616	$0	$0	$0	$0
Otoacoustic Emission Equipment - Screening	Otodynamics $9,575 x 2	$19,150	$0	$0	$0	$0
Evoked Potential Equipment including ASSR, ECohG	Bio-Logic Navigator Pro $33,733 x 2	$67,466	$0	$0	$0	$0
Portable ABR and OAE Equipment	GSI Audioscreener $16,000 x 2	$32,000	$0	$0	$0	$0
Video-Otoscopes	MedRx $4,900 x 4	$19,600	$0	$0	$0	$0
Otoscopes	Welch Allen $350 x 6	$2,100	$0	$0	$0	$0
Hearing Aid Analyzer & Verification Systems	Verifit $12,995 x 4	$51,980	$0	$0	$0	$0
Video Visual Reinforcement Audiometry	Pehratex Video VRA $3,295 x 4	$13,180	$0	$0	$0	$0
Clinical computers for clinical integration	$2000 x 4	$8,000	$0	$0	$0	$0
VNG Equipment	Neurokinetics $31,000 x 1	$31,000	$0	$0	$0	$0
Rotary Chair	Neurokinetics $104,300 x 1	$104,300	$0	$0	$0	$0
Total for Audiology Clinic and Lab Equipment		**$508,701**	**$0**	**$0**	**$0**	**$0**

Total One-Time Program Costs

Table H10: Total expected one-time expenditures for the Audiology Program

One-Time Expenditures	Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
Staffing, Hiring, Promotion, & Program Development	$889,000	$0	$0	$0	$0
Renovation	$1,233,000				
General Equipment	$279,149	$0	$0	$0	$0
Audiology Clinic and Teaching Lab Equipment	$508,701	$0	$0	$0	$0
Total One-Time Program Costs	$2,909,850	$0	$0	$0	$0

Budget Summary

Total One-time and Ongoing Program Costs

Table H11: Total expected expenditures for the Audiology Program.

	Yr 1 2015-16	Yr 2 2016-17	Yr 3 2017-18	Yr 4 2018-19	Annual Ongoing
Total One-Time Program Costs	$2,909,850	$0	$0	$0	$0
Total Ongoing Program Costs	$1,364,850	$1,408,438	$1,487,665	$1,601,779	$1,663,438

APPENDIX I – LEARNING OUTCOMES AND CORE COMPETENCIES

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
MSc AUDIOLOGY PROGRAM
LEARNING OUTCOMES AND CORE COMPETENCIES

Table I1: Learning outcomes in core competencies

COURSE	Competency Framework Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR, 2014)						
	Audiologist	Communicator	Collaborator	Advocate	Scholar	Manager	Professional
YEAR 1, TERM 1							
CSD 502: Anatomy & Physiology of Speech & Hearing	E, A, I				A		
CSD 505: Speech Science	E, A, I				A		
CSD 503: Hearing Science & Disorders	E, A, I	E, A	E, A	E	A		
CSD 504: Speech Language Pathology for Audiology	E, A, I		E, A		A		E, A
CSD 501: Clinical Research Methods					E, A		
CSD 506: Principles of Professional Practice		E, A	E, A	E, A		E, A	E, A
YEAR 1, TERM 2							
CSD 508: Instrumentation	E, A, I				A		
CSD 510: Diagnostic Audiology I	E, A,	A		A	A		
CSD 512: Hearing Technology I	E, A,	A	A		A		
CSD 513 Aural (re) Habilitation I	E, A,	A	A	A	A		
INTD 410: Interprofessional Health Team Development	I	A, I	A, I	A, I			
CSD 514 – Intro to Clinical Practice	I	A, I	A, I	A, I		A	A, I
YEAR 1, SPRING/SUMMER							
CSD 517: Prevention and Promotion	I		A, I	A, I		A, I	
CSD 519: Aural (Re) Habilitation II	E, A,	A	A	A	A		
CSD 522: Clinic Practicum I	A, I	A	A	A	A	A	A

E = Exposure
A = Application
I = Integration

APPENDIX J – TELEHEALTH ABR ASSESSMENTS OF INFANTS AT THE NORTHERN LIGHTS REGIONAL HEALTH CENTER IN FORT MCMURRAY

Telehealth ABR: A Study of Improving Access

Kathy Packford, MSc, RAud(C), Melissa Polonenko, MClSc, RAud(C), Brian Schmidt, MSc, RAud(C) Katie Woo, MRehabSc

Glenrose Rehabilitation Hospital, Edmonton, AB

Alberta Health Services

Diagnostic ABR in Alberta

• In Alberta, Auditory Brainstem Response (ABR) testing is currently only available in larger centers :Edmonton, Calgary, Lethbridge, Medicine Hat

• The service is a tertiary service and should be delivered by experienced audiologists

• The population of Alberta is approximately 3,632,483

• Alberta has 17 cities that have a cumulative population of 2,458,748, 12 of which are in Northern Alberta

• Diagnostic ABR for Northern Alberta is only available in Edmonton.

Figure 1. Province of Alberta
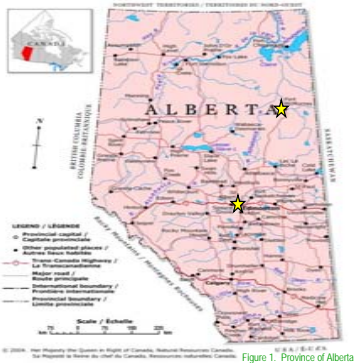
Remote ABR

• To facilitate access to ABR for infants in the Wood Buffalo area, a pilot project was developed to use remote ABR from GRH to Northern Lights Health Center in Fort Mc Murray

• The only difference in the Remote ABR is the way the audiologist accesses the equipment

• The audiologists operate the equipment from their office in Edmonton by using remote desktop access, while the child travels to their local health center

• Confidential encrypted videoconferencing is used in order that the family has a face-to-face encounter with the audiologist, and counselling can be completed within the session

• The audiologist can give the parents test results at the conclusion of the session and answer any questions the parents may have about their child's hearing

Working with an Assistant

• A speech language therapy assistant received hands on trained at the Glenrose Rehabilitation Hospital (GRH) in Edmonton to learn to prepare the infant for testing. Some of the duties of the assistant include:

• Preparing the baby for the testing, including scrubbing the skin, placing the electrodes on the surface of the skin, and with supervision, inserting earphones into the infant's ears

• Training for the assistant is critical as the ABR test requires that the electrode impedances be very low and that they be relatively equal on all the electrodes. Otherwise, electrical artifact can interfere with the recordings.

Figure 2. Training support staff

• Once the electrodes are in place, the audiologist is able to check the impedances and talk the assistant through the process of adjusting those electrodes that are out of compliance

• Throughout the ABR assessment, the assistant is able to change the insert earphones as needed (e.g. remove or re-insert when and if the infant is re-positioned)

• When bone conduction testing is needed, the assistant will be available to place the oscillator as directed by the audiologist

Overview of ABR Testing

• The instructions given to the family for the ABR testing are the same for the remote testing as the testing in Edmonton

• Preparation of the baby

• Case history

• Insert earphones are placed in the ear canals

• Pediatric ABR testing requires the infant to be asleep or resting, to minimize artifact.

• When baby falls asleep, averaging of the response begins

• Assistant removes the electrodes and insert earphones

Remote ABR Assessment

• Frequency-specific tone burst responses are collected from each ear at 500, 1000, 2000 and 4000 Hz

• Bone conduction responses are collected, if required

• If the infant is not sleeping well, at least a screening response to clicks can be obtained from each ear

• ABR tracings are saved as a pdf to the GRH network by the audiologist in order that no data is stored on the laptop at the site

• If possible, the assistant is supervised to place the OAE probe in the infant's ears for OAE testing and similarly for middle ear evaluation
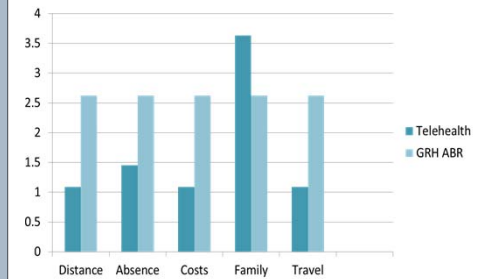
ABR and OAE Recordings
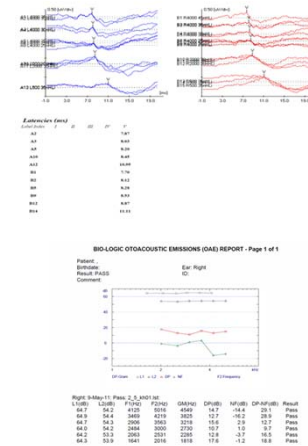
Counselling

Test results are given and parents counselled by the audiologist

Results of Parent Questionnaire

All factors were significant on a Chi-Square test except for Family: other family members needed care at both locations

Parent Comments

Families are appreciative of the new model of service delivery. Some of their comments:

" Doing the test here is an awesome convenience, especially in the winter season…."

"This technology should be encouraged for the residents of Fort McMurray as opposed to driving 500 km… with young infants and children under severe weather conditions"

Audiologists documented efficacy measures

Quality of ABR
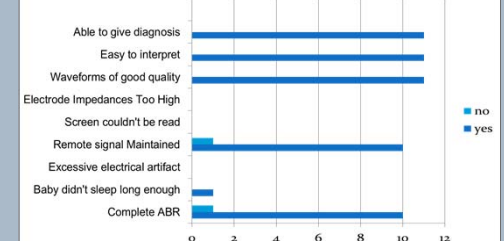
APPENDIX K – FUNCTIONAL PROGRAM FOR AUDIOLOGY CLINIC

The Functional Program for the Audiology Clinic has been developed based on space requirements and recommendations as per the following standard and reference:

Canadian Health Care Facilities (CSA Z8000-11). CSA Standards, September 2011.

Hayward, Cynthia (2006) *SpaceMed: A Space Planning Guide for Healthcare Facilities.* Hayward & Associates LLC.

APPENDIX L – LIBRARY IMPACT STATEMENT

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT

Proposal for MSc Audiology Degree Program.

The Chair of the Department of Speech Language Pathology and Audiology, Dr. Karen Pollock, has indicated that the Faculty of Rehabilitation Medicine plans to offer a Master of Science in Audiology (MScAud).

The program will allow students to complete the academic and clinical requirements of a professional program in audiology. Upon graduation, students will be eligible for national certification and professional licensure or registration through the provincial regulatory bodies. The program will help to alleviate a severe shortage of audiologists in Alberta and Canada. An initial enrolment of 12 students is expected with 12 enrolments per year in following years. All students will be additional to the current quota in the Faculty of Rehabilitation Medicine. The program will be completed in two academic years, the first students being admitted in Fall 2014.

Impact on Collections

While the proposed MScAud program has a structure similar to the existing MSc in Speech Language Pathology, a number of new courses will be offered in this program. The John W. Scott Health Sciences Library currently maintains subscriptions to sufficient databases to support these courses. While the library already maintains an audiology collection in support of the minor in audiology for Speech-Language Pathology students, an initial purchase of $3250 worth of monographs will be necessary to ensure the foundational collection is comprehensive enough to support MScAud students. The addition of 10 monograph titles per year (both new titles and new editions of existing titles) in print and online is estimated to cost $1000 per year.

The Library subscribes to many of the major journals in the field, but it would be desirable to subscribe to the following journal which is ranked fifth in impact factor by Journal Citation Reports in the subject category of Audiology & Speech-Language Pathology:

Audiology and neurotology: the science of hearing and balance. Estimated cost is approximately 1700 Swiss Francs (about CAN 1900) per year.

The addition of new students to the Library's licenses for electronic resources incurs a cost of $200.00 per student per year. For this program the cost to add twelve students is therefore $2,400.00 per year, rising to $4,800 in the second and subsequent years.

Impact on Staff Time

In the first year of the program, a library orientation session and a library instruction session (generally 2 hours) on literature searching will be required for incoming students. Development of new classes typically takes at least three hours of preparation time. The liaison librarian will need to devote time to familiarizing herself with resources in the area of audiology, developing a library resource guide for students, and purchasing books to build the foundational collection. The liaison librarian will likely devote at least 14 hours to the building of knowledge and development of instruction in the first year.

In addition to instruction for the incoming class, one further instruction session on advanced literature searching (2 hours) will be required for students in the second year of the program. At least six consultation requests can be expected from students in their second year, for assistance with their research for capstone and thesis projects. These consults often take an hour to an hour and a half each, and may also require time for preparation and/or follow-up. Time will also be needed to maintain collections and update resource guides. The liaison librarian will likely devote at least 22 hours to the development of instruction and offering of consults in the second and subsequent years of the program.

At a cost of $50.00 per hour of librarian time, an estimation of costs will be as follows:

Academic year 2014-2015:   **14 hours**   **$700**
Academic year 2015-2016 and subsequent years: **22 hours**   **$1100**

These estimates do not take into consideration audiology student interactions with the regular library service desk or librarian support for faculty research, as the impact on these services is difficult to estimate.

Impact on Library Space

There will be no impact on Library space or equipment.

Submitted by

Trish Chatterley

Trish Chatterley
Collections Manager
John W. Scott Health Sciences Library

C Dennett

Liz Dennett
Liaison Librarian to Faculty of Rehabilitation Medicine

DATE *November 27, 2013*

New Academic Program Library Impact Statement Certification

Submitted to the Academic Development Committee

The Library has examined the proposal for the MSc Audiology degree program in the Faculty of Rehabilitation Medicine. We anticipate that the new program will incur some additional costs for Library acquisitions and staffing.
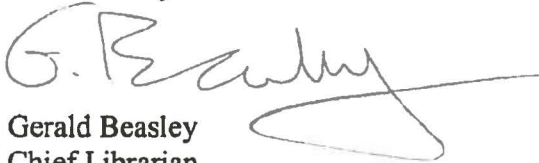
The attached commentary outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program and any additional costs it might entail.

We support the changes proposed by the Faculty and look forward to working with the instructors and students.

Executive summary of costs:

Total Costs	Initial Year	Ongoing - at full program capacity
1. Collections budget • Purchases • Subscriptions • Electronic access	$3250 $1900 $2400	$1000 $1900 $4800 (plus cost of inflation)
2. Capital budget	$0	$0
3. Operating/staffing budget	$700	$1100
Total Costs:	**$8,250**	**$8,800** (plus cost of inflation)

Submitted by

Gerald Beasley
Chief Librarian

Marlene Dorgan
Head, John W. Scott Health Sciences Library

October 2013

APPENDIX M – CALENDAR CHANGE REQUEST FORM

Faculty of Rehabilitation Medicine
Communication Sciences and Disorders

Audiology – new program proposal
Calendar Change Request Form

2015-16

Implementation: NORMAL __X__   EARLY _ __

Type of Change: PROGRAM Change _____

NEW COURSE __X_____   COURSE CHANGE _

COURSE DELETION _____   EDITORIAL ____

OTHER CHANGE ____X_____ (new degree program)

EXISTING	PROPOSED
172.2 Programs for Master's Degrees The Faculty offers master's degrees in Physical Therapy, Occupational Therapy, and Speech Language Pathology as well as a doctoral program in Rehabilitation Science. Refer to §205 Graduate Studies and Research section of the Calendar for program details. **174.2 Graduate Programs in Rehabilitation Medicine** Master of Science degrees are offered in the areas of Occupational Therapy, Physical Therapy, and Speech/Language Pathology. The Faculty also offers a MSc and PhD in Rehabilitation Science. See §205. The Faculty of Rehabilitation Medicine offers a number of credit post-baccalaureate certificate programs which formally acknowledge the study of particular themes within the rehabilitation discipline. The programs are designed to build on existing expertise of practicing clinicians and current students. The certificate programs provide both profession-specific as well as interdisciplinary evidence-based content and are offered in various formats which may include distance technologies and face-to-face learning. See §205.67.4.	**172.2 Programs for Master's Degrees** The Faculty offers master's degrees in Physical Therapy, Occupational Therapy, Speech-Language Pathology, and Audiology, as well as a doctoral program in Rehabilitation Science. Refer to §205 Graduate Studies and Research section of the Calendar for program details. **174.2 Graduate Programs in Rehabilitation Medicine** Master of Science degrees are offered in the areas of Occupational Therapy, Physical Therapy, Speech-Language Pathology, and Audiology. The Faculty also offers a MSc and PhD in Rehabilitation Science. See §205. The Faculty of Rehabilitation Medicine offers a number of credit post-baccalaureate certificate programs which formally acknowledge the study of particular themes within the rehabilitation discipline. The programs are designed to build on existing expertise of practicing clinicians and current students. The certificate programs provide both profession-specific as well as interdisciplinary evidence-based content and are offered in various formats which may include distance technologies and face-to-face learning. See §205.67.4.

205.15 Communication Sciences and Disorders

Department of Communication Sciences and Disorders
2-70 Corbett Hall
University of Alberta
Edmonton, Alberta T6G 2G4
E-mail: csd@rehabmed.ualberta.ca
www.csd.ualberta.ca

205.15.1 General Information

The Department of Communication Sciences and Disorders offers graduate work leading to the Master of Science degree in Speech-Language Pathology (MScSLP).

The MSc program is designed to develop competencies in the prevention, evaluation, treatment, and management of articulation, language, fluency, voice, and resonance disorders as well as in the fundamental practices of audiology. Developed for students who hold an undergraduate degree in a variety of fields other than speech-language pathology, this entry-level program offers a course-based master's and an optional thesis-based track and is designed to provide students with the academic and clinical education required for certification by provincial and national professional associations.

The thesis-based MSc in Speech-Language Pathology program is designed to provide speech-language clinicians with the research skills needed to study the etiology, prevention, diagnosis, and management of speech, language, and hearing disorders. Students will undertake thesis research to enhance their abilities to take leadership roles in academic, clinical, and laboratory settings.

The Department maintains laboratory, instrumentation, and clinical facilities for a wide range of research interests (e.g., speech science, motor speech disorders, voice, language development and disorders, craniofacial anomalies, hearing disorders, and clinical supervision).

More detailed information on the program may be obtained at www.csd.ualberta.ca

Practicum Intervention Policy

The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions, or site of practicum/ clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. Refer to §23.8.2 Practicum Intervention Policy for additional information.

Professional Ethics/Code of Student Behaviour

Students in the Department of Communication Sciences and Disorders are required to adhere to the professional code of ethics of their professional/licensing bodies. Refer to the Code of Student Behaviour. Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at www.governance.ualberta.ca.

Criminal Records Check

Students should be aware that under the *Protection for Persons in Care Act,* they may be required to satisfy a criminal-records check before being allowed to serve a period of internship, practicum placement or work experience. Refer to §23.8.3.

No change

205.15.1 General Information

The Department of Communication Sciences and Disorders offers graduate work leading to the Master of Science degree in Speech-Language Pathology (MScSLP) and the Master of Science degree in Audiology (MScAud).

The MScSLP program is designed to develop competencies in the prevention, evaluation, treatment, and management of articulation, language, fluency, voice, and resonance disorders as well as in the fundamental practices of audiology. The MScAud program is designed to develop competencies in the prevention, evaluation, treatment, and management of hearing, balance, and vestibular disorders as well as in the fundamental practices of speech-language pathology. Developed for students who hold an undergraduate degree in a variety of fields other than speech-language pathology or audiology, these entry-level programs offer a course-based master's and an optional thesis-based track and are designed to provide students with the academic and clinical education required for certification by provincial and national professional associations.

The thesis-based programs are designed to provide students with the research skills needed to study the etiology, prevention, diagnosis, and management of speech, language, and hearing disorders. Students will undertake thesis research to enhance their abilities to take leadership roles in academic, clinical, and laboratory settings.

The Department maintains laboratory, instrumentation, and clinical facilities for a wide range of research interests (e.g., speech science, motor speech disorders, voice, language development and disorders, craniofacial anomalies, hearing disorders, and clinical supervision).

More detailed information on the program may be obtained at www.csd.ualberta.ca

No change

No change

No change

Immunization Requirements and Bloodborne Pathogens Policy

Speech Pathology and Audiology students are health-care professionals who are exposed to patients during the course of studies at the University. ….

Human Immunodeficiency Virus (HIV):

The data relating to transmission of HIV ….

Entrance Requirements

Minimum entrance requirements include a four-year baccalaureate degree. The grade point average calculated across the most recent ★60 undergraduate (or graduate) courses must be at least 3.0 on the 4-point letter grading system at the University of Alberta or an equivalent standing from another recognized institution. However, the minimum grade point average of accepted applicants is usually substantially higher than 3.3. Applicants must have completed preparatory courses in areas fundamental to the program. Information on required preparatory courses and the English language proficiency requirement for the Department can be obtained from the Department website www.csd.ualberta.ca. Applicants who use the TOEFL exam to fulfil the English language proficiency requirement must present a minimum score of 600 (paper-based) or 115 (Internet-based). Applicants must submit three letters of recommendation, results of the Graduate Records Examination (GRE), and a statement of career interests. No minimum cutoff is used to evaluate GRE scores, since the scores are used in conjunction with other indicators of student potential. Personal interviews may be used if deemed necessary in making final selections. The deadline for submitting applications is January 15. For more information see www.csd.ualberta.ca

Financial Assistance

A limited number of teaching and research assistantships may be available within the Department. Successful candidates selected for the program are provided applications for department teaching and research assistantships. Students should review www.gradstudies.ualberta.ca for current information on available awards and other possible sources of funding.

205.15.2 The Degree of MSc in Speech-Language Pathology (SLP)

Program Requirements

Requirements for the course-based MSc-SLP include successful completion of a minimum of ★48, plus a research project equivalent to ★3 (CSD 900), and a minimum of 350 supervised clinical hours (300 direct contact). The prerequisite courses and program requirements ensure that students meet standards required for membership/certification in provincial and national professional associations. Information about prerequisite courses and the required program of study may be obtained from the Department of Communication Sciences and Disorders website www.csd.ualberta.ca.

Requirements for the thesis-based MSc-SLP include all of the academic and clinical requirements outlined above for the course-based track. However, instead of the research project (CSD 900), thesis-based students complete a thesis and an additional one-credit practical course in methods of data analysis. Additional coursework in research design, statistics, or specialized content may be recommended by the supervisor and thesis committee.

The period of residency is three four-month terms (fall, winter, fall) and one spring/summer term of full-time attendance at the University of Alberta.

No change

No Change

No change

No change

No change

Length of Program

A minimum of two calendar years will normally be required to complete the program. Students in the thesis-based track will most likely require at least one additional term to complete the program. The time required to complete the program may be varied for individual candidates but cannot exceed the statutory limits of the Faculty of Graduate Studies and Research as set out in §203.11.

New program

205.15.3 The MScSLP/Combined Program

The Department of Communication Sciences and Disorders and the Faculty of Rehabilitation Medicine offer a program of combined study which permits highly qualified students to earn both the MSc in Speech- Language Pathology and the PhD in Rehabilitation Sciences after five years of full-time study.

Each student must apply first to the MScSLP program, following the procedures in §205.15.1.

In addition, students must indicate on their online graduate application that they are applying to the combined MSc-SLP/PhD-RS program.

Following review by the MSc-SLP Admissions Committee,

No change

205.15.3 The Degree of MSc in Audiology (Aud)

Program Requirements

Requirements for the course-based MSc-Aud include successful completion of the courses listed below, plus a research project equivalent to ★3 (CSD 900), and a minimum of 350 supervised clinical hours (300 direct contact). The prerequisite courses and program requirements ensure that students meet standards required for membership/certification in provincial and national professional associations. Information about prerequisite courses may be obtained from the Department of Communication Sciences and Disorders website www.csd.ualberta.ca.

The following courses are required courses for the MSc-Aud:

CSD 501	CSD 508	CSD 519	CSD 535
CSD 502	CSD 510	CSD 522	CSD 536
CSD 503	CSD 512	CSD 530	CSD 537
CSD 504	CSD 513	CSD 531	CSD 538
CSD 505	CSD 514	CSD 532	CSD 540
CSD 506	CSD 517	CSD 533	CSD 541
CSD 900	INT D 410		

Requirements for the thesis-based MSc-Aud include all of the academic and clinical requirements outlined above for the course-based track. However, instead of the research project (CSD 900), thesis-based students complete a thesis and an additional one-credit practical course in methods of data analysis. Additional coursework in research design, statistics, or specialized content may be recommended by the supervisor and thesis committee.

The period of residency is three four-month terms (fall, winter, fall) and one spring/summer term of full-time attendance at the University of Alberta.

Length of Program

A minimum of two calendar years will normally be required to complete the program. Students in the thesis-based track will most likely require at least one additional term to complete the program. The time required to complete the program may be varied for individual candidates but cannot exceed the statutory limits of the Faculty of Graduate Studies and Research as set out in §203.11.

205.15.4 The MScSLP/Combined Program

No change

successful applications will be forwarded to the Rehabilitation Science PhD Program Committee for review. Admission will be recommended only for those students judged to have the ability and motivation to handle the significant demands of the combined program.

