

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, January 21, 2016 meeting:

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Agenda Title: Faculty of Science: Proposed changes to Existing Academic Standing and Graduation Requirements, Honors and Specialization Biochemistry

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, proposed changes to Existing Academic Standing and Graduation Requirements, Honors and Specialization Biochemistry, Faculty of Science, to take effect in 2016-17.

Final Item: 4A

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Agenda Title: **Faculty of Science: Proposed changes to Existing Academic Standing and Graduation Requirements, Honors Pharmacology**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, proposed changes to Existing Academic Standing and Graduation Requirements, Honors Pharmacology, Faculty of Science, to take effect in 2016-17.

Final Item: 4B

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Agenda Title: **Faculty of Engineering: Proposed changes to Existing Admission and Academic Standing Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, proposed changes to Existing Admission and Academic Standing Requirements, Faculty of Engineering, to take effect in 2016-17.

Final Item: 4C

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Agenda Title: **Office of the Registrar: Proposed Approval and Denial of Transfer Credit for January 2016**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from GFC, proposed Approval and Denial of Transfer Credit for January 2016, as per the Office of the Registrar, to take effect upon final approval.

Final Item: 4D

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Agenda Title: **Proposed Changes to Undergraduate Admission Requirements for High School Applicants from the American Education System**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority by the General Faculties Council, recommend the GFC Academic Planning Committee approve the proposed changes to the undergraduate admission requirements for high school applicants from American education systems.

Final Item: 5

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Agenda Title: **Proposal for a new Bachelor of Science in Fashion Business Management, Faculty of**

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**Agricultural, Life & Environmental Sciences and Faculty of Business**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend the proposed Bachelor of Science in Fashion Business Management for approval to the GFC Academic Planning Committee under delegated authority by the General Faculties Council as set forth in Attachment 1, to be effective upon final approval.

Final Item: 6

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**OUTLINE OF ISSUE**

**4A. Faculty of Science: Proposed changes to Existing Academic Standing and Graduation Requirements, Honors and Specialization Biochemistry**

**4B. Faculty of Science: Proposed changes to Existing Academic Standing and Graduation Requirements, Honors Pharmacology**

**4C. Faculty of Engineering: Proposed changes to Existing Admission and Academic Standing Requirements**

**4D. Office of the Registrar: Proposed Approval and Denial of Transfer Credit for January 2016**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Brenda Leskiw, Associate Dean, Faculty of Science; Jason Carey, Associate Dean (Programs and Planning), Faculty of Engineering; Lisa Collins, Vice-Provost and Registrar
Presenter	Nat Kav, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
Subject	N/A

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Various sections of the <i>University Calendar</i> ; see individual items for specific affected <i>Calendar</i> sections. Updates the <i>Alberta Transfer Guide</i> .
Timeline/Implementation Date	Item 4A: To take effect in 2016-2017. Item 4B: To take effect in 2016-2017. Item 4C: To take effect in 2016-2017. Item 4D: To take effect upon approval.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<b><i>Dare to Discover</i></b> 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 quote legislation and include identifying section)	1. <b><i>Post-Secondary Learning Act (PSLA)</i></b> : The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions

numbers)

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

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

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

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

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations,

	<p>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)</p> <p>[...]</p> <p><b>E. Physical Testing and Immunization of Students</b></p> <p>ASC approves on GFC's and the Board's behalf, all individual Faculty policies concerning physical testing and immunization of students, and files a report with the GFC Executive Committee for information. (GFC 27 SEP 1999) (GFC 29 SEP 2003)</p> <p>[...]"</p> <p><b>9. GFC ASC Terms of Reference (Mandate/Alberta Transfer Guide):</b> GFC ASC's delegated authority from GFC extends to the following:</p> <p>"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.</p> <p>ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.</p> <p>iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.</p> <p>iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta." (3.D.i-iv.)</p> <p><b>10. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):</b> "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."</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Faculty Councils; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic)
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Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee - January 21, 2016
Final Approver	GFC Academic Standards Committee - January 21, 2016