In addition to new applicants, students already admitted to the MScSLP program are eligible to apply for the combined program in the first semester of study.

Entrance Requirements

Applicants to the combined MScSLP/PhD program must meet the entrance requirements of both the MSc-SLP program (see §205.15.1) and the PhD in Rehabilitation Science program (see §205.68.1). They must have completed a four-year honors baccalaureate degree or a master's degree in a related field from a recognized academic institution. They must have completed the required preparatory courses for the MScSLP program and show evidence of research potential as demonstrated by scholarly work. In addition, they must meet the GPA, GRE, and English language proficiency requirements of each program and submit letters of recommendation.

Program Requirements

Students in the combined program will complete all of the requirements for the MScSLP and PhD programs, including coursework, clinical practica, candidacy, and research. The Program requirements for the MScSLP can be found in §205.15.2, and those for the PhD in Rehabilitation Science in §205.68.3. The PhD thesis will fulfill the research requirement for the MScSLP. The sequence of coursework and other requirements will be determined by the candidate's PhD supervisory committee in consultation with the Graduate Program Coordinator and Academic Coordinator of Clinical Education in the Department of Communication Sciences and Disorders.

Length of Program

A minimum of five calendar years will normally be required to complete the combined MScSLP/PhD program. The time required to complete the program may be varied for individual candidates but cannot exceed the statutory limits of the Faculty of Graduate Studies and Research as set out in §203.11.

205.15.4 The Post-baccalaureate Certificate in Francophone Practice for Speech-Language Pathologists

The Certificate, comprised of three graduate-level courses, is a collaborative effort between the Faculty of Rehabilitation Medicine and the Campus Saint- Jean. The Certificate provides SLPs with an opportunity to acquire information about normal and disordered speech and language, and become familiar with assessment and intervention methods and materials for child and adult Francophone populations. See §205.68.5.1 for a complete description including entrance and program requirements. Courses are listed in §231, Course Listings, under the heading Rehabilitation Medicine (REHAB).

205.15.5 Graduate Courses

Graduate courses can be found in §231, Course Listings, under the headings Rehabilitation Medicine (REHAB) and Communication Sciences and Disorders (CSD).

205.15.5 The Post-baccalaureate Certificate in Francophone Practice for Speech-Language Pathologists

205.15.6 Graduate Courses

231.83 Communication

231.83 Communication Sciences and Disorders, CSD

Department of Communication Sciences and Disorders
Faculty of Rehabilitation Medicine

Note: CSD courses are open to CSD students only.

Undergraduate Courses

CSD 200 Introduction to Communication Sciences and Disorders
*3 *(fi 6)* (either term or Spring/Summer, 3-0-0). An overview of the scientific study of communication, major types of speech, language, and hearing disorders, and the work of professionals In speech-language pathology and audiology. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students.

Graduate Courses

CSD 501 Clinical Research Methods
*3 *(fi 6)* (either term, 3-0-0). Investigation of strategies for demonstrating scientifically the impact of clinical intervention programs, both for accountability and for contributing to the knowledge base regarding effective treatment. Students will be advised to approach staff members as resources for development of specific projects in anticipation of CSD 900. (Restricted to MScSLP students only.)

CSD 502 Anatomy and Physiology of the Speech Mechanism
*4 *(fi 8)* (first term, 4-0-2). Lectures and demonstrations provide a systematic study of the gross anatomy and neuroanatomy of the respiratory, phonatory, resonatory, and articulatory subsystems and the physiology of respiration, phonation, and upper airway in speech production and swallowing. The embryological and post-natal development of these systems is considered. Review of the neural substrates underlying speech and language processing is included. Laboratories provide observational and simulated dissection experiences using computer software video, anatomical models, and prosected materials. (Restricted to MScSLP students only.)

new course

new course

CSD 505 Speech Science
*3 *(fi 6)* (first term, 3-0-1). Study of theoretical and applied aspects of acoustic phonetics, speech perception and speech production, including theory and application of methods (physiological, acoustic and perceptual) to record and analyze speech behaviors. Provides students with basic knowledge for entry into the field of speech-language pathology. Pre- or corequisites: CSD 502 or equivalent, CSD 507 and 515. (Restricted to MScSLP students only.)

new course

Sciences and Disorders, CSD

Department of Communication Sciences and Disorders
Faculty of Rehabilitation Medicine

Note: CSD Graduate courses are open to CSD students only.

Undergraduate Courses

No change

Graduate Courses

CSD 501 Clinical Research Methods
*3 *(fi 6)* (either term, 3-0-0). Investigation of strategies for demonstrating scientifically the impact of clinical intervention programs, both for accountability and for contributing to the knowledge base regarding effective treatment. Students will be advised to approach staff members as resources for development of specific projects in anticipation of CSD 900. (Restricted to MScSLP and MScAud students only.)

CSD 502 Anatomy and Physiology of Speech and Hearing
*4 *(fi 8)* (first term, 4-0-2). Lectures and demonstrations provide a systematic study of the gross anatomy and neuroanatomy of the auditory, respiratory, phonatory, resonatory, and articulatory subsystems and the physiology of audition, respiration, phonation, and upper airway in speech perception, speech production and swallowing. The embryological and post-natal development of these systems is considered. Review of the neural substrates underlying hearing and speech and language processing is included. Laboratories provide observational and simulated dissection experiences using computer software video, anatomical models, and prosected materials. (Restricted to MScSLP and MScAud students only.)

CSD 503 - Hearing Science & Disorders
*3 (fi 6) (first term, 3-0-1).
This course provides basic knowledge and principles of psychoacoustics and psychological evaluation. It concerns those aspects of normal auditory structure, function and perception important for a basic understanding of hearing. This course will also provide an overview of diseases, disorders and dysfunction of the auditory system including peripheral and central mechanisms and their treatments. Audiometric correlates and the communicative and social consequences of hearing loss will also be discussed. (Restricted to MScAud students only.)

CSD 504 - Speech Language Pathology for Audiology
*3 (fi 6) (first term, 3-0-1).
The course provides an overview of phonological, lexical syntactic-morphological, and pragmatic aspects of human communication associated with speech, language, hearing, and related disorders. Normal processes of speech and language comprehension and production over the life CSDn will be discussed. (Restricted to MScAud students only.)

CSD 505 Speech Science
*3 *(fi 6)* (first term, 3-0-1). Study of theoretical and applied aspects of acoustic phonetics, speech perception and speech production, including theory and application of methods (physiological, acoustic and perceptual) to record and analyze speech behaviors. Provides students with basic knowledge for entry into the field of speech-language pathology or audiology. Pre- or corequisites: CSD 502 or equivalent, CSD 507 and 515 for speech-language pathology students; CSD 538 or equivalent, CSD 515 or CSD 503 for audiology students. (Restricted to MScSLP and MScAud students only.)

CSD 506 – Principles of Professional Practice
*1 (fi 2) (first term, 1-0-1)
This is an introductory course in professional and clinical development in the field of audiology. It will include a basic introduction to many of the

	provincial, federal, professional and regulatory body acts and preferred practice guidelines that define professional behavior in audiology. It will relate these acts to the development of a personal and family-centered philosophy of practice across patient lifeCSDn, and disease process, keeping in mind cultural sensitivities. Format will consist of lectures, clinical observation and integration of cases into the classroom setting. (Restricted to MScAud students only.)
new course	**CSD 508 - Instrumentation** *3 (fi 6) (either term, 3-0-1). This course will cover fundamentals of electricity, electronics, and, digital signal processing within the context of audiological instrumentation (sound level meters, audiometers, OAE equipment, tympanometers, hearing aid analyzers). Students will also learn to calibrate and troubleshoot audiological instrumentation. (Restricted to MScAud students only.)
new course	**CSD 510 – Diagnostic Audiology I** *3 (fi 6) (either term, 3-0-1). The purpose of this course is to develop practical skills in assessment of adults and older children as well as interpretation of routine audiological evaluation. The primary focus of this course is pure-tone and speech audiometry including masking, immittance measures, and administration and interpretation of diagnostic audiological tests with an emphasis on detection of hearing loss and determining the site of lesion (differential diagnosis). (Restricted to MScAud students only.)
new course	**CSD 512 – Hearing Technology I** *3 (fi 6) (either term, 3-0-1). This course will orient students to hearing technologies that assist persons of all ages with hearing impairment (hearing aids, assistive listening and alerting devices, implantable technologies). Training in digital signal processing will introduce functions within modern hearing aids. Hands-on training will cover procedures for prescribing and verifying and troubleshooting hearing aids in adults. (Restricted to MScAud students only.)
new course	**CSD 513 – Aural (Re) Habilitation I** *3 (fi 6) (either term, 3-0-1). This course focuses on the theory, practice and issues related to the provision of aural rehabilitative (AR) services to deaf, deafened, and hard of hearing adults. The role of the audiologist in the provision of these services, and in partnership with other health professions, and consumer-based organizations will be explored. Students will transition from theory to practice through observation and participation in a variety of practical experiences. Practical experiences may include in-house and external placements in settings that include adult group aural rehabilitation programs (speech reading, communication strategies and management), cochlear implant program, senior centers and other community programs. (Restricted to MScAud students only.)
new course	**CSD 514 – Intro to Clinical Practice** *2 (fi 4) (second term, 2-0-1). This course provides students with an introduction to basic clinical principles and clinical practice in Audiology. It will focus on the development of professional skills and introductory clinical principles associated with audiological practice. Topics will include conducting patient interviews, counseling, infection control, and report writing. Patient-focused clinical care will be addressed through observation and discussion and reflection of clinical cases encountered during clinical experiences. Participation in patient case rounds will facilitate the transition from theory-to-practice. (Restricted to MScAud students only.)
new course	**CSD 517 – Prevention & Promotion** *3 (fi 6) (either term, 3-0-1). The focus is on theory-to-practice and covers issues related to noise in occupational and non-occupational settings, including educational facilities. Noise control, noise exposure measurement, hearing loss prevention through personal hearing protection, and room acoustics including noise issues related to the educational setting will be covered. Public education programs relating to noise will also be incorporated into this learning experience. (Restricted to MScAud students only.)
new course	**CSD 519 – Aural (Re) Habilitation II** *3 (fi 6) (either term, 3-0-1). This course focuses on the theory, practice and issues related to the provision of aural rehabilitative (AR) services to deaf, deafened, and hard of hearing preschoolers and school aged children. The role of the

	educational audiologist in the provision of these services, and in partnership with other health professions, and school-based organizations will be explored. Students will transition from theory to practice through observation and participation in a variety of practical experiences for different age groups. Practical experiences may include in-house and external placements in settings that include: early intervention programs, preschools, school based programs, school boards, pediatric rehabilitation programs, cochlear implant program and other community programs. (Restricted to MScAud students only.)
new course	**CSD 522 – Clinic Practicum I (in-house placement)** *6 (fi 12) (Spring/Summer, 0-6c-2). Credit. First-year students will practice and improve their basic clinical assessment skills during this in-house placement. The goals of this placement are for students to develop their basic audiological assessment skills and counseling abilities and to reinforce theory-to-practice drawing from concepts covered in concurrent and prerequisite course work. A minimum of 48 direct contact hours as well as simulated and indirect contact hours will be accrued. Seminar content will include topics of clinical and/or professional significance such as case management, ethics, health law patient information management, private practice, and process improvement. Flexibility in seminar topics will accommodate new topics as they arise. (Restricted to MScAud students only.)
new course	**CSD 530 – Clinic Practicum II (in-house placement)** *2 (fi 4) (either term, 0-2c-0). Credit. This in-house clinic experience allows second year students continued practical application of clinical procedures under direct supervision. Students will acquire experience with advanced audiological procedures and a range of patient ages. A minimum of 25 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisite: CSD 522. (Restricted to MScAud students only.)
new course	**CSD 531 – Diagnostic Audiology II** *3 (fi 6) (either term, 3-0-1). This course will continue on from Diagnostic Audiology I to cover advanced clinical audiological procedures and interpretation. The emphasis will be on modifications to clinical protocols for special populations, and advanced test protocols. Limitations of the basic, detection oriented battery will also be reviewed. Students will learn through a variety of formats that support knowledge integration and application, including clinical case examples, role-playing, demonstration and hands-on experience with clinical equipment and protocols. Prerequisites: CSD 510. (Restricted to MScAud students only.)
CSD 532 Advanced Clinical Practicum 4.5 *(fi 9)* (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.)	**CSD 532 – Advanced Clinical Practicum** *4.5 (fi 9) (either term, 0-12c-0). Credit. Full-time, supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses for speech-language pathology students, CSD 522 and 530 and all MScAud academic courses for audiology students. (Restricted to MScSLP and MScAud students only.)
CSD 533 Advanced Clinical Practicum *4.5 *(fi 9)* (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.)	**CSD 533 – Advanced Clinical Practicum** *4.5 (fi 9) (either term, 0-12c-0). Credit. Full-time, supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses for speech-language pathology students, CSD 522 and 530 and all MScAud academic course for audiology students. (Restricted to MScSLP and MScAud students only.)
CSD 534 Aural (Re)habilitation *3 *(fi 6)* (either term, 0-4L-0). Study of the diagnostic and treatment strategies for communication problems associated with childhood and adult onset hearing loss. Prerequisites: CSD 505, 507, 511 and 515.	**CSD 534 Aural (Re)habilitation for SLPs** *3 *(fi 6)* (either term, 0-4L-0). Study of the diagnostic and treatment strategies for communication problems associated with childhood and adult onset hearing loss. Prerequisites: CSD 505, 507, 511 and 515. (Restricted to MScSLP students only.)

(Restricted to MScSLP students only.) **new course**	**CSD 535 – Hearing Technology II** *3 (fi 6) (either term, 3-0-1) This course will support advanced clinical practice in prescribing and verifying hearing aids for persons of all ages, with an emphasis on evidence-based use of procedures and technologies. Advanced knowledge of the scientific foundations underlying current clinical practice will be supported and expected. Reading and discussion of evidence and modern protocols will critically evaluate advanced procedures in real ear measurement, prescription, electroacoustic evaluation of dsp, and outcome measurement. Prerequisites: CSD 512. (Restricted to MScAud students only.)
new course	**CSD 536 – Pediatric Audiology** *3 (fi 6) (either term, 3-0-1) This course will provide knowledge of the normal and disordered development of both hearing and the auditory pathways, as a scientific foundation for modern assessment procedures in pediatric audiology. The impact of teratogenic, congenital, and/or genetic anomalies on the normal development of the hearing system will be introduced. Protocols for clinical pediatric assessment will be taught in specific areas including high frequency tympanometry, and assessment of Auditory Processing Disorder and Auditory Neuropathy Spectrum Disorder. Case studies will be used to build emerging competence in integrating results across a test battery. (Restricted to MScAud students only.)
new course	**CSD 537 – Physiological Measurement** *3 (fi 6) (either term, 3-0-1) This course will cover foundational knowledge for objective physiological measurement of the auditory system using auditory evoked potentials and otoacoustic emissions. Basics common to these measurements will be treated including introductory signal processing (filtering, averaging, time domain and spectral analysis), and the types of acoustic stimuli and their calibration. (Restricted to MScAud students only.)
new course	**CSD 538 – Special Topics in Audiology** *3 (fi 6) (either term, 3-0-1) This course will provide an overview of special topics in Audiology including balance and vestibular assessment, medical audiology including pathology and genetics, pharmacology, and implantable technology not covered in other coursework. (Restricted to MScAud students only.)
CSD 540 Advanced Clinical Practicum *4.5 *(fi 9)* (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.)	**CSD 540 – Advanced Clinical Practicum** *4.5 (fi 9) (either term, 0-12c-0). Credit. Full-time, supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP and MScAud students only.)
CSD 541 Advanced Clinical Practicum *4.5 *(fi 9)* (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.)	**CSD 541 – Advanced Clinical Practicum** *4.5 (fi 9) (either term, 0-12c-0). Credit. Full-time, supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP and MScAud students only.)
CSD 900 - Directed Research Project *3 (fi 6) (either term or Spring/Summer, 0-3s-0). Required capping exercise for the MScSLP and MScAud program. Intended to develop students' inquiry, reflection, critical thinking, and writing skills and to provide a supervised experience in the disciplined investigation of a problem. Prerequisites: CSD 501. (Restricted to MScSLP students only.)	**CSD 900 - Directed Research Project** *3 (fi 6) (either term or Spring/Summer, 0-3s-0). Required capping exercise for the MScSLP and MScAud program. Intended to develop students' inquiry, reflection, critical thinking, and writing skills and to provide a supervised experience in the disciplined investigation of a problem. Prerequisites: CSD 501. (Restricted to MScSLP and MScAud students only.)
CSD 597 Advanced Clinical Practicum *1-4.5 *(variable)* (either term, variable). May be repeated. Credit. Full-time supervised clinical practice for a period varying from four to twelve weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of	**CSD 597 Advanced Clinical Practicum** *1-4.5 *(variable)* (either term, variable). May be repeated. Credit. Full-time supervised clinical practice for a period varying from four to twelve weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Direct contact hours

communication disorders under reduced supervision. Direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisite: CSD 516 and 524 and permission of the department. (Restricted to MScSLP students only.)	as well as simulated and indirect contact hours will be accrued. Prerequisite: CSD 516 and 524 and permission of the department. (Restricted to MScSLP and MScAud students only.)

OUTLINE OF ISSUE

Agenda Title: Proposal from the Faculty of Graduate Studies and Research for a Professional Development Requirement For Graduate Programs of Study

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the proposed changes to section 203 of the University Calendar introducing a new Professional Development Requirement for all graduate programs of study as submitted by the Faculty of Graduate Studies and Research (FGSR) and as set forth in Attachment 1, with implementation to begin in 2016.

Item

Action Requested	X Approval ⊠Recommendation ☐Discussion/Advice ☐Information
Proposed by	Dr. Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter	Dr. Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Subject	Adding a Professional Development Requirement for most graduate programs of study

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Recognizing the need for graduate students to develop knowledge and skills to prepare them for the transition to employment, FGSR established a FGSR Professional Development Advisory Board, bringing together internal and external stakeholders to examine issues relevant to careers for graduate students. The Advisory Board developed a strategic plan that included a proposal to require every graduate student to participate in a minimum amount of professional development alongside their disciplinary studies at the university. Further consultations led to refinements to the proposal to require every graduate student to develop an individualized professional development plan that would require at least 8 hours to complete its components. A similar requirement has been in place since 2003 that requires all graduate students to undertake a minimum of 8 hours of ethics and academy integrity training during their studies at the University of Alberta.
The Impact of the Proposal is	The proposed "Professional Development Requirement" places the onus on the graduate student to develop a plan that reflects his or her individualized needs, career plans, and interests. Sufficient time is given for both master's and doctoral students to develop their plans, before requiring the plans to be submitted to their departments (with "departments" defined in the Calendar to include Faculties where non-departmentalized). Some departments already have professional development requirements and the proposal reflects this by requiring graduate students to consult directly with their departments as to any specific departmental requirements. The proposal also places the onus on the student to submit evidence of the completion of the 8 hours to their departments prior to convocation (e.g. a signed statement from the student indicating that he or she did attend a workshop on careers in a particular industry, spent 3 hours of self-study using the resources available in CAPS, and did meet with a mentor etc.) No request is being made for an entry on the transcript concerning the completion of the proposed professional development requirement so as to avoid confusion as to meaning since some degree programs are by their very

	nature a professional development requirement for certain accredited professions.
Replaces/Revises (eg, policies, resolutions)	The proposal, if approved, inserts a new section 203.10 in the current Calendar, for implementation starting with the 2016-2017 Calendar, to provide for a "Professional Development Requirement" followed by the renumbering of the subsequent sections of section 203.
Timeline/Implementation Date	Changes are being proposed for the 2016-2017 Calendar, to take effect for new graduate students from September 1, 2016 on.
Estimated Cost	The individualized nature of the professional development plans reduces any potential costs on departments, with resources already available on a university-wide basis through FGSR, and through services offered by the Dean of Students such as CAPS. Several departments already offer departmental professional development programming and workshops. Future professional development offerings are planned by FGSR, using funds provided for this purpose by the provincial government.
Sources of Funding	Internal sources, as well as three-year project funding of $6.45m from the Provincial Government.
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	**Aligns with *Dare to Deliver; Dare to Discover* values** "Talented People - Research Culture: Fostering a collegial research culture that attracts and engages undergraduate and graduate students, post-doctoral fellows and faculty to extend the frontiers of knowledge within and across disciplines." "Transformative Organization and Support - Secure resources to provide the best education for our students, to support world-class research and creative activity and its dissemination and translation, and to foster citizenship."
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. ***Post-Secondary Learning Act (PSLA):*** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the *PSLA* 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). 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). 3. ***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)). 4. ***PSLA***: The *PSLA* gives Faculty Councils the authority 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 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.

6. *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.

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.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.

7. **GFC ASC's Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. 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)

8. **GFC APC's Terms of Reference (Mandate):** GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:

"Existing Undergraduate and Graduate Programs:
- Extension and/or Substantive Revision of Existing Programs
- Revisions to or Extension of Existing Degree Designations

All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). […]

The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal

	should be forwarded to GFC with an attendant recommendation from APC. […]" (3.13.) 9. **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))

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	FGSR Professional Development Advisory Board, 2013-2014 FGSR Council, January 21, 2015 & February 25, 2015 FGSR Council Policy Review Committee, February-March 2015 FGSR Council, March 25, 2015
Approval Route (Governance) (including meeting dates)	Approved by FGSR Council, April 29, 2015 Office of the Provost and Vice-President (Academic), DATE ? GFC Academic Standards Committee (May 21, 2015) GFC Academic Planning Committee
Final Approver	GFC Academic Planning Committee

Attachments:
1. Professional Development – Proposed Amendment to the 2015-2016 Calendar

Prepared by: Dr. Joanna Harrington, Associate Dean, Faculty of Graduate Studies and Research

Revised: 5/16/2015

Motion Approved by FGSR Council on 29 April 2015

Professional Development – Proposed Amendment to the 2015-2016 Calendar

Background: In November 2013, the FGSR established the Professional Development Advisory Board, bringing together internal and external stakeholders to examine the issues relevant to careers for graduate students and postdoctoral fellows, and to develop a strategic plan for professional development at the University of Alberta. A draft Professional Development Strategic Plan was brought forward to FGSR Council for discussion at its January and February 2015 meetings. Within the plan was a recommendation to introduce a policy requiring that every graduate student participate in a minimum amount of professional development, similar to the existing ethics and academic integrity requirement. A sample Individual Professional Development Plan (IDP Plan) was also included in the Professional Development Strategic Plan.

The Professional Development Advisory Board did not develop the policy language with respect to the above recommendation; that task fell to FGSR Council's Policy Review Committee, a smaller body than Council comprised of professors, staff and graduate students, with their work informed by the discussions that took place in January and February 2015. The FGSR Council Policy Review Committee developed the language for a proposed motion to amend the Calendar to add a new "Professional Development Requirement" using the "Academic Integrity and Ethics Training Requirement" found in section 203.9 of the Calendar as a model.

Notice of Motion: "For issues of substance, it is the tradition of FGSR Council that a notice of motion be presented at least one month prior to the date of submission of the motion. This enables councillors to discuss the issues and, if necessary, to obtain feedback from their home units and councils." (FGSR Council, Minutes, 1991/3/15). Notice of the proposal of the FGSR Council Policy Review Committee was brought before FGSR Council at its March 2015 meeting.

Intention of the Motion: The proposed amendments concern the 2015-2016 Calendar. The proposal, if approved, inserts a new section 203.10 in the Calendar, for implementation in 2016-2017, to provide for a "Professional Development Requirement" followed by the renumbering of the subsequent sections. In response to feedback from members of FGSR Council, the proposal provides for the possibility of both program exemptions and individual graduate student exemptions. A number of requests for a program exemption were received, and the explanations provided are noted below for the information of FGSR Council.

Process: The FGSR Council does not have the authority to make Calendar changes; however, endorsement from FGSR Council will be important for securing these changes through University Governance (e.g. General Faculties Council (GFC) and its committees). If University Governance accepts the changes to the Calendar, consequential changes will then be made to section 7 of the FGSR Graduate Program Manual so as to reflect the Calendar changes.