## Attachments:

1. Attachment A (page 1 - 2): Faculty of Science
2. Attachment B (pages 1): Faculty of Science
3. Attachment C (pages 1 – 4): Faculty of Engineering
4. Attachment D (pages 1 – 2): Office of the Registrar (Transfer Credit)

Prepared by Meg Brolley, Coordinator, GFC Academic Standards Committee, c/o University Governance, [meg.brolley@ualberta.ca](mailto:meg.brolley@ualberta.ca)

Changes indicated in **green** will be considered by the GFC Academic Standards Committee for approval.

**Department of Biochemistry: Proposed Program Changes for Early Implementation 2016-2017**

*Rationale for Proposed Changes:*

- To align ourselves with the standards for most other Honors and Specialization programs in the Faculty of Science.
- To ensure more appropriate international recognition for students graduating with a B.Sc. in Biochemistry from the University of Alberta.
- To encourage more students to participate in the Honors in Biochemistry program.
- To enhance the research-focus of the Specialization in Biochemistry program.

194.1.1 Honors in Biochemistry	194.1.1 Honors in Biochemistry
CURRENT	PROPOSED
<p><del>Continuation in the Honors in Biochemistry program requires successful completion of 30★ with a minimum 3.3 GPA in the previous Fall/Winter. In addition, graduation requires a minimum grade of B- or higher on a minimum of ★39 BIOCH courses credited towards the degree.</del></p> <p><b>Year 1</b></p> <p>BIOL 107            CHEM 101, 102 and 261 (or 164)            MATH 113 or 114; ★3 junior-level MATH or STAT option            PHYS 124 and 126 (or equivalent)            ★6 junior ENGL or ★3 junior ENGL and ★3 junior WRS</p> <p><b>Notes</b></p> <p>(1) <del>Students must receive a grade of not less than B- in all Biochemistry courses credited toward the minimum number required for the degree.</del></p> <p>.....</p> <p>(3) Group A options are selected from BIOCH 4XX, CHEM, CMPUT, MATH, PHYS, STAT. Group B options are selected from Group A or BIOIN, CELL, GENET, IMIN, MICRB, PHYSL, PMCOL. Group A and B options may not be junior courses.</p>	<p>Continuation in the Honors in Biochemistry program requires successful completion of at least *24 with a minimum GPA of 3.0 in the previous Fall/Winter. In addition, graduation from the program requires a minimum GPA of 3.0 on the last *60 credited towards the degree.</p> <p><b>Year 1</b></p> <p>BIOL 107            CHEM 101, 102 and 261 (or 164)            MATH 114 or MATH 144; ★3 junior-level MATH or STAT option            PHYS 124 and 126 (or equivalent)            ★6 junior ENGL or ★3 junior ENGL and ★3 junior WRS</p> <p><b>Notes</b></p> <p>(1) Students must receive a grade of not less than B- in each of ★39 in BIOCH courses credited towards the degree, as follows: BIOCH 200; BIOCH 310, 320 and 330; 5 of BIOCH 410, 420, 425, 430, 441, 450, 455, 465, 481, and 482; BIOCH 401; and BIOCH 499.</p> <p>.....</p> <p>(3) Group A options are selected from BIOCH 398, BIOCH 4XX, CHEM, CMPUT, MATH, PHYS, STAT. Group B options are selected from Group A or BIOIN, CELL, GENET, IMIN, MICRB, PHYSL, PMCOL. Group A and B options may not be junior courses.</p>



194.1.2 Specialization in Biochemistry	
<p><b>CURRENT</b></p> <p>Continuation in the Specialization in Biochemistry program requires successful completion of at least <del>★24</del> with a minimum 2.7 GPA in the previous Fall/Winter. In addition, graduation requires a minimum grade of B- in BIOCH 200, 310, 320 and 330 and a minimum grade of C in all other BIOCH courses credited towards the degree.</p>	<p><b>PROPOSED</b></p> <p>Continuation in the Specialization in Biochemistry program requires successful completion of at least <del>★24</del> with a minimum GPA of 2.7 in the previous Fall/Winter. In addition, graduation from the program requires a minimum GPA of 2.7 on the last <del>*60</del> credited towards the degree.</p>
<p><b>Year 1</b></p> <p>BIOL 107  CHEM 101, 102 and 261 (or 164)  MATH 113 or 114; <del>★3 junior-level MATH or STAT option</del>  PHYS 124 and 126 (or equivalent)  <del>★6 junior ENGL or ★3 junior ENGL and ★3 junior WRS</del></p> <p><b>Year 4</b></p> <p>★6 in senior-level BIOCH courses  ★6 in approved Science options  ★3 in an approved Arts option  ★4 in approved options  ★3 in Group B options</p> <p><b>Notes</b></p> <p>(1) <del>Students must receive a grade of not less than B- in BIOCH 200, 310, 320 and 330, and C in all other BIOCH courses credited toward the minimum number required for the degree.</del></p> <p>(2) Students should consult the Department of Biochemistry for advice about course selection throughout the program. Several alternative course schedules are possible.</p> <p>(3) Group A options are selected from BIOCH 4XX, CHEM, CMPUT, MATH, PHYS, STAT. Group B options are selected from Group A or BIOIN, CELL, GENET, IMIN, MICRB, PHYSL, PMCOL. Group A and B options may not be junior courses.</p> <p>(4) Students in the specialization program are strongly encouraged to take BIOCH 498 or 499 as a fourth year Science option.</p>	<p><b>Year 1</b></p> <p>BIOL 107  CHEM 101, 102 and 261 (or 164)  ★6 MATH, STAT or PHYS options from MATH 114 or MATH 134 or MATH 144; MATH 115; MATH 125; STAT 141 or 151; STAT 252; PHYS 124 and PHYS 126 (or equivalent)  ★6 approved options  ★6 junior ENGL or ★3 junior ENGL and ★3 junior WRS</p> <p>.....</p> <p><b>Year 4</b></p> <p>★6 in senior-level BIOCH courses  ★3-6 from BIOCH 498 or 499 (or BIOCH 497)  ★6 in approved Science options  ★3 in an approved Arts option  ★6-9 in approved options  ★3 in Group B options</p> <p><b>NOTES</b></p> <p>(1) Students must receive a grade of not less than C+ in <del>each of ★33-36</del> in BIOCH courses credited towards the degree, as follows: BIOCH 200; BIOCH 310, 320 and 330; 4 of BIOCH 410, 420, 425, 430, 441, 450, 455, 465, 481 and 482; BIOCH 401; and BIOCH 498 or 499 (or 497).</p> <p>(2) Students should consult the Department of Biochemistry for advice about course selection throughout the program. Several alternative course schedules are possible.</p> <p>(3) Group A options are selected from BIOCH 398, BIOCH 4XX, CHEM, CMPUT, MATH, PHYS, STAT. Group B options are selected from Group A or BIOIN, CELL, GENET, IMIN, MICRB, PHYSL, PMCOL. Group A and B options may not be junior courses.</p> <p>(4) Students in the specialization program are required to take at least one of BIOCH 498, BIOCH 499, or BIOCH 497.</p>

# Faculty of Science

## Department of PHARMACOLOGY Changes 2016-2017

Proposal for Program Changes for **Early Implementation** 2016-2017

Current	Proposed
<p><b>193.14.1 Honors in Pharmacology</b></p> <p>The program leading to an Honors degree in Pharmacology prepares students for advanced study leading to academic or research careers. <del>Continuation and graduation in the Honors in Pharmacology program requires successful completion of ★30 with a minimum 3.3 GPA, a minimum 3.3 GPA on all Science courses taken and a minimum 3.3 GPA in PMCOL courses taken in each previous Fall/Winter with at least a grade of B in each course.</del></p>	<p><b>193.14.1 Honors in Pharmacology</b></p> <p>The program leading to an Honors degree in Pharmacology prepares students for advanced study leading to academic or research careers. <u>Continuation and graduation in the Honors in Pharmacology program requires successful completion of ★24 with a minimum 3.0 GPA, a minimum 3.0 GPA on all Science courses taken and a minimum 3.0 GPA in PMCOL courses taken in each previous Fall/Winter with at least a grade of B- in each course.</u></p>