The motion

Be it resolved that FGSR Council supports efforts to have the following amendments made to the Calendar concerning graduate students, with the changes to come into effect for graduate students admitted on or after September 1, 2016:

Current Language	Proposed Language
	203.10 **Professional Development Requirement** The University of Alberta considers professional development to be an important component of any graduate student's program of studies. Professional development refers to knowledge and skills that complement the disciplinary knowledge and technical skills that remain the most important aspects of graduate education, with a view to assisting graduate students to transition into employment. All graduate students at the University of Alberta are required to submit an individualized professional development plan to the department for their program of studies within 12 months of the program's commencement for master's students and within 18 months of the program's commencement for doctoral students. The plan is a career and skills planning document that allows graduate students to consider their future careers in an organized way and to plan their participation in professional development activities in conjunction with their academic activities. A template for an Individual Professional Development plan is available from the Faculty of Graduate Studies and Research. It is required that all graduate students will spend at least 8 hours on completing the activities proposed in their plan. Graduate students should consult directly with their department (or Faculty where non-departmentalized) as to specific professional development requirements. Prior to convocation, all graduate students must submit evidence of the completion of this

	requirement to their department.
	The Professional Development Requirement does not apply to students in graduate programs offered by the Faculty of Education and the Faculty of Law. A graduate student in a non-exempt program may seek exemption from the Professional Development Requirement with the approval of their supervisor (if thesis-based), the graduate coordinator, and the Dean of the Faculty of Graduate Studies and Research.
203.10 Convocation …	203.**11** Convocation …
203.11 Time Limit for Completion of Graduate Programs …	203.**12** Time Limit for Completion of Graduate Programs …
203.12 Program Extensions …	203.**13** Program Extensions …
203.13 Intellectual Property …	203.**14** Intellectual Property …
203.14 Appeals and Grievances …	203.**15** Appeals and Grievances …
203.15 Course-based Master's Programs ..	203.**16** Course-based Master's Programs …
203.16 Thesis-based Master's Programs …	203.**17** Thesis-based Master's Programs …
203.17 Doctoral Degrees …	203.**18** Doctoral Degrees …
203.18 Shared Credential Master's and Doctoral Degrees …	203.**19** Shared Credential Master's and Doctoral Degrees …
203.19 Individual Interdisciplinary Studies …	203.**20** Individual Interdisciplinary Studies …
203.20 Diploma and Certificate Program ..	203.**21** Diploma and Certificate Program …

Note that any links within the Calendar to existing sections 203.10 to 203.20 will need to be revised, if this proposal is approved, to reflect the new numbering.

Exemptions – For Information

Faculty of Education – From the Associate Dean (Graduate Studies): "Faculty of Education graduate programs are housed in four Departments, one School, and one program is offered on a Faculty-wide basis (Educational Studies). Based on feedback from systematic consultations to assess the need for the Professional Development Requirement within each of these units, the Faculty of Education seeks a Faculty-wide exemption from the graduate Professional Development Requirement. Professional Development is a valued aspect of our graduate programs and is evident and supported across Faculty of Education graduate programs.

Graduate programs in the Faculty of Education are professionally oriented and focused in three areas: education, psychology, and library and information studies. Graduate students in course-based master's programs currently comprise 60% of our graduate student body in the Faculty of Education. Many of our graduate students are working professionals returning to university from positions in education, psychology, and related settings. Several of our programs are designed so that graduate students can complete their graduate education while working. Further, several of our programs, both (doctoral and master's) are accredited with external professional bodies. Finally, our graduate programs include community-based professional practicum placements, full-year pre-doctoral internships in the community, and community service learning courses.

Based on results of the Faculty of Education Fall 2014 Graduate Exit Survey, 87% of our graduates rate the career relevance of their graduate courses as either 'excellent' or 'good'. Appropriateness of course requirements was rated either 'excellent' or 'good' by 88% of graduates. With respect to effectiveness of their program to meet goals to further career and professional development, 90% of graduates rated their program as either 'somewhat effective' or 'very effective'."

Faculty of Education – Department of Educational Policy Studies – From the Chair and Associate Chair (Graduate Studies): "The Department of Educational Policy Studies offers several professional development initiatives (CV building, writing proposals for research and conferences, department organized research day, Community Service Learning (CSL) opportunities) for our graduate students in order to enhance their career opportunities when they complete their programmes. We also have links with several professional organizations whose interests overlap with our students' areas of scholarship. Most of our master's and Ph.D. students are professionals working part-time on their degrees."

Faculty of Education - Department of Educational Psychology – From the Associate Chair (Graduate Studies): "Most of the programs offered by the Department of Educational Psychology are professional in that they either require individuals to already have career employment (e.g. School Psychology), or the intent of the program is to prepare students for careers (e.g. Counselling Psychology). Moreover, most programs contain a year-long internship whereby the student is receiving both experience and exposure to the practical world associated with their program area."

Faculty of Education – Department of Elementary Education – From the Associate Chair (Graduate Studies): "The course-based master's students in Elementary Education normally enter graduate studies while they are already working as teachers, and in fact we require at least two years of teaching experience as a minimum entry requirement, which eliminates anyone without

professional work experience. Our students tend also to be pursuing their Master of Education (M.Ed.) degree after years of teaching as a route to increased responsibilities i.e. required to be become a principal, for consultant positions, for work they may be doing within Ministries of Education etc. in various locations, with some of our online students being out of province, or to increase their salaries in accordance with Teacher Qualification Services requirements. As our thesis-based master's students shift programs after entry to the course-based master's (i.e. they cannot enter directly into the thesis route), and cannot shift to thesis route until after they have successfully completed a research methods course. It is probably best to have them exempt as well – most also return to classroom positions or maintain their roles while completing their degree."

Faculty of Education – Department of Secondary Education – From the Associate Chair (Graduate Studies): "The majority of our graduate students are working professionals in the field of Education. While we think this is an important initiative and would promote it to our grad students and even encourage some of our grad students to pursue this professional development, we feel it isn't appropriate for our students as a requirement."

Faculty of Education – School of Library and Information Studies – From the Associate Chair (Graduate Studies): "The rationale for seeking exemption for the graduate programs offered by the School of Library and Information Studies lies in the fact the School has a required, non-credit course entitled LIS600: Capping Exercise. In this course, students develop a comprehensive ePortfolio, using the Mahara platform, to provide details about their professional development, leadership competencies, professional engagement, career planning as well as instances, examples and artifacts that represent their knowledge and skills gained throughout the program."

Faculty of Education – Educational Studies – From the Director of the Educational Studies program: "This program is for teachers who continue in their positions while studying, and many of them have many years of teaching experience."

Faculty of Law – From the Associate Dean (Graduate Studies and Research): "The Faculty of Law wishes to be exempt from a mandatory professional development requirement for its graduate programs. The largest degree program offered by the Faculty of Law is the *Juris Doctor* (J.D.) program. This is an undergraduate degree, but it is not a direct-entry undergraduate degree, with students having completed a degree, and sometimes a graduate degree, in a variety of fields before pursuing the *Juris Doctor*. Our graduate programs in Law build on this reality and context, with most graduate students in Law having been admitted after qualification as lawyers in Canada, or in other jurisdictions, and after having spent at least some time as professionals in the practice of law (and in several cases, as professionals in other disciplines). Accordingly, graduate students in the Faculty of Law generally have significant prior professional experience, either in Law or in their previous disciplines, including Education and Engineering, such that an across-the-board mandatory professional development requirement would not serve a useful purpose as part of their graduate education. For rare exceptions where this is not the case, the Faculty of Law can provide professional development training as needed, building on the career services offered for the *Juris Doctor* students."

FINAL   Item No. 9

OUTLINE OF ISSUE

Agenda Title: Proposal from the Faculty of Graduate Studies and Research and the Faculty of Science for an MSc in Urban and Regional Planning

Motion: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee the admission and academic standing requirements for a proposed Professional Master of Science in Urban and Regional Planning, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Science and as set forth in Attachment 1, for implementation in September 2016.

Item

Action Requested	☒Approval ☐Recommendation ☐Discussion/Advice ☐Information
Proposed by	Mazi Shirvani, Vice provost and Dean, Faculty of Graduate Studies and Research; Sandeep Agrawal, Professor & Inaugural Director Undergraduate Program in Planning, Faculty of Science
Presenter	James C Cahill, Faculty of Science, Sandeep Agrawal and Bob Summers, Department of Earth and Atmospheric Sciences
Subject	(New) Master of Science in Urban and Regional Planning, Department of Earth and Atmospheric Sciences

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish a new course-based Master of Science in Urban and Regional Planning with a focus on resilient planning and attention to issues related to climate change, extreme weather, winter cities and northern towns. This program would represent the second master's level planning degree in Alberta. The University of Calgary has offered an interdisciplinary, design-based planning program for 35 years. The proposed program differs significantly from the U of C program in its resilience-based focus with a geographic and topical focus on northern communities, communities based on local or regional resource extraction, and climate change adaptation.
The Impact of the Proposal is	The proposed program would speak to the following: 1. A strong demand in Alberta from industry, students, and the professional governing bodies for the development of a program at the University of Alberta. 2. An ongoing labour market need for graduate from this program which is a professional program that is designed in line with professional accreditation standards. 3. The ongoing demand for Planners globally. 4. Building upon existing strengths in Planning at the University of Alberta including strong industry support and engagement. 5. The long term benefits of improvement planning for Alberta's communities.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September 2016
Estimated Cost	$394,430 per year. See attached proposal for details.
Sources of Funding	Program is cost recovery. See attached proposal for details.

Notes	

Alignment/Compliance

Alignment with Guiding Documents	*Dare to Discover; Dare to Deliver*
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	**1. Post-Secondary Learning Act (PSLA):** The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA 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).
	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).
	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. These 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 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 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.

7. 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.

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.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.

8. 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. 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)

9. GFC Academic Planning Committee (APC) Terms of Reference (Mandate) – Establishment / Termination of Academic Programs: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor. (3.8.a)

a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.

10. PSLA Program of Study Regulation: *Application for approval.* 2. The following must apply for approval, in the form required by the Minister: (a) a public post-secondary institution that proposes to establish, extend, expand, reduce, suspend, terminate or transfer a degree program or a diploma or certificate program offered or to be offered in Alberta

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Earth and Atmospheric Sciences Department Council, Dean of Arts, Dean of Extension, Dean of Science. Cost-recovery proposals are to be reviewed by the Registrar's Advisory Committee on Fees (RACF), with any recommendation on the cost-recovery component of the proposal to be forwarded to the Provost and Vice-President (Academic) for final approval. GFC ASC SOS (May 7, 2015)

Approval Route (Governance) (including meeting dates)	Science Chairs Committee, March 29, 2015; Faculty of Graduate Studies and Research (Apr 29, 2015); GFC ASC SOS (May 7, 2015) For discussion only GFC Academic Standards Committee (May 21, 2015) (for recommendation); GFC Academic Planning Committee (June 10, 2015) (for approval)
Final Approver	GFC Academic Planning Committee Minister of Innovation and Advanced Education

Attachments

Attachment 1: Faculty of Graduate Studies and Research and Faculty of Science Proposal for a (New) Master of Science in Urban and Regional Planning

Attachment 2: Calendar Changes

Prepared by: Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) (kate.peters@ualberta.ca)

Revised: 5/16/2015

DEPARTMENT OF EARTH & ATMOSPHERIC SCIENCES

FACULTY OF SCIENCE

UNIVERSITY OF ALBERTA

PROPOSAL FOR THE DEVELOPMENT OF A PROFESSIONAL MASTER'S DEGREE PROGRAM IN URBAN AND REGIONAL PLANNING AT THE UNIVERSITY OF ALBERTA

May 9, 2015

DR. SANDEEP AGRAWAL
DR. ROBERT SUMMERS

Table of contents

Institution	University of Alberta
Program/specialization title	Urban and Regional Planning
Credential awarded	Master of Science in Urban and Regional Planning
Proposed Implementation Date	Sept 1, 2016

1 Program Overview

1.1 Type of Initiative:

This proposal is for the development of a course-based professional graduate program in Planning to begin in Fall 2016 leading to a Master of Science in Urban and Regional Planning degree.

1.2 Program Description

The proposed course-based professional graduate program in Planning will offer a *Master of Science in Urban and Regional Planning* (M.Sc. Planning) with a focus on the issues of climate change, winter cities, and northern resource towns and how they relate to planning and development, in other words, planning for resilient cities and regions.[1] The proposed program will be an advanced study program centred on a core consisting of planning studio, other core and optional courses such as planning for resilient cities and regions, internship and field school, plus a major research paper or project.

The degree program is unique in two dimensions: 1) the relevant and practical focus of the program on resilient planning expressly on issues related to climate change, extreme weather, winter cities and northern towns; and 2) the options of either a two-year or one-year streams. The one-year stream, much like an executive MBA program, is designed for those who are already in the profession but seek to advance their education. These two elements differentiate the program from other master's degrees offered by various Canadian universities, and position it at the leading edge of contemporary planning.

The need for the program emerges from global and local trends of rapid urbanization, urban sprawl, rapid economic shifts, migration, climate change and adaptation, challenges to

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[1] Planning for resilient cities and regions aims to sustain urban and rural viability and improve the quality of life for residents amidst global economic and socio-political crisis and climate change. The concept of resilience relates to the degree to which various environments and systems can tolerate changing conditions and circumstances before adapting and reorganizing around a new set of structures and processes.

sustainability, and emergence and decline of resource-based towns. These structural, societal, and economic shifts affect planning practice in significant ways. The program will help students understand global and local dynamics. From this understanding, the program will ground students in approaches to new planning challenges.

1.3 Enrollment Plan

Table 1 and Table 2 outline the overall enrollments in the one- and two-year streams, respectively. The FLEs for the program are the same as the enrollment as initially, all students will be full time.

Table 1: Enrollment in Two-Year Degree Stream

Proposed Enrolment	2016–17	2017-18	2018-19	Annual Ongoing
Total Full-Time head count	15	30	30	30
Full-Time Year 1	15	15	15	15
Full-Time Year 2	0	15	15	15
Total Part-Time head count	0	0	0	0
Part-Time Year 1	0	0	0	0
Part-Time Year 2	0	0	0	0
Anticipated No. of Graduates		15	15	15

Table 2: Enrollment in One-Year Degree Stream (Note: students will be admitted to the second year of the two-year stream)

Proposed Enrolment	2016–17	2017-18	2018-19	Annual Ongoing
Total Full-Time head count	0	5	5	5
Full-Time Year 1	0	0	0	0
Full-Time Year 2	5	5	5	5
Total Part-Time head count	0	0	0	0
Part-Time Year 1	0	0	0	0
Part-Time Year 2	0	0	0	0
Anticipated No. of Graduates	0	5	5	5

2 Demand

2.1 Student Demand

In recent years, our department has received many inquiries about the possibility of completing a master's degree in planning at the University of Alberta. A review of available emails in our records indicates 42 such requests over the last few years. Additionally, there have been phone and in-person inquiries that we have not recorded.

Applications and enrollment at other graduate planning programs across Canada are strong, with programs such as Ryerson University accepting 30 of more than 300 applications each year, Waterloo University accepting 36 of 109 applications, University of British Columbia accepting 41 of more than 180 applications, and the University of Calgary accepting about 40 students into their program (the number of applications was not available).

Classroom surveys of 44 students (20 Planning majors, 19 Human Geography majors, and 5 from other programs) in four third- and fourth-year Planning and Geography courses identified 31 students who responded that they would be likely to apply to either the one- or two-year Master of Urban and Regional Planning program at the University of Alberta.

2.2 Labour Market Analysis

The Canadian Institute of Planners (CIP) currently has more than 7,500 members and the Alberta Planning Professional Institute has more than 800. CIP membership is a professional designation and has become a requirement for most professional planning positions, both in the public sector and in private practice. The following analysis focuses upon the market demand for planners in Alberta, but there is a growing number of positions open for planners nationally and internationally. As noted earlier, as a result of CIP reciprocal recognition agreements and international demand, there are many opportunities for planners to work outside Canada.

2.2.1 A Long-Term Shortage of Professional Planners

There is a longstanding shortage of planners in Alberta. As early as 2001, Alberta Municipal Affairs and the AACIP (now APPI) carried out a joint review of the current state of planning practice in Alberta which first identified the concern of a shortage of planners. In 2007, the Alberta Municipal CAO Survey[2] identified the difficulty in filling planning positions due to a shortage of professional planners. It identified a need for "expanding post-secondary programs in municipal planning and development."

From November 2007 through January 2008, the Department of Earth and Atmospheric Sciences undertook a survey of planning employers across Alberta. In that study, 96% of

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[2] http://municipalaffairs.gov.ab.ca/documents/ms/2007_CAO_FINAL_Survey_Report.pdf

respondents indicated that they had difficulty recruiting planners. During that process, the program received numerous letters of support, many of which also indicated that there was also a need for a graduate program to provide greater expertise for more senior planning positions in the Province.

The proposed master's degree program seeks to address this need. As can be seen in the position advertisements in Appendix D, positions such as senior planner, planner II, planning manager, planning director and others require that individuals have a master's degree. This differs from entry level and front line service delivery positions that require only an undergraduate degree such as development officers or planner I positions. The difference largely relates to the different roles of implementing plans and developing plans with the latter requiring a more advanced understanding of planning theory and practice.

For this proposal, we carried out a survey of planning employers across Alberta and received responses from 69 planning employers representing 551 planners; this represents approximately two-thirds of Planners employed in Alberta.

A Masters of Planning Program at the U of A Would be Beneficial to My Organization.
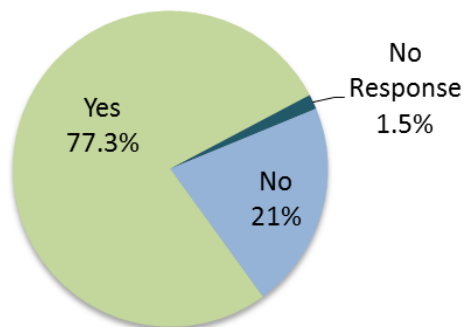
Yes 77.3%
No 21%
No Response 1.5%

A Masters of Planning Program at the U of A Would be Beneficial to Alberta.

Yes 98.5%
No Response 1.5%
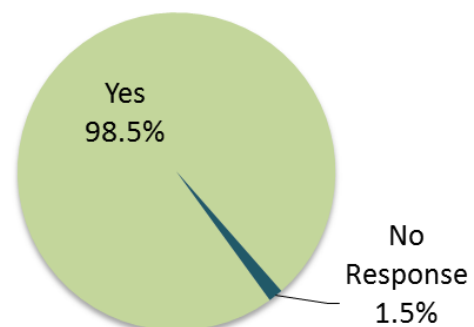
The survey indicated a great deal of support for the development of a new program. As can be seen in the charts above, more than three-quarters of respondents felt that a new planning program would benefit their organization.

When asked to comment on whether the development of such a program would benefit Alberta as a whole, all but one respondent (who did not answer) indicated that the program would be beneficial to Alberta; no one suggested that it would not be.

Long-term trends in increased planning employment are expected to continue not only due to growth and the replacement of an earlier generation of planners, but because of an increasing role for planning in contemporary society. In terms of scope the role of planning has expanded from basic zoning in the 1960s to include a broad range of planning specializations. One was emphasized by the recent provincial establishment of regional planning in Alberta. Added to this increased scope is the increased role of planning due to a new emphasis on community

involvement in development and redevelopment. Planners are the key actors in bridging the relationship between the public, government, and developers. Increased public interest in the built environment and regulatory requirements for public involvement are resulting in an increased demand for planners.

2.2.2 *Planning for Resilient Cities and Regions and the Relevance to Alberta and other areas*

With a geographic focus on northern regions and cities affected by winter climates, an economic focus on areas with significant influence by local or regional resource industries, and a theoretical focus on adaptive planning and resilience, the program will hold a very specific niche in North American planning education. While the core focus and strengths of the program will be particularly relevant for Alberta, it will be equally relevant for cities and regions throughout much of North America and Northern Europe, and the focus on adaptation and resilience will be transferable to planning practices everywhere.

2.3   Support provided by professional organizations, regulatory bodies, employers, and industry

Since its establishment in 2012, the U of A undergraduate planning program has received tremendous support from both private and public industry. An effort was made by one of our Planning Alumni to establish a $32,000 endowment in support the PJ Smith award (a $1,000 award and silver medal). Numerous U of A alumni contributed to this fund. MMM Group, a private consulting firm, spearheaded and raised funds as well. The event that MMM group puts together has now become an annual fundraising event with a target to raise funds for student scholarships especially at the first-year level. Stantec, a professional consulting firm in planning and engineering, has committed to providing three scholarships and two bursaries for students. The APPI directly supports planning education in Alberta through scholarships. Additionally, the Community Planners Association of Alberta (CPAA) offers annual scholarships to students who volunteer at their annual conference. Brookfield Residential has indicated a willingness to contribute $250,000 to $1.5 million to fund a *Planner in Residence* position and assist with raising the remainder of the endowment.

The APPI is the professional association responsible for planning in Alberta and has indicated support for the development of this program. It provided the following statement:

> The APPI is committed to supporting the establishment of accredited planning programs in Alberta, and specifically the University of Alberta's Master of Planning program, provided that the program can satisfy the national accreditation standards.

In terms of teaching support, the City of Edmonton has seconded three planners over the past two years to teach courses in the program at no cost to the university. Professional planners throughout the region have regularly guest-lectured in our courses. This past year, guest lecturers in the program included the following individuals (this is not necessarily comprehensive list):

Shari Clare and Robbi Bonin: *Environmental Planning Case Studies*

Erik Backstrom (RPP/MCIP): *Transit Oriented Development – The Case of Century Park*

Mitch Kosny (RPP/MCIP): *Social Housing – Regent Park a case study*

Victoria Brown (RPP/MCIP): *Provincial Planning Legislation*

Liam McClellan: *Rural Planning in Alberta*

Mark Brostrom (P.Eng): *Climate Change Adaptation*

Leanne Labossiere: *Wildfire Mitigation by Local Governments*

Ray Watkins (RPP/MCIP): *A Development Perspective on Planning*

Simon O'Bryne (RPP/MCIP): *Perspectives on Future Issues in Planning*

Dnyanesh Deshpande (RPP/MCIP): *Urban Design*

Brad Armstrong (RPP/MCIP): *Langdale Development Site Visit*

Mark Hall (RPP/MCIP): *Blatchford Redevelopment Project*

Greg MacKenzie: *LEED ND*

Nancy MacDonald: *Integrated Planning Processes*

Jean Porteous (RPP/MCIP)**:** *Planning Challenges in the Core of Stony Plain*

Om Joshi (RPP/MCIP): *Urban Design in the LUB*

Kees Prins: *Sustainable Architecture and Zoning*

Graham Beck (RPP/MCIP): *Sustainable Development and Land Use / Zoning Regulations*

Jolene Brooks & Holly Bichai (RPP/MCIP): *Technical Skills for Development Planners*

Mike Mellross: *Development Policy Development: Edmonton's The Way We Green*

Heather Chisholm (RPP/MCIP): *Planning and Sustainable Development*

Andrew McLellan (RPP/MCIP): *"The Influence of Inter-Urban Competition on City Development*

Jalene Anderson, Housing Support: *Homelessness in Alberta*

We have engaged with employers throughout the region and throughout Central and Northern Alberta and there is significant interest in supporting the program through educational opportunities such as studio projects, field school opportunities, and other learning opportunities. We have more opportunities for student involvement in projects (for field school, studio, and directed studies projects) than we can currently respond to.

Note: Letters of support are currently being collected.

2.4   Placements for Internship Program

Internships for the Master's program will be voluntary and will total no more than 15 per year. In written comments, respondents to our employer survey indicated an ongoing shortage of available interns in Alberta. Most graduate interns are brought in from outside Alberta. Many possible internship locations, such as rural communities, no longer have been seeking to take interns on due to the lack of availability. When asked how many interns employers would expect to take on an annual basis from the program, "if they were available," the responses totaled more than 60. When we sought internship opportunities for our undergraduate students, the first three employers contacted offered up more positions than we had students

to fill (the City of Edmonton alone offered 15 positions). As such, we anticipate no problems finding opportunities for our students to find internship positions. Currently, all those (10) who opted for the planning c-op program at the undergraduate level have fully paid positions between 8 to 12 months long in both public and private sectors.

3 Institutional and System Context

3.1 Institutional Strategy

Daring to Discover and Deliver – The Proposed Planning Program and the Vision for a Great University

The proposed planning program would contribute to the University's strategic vision statement *Dare to Discover: A vision for a great university*, and many of the goals of the *Dare to Deliver Academic Plan*.

The first cornerstone is to *attract talented people*. The new planning program will help achieve this by attracting outstanding students from Alberta and elsewhere. Additionally, it offers outstanding Alberta students an opportunity to study planning here at the University of Alberta at the graduate level. The planning program will expand the breadth of the University of Alberta's educational and research opportunities. The addition of the planning program will also enhance the university's efforts to attract postdoctoral fellows, researchers, and visiting faculty from around the world.

The development of a graduate program to complement our undergraduate program will help us in attracting outstanding faculty members. In addition to the people attracted directly into the planning program, the existence of the program makes the university and the department more attractive for human geographers, environmental earth scientists, GIS experts, and members of other disciplines who would find synergies with the new planning program. It enhances our reputation as a comprehensive university.

The "Dare to Discover" vision outlines the *enhancement of citizenship* amongst students as one of its cornerstones. The planning program will directly demonstrate the contribution of university discovery and scholarship to public policy by producing students ready to step into planning leadership roles in Alberta's communities. The planning program would help to directly link the Faculties of Science to public policy at multiple levels. Master's degree graduates from the University of Alberta's planning program would move into planning roles in local, regional, and provincial governments, non-governmental organizations, and private enterprise. Graduates from our program will help ensure that the interests of disempowered populations and future generations are represented in the growth and development of Alberta's communities. They will be employed in positions that could best be described as a form of "professional citizenship."

The third "Dare to Discover" cornerstone relates to connecting the university with other communities. The "Dare to Deliver" Academic Plan also encourages *connecting communities*. Community engagement is a cornerstone of contemporary approaches in planning and training our students in community engagement will be central to our program. The planning program will foster engagement across the province through the internship program, and through experiential learning for our students.

The employment of planning program interns and alumni within municipalities and industry throughout the province would greatly enhance the linkages between the university and outside institutions. Finally, given the geographic and topical focus of this program, this program could be an important contribution to the university's goal of strengthening relationships with Alberta's First Nations, rural, and northern communities.

One of the specific goals of the "Dare to Deliver" academic plan is to pursue program innovations with partners in Alberta, across Canada and internationally. As noted above, we have already established a formal and ongoing relationship with the City of Edmonton that has City of Edmonton planners teaching undergraduate courses. We would like to extend this opportunity to other partners; the establishment of the Master's program will help to do this. Furthermore, we are in the process of establishing a Planner-in-Residence program that would bring practising professionals into the program for a time to undertake research, teach, and contribute to service within the program. These relationships will last far beyond the period of appointment and will bridge the academic and professional planning communities.

The Academic Plan stresses the need for a *transformative organization* and emphasizes the need for flexibility to meet a dynamic future. The development of a two-stream program is a response to the differentiated needs for planning education. It allows students with different backgrounds to proceed through the program in a way that is most effective for their needs.

One of the key themes in both the academic plan and the university vision is the need for widespread accessibility. As mentioned above, the establishment of a program greatly enhances accessibility for Albertans who would like to acquire a Master's degree in planning. Accessibility will also be enhanced through working with the Faculty of Native Studies to ensure that the program is attractive and culturally welcoming to students from Alberta's Aboriginal communities. Lastly, our existing relationship with the Faculty of Extension may facilitate access for professionals who may be interested in returning to undertake graduate studies. We have discussed the possibility of developing a laddering approach to employing online courses as a means for working professionals to enter into the program with a shorter residency period.

3.2 Institutional Programs

The proposed planning program would be based in the EAS department, which is currently home to the University of Alberta's undergraduate program in planning. The department also houses closely related programs including the Human Geography program and Environmental Earth Sciences program, both of which offer graduate degrees. These programs represent a long-standing tradition of Geography at the University of Alberta, which dates back to 1957 when programs in Physical and Human Geography were established by William C. Wonders. Dr. Wonders was the first head of the department and under his leadership, the program grew to be one of the largest in Canada. During this period, the program established its reputation as a leading program in northern studies. Dr. Wonders led the development of the Boreal Institute for Northern Studies, which has evolved into the Canadian Circumpolar Institute.

Dr. Wonders was followed by Dr. Peter Smith, who acted as Chair from 1967 to 1975. Dr. Smith, currently a professor emeritus of our department, is one of Canada's leading academic planners and was recognized by the Canadian Institute of Planners in 1992 as a Fellow of the CIP; in 2005 he was honoured by having the Awards for Planning Excellence named in honour of his being one of Canada's most influential planners. During Dr. Smith's time as chair the department became one of the leading programs in Western Canada for the undergraduate training of planners with an outstanding reputation for integrating social and natural science education.

In 2012, the U of A built upon this legacy by launching its undergraduate program in planning. The new planning program builds upon the faculty and staff expertise already in place at the university and the facilities of the existing programs. There are economies of scale to be gained by adding a graduate planning program. Furthermore, the opportunity to bring master's students in planning into the department will assist with undergraduate education in the Planning and Human Geography programs. Graduate students will act as TAs for undergraduate courses and there will be opportunities for graduate and undergraduate students to engage with one another in some courses and on projects.

3.3   Internal Review and Approval
[To be filled in as approval advances]
- EAS Department Council, Dec, 2014 (approved)
- Faculty of Science Chairs Council, Mar 26th, 2015 (approved)
- Faculty of Graduate Studies and Research Council, April 29th 2015 (approved)
- Academic Standards Committee, May 21st 2015
- Academic Planning Committee, June 10th 2015

3.4   Campus Alberta Programs/Initiatives

There are currently two planning degree programs in Alberta: the undergraduate program at the University of Alberta and a Master's degree program offered by the Faculty of Environmental Design at the University of Calgary, which has been offered for more than 35 years (under a few different titles).

The undergraduate degree program at the University of Alberta is intentionally broad in its focus, recognizing the range of skills and approaches used in planning practice. The graduate program is more specialized because students at the graduate level are more prepared to specialize and because programs across Canada offer a range of specializations for students to seek out.

Graduates from Calgary's planning program is explicitly design based which takes advantages of the synergies available operating in a design faculty. The program's website notes that "The

Faculty of Environmental Design (EVDS) has over 35 years of experience delivering an innovative, interdisciplinary, design-based, graduate planning program."[3].

In contrast to the design focus of the program at the University of Calgary, the University of Alberta's proposed program emphasizes a **land-use** and **policy** perspective. This draws upon the tradition of land use planning at the University of Alberta and benefits from synergies within the department. While land use, policy, and design are complementary, they emphasize different skill sets and approaches to planning. Planning departments and firms tend to have a mix of individuals with different strengths in this spectrum.

The University of Alberta's resilience-based focus differs from Calgary's program with its geographic and topical focus on northern communities, communities based on local or regional resource extraction, and climate change adaptation. While the two programs will educate students in the fundamentals in planning, students comparing programs between U of C and U of A will find distinctly different programs. Employers looking to hire graduates from the two programs will find distinct differences in the skill sets of the students in the two programs.

Finally, as discussed in section 3.6 below, this program will offer a one-year degree program for professionals seeking to obtain a Master's degree in Urban and Regional Planning.

3.5   Consultation

At the U of A campus, consultations have taken place with the Deans of Extension and Arts, both of whom have expressed their support for the Program. Their letters of support are attached to this document.

The Associate Dean, Faculty of Environmental Studies and the Director of the Planning program at the University of Calgary was also consulted. There was agreement that the proposed program differed significantly from what was offered at the U of C and that the two programs would complement one another. Both programs attract students from across Canada (and elsewhere); their graduates move into careers and academic opportunities beyond Alberta as well. In addition to the U of A program's helping to expand the breadth of planning education at the graduate level in Alberta, the program will be unique in Canada with its focus on northern and resource communities.

Initial discussions have taken place with Calgary about the potential of bringing in expert guest speakers from outside to visit both institutions, to co-host some events together and to facilitate interactions between students.

While we have not formally consulted with other graduate programs in planning, we have examined their programs and will employ some of the best elements of existing programs, and to differentiate ourselves from them in terms of our program focus.

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[3] http://evds.ucalgary.ca/content/master-planning-mplan

3.6 Learner Pathways

3.6.1 Potential pathways from work to school

In addition to providing a rigorous, two-year (five-term) advanced-level education for new planners, the program will offer returning professional planners and recent planning graduates the opportunity to upgrade and hone their planning knowledge and skills – for interest and/or professional advancement. The program will do this efficiently by offering one-year (three-term) advanced standing for those with undergraduate planning experience. This will position U of A as one of only two universities (the other being Ryerson University in Toronto) in the country to offer this combination of a professionally accredited, studio-based program with a fast-track option.

3.6.2 Program transfer/laddering

While there are no formal transfer agreements or formal laddering arrangements in the current program design, the potential does exist to develop certificate programs that could be integrated into a laddered approach into completing the master's degree in the future. These could be stand-alone or embedded programs and could be integrated with the existing Applied Land Use Planning Program in the Faculty of Extension.

3.6.3 Further Educational Opportunities

While the majority of graduates from the program are expected to enter the professional planning workforce, a few are likely to complete a PhD in Planning or a related discipline.

4 Financial Viability and Sustainability

Pl see next page

4 Financial Viability and Sustainability

Pl see next page

PROGRAM	Start up year	2015-16	2016-17	2017-18	2018-19	Ongoing
EXPENDITURES						
Academic Salaries						
Continuing	0	0	100,000	200,000	200,000	200,000
Sessional Lecturers						
Academic Benefits (20% of line 5)	0	0	20,000	40,000	40,000	40,000
Total Academic Costs	**0**	**0**	**120,000**	**240,000**	**240,000**	**240,000**
Graduate Assistants						
Teaching (Casual TA @ $4,300 x 5)	0	0	21,500	21,500	21,500	21,500
Research	0	0	0	0	0	0
GA Benefits (8% of lines 11 & 12)	0	0	1,720	1,720	1,720	1,720
Total GA Costs	**0**	**0**	**23,220**	**23,220**	**23,220**	**23,220**
Non-Academic Salaries						
Continuing	0	0	27,000	27,000	27,000	27,000
Part-time and Temp						
Non-Academic Benefits (23% of line 16)	0	0	6,210	6,210	6,210	6,210
scholarships/bursaries				15,000	15,000	15,000
Total Non-Academic Costs	**0**	**0**	**33,210**	**48,210**	**48,210**	**48,210**
Non-Salary Costs						
Travel &Hosting			2,000	2,000	2,000	2,000
Dues, Fees, Memberships			3,000	3,000	3,000	3,000
Communications			1,000	1,000	1,000	1,000
Supplies and Sundries			2,000	2,000	2,000	2,000
Consumables						
Recruitment						
Visiting Speakers			2,000	2,000	2,000	2,000
Marketing/Advertising			10,000	10,000	10,000	10,000
Total Non-Salary Costs	**0**	**0**	**20,000**	**20,000**	**20,000**	**20,000**
Other Operating Costs						
Faculty Overhead (If applicable)	0	0	0			0
IT Costs	0	0	0			0
Library Costs	0	0				
Central Admin Overhead (15% of LINE 46) am assuming it meant line 51	0	0	27,000	63,000	63,000	63,000
Total Other Costs	**0**	**0**	**27,000**	**63,000**	**63,000**	**63,000**
ONE TIME ONLY Costs						
Equipment						
Renovations	0	0	0			0
Total One-Time Costs	**0**	**0**	**0**	**0**	**0**	**0**
Gross Operating Costs	**0**	**0**	**223,430**	**394,430**	**394,430**	**394,430**
REVENUES						
Tuition ($12,000/student)	0		180,000	420,000	420,000	420,000
Contribution in Kind from Faculty (existing positions	0					
Other: Specify	0					
Other : Grants	0					
Other: Endowment Proceeds	0					
	0					
	0					
	0					
Total Revenues	**0**	**0**	**180,000**	**420,000**	**420,000**	**420,000**
NET PROFIT/LOSS	0	0	-43,430	25,570	25,570	25,570

5 Program Specifics

5.1 Program Structure and Learning Outcomes

5.1.1 Learning Outcomes

Note that many learning outcomes are drawn from the Professional Standards Boards Required Competencies for Professional Planners and the Accreditation of Professional Planning Programs.

Table 4: Learning Outcomes

Learning Outcome	Achievement of Outcomes (Courses)	Measurement of Outcomes
Graduates shall know core concepts regarding the forms, scales and settings of human settlements as well as the processes and factors of change in human settlements	Physical Planning & Design Fundamentals Advanced Theories of Planning & Development	Written and Oral Assignments on the subject.
Graduates will be able to list, compare, and critique key contemporary and historical theories and approaches to planning.	Advanced Theories of Planning & Development	Written and Oral Assignments on the subject. Examinations
Graduates will be able to know the political and institutional frameworks of planning in Alberta and interpret and apply planning law.	Planning Law	Written and possibly Oral Assignments on the subject. Examinations
Graduates will comprehend key issues in planning related to environmental, social &economic sustainability and be able to analyze and demonstrate competence in developing policies and plans that address issues related to this.	Planning for Resilient Cities and Regions	Written and Oral Assignments on the subject.
Graduates will comprehend key issues in planning related to equity, diversity and inclusiveness and be able to analyze and demonstrate competence in developing policies and plans that address issues related to this.	Planning for Resilient Cities and Regions Advanced Theories of Planning & Development	Written and Oral Assignments on the subject. Examinations
Graduates will comprehend key issues in planning related to land use, design and infrastructure and be able to analyze and demonstrate competence in developing policies and plans that address issues related to this.	Physical Planning & Design Fundamentals	Written and Oral Assignments on the subject including Plan Development exercises. Examinations

Learning Outcome	Achievement of Outcomes (Courses)	Measurement of Outcomes
Graduates will comprehend key issues in planning related to public finance and economics and be able to analyze and demonstrate competence in developing policies and plans that address issues related to this.	Advanced Finance for Planners	*Written and Oral Assignments on the subject.* *Examinations*
Graduates will be competent in visioning, goal-setting and problem-framing	Advanced Planning Studio Master's Research Paper or Project	*Working through "real-world" projects from start through completion*
Graduates will be competent in information gathering and analysis as it pertains to planning	Advanced Research Methods and Analysis Master's Research Paper or Project	*Working through "real-world" project from start through completion* *Working through research paper or project*
Graduates will be competent in public consultation and deliberation	Professional Practice and Ethics Advanced Planning Studio	*Working through "real-world" project from start through completion*
Graduates will be able to explain, and employ key planning and policy regulatory tools.	Physical Planning & Design Fundamentals Advanced Planning Studio	*Written and Oral Assignments on the subject.* *Examinations* *Working through "real-world" project from start through completion*
Graduates will be able to explain, and employ key planning and policy fiscal/financial tools.	Advanced Finance for Planners	*Written and Oral Assignments on the subject.* *Examinations*
Graduates will be able to design and manage public projects.	Advanced Planning Studio	*Working through "real-world" project from start through completion*
Graduates will be able to monitor and evaluate the impacts of policies, plans, and projects.	Professional Practice and Ethics	*Written and Oral Assignments on the subject.* *Examinations*
Graduates will be capable of critical and creative thinking with an emphasis on gathering and analyzing quantitative and qualitative data	Advanced Research Methods and Analysis Master's Research Paper or Project	*Working through research project from start through completion* *Written and Oral Assignments on the subject.* *Examinations* *Working through research paper or project*

Learning Outcome	Achievement of Outcomes (Courses)	Measurement of Outcomes
Graduates will be able to identify patterns and trends relevant to development and planning.	Advanced Research Methods and Analysis Advanced Planning Studio Master's Research Paper or Project	*Working through "real-world" project from start through completion* *Working through research paper or project*
Graduates will understand the concept of scale and be able to apply the concept of scale.	Physical Planning & Design Fundamentals	*Drafting Exercises (both computer aided and by hand)*
Graduates will be able to design scenarios and plans.	Advanced Planning Studio	*Working through "real-world" project from start through completion*
Graduates will be able to undertake and lead processes of mediation, facilitation, negotiation, and conflict resolution.	Professional Practice and Ethics	*Exercises in Class, Observation of Real World Processes.*
Graduates will be effective at teamwork and team building.	Physical Planning & Design Fundamentals Advanced Planning Studio	*Group Work* *Working through "real-world" project from start through completion*
Graduates will understand their role and relationships to different groups including their employer, supervisor, the public, and officials.	Professional Practice and Ethics	*Exams and Written Assignments*
Graduates will be effective at written communication and be able to write professional planning documents as well as academic papers.	Advanced Planning Studio Master's Research Paper or Project Additionally, most courses will require either professional or academic writing.	*Completion of reports for Planning Studio* *Master's Paper or Project* *Written work in most other courses*
Graduates will be effective oral communicators	Advanced Planning Studio Master's Research Paper or Project Physical Planning & Design Fundamentals	*At least these three courses would require oral presentations and others are likely to.*
Graduates will be competent in the graphic communication skills, as well as the technological skills needed to be a planner	Physical Planning & Design Fundamentals Advanced Planning Studio	*Assignments requiring both graphic and technology based elements.* *Working through "real-world" project from start through completion*

Learning Outcome	Achievement of Outcomes (Courses)	Measurement of Outcomes
Graduates will be able to manage complexity, uncertainty, and change	Advanced Planning Studio	*Working through "real-world" project from start through completion*
Graduates will have had the opportunity to learn from practice	Advanced Planning Studio Internship (Optional)	*Working through "real-world" project from start through completion*
Graduates will be able to address ethical dilemmas that can occur in planning.	Professional Practice and Ethics	*Students must respond to Ethnical Scenarios both orally and in written form.*
Graduates will understand the concept of resilience and be able to apply it to the development and implementation of policies and plans. Furthermore, they will be able to critically evaluate planning issues using a resilience or "adaptive" framework.	Planning for Resilient Cities and Regions	*Written and Oral Assignments on the subject.*
Graduates will understand the role of resilience theory in planning and its application to northern and/or resource communities	Planning for Resilient Cities and Regions Advanced Planning Studio	*Written and Oral Assignments on the subject.* *Working through "real-world" project from start through completion*

5.1.2   Scholarly and Creative Activity

The proposed *Master of Science in Urban and Regional Planning* is an in-depth, well-rounded, professionally accredited urban planning degree that allows advanced study of relevant contemporary urban issues through research, study, and experiential learning modes. Throughout their core courses, students will be prepared to work as professionals and undertake academic research. They will also have the opportunity for experiential learning through the studio project course. All students will undertake a major independent research project as a capstone of their studies. This project will be substantial and will play out in stages throughout the degree program (proposal, implementation, and completion).

The program environment will include academic faculty actively involved in research programs. Students will have the opportunity to attend frequent research talks in the department.

At the same time, the program will involve practising professionals who are teaching as program associates. Students will have ample opportunities to engage with practising professionals in their classes, in the number of special presentations by practicing planners held throughout the year, and through their planning studio course. Those who take the project approach as their capstone course for their degree will work with an advisor and advisory committee, which may include practising planners.

5.1.3   Program Structure

The program structure for both the normal and accelerated streams are outlined in Tables 5, 6, and 7.

Table 5: Two-Year Normal Stream (42 credits)

Fall (Sem 1)	Cr	Winter (Sem 2)	Cr	Spring	Fall (Sem 3)	Cr	Winter (Sem 4)	Cr
Physical Planning & Design Fundamentals	3	Advanced Finance for Planners	3	Internship (optional)	Professional Practice and Ethics	3	Master's Research Paper or Project	6
Advanced Research Methods and Analysis	3	Advanced Planning Theory	3		Advanced Planning Studio	3		
Planning for resilient cities and regions	3	Planning law	3		Option I	3	Option II	3
		Research Proposal	**3**		Research Development	**3**		
Sub Total	**9**		**12**			**12**		**9**

Table 6: One Year Accelerated Stream (30 Credits)

Fall (Sem 1)	Cr	Winter (Sem 2)	Cr	Spring (Sem 3)	Cr
Planning for resilient cities and regions	3	Advanced Planning Theory	3	Master's Research Paper or Project	6
Advanced Planning Studio	3	Option I	3		
Advanced Research Methods and Analysis	3	Option II	3		
Research Proposal	3	Research Development	3		
	12		12		6

Proposed 3-credit optional courses (not all offered every year, many offered in conjunction with senior undergrad courses). The courses are not limited to the following list of topics.

- Planning for extreme weather/ climate change adaptation
- Planning field school
- Planning and urban design in winter cities
- Multicultural planning
- Planning in resource towns
- Planning for first nations communities
- Advanced GIS
- Rural planning
- International planning and development
- Transportation planning
- Regional planning

5.2 Criteria / Requirements for Admission and Academic Progression

The Department's minimum admission requirements to the standard two-year stream are a relevant undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable.

In addition, the admission requirements to the accelerated one-year stream must demonstrate an accredited planning degree and minimum of two years' professional planning experience or a significant number of years of experience in planning (usually more than six years) in the cases where the undergraduate degree is in a discipline other than planning. These admission criteria align with the Canadian Institute of Planners' requirement to be eligible for a full membership in the Institute. Applicants with significant planning experience and other degrees will be reviewed on a case by case basis.

Applicants will be accepted on a case-by-case basis. The standard program stream requires the completion of *42 in graduate-level course work, including *36 of required, core courses and *6 of optional graduate-level course work. The core courses include a series of 3 courses (*12 credits) leading to the completion of a major research project. Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program. The standard stream is designed for completion within two calendar years from the time of admission.

The accelerated program stream requires the completion of *30 in graduate-level course work, including *24 of required, core courses and *6 of optional graduate-level course work. The core courses include a series of 3 courses (*12 credits) leading to the completion of a major research project. Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program. The standard stream is designed for completion within two calendar years from the time of admission.

5.3 Engaged and Active Learning / Delivery Methods

As part of its "Dare to Discover" vision, the University of Alberta is dedicated to delivering a high-quality education to all its students. The course based master's in Planning program has been designed to reflect this goal. In addition to being taught existing by EAS faculty members, the program will bring in professional associates from the planning community to teach courses (as in the undergraduate program) to expose students to the professional world and link the program with practising planners. Having practising professionals involved in teaching is an established and recognized approach in planning education.

In addition to having a good base of knowledge, planners must have good interpersonal skills, writing and communication skills, and outstanding problem-solving skills. Classroom learning will therefore employ a mix of lectures, seminars, in-class group work, and experiential learning. Though each instructor will have his or her own approaches, many assignments will be designed to introduce students to the professional work of planners. Students will be required to undertake qualitative or quantitative research projects in their methods course. They will

attend events such as community planning meetings and council meetings in their engagement course. Their projects will require that they review plans of specific neighbourhoods. Students will also visit specific development or redevelopment sites to learn from practicing planners.

In their second year, students will work individually and in groups on hands-on, practical application of their planning knowledge. In the studio course, they will undertake a semester-long group planning project in partnership with a local municipality, public agency, community group, or private agency. This project may involve developing land use by-laws, participating in design charrettes, creating municipal or watershed plans or similar efforts. Every year the planning study will differ depending upon what projects are available. Discussions with the City of Edmonton and private firms in Edmonton have indicated that identifying and participating in projects will not be difficult. The inclusion of a course such as this reflects the university's "Dare to Discover" vision. Students will also have the option of participating in a Combined Field School in which students and instructors spend two weeks in another municipality exploring human geography and planning issues. Throughout their degree, students will work independently on a major project under the supervision of a faculty member.

Outside the courses, the program would facilitate learning in a number of ways. First, as part of the EAS department, students will have opportunities to attend weekly ATLAS talks, which currently cover a broad range of Human Geography, Planning, Earth Science, Environmental, and Atmospheric Science topics. These talks are presented by invited guests to the department, by faculty members, and by graduate students. The diversity of the talks helps broaden the vision and knowledge base of students. Such a broad understanding is valuable for planners as their role in society is to integrate multiple factors in land use decisions.

In a similar fashion, students may also participate in monthly APPI luncheons (involving presentations) held by the APPI on campus at the Faculty Club. These opportunities will allow them to talk to professional planners and provide them with focused professional learning and networking opportunities.

The program will also benefit from the presence of a diversity of learning resources on campus at the University of Alberta. One example is the Centre for Writers, which offers one-on-one coaching to students as well as seminars on writing research papers and professional reports. The Academic Support Centre also offers students a diversity of courses and other forms of assistance with writing and learning. Our international centre helps students undertake studies abroad and supports foreign students at the University of Alberta. The Aboriginal Student Services Centre (ASSC) helps the University of Alberta provide an environment that encourages full access, participation, and success for Aboriginal students. The university has a centre to assist students in career planning and with shifting from the university into a professional career. Our Specialized Support and Disability Services promotes and coordinates the efforts of university departments and off-campus agencies in meeting students' needs and provides services that help equalize educational opportunities for students. One of the benefits of the program being located at one of the top universities in Canada is that it allows students the opportunities for outstanding student support both within and outside of the classroom.

5.4   Program Comparison

The program will be comparable to programs across Canada listed in Table 8. It is most similar in design to the programs at Guelph and Ryerson Universities in that it offers both a two-year and one-year stream and that while course-based, it maintains a strong emphasis on research and the development of a major research project. This integrates a course-based program with the research focus and research strengths of the University of Alberta and specifically the EAS department. The courses are designed to meet or exceed the standards for planning program accreditation in Canada.