**Rationale for changes:**

- To allow more flexibility for students in the Honours program
- To potentially increase applicants to the Honours program
- To align the requirements with other Honours programs in the Faculty

Submitted on: \_\_\_\_\_ GFC Circulated on: \_\_\_\_\_

Department Contact: Martin Davies

Items marked in **green** will be considered by GFC Academic Standards Committee for approval.

**Faculty of Engineering  
Proposed Calendar Changes  
Version: November 26, 2015**

**Requested for 2016-17 calendar implementation**

Current	Proposed
<p><b>82.17 Special Students</b></p> <p>Students with a BSc in Engineering or a Science specialization (e.g., Mathematics, Physics, Chemistry, Computing Science, Geology), may register as special students in the Faculty. For further information regarding admissibility, see §12.2(7).</p>	<p><b>82.17 Special Students</b></p> <p>Students with a BSc in Engineering <b>or a Science specialization (e.g., Mathematics, Physics, Chemistry, Computing Science, Geology)</b> may register as special students in the Faculty <b>as part time students</b>. For further information regarding admissibility, see §12.2(7).</p>
<p><b>83.3 Academic Regulations</b></p>	
<p>[...]</p> <p><b>(2) Engineering Graduation Average</b></p> <p>a. The Engineering Graduation Average (EGA) is based on the final four academic terms. If the course load in these terms totals less than 70.0 units, additional terms will be included in the calculation of the EGA as required to reach a total of at least 70.0 units. The 70.0 units include courses designated as extra to degree. Grades for courses taken in Spring/Summer are not included in the EGA unless this is a scheduled term within the student's degree program.</p> <p>b. <b>Requirements to Graduate:</b> To graduate, a student must</p> <ol style="list-style-type: none"> <li>i) pass all courses required by the specific program;</li> <li>ii) have an Engineering Graduation Average of 2.0 or greater;</li> <li>iii) be in satisfactory academic standing, i.e., have a Fall/Winter GPA of 2.0 or greater.</li> </ol> <p>A student who is otherwise eligible to graduate but has an EGA of less than 2.0 and/or a Fall/Winter GPA in the range 1.7 to 1.9 is permitted to return for one additional term provided this term falls within the 72 month degree time limit as specified in</p>	<p>[...]</p> <p><b>(2) Engineering Graduation Average</b></p> <p>a. The Engineering Graduation Average (EGA) is based on the final four academic terms. If the course load in these terms totals less than 70.0 units, additional terms will be included in the calculation of the EGA as required to reach a total of at least 70.0 units. The 70.0 units include courses designated <b>and approved by the Faculty</b> as extra to degree. Grades for courses taken in Spring/Summer are not included in the EGA unless this is a scheduled term within the student's degree program.</p> <p>b. <b>Requirements to Graduate:</b> To graduate, a student must</p> <ol style="list-style-type: none"> <li>i) pass all courses required by the specific program;</li> <li>ii) have an Engineering Graduation Average of 2.0 or greater;</li> <li>iii) be in satisfactory academic standing, i.e., have a Fall/Winter GPA of 2.0 or greater.</li> </ol> <p>A student who is otherwise eligible to graduate but has an EGA of less than 2.0 and/or a Fall/Winter GPA in the range 1.7 to 1.9 is permitted to return for one additional term provided this term falls within the 72 month degree time limit as specified in</p>