Table 8: Program Comparison

Component	University of Alberta	Ryerson University	University of Calgary	University of Manitoba	University of Guelph
Entrance requirements	**2-year stream:** 4-year bachelor's degree (minimum 3.00/4.33 GPA [B] in last 2 years of study); may be in a field other than planning **1-year accelerated stream:** accredited bachelor's degree in planning (minimum 3.00/4.33 GPA [B]); must have at least 2 calendar years of planning experience. Applicants with significant experience and other degrees will be reviewed on a one by one basis. **For both:** Statement of Interest, two letters of academic recommendation, resume/CV, transcripts, a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable	**2-year stream:** 4-year bachelor's degree (minimum 3.00/4.33 GPA [B] in last 2 years of study); may be in a field other than planning **1-year accelerated stream:** accredited bachelor's degree in planning (minimum 3.00/4.33 GPA [B]); must have at least 2 calendar years of planning experience **For both:** Statement of Interest, two letters of academic recommendation, resume/CV, transcripts, English Language Proficiency (if required), completed application submission summary	4-year bachelor's degree or equivalent from a recognized institution (no required degree program prerequisites) with minimum 3.00/4.00 GPA in final two years of study. Statement of interest, examples of work, online application through Faculty of Graduate Studies, transcripts, three letters of reference (at least two being academic)	4-year bachelor's degree (minimum 3.00 GPA in last 2 years of study) General statement of Interest (additional statement of research interest strongly encouraged), two letters of recommendation, resume/CV, transcripts, English Language Proficiency (if required), completed online application	**MSc (Planning) in Rural Planning and Development:** 4 year bachelor's degree in any discipline with B- average in last 2 years. Must also demonstrate specific program interest and relevant work experience. **MPlan:** 4 year bachelor's degree from relevant discipline (with minimum B- average) and 4-5 years of relevant experience or graduates from a professional program (Planning, Architecture, Engineering) with minimum B+ average

Component	University of Alberta	Ryerson University	University of Calgary	University of Manitoba	University of Guelph
Areas of study / Curriculum	**Area of study:** MSc Planning, focus on Resilience Planning **Curriculum:** *2 year stream:* Physical Planning & Design Fundamentals Advanced Research Methods and Analysis Planning for resilient cities and regions Advanced Finance for Planners Advanced Planning Theory Planning law Professional Practice and Ethics Advanced Planning Studio Master's Research Paper or Project Option II Option I Options may be selected from available PLAN courses or from other graduate courses with approval of department. *1 year accelerated stream:* Planning for resilient cities and regions Advanced Planning Studio Advanced Research Methods and Analysis Advanced Theories of planning & development Master's Research Paper or Project Option I Option II	**Area of study:** Master of Planning (M.Pl.), focus on urban development within a multicultural and ecological framework **Curriculum:** *2 year stream:* Physical Planning and Design Fundamentals Multicultural Cities and Planning Policies Institutional and Legal Context of Planning Finance and Local Governance Advanced Research Methods and Analysis Planning for Sustainability Professional Planning Practice and Ethics Planning Internship/Field Placement Advanced Theories of Planning and Design Planning Studio Advanced Planning Studio Three elective courses Major Research Paper or Project (milestone) *1 year accelerated stream:* Multicultural Cities and Planning Policies Advanced Research Methods and Analysis Planning for Sustainability Advanced Theories of Planning and Design Planning Studio Advanced Planning Studio Two elective courses Major Research Paper or Project (milestone)	**Area of study:** MPlan is course-based degree, focus on environmental design **Curriculum:** *Required core studio sequence:* Physical Planning and Site Design Community Planning Studio One of: Urban Design Studio or Regional Planning Studio Advanced Professional Planning Project *Required core courses:* Interdisciplinary Seminar Professional Planning Practice Landscape Ecology & Planning Planning History, Theory and Ethics Planning and Public Engagement Project Management for Planners Analytic Methods for Planners *Planning technology requirement:* One of Computer Modelling of the Environment or Geographic Systems for Environmental Design *Selective courses:* Choose 3 of 5 - Urban Transportation, Infrastructure & Land Use, Real Estate Development & Finance, Housing, Neighbourhood Change & Equity, Impact Assessment & Risk Management, Urban Design Theory *One additional elective (must be planning-related):*	**Area of study:** Master of City Planning (M.C.P), variety of planning fields by learning both theory and practice **Curriculum:** Planning Research Methods Planning Theory Principles of Urban Design Thesis/Practicum Preparation Planning Design 1 Planning Design 2 Either: Housing and Urban Revitalization or CITY Urban Ecology and Environmental Management Law and Local Government Urban Development Professional Planning Practice Either: Planning Design 3 or Planning Design 4 Thesis Practicum And additional 6 credits in electives	**Area of study:** MSc (Planning) (Canadian) and MPlan; Rural Planning and Development focus. MSc (Planning) students may choose between a course-based (major research paper) or thesis option. **Curriculum:** ***MSc (Planning) in Rural Planning and Development (Canadian)*** *For course-based (with major paper):* Rural Research Methods Application of Quantitative Techniques in Rural Planning and Development Planning and Development Theory Land Use Planning Law Foundations in Rural Planning Practice Major Research Paper Plus minimum 7 elective Rural Planning and Development courses *Those taking thesis option need only complete 5 elective courses.* ***MPlan:*** Four courses from the MSc (Planning) courses related to interests Senior Planning and Development One open elective Major Research Paper

Component	University of Alberta	Ryerson University	University of Calgary	University of Manitoba	University of Guelph
Grad Requirements	**2-year stream:** 8 required courses and 2 option courses + Major Paper **1-year stream:** 4 required courses and 2 option courses+ major paper	**2-year stream:** 10 required courses + 3 option courses + Internship + Major Paper **1-year stream:** 6 required courses + 2 option courses + major paper	**2-year stream:** 10 required courses + 6 optional courses (some restrictions on options) +	**2-year stream:** 9 required courses+ 4 option courses + internship + thesis	**2-year course based stream** MSc: 5 required courses and 7 optional Courses **2-year thesis based stream** MSc: 5 required courses and 7 optional Courses **1-year MPlan Stream:** 1 required course + 5 option courses + major paper

5.5 Other elements affecting quality

The program benefits immensely from the Department of Earth and Atmospheric Sciences that has Human Geography graduate and undergraduate programs and an undergraduate Planning program. It also benefits from sharing some resources, such as the existing DIF lab and the Planning Program Studio room.

6 Implementation and Resources

6.1 Program Implementation Plan

In summer 2015, the first and second faculty members will be hired for the program (one is a replacement position and the other is a new position); in 2016 a third faculty member will be hired. A staff member will be hired in fall 2016 to deal with program applications and to assist with implementation of the graduate program. First-year courses will launch in 2016–17 and second-year courses will start the following year.

6.2 Staffing Plan

6.2.1 Courses taught by academic staff by credential and specialization

Table 9: Courses taught by academic staff by credential and specialization (Note that during sabbatical leaves courses will be taught by others in the HGP group or by sessionals).

Courses	NAME	Highest earned credentials and specialization[1]	Professional designation (if applicable)	Academic staff status
PLAN 510 Physical Planning & Design Fundamentals	Shirgaokar, Manish	PhD	AICP	Assistant Professor
PLAN 598 Advanced Research Methods and Analysis	New summer 2015 hire	PhD		Assistant or Associate Professor
PLAN 500 Planning for resilient cities and regions	New summer 2015 hire	PhD	MCIP, RPP	Assistant or Associate Professor
PLAN 512 Advanced Finance for Planners	New Summer 2016 hire	PhD	MCIP, RPP	Assistant or Associate Professor
PLAN 517 Advanced Planning Theory	Van Assche, Kristof	PhD	MCIP, RPP	Associate Professor
PLAN 516 Planning law	Kaplinsky, Eran	PhD		Associate Professor
PLAN 511 Professional Practice and Ethics	New Summer 2016 hire	PhD		Assistant or Associate Professor
PLAN 595 Advanced Planning Studio	Agrawal, Sandeep	PhD	AICP,MCIP, RPP	Professor
PLAN 585 (Variable Topic) Planning for extreme weather/ climate change adaptation	Summer 2015 hire (Existing Position)	PhD	MCIP, RPP	Assistant or Associate Professor

PLAN 599 Planning field school	Summers, Robert	PhD	MCIP, RPP	Faculty Service Officer
PLAN 585 (Variable Topic) Planning and urban design in winter cities	Summers, Robert	PhD	MCIP, RPP	Faculty Service Officer
PLAN 570 Advanced GIS	Shirgaokar, Manish	PhD	AICP	Assistant Professor
Not offered every year				
PLAN 585 (Variable Topic) Multicultural planning	Agrawal, Sandeep	PhD	MCIP, RPP	Professor
PLAN 585 (Variable Topic) Planning in resource towns	Deacon, Leith or New summer 2016 hire	PhD	MCIP, RPP (Provisional)	Assistant Professor, Assistant or Associate Professor
PLAN 585 (Variable Topic) Planning for first nations communities	Professional Associate (Sessional Lecturer)	MA or PhD		Contract Staff (Professional Associate)
PLAN 585 (Variable Topic) Rural planning	Van Assche, Kristof	PhD		Associate Professor
PLAN 585 (Variable Topic) International planning and development	Van Assche, Kristof or Agrawal, Sandeep	PhD		Associate Professor/Professor
PLAN 585 (Variable Topic) Advanced Transportation planning	Shirgaokar, Manish	PhD	AICP	Assistant Professor
PLAN 585 (Variable Topic) Regional planning	New summer 2015 hire or Summer 2015 (Existing)	PhD	MCIP, RPP	Assistant or Associate Professor

6.2.2 Explanation of Academic Staff Categories

- *Assistant, Associate, and Full Professor (40% research, 40% teaching = 2.5 courses per year, 20% service)*
- *FSO (Robert Summers) – (20% Research, 60% teaching, 20% service)*
- *Professional Associates (sessional contract academic staff) – (one course on contact – may include secondments from employers)*

6.2.3 Program Teaching Rotation

Table 10: Proposed four-year teaching rotation for required courses in the major/specialization. Note: Courses in italics are optional.

Fall Year 1	Instructor	Winter Year 1	Instructor
PLAN 510 Physical Planning & Design Fundamentals	Shirgaokar, Manish	PLAN 512 Advanced Finance for Planners	New Summer 2016 hire
PLAN 598 Advanced Research Methods and Analysis	New summer 2015 hire	PLAN 516 Planning law	Kaplinsky, Eran
PLAN 500 Planning for resilient cities and regions	New summer 2015 hire	*PLAN 599 Planning field school*	Summers, Robert
PLAN 511 Professional Practice and Ethics	New Summer 2016 hire		
Fall Year 2	**Instructor**	**Winter Year 3**	**Instructor**
PLAN 510 Physical Planning & Design Fundamentals	Shirgaokar, Manish	PLAN 512 Advanced Finance for Planners	New Summer 2016 hire
PLAN 598 Advanced Research Methods and Analysis	New summer 2015 hire	PLAN 517 Advanced Planning Theory	Van Assche, Kristof
PLAN 500 Planning for resilient cities and regions	New summer 2015 hire	PLAN 516 Planning law	Kaplinsky, Eran
PLAN 511 Professional Practice and Ethics	New Summer 2016 hire	*PLAN 599 Planning field school*	Summers, Robert
PLAN 595 Advanced Planning Studio	Agrawal, Sandeep	*PLAN 585 (Variable Topic)Planning and urban design in winter cities*	Summers, Robert
PLAN 585 (Variable Topic)Planning for extreme weather/ climate change adaptation	Summer 2015 hire (Existing Position)	*PLAN 585 (Variable Topic) Planning in resource towns*	Deacon, Leith
PLAN 570 Advanced GIS	Shirgaokar, Manish	*PLAN 585 (Variable Topic) International planning and development*	Van Assche, Kristof

PLAN 585 (Variable Topic) Regional planning	Professional Associate (Sessional Lecturer)	PLAN 585 (Variable Topic) Multicultural Planning	Agrawal, Sandeep
Fall Year 3	**Instructor**	**Winter Year 3**	**Instructor**
PLAN 510 Physical Planning & Design Fundamentals	Shirgaokar, Manish	PLAN 512 Advanced Finance for Planners	New Summer 2016 hire
PLAN 598 Advanced Research Methods and Analysis	Garvin, Theresa	PLAN 517 Advanced Planning Theory	Van Assche, Kristof
PLAN 500 Planning for resilient cities and regions	New summer 2015 hire	PLAN 516 Planning law	Kaplinsky, Eran
PLAN 511 Professional Practice and Ethics	New Summer 2016 hire	PLAN 599 Planning field school	Deacon, Leith
PLAN 595 Advanced Planning Studio	Agrawal, Sandeep	PLAN 585 (Variable Topic) Planning and urban design in winter cities	Summers, Robert
PLAN 585 (Variable Topic) Planning for extreme weather/ climate change adaptation	Summer 2015 hire (Existing Position)	PLAN 585 (Variable Topic) Rural planning	Van Assche, Kristof
PLAN 570 Advanced GIS	Shirgaokar, Manish	PLAN 585 (Variable Topic) Advanced Transportation Planning	Shirgaokar, Manish
PLAN 585 (Variable Topic) Planning for first nations communities	Professional Associate (sessional)	Possible Variable Topic	Professional Associate/Visiting Prof
Fall Year 4	**Instructor**	**Winter Year 3**	**Instructor**
PLAN 510 Physical Planning & Design Fundamentals	Agrawal, Sandeep	PLAN 512 Advanced Finance for Planners	New Summer 2016 hire
PLAN 598 Advanced Research Methods and Analysis	New summer 2015 hire	PLAN 517 Advanced Planning Theory	Van Assche, Kristof
PLAN 500 Planning for resilient cities and regions	New summer 2015 hire	PLAN 516 Planning law	Kaplinsky, Eran
PLAN 511 Professional Practice and Ethics	New Summer 2016 hire	PLAN 599 Planning field school	Summers, Robert
PLAN 595 Advanced Planning Studio	Agrawal, Sandeep	PLAN 541 Planning and urban design in winter cities	Summer 2015 hire #2
PLAN 595 Advanced Planning Studio	Agrawal, Sandeep	PLAN 585 (Variable Topic) Planning and urban design in winter cities	Summers, Robert

PLAN 585 (Variable Topic)Planning for extreme weather/ climate change adaptation	Summer 2015 hire (Existing Position)	*PLAN 585 (Variable Topic) Planning in resource towns*	Deacon, Leith
PLAN 570 Advanced GIS	Shirgaokar, Manish	*PLAN 585 (Variable Topic) International planning and development*	Van Assche, Kristof
PLAN 585 (Variable Topic) Regional planning	Professional Associate (Sessional Lecturer)	*PLAN 585 (Variable Topic) Multicultural Planning*	Agrawal, Sandeep

6.2.4   *Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty.*

Table 11: Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty (not including new faculty hires of 2015 and 2016)

Name	Earned Credential[1]	Supervision of undergraduate research projects	Graduate teaching experience	Master's supervision	PhD supervision
Agrawal, Sandeep	PhD	√	√	Com / Ext / Sup	Com / Ext
Collins, Damian	PhD	√	√	Com / Ext / Sup	Com / Ext
Deacon, Leith	PhD	√	√	Sup	
Garvin, Theresa	PhD	√	√	Com / Ext / Sup	Com / Ext / Sup
McGee,Tara	PhD	√	√	Com / Ext / Sup	Com / Ext / Sup
Shirgaokar, Manish	PhD	√	√	Sup	
Summers, Robert	PhD	√	√	Com / Ext / Sup	Com / Ext / Sup
Van Assche, Kristof	PhD	√	√	Com / Ext / Sup	Com / Ext / Sup
Whitefield, Kyle	PhD	√	√	Com / Ext / Sup	Com / Ext

6.3   Scholarly and Creative Activity

6.3.1   *Description of what constitutes scholarship and/or creative activity*

As one of Canada's largest research-intensive universities, the University of Alberta is committed to excellence in research based on the highest national and international standards, and to actively promoting the important role of research in teaching.

As part of its commitment to the creation and dissemination of knowledge, the University of Alberta fosters an environment of open inquiry and academic freedom in which individuals can pursue scholarly activities. The planning program currently follows and will continue to follow the university's and the Faculty of Science's policies on research and scholarship in awarding

merit increments, tenure, and promotion. The faculty considers numerous forms of research and creative activities, including refereed and non-refereed publications, books, technical reports, conference proceedings, training of highly qualified people, invited presentations, and research grants and contracts. In order to help start a new faculty's research, the faculty generally provides a generous seed grant.

As a professional program, the planning program will ensure its full-time members attain full membership in the Canadian Institute of Planners (CIP) in addition to attaining the expectations for research and scholarship typical of the university and the faculty. A membership in CIP means that members must comply with the Institute's mandatory reporting of Continuous Professional Learning in order to maintain currency in the profession.

6.4 Physical and Technical Infrastructure

6.4.1 Computing Facilities

The junior undergraduate computer laboratory contains 32 workstations for students as well as the instructor's PC, a HP Laser printer, and SVGA overhead projector. The senior undergraduate computer includes 16 students' workstations, instructor's PC, a HP Laser Jet 4500 printer, and an overhead SVGA projector. These facilities offer such professional software such as:

- ArcGIS
- Surfer
- GoogleEarth
- PCI Geomatica
- ERDAS Imagine

Program such as InDesign, Sketchup, and AutoCAD will soon be added the labs to further support the planning program. The department has computer technicians to maintain these teaching facilities and assist with the development of teaching materials.

6.4.2 Digital Imaging Facility

The Digital Imaging Facility is a state-of-the-art technology centre staffed with experienced technicians and the latest in imaging and graphics hardware and software. The DIF is the Department's laboratory for creating posters, maps, diagrams, scanning large documents, slides, transparencies, etc.

6.4.3 Planning Studio and Teaching Space

The program is currently developing a 160-m^2 studio space which will have state-of-the-art equipment for teaching. The room is meant as a flexible space to be used for ongoing studio projects as well as for the instruction of the 2nd-year design course and some 3rd- and 4th-year classes. The program also has access to a number of other department classrooms as well as classrooms that are centrally scheduled, many of which are equipped with "smart room" presentation technologies.

6.5   Information Services

The Cameron Science and Technology (SciTech) Library supports the Faculties of Science (which includes Urban Planning), Engineering, and Agricultural, Life and Environmental Sciences. The library has recently been extensively renovated and includes 380 computer workstations (including 39 iMacs), seating for 1,440, a branch of the Edmonton Public Library, and a 24/7 Knowledge Common and Study Hall.

The SciTech Library's combined service desk is staffed by eight highly trained public services assistants and seven professional librarians, with a current complement of 17 staff. The service desk is staffed for a total of 84 hours per week during the fall and winter terms, providing circulation and reference services and technology assistance to students. Librarians operate under a subject-based liaison model, and the planning liaison librarian is available to provide one-on-one reference assistance and instruction to the faculty and students of the program by appointment or on a drop-in basis from 8:30 to 5:00, Monday through Friday. This librarian also provides course-related classroom instruction upon request. The faculty members also have access to a GIS librarian and a map librarian for their research needs.

The University of Alberta Libraries collections as a whole are strong, and very well financed. The collection is currently ranked seventh in North America with respect to unique titles held (more than 7 million titles, including more than 53,000 online subscriptions to journals and other serials). In addition to a well-funded undergraduate book approval plan, the SciTech Library has an annual monograph budget of $325,000, and a $1.6 million serials budget to cover material not found in the e-journal and e-book packages centrally funded through the U of A Libraries' electronic resources budget. The portion of the annual SciTech collections budget designated to support the Planning Department.

The SciTech Library's physical collection includes books, conference proceedings, government publications, technical reports, and scientific and technical journals, as well as GIS data, digital and print maps and datasets. For the past several years, planning journals have been purchased almost exclusively in electronic format. More recently, e-books have become the preferred format for book purchases, as a single e-book will provide 24/7 remote access for a far greater number of students than the same title purchased in print. In addition to providing electronic access to all of the core reference monographs (e.g. *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century, Good City Form*) the SciTech Library has purchased most of the major multi-volume, online reference works in all areas. In addition to individual monographs purchased in both print and electronic formats, the SciTech Library has purchased, or subscribes to, a number of major e-book collections that are either planning-specific or provide considerable content:

- Routledge Taylor & Francis (e-books)
- SpringerLink (all Springer e-books 2005-present)

The majority of the library's planning journals are accessed through subscriptions to major publisher e-journal collections:

- Wiley Online Library

- SpringerLink
- ScienceDirect (Elsevier)

The SciTech Library provides unlimited access to all of the major indexing and abstracting databases supporting planning and related disciplines:

- Cambridge Journals Online (Cambridge University Press)
- Oxford Journals (Oxford University Press)
- Sage Journals Online (SAGE Publications)
- ScienceDirect (Elsevier)
- SpringerLink (Springer)
- Taylor & Francis Online Journals (Taylor & Francis)
- Wiley Online Library (Wiley and former Blackwell titles)
- SCOPUS
- Web of Science
- Canadian Research Index

The SciTech Library also recognizes the cartographic and data needs of the planning department and has acquired:

- Simply Map
- Spatial Decision Support Knowledge Portal
- DMTI Spatial
- GEODE/AltaLIS
- Statistics Canada Geography Files
- City of Edmonton 2012 Ortho Imagery

Also the library has recognized that the planning department will face new funding requirements for dealing with research data and can provide the DMP Builder to help create data management plans, and Dataverse or ERA for the storage and distribution of data.

In addition, University of Alberta Libraries is a member institution of the NEOS Consortium. This membership provides access for our students to the print holdings of an additional 16 university, college, government, and medical libraries in the Province of Alberta. Requested items can be delivered to the SciTech Library for pickup. Through the U of A interlibrary loan system, students are able to request all types of materials from anywhere in the world.

7 Consultation and Assessment

7.1 Program Evaluation

The program is required to meet rigorous requirements to achieve professional accreditation. These are laid out in the attached document. Essentially, the program will be reviewed early in its development and again after the first graduates complete the program. Many standards have to do with the quality and focus of the education that students receive. Throughout the implementation and operation of the program, we will be doing self-checks to ensure we are meeting accreditation standards. In addition to ensuring the program achieves the required standards for accreditation, the program will keep tabs on the numbers of applicants and enrolments to ensure that targets are being met.

7.2 Consultation / Accreditation or Regulatory Approval

7.2.1 Consultation with other institutions

Dr. Agrawal brings his experience of developing and implementing the graduate program at Ryerson University, which has been highly successful. Consultation has taken place with the Professional Standards Board regarding the accreditation process for university programs and with the Alberta Institute of Professional Planners, responsible for the provision of the status of Registered Professional Planner in Alberta.

Consultation has also taken place with planning industry employers to identify their needs in developing the focus of the program. This was first done through face-to-face meetings with planning employers throughout central and northern Alberta, followed by a survey of planning employers. The proposed program in this document reflects the feedback received through that process. This work built upon conversations that were undertaken with industry prior to the launch of the undergraduate program.

Furthermore, we have consulted with the University of Calgary. Dr. Beverly Sandalack, the Associate Dean, Faculty of Environmental Design and Director of the Planning program, indicated that the University of Alberta proposal to launch a new graduate program had its full support. As discussed in section 3.5, while both programs are master's-level planning programs, they focus on different ends of the land use–design spectrum and therefore complement each other.

7.2.2 CIP Accreditation Review Process

The accreditation of planning programs in Alberta is the responsibility of the Alberta Professional Planners Institute. However, the APPI, in partnership with the Canadian Institute of Planners and other provincial planning organizations across Canada have delegated the accreditation review process to the Professional Standards Board for the Planning Profession in Canada (PSB). The accreditation standards for programs can be found at http://www.psb-planningcanada.ca/UNIVERSTYACCREDITATION/index.php. That information is attached to this document as Appendix A.

7.3   Reports of Independent Academic Experts

Still to be done

8 Other

8.1 Adverse Claims or Allegations

None

8.2 Statement of Institutional Integrity

To be added prior to submission to government

8.3 Other documentation

See appendix for PSB standards and letters in support of the program.

Appendix A: Accreditation Requirement Overview

Overview of University Planning Degree Program Accreditation[4]

Universities with planning degree programs (under-graduate or graduate) may apply to PSB to have those programs accredited. Accreditation is for a period of up to five years, and may be conditional or unconditional. Please note that, under the standard, doctoral programs are not eligible for accreditation. The accreditation process is overseen by PSB's Accreditation Program Committee (APC).

Note: A program, if accredited, is accredited to the end of the last indicated **academic** year; thus, if a program shows accreditation to 2017, it is accredited to the end of academic 2017-2018 (normally August 31, 2018).

Initial Accreditation

Upon application for accreditation, PSB will send a Site Visit Team to meet with the university and review its suitability for accreditation. This review looks at the degree program's curriculum to ensure it covers the identified competencies appropriately, the staffing of the university's planning department to verify the employment of the requisite number of full (certified) members of CIP and/or its affiliate planning institutes at an appropriate level, and other factors. The Site Visit Team prepares a draft report, which is submitted to the degree program's management for review and comment. The Team makes such adjustments to the report as, in its opinion, are required and prepares its final report and recommendation.

The Site Visit Team then submits its report, including the recommendation, to APC for approval, and the approved report is then sent to PSB's Board of Directors for a final decision. PSB recognizes that some Affiliate Planning Institutes are legislatively mandated to accredit programs for their jurisdictions, including those located in other provinces, so additional approval process may take place at those Affiliates.

Annual Reviews

Around the anniversary of the program's accreditation, PSB will review with the university its status to determine whether the program should continue to be accredited. This is not an in-depth review, although a serious falling-away from the standard for accreditation may trigger such a review. If concerns are identified, the university will be asked to take corrective action to address them.

Intensive Review

As noted above, accreditation is for a period of up to five years. At the end of that time, an intensive review will be undertaken by PSB. This process is very similar to the initial accreditation in scope.

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[4] Note that this material is from http://www.psb-planningcanada.ca/UNIVERSTYACCREDITATION/index.php

Accreditation Standard –
New Planning Degree Programs

The accreditation standard applied by PSB is the standard established by the *Planning for the Future* Accreditation Task Force (adopted in 2010) and modified by the Accreditation Implementation Task Force (adopted 2013). The criteria for accreditation of a new university planning degree program are:

1. The university offering the program must be recognized by a government of a province of Canada
2. The degree must be in the field of planning as defined by the Canadian Institute of Planners: "the scientific, aesthetic and orderly disposition of land resources, facilities and services with a view to securing the physical, economic and social efficiency, health and well-being of urban and rural communities."
3. An undergraduate degree should require the equivalent of four years of full-time study in a normal case. A graduate degree should require the equivalent of two years of full-time study in a normal case. Note: doctoral degree programs are not eligible for accreditation.
4. The word "Planning" or the French equivalent must appear in the title of the degree or parenthetically to define the discipline of planning within the designated branch of knowledge and shall not be subordinate to another discipline within the branch of knowledge.
5. The program offering the degree shall be a recognized administrative unit (program, department, school, etc.) within the university, in the direct charge of an individual whose primary area of activity is planning and who is officially designated by the university as the responsible executive academic officer of the unit having authority on academic matters generally equivalent (subject to the constraints and limitations imposed by the university) to that of a department chair.
6. The administrative unit must have appropriate administrative capacity and academic independence (subject to the constraints and limitations imposed by the university).
7. The faculty shall include at least four academic members whose major appointments are in the planning program.
8. A program must have a minimum number of certified members of CIP or an Affiliate Institute on faculty. Two or more members with part-time teaching appointments in the planning program shall be considered to be one of these full-time equivalents.
   a. For a program with 7 or fewer full-time equivalent faculty, at least three must be certified members of CIP or an Affiliate Institute;
   b. For a program with 8 or more full-time equivalent faculty, at least four must be certified members of CIP or an Affiliate Institute.
9. Faculty members shall have educational and professional backgrounds appropriate for the program level, with a relevant mix of credentials (i.e. degrees in planning (ideally accredited), significant experience in planning, PhDs in planning, degrees and experience in related fields).
10. The course must provide sufficient coverage of the functional and enabling competencies to allow students to enter the planning profession with a broad base of

understanding of the profession and with the ability to continue to develop, gain knowledge, and specialize.

The competencies against which programs seeking accreditation are measured are:

FUNCTIONAL COMPETENCIES

Human Settlements	History & Principles of Planning	Government and Law	Issues in Planning and Policy-Making	Processes of Planning and Policy-Making	Plan and Policy Implementation
Forms, scales and settings of human settlements	History of planning in Canada and other countries	Political and institutional frameworks of planning	Environmental, social and economic sustainability	Visioning, goal-setting and problem-framing	Regulatory tools
Processes and factors of change in human settlements	Planning theories, principles and practices	Planning laws	Equity, diversity and inclusiveness	Information gathering and analysis	Fiscal/financial tools
	Planning ethics		Public finance and economics	Public consultation and deliberation	Design and management of public projects
	New developments in planning		Land use, design and infrastructure		Monitoring and evaluation

ENABLING COMPETENCIES

Critical and Creative Thinking	Social Interaction and Leadership	Communication	Professionalism
Gathering and analysing quantitative and qualitative data	Mediation, facilitation, negotiation, and conflict resolution	Written communication	Managing complexity, uncertainty and change

Identifying patterns and trends	Inclusion of diverse people and values	Oral communication	Learning from practice
Thinking at various geographic scales	Team-work and team-building	Graphic communication	Handling ethical dilemmas
Designing scenarios and plans	Relations to bosses, officials and the public	Use of information technology	

Appendix B: Calendar Changes

205.20.1 General Information

The Department offers the degrees of Master of Arts (MA), Master of Science (MSc), and Doctor of Philosophy (PhD) in Earth and Atmospheric Sciences. The Department of Earth and Atmospheric Sciences in conjunction with the Department of Physics also offers a course-based Master of Science (MSc) degree in Integrated Petroleum Geosciences.

Active research fields, which are listed on the Department's website (www.ualberta.ca/eas), include aqueous and sedimentary geochemistry; Arctic environments; atmosphere and ocean modelling; basin analysis; biogeography; carbonate sedimentology; clastic sedimentology; climatology; community, health and environment; diamond geology; economic geology; environmental values, attitudes and behaviors; environmental chemistry; environmental geology; experimental petrology; fluvial and glacial geomorphology; geochemistry; geochronology; geographic information systems; geomicrobiology; geotectonics; glaciology, glacier hydrology and glacier

205.20.1 General Information

The Department offers the following graduate degree programs:

- Master of Science (MSc) in Earth and Atmospheric Science
- Doctor of Philosophy (PhD) in Earth and Atmospheric Sciences
- Master of Science (MSc) degree in Integrated Petroleum Geosciences. (in conjunction with the Department of Physics)
- Master of Arts (MA) in Earth and Atmospheric Sciences with specialization in Human Geography
- Doctor of Philosophy (PhD) in Earth and Atmospheric Sciences with specialization in Human Geography
- Doctor of Philosophy (PhD) in Earth and Atmospheric Sciences with specialization in Planning
- Master of Science in Urban and Regional Planning

Active research fields, which are listed on the Department's website (www.ualberta.ca/eas), include aqueous and sedimentary geochemistry; Arctic environments; atmosphere and ocean modelling; basin analysis; biogeography; carbonate sedimentology; clastic sedimentology; climatology; community engagement; community, health and environment; community planning; diamond geology; economic geology; environmental values, attitudes and behaviors; environmental chemistry; environmental geology; experimental petrology; fluvial and glacial geomorphology; geochemistry; geochronology; geographic information systems; geomicrobiology; geotectonics;

chemistry; global change; hot-springs; human-environment interactions; human dimensions of environmental hazards; hydrogeology; ichnology; igneous, sedimentary and metamorphic petrology; invertebrate and vertebrate paleontology; isotope geology; marine icing; meso-scale meteorology; metalliferous mineral deposits; microclimatology; micrometeorology; micropaleontology; mineralogy; paleolimnology; paleoecology of siliceous microfossils; periglacial geomorphology; petroleum geology; physical oceanography, paleoceanography and numerical model development; planetary geology; Precambrian palaeoenvironments; qualitative research methods; Quaternary palaeoenvironments; remote sensing; sedimentology; stratigraphy; structural geology; tectonics; and volcanology.

The Department will approve only thesis topics which lie within the research expertise of one or more of its faculty members.

The Department of Earth and Atmospheric Sciences has research laboratories, instructional facilities, and technical support for numerous graduate students.

8.4 Entrance Requirements

The Department's minimum admission requirements are a relevant undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an

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glaciology, glacier hydrology and glacier chemistry; global change; hot-springs; human-environment interactions; human dimensions of environmental hazards; hydrogeology; ichnology; igneous, sedimentary and metamorphic petrology; invertebrate and vertebrate paleontology; isotope geology; land-use planning; marine icing; meso-scale meteorology; metalliferous mineral deposits; microclimatology; micrometeorology; micropaleontology; mineralogy; paleolimnology; paleoecology of siliceous microfossils; periglacial geomorphology; petroleum geology; physical oceanography, paleoceanography and numerical model development; planetary geology; planning, Precambrian palaeoenvironments; qualitative research methods; Quaternary palaeoenvironments; regional planning; remote sensing; resilience; sedimentology; stratigraphy; structural geology; transportation planning; urban design; urban planning; tectonics; volcanology; winter city planning and design.

For thesis based programs the Department will approve only thesis topics which lie within the research expertise of one or more of its faculty members.

The Department of Earth and Atmospheric Sciences has a planning studio, digital imaging and printing facilities, research laboratories, instructional facilities, and technical support for numerous graduate students.

X.X Entrance Requirements

The Department's minimum admission requirements are a relevant undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized

equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable (see §203.2.4).

8.5 Financial Assistance

In addition to scholarships administered by the University, a number of graduate assistantships and discipline specific scholarships are awarded by the Department.

institution, and a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable (see §203.2.4). Note that the Master's of Science in Urban and Regional Planning has additional requirements presented in sections 205.20.X and 205.20.X below.

X.X Financial Assistance

In addition to scholarships administered by the University, a number of graduate assistantships and discipline specific scholarships are awarded by the Department.

205.20.X The Degrees of MSc in Urban and Regional Planning (2 year)

This course-based program requires the completion of ★42 in graduate-level course work, including ★36 of required, core courses and★ 6 of optional graduate-level course work in PLAN courses. The core courses include a research project that is to be undertaken in the last semester of the program as a capstone course. Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program.

Required Courses
PLAN 500 Planning for resilient cities and regions
PLAN 510 Physical Planning & Design Fundamentals
PLAN 511 Professional Practice and Ethics
PLAN 512 Advanced Finance for Planners
PLAN 516 Planning law
PLAN 517 Advanced Planning Theory
PLAN 595 Advanced Planning Studio

PLAN 598 Advanced Research Methods and Analysis
PLAN 503 Master's Project Proposal
PLAN 504 Master's Project Development
PLAN 505 Master's Major Project
2 additional ★ 3 PLAN courses

8.6 Entrance Requirements for 2 year stream:

4 year bachelor's degree (minimum 3.00 GPA [B] in last 2 years of study); may be in a field other than planning. Applicants are required to submit a letter of Interest, two letters of academic recommendation, resume/CV, transcripts, a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable

Length of Program

The course-based MSc program in Urban and Regional Planning (Regular) is designed for completion within two calendar years beyond a completed undergraduate degree. The program must normally be completed within three years from admission.

205.20.X The Degrees of MSc in Urban and Regional Planning (Accelerated 1 year)

This course-based program requires the completion of ★30 in graduate-level course work, including ★24 of required, core courses and★ 6 of optional graduate-level course work in PLAN courses. The core courses include a research project that is to be completed as a capstone course. Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program.

	Required Courses (Accelerated 1 year) **PLAN 500 Planning for resilient cities and regions** **PLAN 517 Advanced Planning Theory** **PLAN 595 Advanced Planning Studio** **PLAN 598 Advanced Research Methods and Analysis** **PLAN 503 Master's Project Proposal** **PLAN 504 Master's Project Development** **PLAN 505 Master's Major Project** **2 additional ★ 3 PLAN courses** **8.7 Entrance Requirements for 1 Year Accelerated Stream** Applicants must have Bachelor's degree in planning (minimum 3.00 GPA [B]); must have at least 2 calendar years of planning experience. Applicants with significant experience and degrees other than planning will be reviewed on a case by case basis. Statement of Interest, two letters of academic recommendation, resume/CV, transcripts, a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable **Length of Program** The course-based MSc program in Urban and Regional Planning (Regular) is designed for completion within one calendar year (3 semesters). The program must normally be completed within three years from admission. Note – new courses listed below to be placed in appropriate calendar location. **X.X Urban and Regional Planning Course Offerings**

	PLAN 500 Planning for resilient cities and regions
	*3 (fi 6) (either term, 3-0-0) The role of adaptive and resilience oriented planning to contribute to the development of regions that can sustain themselves and prosper through change and uncertainty
	PLAN 503 Master's Project Proposal
	*3 (fi 6) (either term, 3-0-0) Supervised development of a literature review and project proposal. Course is pass/fail.
	PLAN 504 Master's Project Development
	*3 (fi 6) (either term, 3-0-0) Data gathering and project development phase of master's major project. Course is pass/fail.
	PLAN 505 Master's Major Project
	*6 (fi 12) (either term, 3-0-0) Completion of major project including development of major outputs identified by committee. Course is pass/fail.
	PLAN 510 Physical Planning & Design Fundamentals
	*3 (fi 6) (either term, 3-0-0). The development and interpretation of plans, zoning, policy, and bylaws. The introduction of design fundamentals for planners.
	PLAN 511 Professional Practice and Ethics
	*3 (fi 6) (either term, 3-0-0). The professional practice of planning is covered including the role of planners in society and professional ethics for planners.
	PLAN 512 Advanced Finance for Planners
	*3 (fi 6) (either term, 3-0-0). An introduction to municipal finances and the development process as it relates to the Planning profession.
	PLAN 517 Advanced Planning Theory

	*3 (fi 6) (either term, 3-0-0). An examination of Planning theories and theories from other disciplines and their influence on the Practice of Planning.
PLAN 516 Planning law
*3 (fi 6) (either term, 3-0-0). Includes an introduction to the legal basis for planning in Alberta and other provinces.
PLAN 570 Advanced GIS for Planners
*3 (fi 6) (either term, 2-0-1). The application of spatial analytic tools to Planning topics. Assignments impart technical aspects through hands-on experience with commercial and in-house spatial analysis software. Prerequisite: Consent of Department.
PLAN 585 Advanced Topics in Planning
*3 (fi 6) (either term, 3-0-0). Exploring planning theories in the context of contemporary events phenomena. Prerequisite: consent of the department. Variable content course which may be repeated if topic(s) vary.
PLAN 595 Advanced Planning Studio
*3 (fi 6) (either term, 3-0-0). Practical study of community planning processes, development or redevelopment projects, or other relevant case studies. Field Work Required.
PLAN 598 Advanced Research Methods and Analysis
*3 (fi 6) (either term, 3-0-0). Collection and analysis of data for social research in planning. Research design and sampling procedures. Both qualitative and quantitative methods are explored. Fieldwork required.

Appendix C: Letters of Support

Note that in addition to the letters of support attached, we have received responses from more than 40 planning employers that they are willing to provide letters of support. We have held off on collecting those until the proposal is ready for submission to the Province. The intent is to ensure that the letters are not too dated when we advance the proposal.

UNIVERSITY OF ALBERTA Interdepartmental Correspondence

Faculty of Science
Office of the Dean
6-189 Centennial Centre for Interdisciplinary Science (CCIS)
Edmonton, Alberta, Canada T6G 2E1

Tel: 780.492.4757
Fax: 780.492.9434
dean.science@ualberta.ca
www.science.ualberta.ca

Date: May 11, 2015

To: Sandeep Agrawal, Director
        Planning Program

From: Jonathan Schaeffer, Dean
        Faculty of Science

Re: **M.Sc. Program in Planning**

Dear Dr. Agrawal;

By this letter I am communicating the Faculty of Science's strong support for your efforts to create a M.Sc. degree in Planning. Having met with many of the community leaders in the City of Edmonton, including government officials, developers, and community groups, I know that there is a need – even an urgent need – for professional planners with a modern perspective. Further, that the planned program is tailored to match the special needs of northern climates makes your proposal especially important for the Edmonton area and, indeed, all of Canada.

Having invested in the creation of an undergraduate program in Planning, the next logical step for us was to build a graduate program. Your approach of having two overlapping programs – one for newly graduated students and one for those already practicing in the field – is important if we are to meet the needs of the (potential) employers.

The Faculty of Science has made major commitments to this project, including the commitment to hire two new faculty members to help with the additional teaching needs and an increase in the number of teaching assistantships. In addition, there will be administrative support for the program. This is one of the two programs in Science that we are investing in its growth.

The Faculty of Science is delighted to strongly support this initiative. It is critical that academia be seen as relevant to the community that we live in. The graduates of your programs will shape the future development of the greater Edmonton area and beyond.

Sincerely,

Jonathan Schaeffer
JS/rb

UNIVERSITY OF
ALBERTA

FACULTY OF ARTS
OFFICE OF THE DEAN

6-33 Humanities Centre
Edmonton, Alberta, Canada T6G 2E5
Tel: 780.492.ARTS
Fax: 780.492.7251
www.arts.ualberta.ca

September 30, 2014

Mazi Shirvani
Vice-Provost & Dean
Graduate Studies & Research Faculty
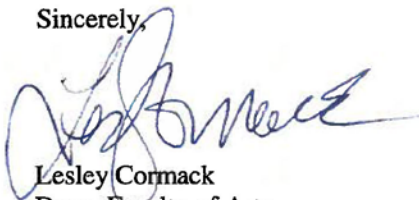2-14 Triffo Hall

Dear Mazi,

I am writing to support the proposed new M.Sc. in Planning.

The Faculties of Arts and Science have for several years been offering a B.A. and B.Sc. in Planning. It has proven a very successful program, with substantial student demand and community support. We have recently added an internship to this program, with impressive results. We believe that graduates of this program will find employment, particularly in such a fast growing province such as Alberta.

That said, there is also a demand for planners with graduate degrees, and at the moment there are no programs in Alberta. This proposed program would fill an important need. The design of this program, focusing on climate change, winter cities, and northern resource towns, makes it particularly timely and important. The proposal to have a 'fast track' for working professionals would help to increase the knowledge and accomplishments of planners already working and has the potential to improve the situation of those of us living in this northern region, as well as exporting such knowledge to many other jurisdictions.

I would welcome opportunities for Arts to be involved in this program, and give it my full support.

Sincerely,

Lesley Cormack
Dean, Faculty of Arts
Professor of History
6-33 Humanities Centre

LC/ep

CC: Sandeep Agrawal, Professor and Inaugural Director, Planning Program, Earth and Atmospheric Sciences
Jonathan Schaeffer, Dean of Science

October 21, 2014

Sandeep Agrawal
Professor & Inaugural Director
Planning Program
3-107 Tory

Dear Professor Agrawal,

Thanks for allowing me to review your proposal for a Master of Science in Planning. You make a compelling case for demand, and I believe you can be confident that you will have no trouble attracting high quality students to the program. Your program requirements as outlined seem fine to me, and the one and two year routes make excellent sense.

On behalf of the Faculty of Extension, I offer my unqualified support for your proposal, and I assure you that we look forward to exploring opportunities for collaboration.

Sincerely,

Dr. Bill Connor
Acting Dean

Sandeep Agrawal, PhD, AICP, MCIP
Professor & Inaugural Director
Planning Program
3-107 Tory, Urban Environment Observatory
University of Alberta,
Edmonton, Alberta

Dear Sandeep,

I was pleased to learn that the University of Alberta is proposing to develop a new MSc Degree program in Planning. The University of Calgary has offered a degree in Planning through our Faculty of Environmental Design for about 40 years. Our degree program emphasizes interdisciplinarity, sustainability, and design, and we have particular strengths in physical planning and urban design, as well as landscape ecology and environmental planning. As you are aware, we are proposing to develop a new Master of Landscape Architecture program in the Faculty further building upon our strengths in design. Our planning program was redesigned in 2011-12 and student demand for the program has been strong since then. We have been running at capacity with 30 students in each year of the two-year program.

The proposed University of Alberta's program with an emphasis on land use planning and policy and a topical focus on resilience for northern communities and communities with ties to resource communities will make an important and unique contribution to planning education in Alberta. The proposed focus of the program complements ours. Furthermore, the program will be unique in Canada with its focus, which is important as our two programs not only draw students from throughout Canada and internationally, but our graduates also find employment in these markets. Internationally, the program will be broadly relevant as issues of adaptation and resiliency are of importance to all communities, particularly those facing highly unpredictable economic and environmental challenges. The northern focus of your program will be relevant for communities in Europe and Asia as well as in North America.

I am aware that your program has hired three full time faculty members in the last year or so including yourself as the Director. You have also advertised recently for two more faculty members in the program. Clearly, you are building the necessary capacity to deliver the program.

I look forward to finding opportunities to collaborate in jointly promoting our programs, in educational opportunities for our students (such as shared field programs and exchanges), and in bringing in visitors to present at both of our programs from across the globe. Graduates from your programs may also find our PhD program of interest. Our two planning programs are already in talks about putting together a Western Planning Programs Symposium sometime next year. Through collaborating, we have the opportunity to further advance planning education in Alberta which will enhance our contributions to the sustainability and prosperity of communities throughout Alberta and beyond.

Best regards,

Beverly A. Sandalack PhD FCSLA MCIP RPP
Associate Dean (Academic) Environmental Design and Planning
PhD Program Director (Interim)

United Way
Alberta Capital Region
Change starts here.

15132 Stony Plain Road
Edmonton, Alberta
Canada T5P 3Y3
Tel. (780) 990-1000
Fax (780) 990-0203
myUnitedWay.ca

November 10, 2014

Dr. Sandeep Agrawal
Professor and Inaugural Director
3-107 Tory Building
780.492.1230
sagrawal@ualberta.ca

Dear Dr. Agrawal,

I'm writing to express support for the development of a Graduate Program in Urban and Regional Planning at the University of Alberta.

United Way of the Alberta Capital Region was founded on collaborative efforts to address social challenges in our region. We focus significant efforts on working closely with businesses, non-profits, educational institutions, governments and members of this community to bring about change. The program being considered has potential for great impacts in the Alberta Capital Region.

We are strong supporters of community-based research. Because of shared knowledge, we have a deeper understanding of the complexities of poverty and a solid emphasis on results-based solutions. Today, we recognize it is possible to lift individuals from poverty by creating the right pathways of support and guidance, and move toward actually ending cycles of poverty for future generations. However, this work is far from over and must continue on by remaining informed, connected and inclusive.

As leaders, it is our privilege to consider valuable programs and develop shared vision. As fellow community members, it is also our responsibility to recognize the 120,000 people in this region affected by poverty. Studies and research in community and urban planning can offer valuable guidance as social and physical landscapes change, due to the immigration and development fuelled by our region's strong economic growth.

Through the work of our United Way – and the collective efforts by local and provincial governments, as well as hundreds of organizations across all sectors – I can attest that the commitment toward ending poverty in our region is stronger than ever. And it is our hope that this strength will further grow with the right collection of strategies, programs and support across the community.

Regards,

Anne Smith
President & CEO
United Way of the Alberta Capital Region

Nov 10, 2014

Dr. Sandeep Agrawal
Professor and Inaugural Director
3-107 Tory Building
780.492.1230
sagrawal@ualberta.ca

Dear Dr. Agrawal,

I am writing you today to describe my support in establishing a graduate program in urban and regional planning at the University of Alberta. It is undeniable that Calgary has an excellent program. However, it is also undeniable that there is a demand for academic research and stewardship within urban planning here in Edmonton.

As a prospective student, I can speak to its value as I understand it. The faculty of public health is on the forefront of national research developments. Alberta Netcare has been key in improving access to health services, by reducing wait times and administration costs, while increasing communications between health care practitioners. Health, however, is more than a physical development.

Explored by the World's Health Organization, health develops in relation to experiences defined by social determinants. Determinants which are often constructs of planning designs, such as housing, transportation, access to resources, social inclusion, etc. These are considerations the City of Edmonton and Developers value, but currently do so with limited support from research in the field.

If a program is successfully established, problems that can be mediated within planning designs here in Edmonton can be analyzed and addressed, such as the current gaps in care between health and social services. The province could further develop Netcare by integrating a model of centralization into social services and as a result bridge this gap in care. Ultimately, this would improve the social conditions that produce poor public health outcomes and reduce government spending.

Today, the faculty of planning has an opportunity to inform visons of community development with an excellence in research, student work placements and collaborations across faculties.
This contribution is essential to current initiatives that many organizations, including the City of Edmonton strive towards.

Sincerely,

Kaley Pederson
kbpeders@ualberta.ca
Phone: (780) 224-2862

![APPI - Alberta Professional Planners Institute logo]

April 22, 2015

Attention: Bob Summers
University of Alberta
3-9- H.M. Tory Building
Edmonton, AB T6G 2E36

Re: Alberta Professional Planners Institute (APPI) – Support for a Proposed University of Alberta Master's Program in Urban and Regional Planning

Planning is a key agent in shaping our communities and leading how we adapt to and manage the physical, economic and social forces that affect Alberta. The Alberta Professional Planners Institute (APPI) is a professional organization of private and public sector planners practicing in Alberta, the Northwest Territories and Nunavut. APPI is governed as a publicly accountable organization and is regulated under the Professional and Occupational Associations Registration Act. We are responsible for the development of Registered Professional Planners, promoting the planning profession and advocating for community planning in Alberta. APPI and its members are committed to planning, building, and strengthening the regions and communities across our province in an ethical and sustainable manner. We believe that the future success of Alberta's cities, towns, and villages, is dependent on access to a talented pool of professionally trained planners.

APPI has been advised that the University of Alberta is proposing to develop a Master's program in Urban and Regional Planning. The Institute is supportive of high quality planning education options within the province and more specifically of those programs that can demonstrate that they satisfy the national planning program accreditation requirements. We support the University of Alberta in this new endeavor and look forward to working with faculty to achieve program accreditation in the future.

Sincerely,

Eleanor Mohammed, RPP, MCIP
APPI President

PO Box 596 • Edmonton, Alberta • T5J 2K8   Toll Free: 1-888-286-8716 • Phone: 780-435-8716 • Fax: 780-452-7718
Web: www.albertaplanners.com • Email: admin@albertaplanners.com

Edmonton SUSTAINABLE DEVELOPMENT

MAILING ADDRESS:
5TH FLOOR,
10250 - 101 STREET NW
EDMONTON, ALBERTA
T5J 3P4

April 29, 2015

Sandeep Agrawal, Ph.D., AICP, MCIP
Director, Planning Program
3-107 Tory Building
University of Alberta
Edmonton Alberta
T6G 2E3

Dear Sandeep:

Re: Support for University of Alberta's Masters of Urban and Regional Planning

The City of Edmonton is a strong supporter of the University of Alberta's Planning
Program, and works collaboratively with the university to ensure the quality of
education in is commensurate with professional standards.   As such we are very
supportive of the development of a Master's program in Urban and Regional
Planning.

Establishing the program at the University of Alberta that is complementary to the
University of Calgary's more design focused program will allow future Planners to
have an Alberta based education that will ultimately lead to more high quality
planners becoming involved and interested in staying in the Province to plan our
for cities of the future.

There is a constant need for new, high quality planners in Alberta. With this
program proposing additional focus on economic and environmental resiliency and
the offering of a one year accelerated Masters program it is beneficial to all
Alberta planning employers to have this program and accreditation available in our
province.

Yours truly,

R. Gary Klassen, MCIP, RPP
General Manager

2015 April 21

Robert Summers
1-26 Earth Sciences Building
University of Alberta
Edmonton, Alberta
T6G 3E3

Dear Sir:

It is a pleasure to write this letter in support of the Masters Program in Urban and Regional Planning at the University of Alberta. I had the opportunity to participate in your survey this past fall and it reinforced my thinking that a program such as this would complement the urban planning and design work we do at The City of Calgary and also do a lot to enhance the planning profession here in Alberta.

As one of Alberta's largest employers of planners The City of Calgary is excited to endorse a program that would provide a first class level of education to current and future employees in areas such as urban design, land use planning, law and ethics, municipal economics, and civil engineering. We are currently experiencing a downturn in the economy and the key elements this program would emphasize such as planning for resilience and issues of economic and environmental variability would be both timely and fitting given the current state of the economy.

In conclusion, I fully support the efforts of the University of Alberta as they seek to develop a Masters Program in Urban and Regional Planning. The inclusion of a masters program that will help enhance and promote the planning profession here in Alberta will be of great benefit to both The City and Province.

Sincerely,

Rollin Stanley
General Manager, Planning, Development & Assessment
T 268-2601 | **F** 268-6785 | Mail Code #8138

RS/pm

ISC: UNRESTRICTED

Page 1 of 1

With the significant and constant growth in the Province of Alberta I believe that an accredited Urban and Regional Planning Program is an absolute necessity in this province. Not only will this program deliver core requirements of planning but it will also address provincial laws and policies that are relevant and necessary to municipalities and private agencies within the Province of Alberta. This program will also address issues of economic and environmental variability that are specific to the local area.

Personally, I grew up in the Province of Alberta and had to leave the province to get the education that I wanted and required in this field due to the lack of an accredited program. Once I returned it was difficult to find a job in my field with little to no experience in the field combined with a lack of knowledge on Alberta's Provincial laws and regulations. Once I did obtain a position it was necessary for me to take additional courses in Alberta Provincial Planning Law to be effective in my position.

The majority of this province and its lands are within rural communities. It would be beneficial for this program to concentrate on rural planning and development.

In conclusion, Clearwater County's Planning Department currently at 7 Planners and Development Officers could only benefit from new and knowledgeable staff with an education obtained within the province.

Should the reader require clarification, please contact me at kgilham@clearwatercounty.ca or (403) 845 4444.

Yours truly,

K Gilham

Kimberly Gilham
Planner
Clearwater County

April 22, 2015

Attn: Bob Summers
1-26 Earth Sciences Building,
University of Alberta Edmonton,
Alberta, Canada, T6G 2E3

To Whom It May Concern:

RE: Letter of support for the University of Alberta's proposal to establish a Master's Degree program in Urban and Regional Planning at the University of Alberta

Clearwater County encompasses 18,691 square kilometres (7,217 square miles) and contains an abundance of agricultural lands, water, forests, rivers and lakes, wildlife, oil, natural gas, coal, sand and gravel. These provide a variety of economic opportunities for farming, industry and commerce, while also being a major attraction for tourism activities on and within lakes and rivers, woodlands and forests, wilderness areas and open plains. Diverse environmental features and ecological areas provide both opportunities and challenges to conserve the environment for future generations.

Located in west-central Alberta, Clearwater County's western boundary borders Banff National Park while its eastern boundary lies approximately 50 kilometres from the City of Red Deer. The County encompasses the Town of Rocky Mountain House, the Village of Caroline and the Summer Village of Burnstick Lake and is home to approximately 13,000 people.

Generally, the eastern portion of the County is dominated by rolling farmlands, interspersed with stream valleys, ponds, wetlands and pockets of woodlands. Private land ownership predominates. The western portion, often referred to as the 'West Country', is predominantly Crown (public) land consisting of high prairies, foothills and mountains, most of which is forested. These lands are managed for multiple purposes by the Provincial Government, with the exception of defined nodes set aside for appropriate development in Nordegg and four tourism nodes. This area provides much of the source water for the North Saskatchewan River and Red Deer River basins. There are 4 hamlets within Clearwater County being Leslieville, Condor, Withrow and Alhambra.

P.O. BOX 550 - Rocky Mountain House - AB - T4T 1A4
Telephone: 403-845-4444 - Fax: 403-845-4048
Homepage: www.clearwatercounty.ca - Email: admin@clearwatercounty.ca

61 | P a g e

County of Stettler No. 6

April 17, 2015

Attention: Dr. Bob Summers

1-26 Earth Sciences Building
University of Alberta
Edmonton, Alberta
T6G 2E3

Dear Dr. Summers

RE: Proposed Master's of Urban and Regional Planning Degree – University of Alberta

As an urban and regional planner in Alberta and as a representative of an Alberta rural municipality that hires urban and regional planners, I would like to express my personal support for the establishment of a Masters of Urban and Regional Planning degree at the University of Alberta. From fifteen years of work experience in Alberta I know that there have been times when locally educated urban and regional planners were in short supply in our province, with the result that many new professionals were hired from other provinces. Alberta's communities continue to grow rapidly and it would seem that a significant advantage could be gained if more locally educated planners were available.

I personally like the option of a master's degree that allows graduates from diverse backgrounds, such as earth sciences, social and political sciences, natural sciences, architecture, engineering, etcetera, to work towards becoming professional planners, because it ensures that the planning profession stays vibrant and continues to diversify and foster a wide ranging approach to the planning and designing of our communities.

I wish you all the best in your endeavour and look forward to seeing this proposal becoming a reality.

Sincerely,

Johan van der Bank RPP, MCIP
Director of Planning & Development

![Mackenzie Municipal Services Agency logo]

Mackenzie Municipal Services Agency

P.O. Box 450, 5109 – 51 Street, Berwyn AB T0H 0E0

April 20, 2015

Robert J. Summers, Ph.D., RPP, MCIP
1-26 Earth Sciences Building
University of Alberta
Edmonton, Alberta T6G 2E3

Dear Mr. Summers:

RE: Letter of Support – Masters of Urban and Regional Planning Degree Program

As a provider of municipal and regional planning services in the Peace River Region of Alberta, the Mackenzie Municipal Services Agency (MMSA) strongly supports the University of Alberta's proposal for a Masters degree program in Urban and Regional Planning.

Our agency is located in the Village of Berwyn in northwest Alberta and our planning work is focused on rural and smaller urban municipalities. Planning in the North presents many unique challenges and opportunities: communities experiencing rapid growth while others are in decline, the seasonal influx of shadow populations with wide-ranging impacts on local communities, and the relatively recent expansion of oil and gas in a region that has been predominantly served by agriculture and forestry.

Our Agency began as the Mackenzie Regional Planning Commission in 1983 as part of the Provincial Government's system of regional planning. Commissions were created throughout the province to deal with land use conflicts that arose due to rapid economic growth, particularly in urban-rural fringe areas. The regional planning system was dissolved in 1995 but the legacy of regional planning remains in the form of inter-municipal planning agencies such as MMSA, though membership is now voluntary.

Some of our planning issues arise from provincial and federal policies that were created for large urban municipalities and more populated areas of the province. Alberta is a diverse province and while many planning issues are universal, a broad approach can have limited effectiveness at the local level. Our hope is that a graduate-level planning program at the University of Alberta will help to develop more public and professional awareness and understanding of our region's specific planning context, just as the University of Calgary's Environmental Design program is able to shine a light on planning issues in southern Alberta.

Letter of Support – Masters of Urban and Regional Planning Degree Program
Page 2

Our agency is always striving to provide better planning services for our members as well as the region and we strongly urge the Province to support the University of Alberta Masters of Planning program proposal so we can achieve better planning throughout the province.

Sincerely,

Karen Diebert, Manager
Mackenzie Municipal Services Agency

Land Use Secretariat
9th Fl, 10035 - 108 Street
Centre West Building
Edmonton, AB T5J 3E1
Telephone: 780-644-7972
Fax: 780-644-1034
https://www.landuse.alberta.
E-mail: LUF@gov.ab.ca

April 20th, 2015

University of Alberta
Department of Earth and Atmospheric Services
1-26 Earth Sciences Building
Edmonton, Alberta
T6G 2E3

Attention: Dr. Robert J. Summers, FSO, Human Geography/Planning

Dear Dr. Summers,

Re: The proposed Master of Urban and Regional Planning program

It is with great pleasure that I submit this letter in support of the proposed Master of Urban and Regional Planning program being developed by the University of Alberta.

Formally established in 2009, the Land Use Secretariat is an arms-length body that is part of the Public Service of Alberta, but is not part of a government ministry. Headed by the Stewardship Commissioner, under the guidance and executive sponsorship of the Stewardship Minister, the Land Use Secretariat is responsible for the creation, implementation and monitoring of the Land-Use Framework regional plans. Based upon cumulative effects management, with strategic environmental, social, and economic outcomes, Alberta's regional planning system is unlike any other in North America. By providing policy integration, direction, and clarity, the Land-use Framework regional plans help decision-makers at the provincial and municipal levels of government to make land-use choices that collectively support and reflect the interests of Albertans.

Professional planners, from the public and private sector, have a key role in the successful creation and implementation of the Land-use Framework regional plans. I believe that a Master in Urban and Regional Planning program at the University of Alberta could offer the following benefits to our province's regional planning system:

- Opportunities for **local academic research and partnerships** in the development, implementation and monitoring of the regional plans.
- Research that explores **viable Alberta-made solutions** to land-use issues such as urban expansion and the efficient use of land.
- Synergies in **planning for First Nations and Métis**, including the incorporation of traditional land-use knowledge.
- Graduates who are **well versed in the *Alberta Land Stewardship Act*** and are familiar with the different types of land-uses that compete for the same landscape in our province.
- Graduates who **understand and participate in the regional planning process** - providing support and sound advice to employers, including the Government of Alberta, municipalities, and industry.

By offering the opportunity to study regional planning at the graduate-level, I understand that this program will fill an existing gap among Alberta's universities. With the ongoing need and demand for pro-active regional planning across our province, this new program is sure to be a positive asset. I am excited and look forward to the development of the proposed Master of Urban and Regional Planning program at the University of Alberta. Please let me know if I can be of any assistance in developing the program.

Sincerely,

Eleanor Mohammed, MTCP, RPP, MCIP
Land Stewardship Officer

2

G M A C
Greg MacKenzie + Associates Consulting Ltd.

April 27, 2015

University of Alberta
Planning and Human Geography
Edmonton AB

ATTN: Bob Summers

Dear Bob,

RE: UNIVERSITY OF ALBERTA URBAN AND REGIONAL PLANNING MASTER'S DEGREE PROGRAM

I am both excited and pleased to provide this letter of support for the University of Alberta's proposal to establish a Master's Degree program in Urban and Regional Planning.

Having been actively engaged in land use planning, urban design and green neighbourhood design projects throughout the Province since 2004, I have first-hand knowledge of the need for quality, Alberta-based, planning education. Recognizing the lack of qualified and experienced planning professionals in the Province, I initiated my own practise at the outset of 2014 providing land use planning, urban design and green neighbourhood design consulting services.

While working within consulting firms and in considering potential expansion of my practise I am continually reminded of the shortage of skilled planners available, particularly those with a strong understanding of the Alberta context and regulatory framework. To find suitable planners, often it is necessary to interview and hire graduates located in other areas of Canada. There has been continuous availability of job postings on the APPI website, even though the current economic downturn, and recruiting firms are actively working to fill positions. Often, it is my experience that much of the hiring of planners is a result of a planner already in the Province moving positions rather than a new planner entering the market. There remains, from my perspective, a need for additional planners.

It is also my perspective that a Master's Degree program in Urban and Regional Planning at the University of Alberta would present an opportunity to train planners in areas that are specifically applicable to the Alberta context. Planners with familiarity in the specific areas of regional and rural planning, winter city design, and addressing urban expansion with consideration of development economics (and an understanding of Alberta's cyclical economy) and how the development industry fits into the planning and development of our communities in Alberta would be invaluable.

I find the option of an accelerated program of great potential value and would consider obtaining a degree through this program myself. Unequivocally, there is a need for additional planning education and trained planners in Alberta and I support the University of Alberta's proposal to establish a program which will help meet this demand.

Sincerely,

Greg MacKenzie, LEED AP+ND, CPT
President – Greg MacKenzie + Associates Consulting Ltd.

GMAC Letter of Support 150428.docx

Gary Buchanan
3627 108 Avenue
EDMONTON, Alberta
T5W 0E8

403 485 6341
garybuchanan5@gmail.com

April 23, 2015

Robert J. Summers, Ph.D., RPP, MCIP
FSO, Human Geography/Planning
Department of Earth & Atmospheric Sciences
3-90 H.M. Tory Building
University of Alberta
Edmonton, Alberta,
T6G 2E3

Via: robert.summers@ualberta.ca

Dear Dr. Summers:

Subject: Master's Degree Program in Urban and Regional Planning

I am very pleased to write a letter of support for the University of Alberta's proposed Master's Degree in Urban and Regional Planning.

We have entered the urban age, with a majority of the world's population living in urban centers. Over time it is expected that even more people will live in urban areas. There is and will be an ongoing need for more and more planners trained in the arts and sciences of creating new urban places and in enhancing the livability of our existing urban places. The proposed program will be well placed to educate bright young minds into the planning profession.

In addition to training future planners, there is also a current and ongoing need to augment and expand the skill sets of current professional planners in a light of future demographic, economic, social, cultural, and environmental challenges. Just as a ship receives a 'mid-life refit' to enhance its capabilities and extend its service life, professional planners can benefit from the proposed program by receiving a 'mid-career upgrade' that values their experience while at the same time increases their knowledge and skills. Classes composed of a mixture of new and experienced planners would provide for marvelous learning opportunities for both types of candidates above and beyond formal structured learning.

And though we have entered the urban age, the proposed program acknowledges that cities and urban centers do not existing in isolation. Urban centers are linked by more than geography, but also by history, culture, politics, economics, ideas, and

aspirations, not only of the cities themselves but of their inhabitants. Cities exist and interact within and between regions at a variety of levels – local, provincial, national and international. I am happy to see that the proposed program recognizes this important component to the field of planning.

I think this would be a wonderful addition to the University of Alberta's planning program and I give my whole hearted support to the University of Alberta creating a Master's Degree program in Urban and Regional Planning.

Sincerely,

Gary Buchanan, RPP, MCIP
Past President
Alberta Professional Planners Institute

TOWN OF STONY PLAIN

Dear Sirs;

As a Director of Planning and Infrastructure for the Town of Stony Plain, I have worked with the students in both the Undergraduate Program and the Applied Land Use Certificate. It is an invaluable opportunity to share with the students the real life experience of working in Alberta and for the Municipality to have access to leading edge ideas in Urban Planning.

Alberta is growing at a tremendous rate which leads to challenges and opportunities that differ from other areas of Canada or the USA. The regulatory climate is not the same as are some of the issues. Currently I have planners from eastern Canada and the USA because there has been a shortage of candidates with Albertan experience. For example, I have had the opportunity to work with First Nations and Metis communities in the Regional Municipality of Wood Buffalo which requires different techniques and sensitivities than are found in urban Toronto where I studied for my Master's Degree. Similarly, working in suburban Stony Plain which is experiencing over 4% growth per annum leads to different priorities. I think an understanding of land development is important for graduates. Sustainability and preparing for climate change looks different in Alberta as compared to Vancouver where I took a Certificate in Sustainability.

These are some of the reasons I support formation of a Master's Degree Program in Urban and Regional Planning at the University of Alberta.

Jean Porteous MSc (Pl) BA (Econ) MCIP RPP
Director of Planning and Infrastructure
Town of Stony Plain
4905 – 51 Avenue Stony Plain AB T7Z 1Y1
Phone: (780) 963-8590
Cell: (780) 554-0098
Email: J.Porteous@stonyplain.com
Website: www.stonyplain.com

WORK SAFE
ALBERTA

4905-51 Ave., Stony Plain, AB T7Z 1Y1   T 780.963.2151   F 780.963.2197   www.stonyplain.com

4/22/2015

Dr. Bob Summers, RPP, MCIP
1-26 Earth Sciences Building
University of Alberta
Edmonton, Alberta, Canada,
T6G 2E3

Dear Sir:

RE: **Master's Degree - Urban and Regional Planning at the University of Alberta**

We would like to state our strong support for the above noted program which, in our opinion, is needed to benefit the future of planning and growth in an Edmonton, Alberta and Western Canadian context.

Beaverbrook is a multi-disciplinary land developer that has been creating communities for over 20 years in the Edmonton region and in Fort McMurray. In addition to the 2 planners we have on staff we, on a regular basis, interact with a variety of municipal planners and planning consultants to execute our core business.

It is our understanding that the proposal is for a course-based 2 year standard and 1 year accelerated Masters degree programs in planning educating students in the core requirements of planning such as land use planning, law, history, civil engineering basics, land and municipal economics, ethics, urban design. We also understand that the program will emphasize key elements of planning for resilience, specifically regarding issues of economic and environmental variability. This will compliment to the University of Calgary's design focused program and provide employers with a wider variety of professions to retain.

communities for living

BEAVERBROOK
communities for living

17515 – 108 Avenue, Edmonton, AB T5S 1G2
Office 780.484.4389 | Fax 780.484.5397
beaverbrook.ca

As our City, Region and Province continue to grow we feel it is very important to focus on producing Planning Professional, and undertake planning research, that will address the issues that are unique to our part of Canada. It is very important to focus on *"Alberta made"* solutions to issues of urban expansion and the efficient use of land, planning and the economics of land use. Creative research and solutions conceived at the University of Alberta will take into account, and have a true appreciation for this Province's history, climate and values. This is of great value and benefit to our business.

We look forward to the establishment of this program and, even more importantly, working with the planning professions it will produce.

Sincerely,

Jodie Wacko RPP, MCIP | Vice President

Office 780.484.4389 | Direct 780.408.8117
Fax 780.484.5397
Email jwacko@beaverbrook.ca
beaverbrook.ca

COUNTY OF
Northern Lights

#600, 7th Ave NW, PO Box 10, Manning AB T0H 2M0
Phone 780-836-3348   Fax 780-836-3663
Toll Free 1-888-525-3481

April 30, 2015   11.01.20

Mr. Robert J. Summers, Ph.D.,RPP, MCIP
FSO, Human Geography/Planning
Department of Earth & Atmospheric Sciences
3-90 HM Tory Building
University of Alberta
Edmonton AB T6G 2E3   via email: Robert.summers@ualberta.ca

Dear Mr. Summers:

On behalf of the County of Northern Lights, this letter is provided in support for the University of Alberta's proposal to establish a Master's Degree program in Urban and Regional Planning at the University of Alberta.

As a northern rural Alberta community, the County of Northern Lights has found it necessary for a number of years to utilize consulting firms specializing in planning for our planning and development services. We understand there is often positions for planners that cannot be filled, and additional trained planners are definitely required in Alberta.

With the move towards more regional collaboration in the Province, any training should certainly focus on regional planning as well as rural planning and the efficient use of land. The issues with development in the County often relate to the effect that development has on our urban neighbors (people live in the County and travel into the urban centers for services), as well as our road infrastructures (more people means more traffic) and the need for water and protection of the aquifer in a portion of our municipality.

We believe a program at the U of A focusing on rural Alberta planning challenges would be beneficial and as such we would support the development of this program. Thank you for allowing us the opportunity to provide input.

Yours truly,

Van Oort

Theresa Van Oort
Chief Administrative Officer

Please visit our website at: www.countyofnorthernlights.com

Appendix D: Relevant Job Advertisements

The following is a small assortment of job advertisements that demonstrate the difference between positions requiring an undergraduate degree and a master's degree in Planning.

EDMONTON

Director, Urban Policy & Analysis
Job Number: 21278

Recognized as one of Alberta's Top 70 Employers in 2015, one of Canada's Best Diversity Employers as well as the recent recipient of Canada's 10 Most Admired Corporate Cultures in 2014, the City of Edmonton continues to attract and retain employees who are passionate about their community, proud of the work they do, and committed to making Edmonton a great place to live, work and play.

Reporting to the Branch Manager of Urban Planning and Environment, the Director, Urban Policy and Analysis will lead and manage a group of professional urban planning, GIS and technical experts to collaborate broadly in geospatial and analytical solutions advancement that will address complex problems and support business intelligence and decision making, and creatively develop and implement strategic city-building and place-making policy initiatives.

With a priority mandate to provide strategic oversight, implementation planning and stewardship of Edmonton's Municipal Development Plan (MDP), the Director, Urban Policy and Analysis will:

- Monitor, measure, and coordinate the City's current MDP implementation (The Way We Grow), and plan for, and develop, future MDP updates and revisions
- Analyze, report and visualize land development and population trends
- Provide geospatial mapping, analytical support and GIS expertise to the Sustainable Development Department to support data-driven problem solving
- Develop and implement civic policies and programs and urbanism initiatives related to place-making, civic engagement, and urban issues
- Promote research and outreach initiatives designed to share information, build understanding and spark dialogue and change
- Contribute to Edmonton's socio-economic and population forecasting

Qualifications:

The successful individual must have...

- A recognized Master's degree in urban or regional planning or a related discipline enhanced by further training in public administration, local government, project management, social sciences, urban design, or leadership
- Current certification in a professionally accredited association including Canadian Institute of Planners, Registered Professional Planner status in Alberta, or related
- A proven 8+ years of progressively related work experience in public municipal services includes a minimum of 4 years in leading a diverse team of professionals in a larger urban municipality
- Demonstrated leadership level experience in strategic planning, land use planning, current planning; business planning, organizational development; human resource planning; policy and standards development; project management; legislation and regulations, risk assessment; regional planning and governance, public consultation process; consultant management, and financial planning
- An excellent ability to build and develop strategic and collaborative partnerships with diverse stakeholders, including the public, politicians, administration and other levels of government
- High-level leadership, facilitation and high performance team building capabilities in the achievement of key business goals. Proven ability to provide effective organizational and staff coaching, mentoring and training
- Exceptional communication abilities - listening, presentation and writing - demonstrated at a highly consultative level with excellent presentation skills, preferably to a political audience

Hours of Work: 36.9 hours per week, Monday - Friday.

Salary Range: $111,069 - $158,675 (Annually)

Recruitment Consultant: EC/JP

Classification Title: Director, Planning Services
Posting Date: Feb 17, 2015
Closing Date: Mar 3, 2015, 11:59:00 PM
Number of Openings (up to): 1 - Permanent Full-time
Union: Management
Department: Urban Policy and Analysis (Sustainable Development)
Work Location(s): HSBC Bank Canada Building, 8th Floor, 10250 - 101 St 10250 - 101 St Edmonton T5J 3P4

Visit www.edmonton.ca/careers for information on how to apply

Land Development Application Coordinator
Job Number: 21936

The Land Development Application Coordinator manages incoming and outgoing Land Development Application (LDA) circulation responses. The Coordinator acts as a liaison, monitors circulation performance and develops recommendations for improvement, develops training/support material for LDA reviewers, provides professional planning advice and negotiates/facilitates desired outcomes. Responsibilities include:

- Prepare and process land development proposals received through the land development application circulation process for Branch review
- Ensure that planning applications are properly vetted with appropriate subject matter experts within the Branch
- Provide professional planning advice and critical comments on applications and reviewers comments
- In collaboration with the Senior Planner, provide guidance and direction to land development applications reviewers
- Ensure comments are in accordance with approved policies and best practices, are compatible with other Branch review comments, and align with the Branch mandate
- Monitor all LDA performance activities and processes to identify opportunities for improved efficiency and effectiveness.

Qualifications:

- Bachelor degree in urban planning or a related discipline. Masters' degree is preferred
- 4 years of professional planning experience, with 2 years or more within a current planning context, including knowledge of area and neighbourhood structure plans, urban design, parks planning, urban ecology, policy planning, industrial and transit oriented development
- Demonstrated experience in managing applications that are complex and highly sensitive
- Demonstrated innovation in establishing new processes/standards/trends
- Knowledge of planning principles regarding land use planning, plan-making, urban design and urban sustainability
- Ability to understand and interpret planning legislation, plans, policies, regulations and guidelines and apply same to development applications
- Proven ability to resolve conflict through facilitation, negotiation and mediation
- Strong organizational, project management, and communication skills
- Membership in the Canadian Institute of Planners would be an asset.

Hours of Work: 33.75 hours per week, Monday - Friday

Salary Range: $44.123 - $56.306 (Hourly); $77,733.70 - $99,197.10 (Annually)

Recruitment Consultant: MM/JP

Classification Title: Planner II
Posting Date: Mar 19, 2015
Closing Date: Apr 2, 2015, 11:59:00 PM
Number of Openings (up to): 1 - Permanent Full-time
Union: CSU 52
Department: Strategy & Operations (Sustainable Development)
Work Location(s): HSBC Bank Canada Building, 6th Floor, 10250 - 101 St Edmonton T5J 3P4

Senior Planner
(Transportation & Downtown)
Planning Services

The City of Red Deer values and attracts talented and success driven people. We offer a great work environment with the opportunity to work with a dynamic and dedicated team of like-minded professionals.

This Senior Planner position will work cross departmentally with a transportation and downtown focus. Reporting to the Manager of Planning in the Planning Department, you will work closely with the Transit Department and Planning Services Directorate as you develop, implement and apply planning policy.

Red Deer is a City of approximately 100,000 with a growing emphasis on connection between transportation and land use planning. City Council recently worked with Gehl Architects and 8-80 Cities to develop *The Mobility Playbook* which is about providing choices for people getting around the city that balances the needs of drivers, transit riders, pedestrians, and cyclists. You would apply the transit lens in the land use planning processes as the City further implements playbook ideas.

The second half of the job awakens your love of downtown and sees you on the ground level applying policy. Red Deer's downtown is on the map with our international award winning *Greater Downtown Action Plan* and Ross Street patio as well as public realm improvements. You will be coordinating several downtown programs, liaising with stakeholders and involved in downtown development applications.

The benefit of planning in a medium-sized city is the diversity of experience you gain and the opportunity to engage in all levels of implementation.

OPPORTUNITY

We are currently seeking the right person to fill the position of Senior Planner in our Planning Department. This person, exercising professional judgement, provides advice to Council, Administration, and the public on the orderly planning and growth of the City of Red Deer and applies accepted planning principles to the preparation and amendment of statutory plans, non-statutory plans, land use Bylaws, and subdivision plans consistent with the intent of the Municipal Government Act.

As our preferred candidate you will have:

- Canadian Institute of Planners member designation (M.C.I.P.)
- Bachelor's degree in Urban Planning or a related field of study (extensive years of experience may be considered equivalent)
- Minimum of four years directly related planning experience
- Extensive knowledge of the principles and practices of land use planning, Inter-municipal planning and regional planning including applicable land use and development regulations and requirements
- Ability to express ideas effectively, orally and in writing and excellent organizational, report writing and presentation skills
- Excellent interpersonal skills and ability to work with community groups and establish and maintain effective working relationships in a multi-disciplinary team environment
- Working knowledge of Microsoft Office Suite

What we offer:

The hourly rate for this full-time permanent position is $46.60 to $49.05. In addition to a very competitive salary and an excellent benefit package, we offer a great work environment with a dynamic and dedicated team of likeminded professionals.

Come build your career with The City of Red Deer. We are committed to a healthy, vibrant, and sustainable community. Our employees are the cornerstone of our organization and working with us will provide you with the opportunity to work in an ever growing environment and to work with an awesome group of people.

This job posting will remain open until the suitable candidate is found.
For more information and to apply online, please visit us at www.reddeer.ca/hr or email your application to humanresources@reddeer.ca.

THE CITY OF
Red Deer www.reddeer.ca/hr

EDMONTON PUBLIC SCHOOLS

PLANNER
Planning – Centre for Education

The successful candidate for this full-time (1.000 FTE), permanent position will be responsible for providing leadership related to the development and implementation of the District Infrastructure Plan and will also contribute to all areas of school facility planning. Responsibilities include: overseeing and leading the development, application and management of technology, systems and processes to support school infrastructure, program and student accommodation planning; providing a leadership role relative to the long-range capital planning frameworks; providing school planning, land and facility policy analysis, monitoring and reviewing relevant legislation and municipal bylaw activity, and exploring partnership development; and advising and leading facility and infrastructure planning initiatives associated with: school openings, school closures and consolidations, land acquisition, development and disposition, school designations and boundary changes, and school facility projects.

Requirements: post-graduate degree in Urban Planning, Geography, GIS or a related discipline; a minimum of six years related experience; APPI/CIP regulated members required or preferred, CEFPI membership or eligibility; and demonstrated ability to collaborate and build consensus across a wide range of stakeholders including various levels of government.

Salary: $3,177.30 - $4,062.76 bi-weekly. An excellent benefits package is provided.

Please submit your resumé and cover letter (in Word or PDF format) quoting competition #239916 by May 8, 2015, via email to hrbusiness@epsb.ca or in person at Human Resources Consulting, Edmonton Public Schools, Centre for Education, 1 Kingsway NW, Edmonton, AB T5H 4G9. Only those applicants being considered will be contacted.

Edmonton Public Schools is committed to excellence
and hires based on merit. We value diversity and welcome
applications from all qualified individuals.

www.epsb.ca

Job Description

Principal Planner (Planner II)
Job Number 22333

Edmonton is growing and we need your help to shape its future. The Urban Policy and Analysis section of the Urban Planning and Environment Branch is looking for a qualified professional pla be part of our Growth Analysis Unit. The Urban Policy + Analysis team includes planning professionals who help shape Edmonton's urban form. We steward growth and change through policy strategy development, analysis, collaboration, and engagement. The Growth Analysis Unit is responsible for the development, implementation, and monitoring of Edmonton's municipal develo plan: The Way We Grow.The responsibilities include:

- Conduct research including research design, data collection and analysis
- Liaise with internal and external groups including City Council, city departments, development industry organizations, community groups, NGO's, other levels of government and the pub
- Assist the Senior Planner in developing appropriate performance measures to monitor and communicate the effectiveness of The Way We Grow, including an annual reporting mechanis
- Spearhead a participatory process (workshops) to engage internal stakeholders in formulating indicators and determining benchmarking
- Engage with a variety of internal stakeholders to ensure that proposed performance measures are adopted
- Draft the Way We Grow Progress Report
- Develop and implement a public engagement/communications initiatives for The Way We Grow Progress Report
- Lead complex planning assignments, including setting timelines, deliverables, methodologies and other project needs
- Support the growth monitoring and communications work of the unit
- Support section policy development activities, programs and initiatives

Qualifications

- Bachelor's degree in Urban Planning, Demography, Statistics, Economics, Econometrics, Sociology or a degree related to the functions of the position. A Master's degree in Urban Plan preferred.
- 4 years of diverse planning experience that includes policy development, implementation monitoring and evaluation and public engagement
- Membership, or eligibility for membership, in the Canadian Institute of Planners is required
- Knowledge of the principles and practices of urban planning, as well as familiarity of applicable legislation and regulatory requirements in Alberta
- Knowledge of the principles and processes involved in public engagement and consultation with the ability to develop and carry out public engagement plans
- Knowledge of, and strong interest in, the promotion of sustainable urban development policies
- Demonstrated experience in socio-economic analysis and policy development
- Excellent written and verbal communication and presentation skills with the capacity to engage a broad range of audiences
- Strong problem solving and consensus building skills and conflict resolution skills, leadership skills, organizational and decision making skills, and the ability to establish and maintain e working relationships
- Strong working knowledge of Microsoft Office, such as Excel and Microsoft PowerPoint
- Strong working knowledge of Google apps such as Google Drive and Google Docs
- Excellent facilitation, oral and written communication skills.

Hours of Work: 33.75 hours per week, Monday - Friday

Salary: $44.123 - $56.306 (Hourly); $77,733.70 - $99,197.10 (Annually)

Recruitment Consultant: MM/JP

Classification Title: Planner II
Posting Date Apr 17, 2015
Closing Date May 9, 2015
Number of Openings (up to) 1 - Temporary Full-time
Union : CSU 52
Department Development and Zoning Services (Sustainable Development)
Work Location(s)

Edmonton T5J 3P4

Planner II
Planning and Development Department

Position Type/ Hours: This is a permanent full-time position working thirty-five (35) hours per week within the Community Development Planning Branch of the Planning and Development Department.

Position Description: Under general supervision the incumbent will research, prepare and present statutory documents, specialist reports, studies, and statistical analysis for planning projects to include solutions to contemporary planning problems. The incumbent will also assist with the investigation and analysis of community planning issues to address future growth requirements. In addition, this position will provide back-up coverage for the subdivision and development functions.

Qualifications:
- University Degree in Urban and Regional Planning, Geography, Architecture, Engineering, or a related discipline, is required.
- Minimum of two (2) years' directly related experience is required.
- An equivalent combination of post-secondary education and direct work experience may be considered.
- Knowledge of GIS (ESRI) is an asset.
- Membership in the Canadian Institute of Planners is an asset.

You will possess the following:
- Effective verbal and written communication skills for preparing and presenting planning reports and projects.
- Demonstrated ability to tactfully handle complex and difficult planning and development enquiries.
- Effective interpersonal, analytical and organizational skills.
- Creative problem-solving skills and group facilitation skills.
- Proven ability to read and interpret engineering plans, drawings, and specifications.
- Valid Alberta Class Five (5) Driver's Licence and a personal vehicle for business use is required (clear driver's abstract is an asset).
- Must be willing to attend meetings outside regular work hours and work outdoors in all weather conditions.

Pay Level: PL 15

Salary Range: $47.14 (Start Rate)
$55.57 (Permanent Rate)

In addition to the rate of pay, we offer other attractive incentives:
-excellent training and development opportunities
-an extensive employer paid benefits plan
-an additional annual payment of $12,480 which represents a cost of living allowance

Requisition Number: 004280

Closing Date: March 6, 2015 at 11:59 PM

Posting Type: Internal & External (Posted: February 20, 2015   Original CUPE Closing Date: March 1, 2015)

We appreciate the interest of all applicants; however, only those individuals
selected for interviews will be contacted.
Late applications will not be accepted.

ROCKY VIEW COUNTY
Cultivating Communities

Development Officer

Job Number: J0315-0476

Job Type: Permanent Full-Time

Location: Calgary, Alberta

Number of Positions: 1

Salary: $63,425 - $76,676

As one of Canada's fastest growing municipalities, Rocky View County offers significant opportunities for professional development. Our dedicated employees work with a variety of stakeholders to develop innovative and unique solutions for the complexities of rural and urban development. We seek individuals who thrive on challenges, who provide excellent customer service in a fast-paced environment, and whose positive energy enables the County to grow and prosper.

Position Summary:

This position requires the individual to demonstrate and draw on expertise acquired from extensive, varied and progressively more responsible levels of experience in the development phase of Planning. In consultation with the Manager, this position is responsible for initiating changes, interpretation and enforcement of the Land Use Bylaw.

This position will be responsible for the implementation of policy relating to the Development of properties. The Development Officer will be expected to handle a wide range of duties related to all manner and size of projects, applications, and policies. The Development Officer will work independently or in teams as the situation dictates. Presentations to Council, Boards and Committees are an integral component of the scope of duties.

Core Accountabilities:

- Through a sound knowledge of the Land Use Bylaw, accurately provides development and building requirements and other related planning information and guidance on general counter or telephone inquiries as required.
- Ensures development permit applications are complete including an assessment of information submitted. Assigns Development Permit applications, so that appropriate development personnel and processes are notified and applied.
- Determines if Development Permit applications are deemed for refusal and prepares the refusal forms based on Land Use Bylaw non-compliance, for signature by the Manager Planning and Development Services.
- Ensures all Development Appeal Board reports are prepared, presents reports at Development Appeal Board Hearings and assures the reports are submitted to administration within the deadlines set for upcoming meetings.
- Monitors process deadlines for new applications including ensuring that: a log of all new Development Permits applications is current; reports are prepared; reviews all reports for accuracy to the Land Use Bylaw and completeness; reviews files with the Manager Planning and Development Services to determine if the applications are ready for approval and advertisement in the newspaper.
- Identifies and initiates actions regarding conditionally approved Development Permits with expiry dates and works with the applicant to achieve these conditions and successfully issue the Development Permit.
- Ensures that all Development Permit applications approved through the Development Appeal process are prepared and issued. Ensures that all Board Orders prepared from Development Appeal Hearings accurately reflects the Development application and ensures they are mailed within the fifteen (15) day time limit.

- Ensures that an accurate log of all Letters of Credit that are required as a condition of development approval and creates the necessary forms to notify Business Services of new, revised or released Letters of Credit. Balances the Letters of Credit log with the Finance Report at year end.
- Endorses Stamps of Compliance on Real Property Reports and offers advice to Planning employees when required, to bring properties into compliance when Real Property Reports are reviewed.
- Initiates and balances month end reports for the Planning and Development Services Section and submits statistics to Stats Canada, the Manager Planning and Development Services and the Development Services General Manager on a monthly basis.
- Meets with Developers to discuss their proposals and offers advice and guidance in the Development Permit process.
- Adhere to Health and Safety Legislation and Rocky View safe work policies and procedures at all times, ensuring the protection and safety of self, co-workers, the public and environment.

Position Requirements:

- Completion of a university (bachelor) program in an area of work related to assigned duties. This specialized training is often recognized by a degree or certification.
- Three to six years of related work experience and continuous learning.
- Must possess positive public relations and effective oral and written communication skills.
- Must possess a strong ability for attention to detail, accuracy, timing and scheduling of work for this position, with the ability to meet demanding deadlines.
- Is able to interpret the Land Use Bylaw and building construction plans, drawings, site plans, sketches and related documents.
- Must be individually motivated with the ability to act independently within a close team environment, exercising independent judgment within tight time frames.
- Must have a strong ability to act independently within an interdependent team environment, dealing positively with the public and co-workers with tight time lines.
- Proficiency in MS Office (Outlook, Word, Excel, Power Point, and Access).
- Possess a valid class 5 driver's license.

This opportunity will be posted until suitable candidates are found.
Interested applicants are invited to apply direct to **www.rockyview.jobs**.

We thank all applicants for their interest; however
only those selected for interviews will be contacted.

Calendar Changes for
Masters Degree Program in Urban and Regional Planning

205.20.1 General Information	205.20.1 General Information
~~The Department offers the degrees of Master of Arts (MA), Master of Science (MSc), and Doctor of Philosophy (PhD) in Earth and Atmospheric Sciences. The Department of Earth and Atmospheric Sciences in conjunction with the Department of Physics also offers a course-based Master of Science (MSc) degree in Integrated Petroleum Geosciences.~~	The Department offers the following graduate degree programs: • Master of Science (MSc) in Earth and Atmospheric Science • Doctor of Philosophy (PhD) in Earth and Atmospheric Sciences • Master of Science (MSc) degree in Integrated Petroleum Geosciences. (in conjunction with the Department of Physics) • Master of Arts (MA) in Earth and Atmospheric Sciences with specialization in Human Geography • Doctor of Philosophy (PhD) in Earth and Atmospheric Sciences with specialization in Human Geography • Doctor of Philosophy (PhD) in Earth and Atmospheric Sciences with specialization in Planning • Master of Science in Urban and Regional Planning
Active research fields, which are listed on the Department's website (www.ualberta.ca/eas), include aqueous and sedimentary geochemistry; Arctic environments; atmosphere and ocean modelling; basin analysis; biogeography; carbonate sedimentology; clastic sedimentology; climatology; community, health and environment; diamond geology; economic geology; environmental values, attitudes and behaviors; environmental chemistry; environmental geology; experimental petrology; fluvial and glacial geomorphology; geochemistry; geochronology; geographic information	Active research fields, which are listed on the Department's website (www.ualberta.ca/eas), include aqueous and sedimentary geochemistry; Arctic environments; atmosphere and ocean modelling; basin analysis; biogeography; carbonate sedimentology; clastic sedimentology; climatology; community engagement; community, health and environment; community planning; diamond geology; economic geology; environmental values, attitudes and behaviors; environmental chemistry; environmental geology; experimental petrology; fluvial and glacial geomorphology; geochemistry;

systems; geomicrobiology; geotectonics; glaciology, glacier hydrology and glacier chemistry; global change; hot-springs; human-environment interactions; human dimensions of environmental hazards; hydrogeology; ichnology; igneous, sedimentary and metamorphic petrology; invertebrate and vertebrate paleontology; isotope geology; marine icing; meso-scale meteorology; metalliferous mineral deposits; microclimatology; micrometeorology; micropaleontology; mineralogy; paleolimnology; paleoecology of siliceous microfossils; periglacial geomorphology; petroleum geology; physical oceanography, paleoceanography and numerical model development; planetary geology; Precambrian palaeoenvironments; qualitative research methods; Quaternary palaeoenvironments; remote sensing; sedimentology; stratigraphy; structural geology; tectonics; and volcanology.

The Department will approve only thesis topics which lie within the research expertise of one or more of its faculty members.

The Department of Earth and Atmospheric Sciences has research laboratories, instructional facilities, and technical support for numerous graduate students.

1.1   Entrance Requirements

The Department's minimum admission requirements are a relevant undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate

geochronology; geographic information systems; geomicrobiology; geotectonics; glaciology, glacier hydrology and glacier chemistry; global change; hot-springs; human-environment interactions; human dimensions of environmental hazards; hydrogeology; ichnology; igneous, sedimentary and metamorphic petrology; invertebrate and vertebrate paleontology; isotope geology; land-use planning; marine icing; meso-scale meteorology; metalliferous mineral deposits; microclimatology; micrometeorology; micropaleontology; mineralogy; paleolimnology; paleoecology of siliceous microfossils; periglacial geomorphology; petroleum geology; physical oceanography, paleoceanography and numerical model development; planetary geology; planning, Precambrian palaeoenvironments; qualitative research methods; Quaternary palaeoenvironments; regional planning; remote sensing; resilience; sedimentology; stratigraphy; structural geology; transportation planning; urban design; urban planning; tectonics; volcanology; winter city planning and design.

For thesis based programs the Department will approve only thesis topics which lie within the research expertise of one or more of its faculty members.

The Department of Earth and Atmospheric Sciences has a planning studio, digital imaging and printing facilities, research laboratories, instructional facilities, and technical support for numerous graduate students.

X.X   Entrance Requirements

The Department's minimum admission requirements are a relevant undergraduate degree with an average of 3.0 in the last two

work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable (see §203.2.4).

1.2   Financial Assistance

In addition to scholarships administered by the University, a number of graduate assistantships and discipline specific scholarships are awarded by the Department.

years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable (see §203.2.4). Note that the Masters of Science in Urban and Regional Planning has additional requirements presented in sections 205.20.X and 205.20.X below.

X.X   Financial Assistance

In addition to scholarships administered by the University, a number of graduate assistantships and discipline specific scholarships are awarded by the Department.

205.20.X The Degrees of MSc in Urban and Regional Planning (2 year)

This course-based program requires the completion of ★42 in graduate-level course work, including ★36 of required, core courses and★ 6 of optional graduate-level course work in PLAN courses. The core courses include a research project that is to be undertaken in the last semester of the program as a capstone course. Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program.

Required Courses
PLAN 500 Planning for resilient cities and regions
PLAN 510 Physical Planning & Design Fundamentals
PLAN 511 Professional Practice and

Ethics

PLAN 512 Advanced Finance for Planners

PLAN 516 Planning law

PLAN 517 Advanced Planning Theory

PLAN 595 Advanced Planning Studio

PLAN 598 Advanced Research Methods and Analysis

PLAN 503 Master's Project Proposal

PLAN 504 Master's Project Development

PLAN 505 Master's Major Project

2 additional ★ 3 PLAN courses

1.3 Entrance Requirements for 2 year stream:

4 year bachelor's degree (minimum 3.00 GPA [B] in last 2 years of study); may be in a field other than planning. Applicants are required to submit a letter of Interest, two letters of academic recommendation, resume/CV, transcripts, a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable

Length of Program

The course-based MSc program in Urban and Regional Planning (Regular) is designed for completion within two calendar years beyond a completed undergraduate degree. The program must normally be completed within three years from admission.

205.20.X The Degrees of MSc in Urban and Regional Planning (Accelerated 1 year)

This course-based program requires the completion of ★30 in graduate-level course work, including ★24 of required, core courses and ★ 6 of optional graduate-level course work in PLAN courses. The core courses include a research project that is to

	be completed as a capstone course. Students must maintain standards acceptable to the Faculty of Graduate Studies and Research to remain in the program. **Required Courses (Accelerated 1 year)** PLAN 500 Planning for resilient cities and regions PLAN 517 Advanced Planning Theory PLAN 595 Advanced Planning Studio PLAN 598 Advanced Research Methods and Analysis PLAN 503 Master's Project Proposal PLAN 504 Master's Project Development PLAN 505 Master's Major Project 2 additional ★ 3 PLAN courses **1.4 Entrance Requirements for 1 Year Accelerated Stream** Applicants must have Bachelor's degree in planning (minimum 3.00 GPA [B]); must have at least 2 calendar years of planning experience. Applicants with significant experience and other degrees will be reviewed on a case by case basis. Statement of Interest, two letters of academic recommendation, resume/CV, transcripts, a TOEFL score of 550 (paper-based) or 88 (Internet-based), where applicable **Length of Program** The course-based MSc program in Urban and Regional Planning (Regular) is designed for completion within one calendar year (3 semesters). The program must normally be completed within three years from admission. Note – new courses listed below to be placed

	in appropriate calendar location.
	X.X Urban and Regional Planning Course Offerings
	PLAN 500 Planning for resilient cities and regions
	*3 (fi 6) (either term, 3-0-0) The role of adaptive and resilience oriented planning to contribute to the development of regions that can sustain themselves and prosper through change and uncertainty
	PLAN 503 Master's Project Proposal
	*3 (fi 6) (either term, 3-0-0) Supervised development of a literature review and project proposal. Course is pass/fail.
	PLAN 504 Master's Project Development
	*3 (fi 6) (either term, 3-0-0) Data gathering and project development phase of masters major project. Course is pass/fail.
	PLAN 505 Master's Major Project
	*6 (fi 12) (either term, 3-0-0) Completion of major project including development of major outputs identified by committee. Course is pass/fail.
	PLAN 510 Physical Planning & Design Fundamentals
	*3 (fi 6) (either term, 3-0-0). The development and interpretation of plans, zoning, policy, and bylaws. The introduction of design fundamentals for planners.
	PLAN 511 Professional Practice and Ethics
	*3 (fi 6) (either term, 3-0-0). The professional practice of planning is covered including the role of planners in society and professional ethics for planners.
	PLAN 512 Advanced Finance for Planners
	*3 (fi 6) (either term, 3-0-0). An introduction to municipal finances and the development process as it relates to the Planning

	profession.
	PLAN 517 Advanced Planning Theory
	*3 (fi 6) (either term, 3-0-0). An examination of Planning theories and theories from other disciplines and their influence on the Practice of Planning.
	PLAN 516 Planning law
	*3 (fi 6) (either term, 3-0-0). Includes an introduction to the legal basis for planning in Alberta and other provinces.
	PLAN 570 Advanced GIS for Planners
	*3 (fi 6) (either term, 2-0-1). The application of spatial analytic tools to Planning topics. Assignments impart technical aspects through hands-on experience with commercial and in-house spatial analysis software. Prerequisite: Consent of Department.
	PLAN 585 Advanced Topics in Planning
	*3 (fi 6) (either term, 3-0-0). Exploring planning theories in the context of contemporary events phenomena. Prerequisite: consent of the department. Variable content course which may be repeated if topic(s) vary.
	PLAN 595 Advanced Planning Studio
	*3 (fi 6) (either term, 3-0-0). Practical study of community planning processes, development or redevelopment projects, or other relevant case studies. Field Work Required.
	PLAN 598 Advanced Research Methods and Analysis
	*3 (fi 6) (either term, 3-0-0). Collection and analysis of data for social research in planning. Research design and sampling procedures. Both qualitative and quantitative methods are explored. Fieldwork required.