<p>§83.3(3). Courses to be taken during this additional term are specified by the Dean. If the student's EGA and Fall/Winter GPA following this term are not both 2.0 or greater, the student will not qualify for a degree and will not be allowed to continue in the Faculty.</p> <p>The preceding paragraph also applies to any student who has completed all course requirements and chooses to return for an extra term. The courses which the student takes in this subsequent term are to be specified by the Dean.</p> <p>[...]</p>	<p>§83.3(3). Courses to be taken during this additional term are specified by the Dean. If the student's EGA and Fall/Winter GPA following this term are not both 2.0 or greater, the student will not qualify for a degree and will not be allowed to continue in the Faculty.</p> <p>The preceding paragraph also applies to any student who has completed all course requirements and chooses to return for an extra term. The courses which the student takes in this subsequent term are to be specified by the Dean.</p> <p>[...]</p>
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Current	Proposed
<p><b>231 Course Listings</b> [ ... ]</p>	
<p><b>231.115 Electrical and Computer Engineering, ECE</b> <b>Department of Electrical and Computer Engineering, Faculty of Engineering</b> [ ... ]</p>	
<p><b>ECE 302 Electronic Devices</b> *4.3 (fi 8) (<del>first</del> term, 3-1s-3/2). PN junction semiconductor basics, charge flow and diode equation. Zener diodes. BJT and MOSFET devices and operating regions. Amplifier basics: biasing, gain, input and output resistance, analysis and design. Large signal effects. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: ECE 203 or E E 250. Credit may be obtained in only one of ECE 302 or E E 340.</p>	<p><b>ECE 302 Electronic Devices</b> *4.3 (fi 8) (<del>either</del> term, 3-1s-3/2). PN junction semiconductor basics, charge flow and diode equation. Zener diodes. BJT and MOSFET devices and operating regions. Amplifier basics: biasing, gain, input and output resistance, analysis and design. Large signal effects. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: ECE 203 or E E 250. Credit may be obtained in only one of ECE 302 or E E 340.</p>

<p><b>ECE 315 Computer Interfacing</b>  *3.8 (fi 8) (<b>first</b> term, 3-0-3/2). Design and use of digital interfaces, including memory, serial, parallel, synchronous and asynchronous interfaces. Hardware implementations of interrupts, buses, input/output devices and direct memory access. Multitasking software architecture, real-time preemptive multitasking kernel. Data structures and mechanisms for flow control. Computer communications interfaces, interfacing of microcontroller to peripheral devices such as stepper motors. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: ECE 212 or E E 380 or CMPUT 229, and 275 or permission of the Instructor. Credit may be obtained in only one of CMPE 401 or ECE 411.</p>	<p><b>ECE 315 Computer Interfacing</b>  *3.8 (fi 8) (<b>either</b> term, 3-0-3/2). Design and use of digital interfaces, including memory, serial, parallel, synchronous and asynchronous interfaces. Hardware implementations of interrupts, buses, input/output devices and direct memory access. Multitasking software architecture, real-time preemptive multitasking kernel. Data structures and mechanisms for flow control. Computer communications interfaces, interfacing of microcontroller to peripheral devices such as stepper motors. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: ECE 212 or E E 380 or CMPUT 229, and 275 or permission of the Instructor. Credit may be obtained in only one of CMPE 401 or ECE 411.</p>
<p><b>ECE 370 Engineering Electromagnetics I</b>  *3.5 (fi 8) (<b>first</b> term, 3-1s-0). Review of vector calculus, electrostatics, and magnetostatics. Electric and magnetic fields in material media, including polarization mechanisms and general boundary conditions. Solutions to static field problems. Maxwell's equations and waves in free space, dielectrics and conducting media. Reflection and refraction, standing waves. Prerequisites: MATH 102, 209 and PHYS 230. Credit may be obtained in only one of ECE 370 or E E 315.</p>	<p><b>ECE 370 Engineering Electromagnetics I</b>  *3.5 (fi 8) (<b>either</b> term, 3-1s-0). Review of vector calculus, electrostatics, and magnetostatics. Electric and magnetic fields in material media, including polarization mechanisms and general boundary conditions. Solutions to static field problems. Maxwell's equations and waves in free space, dielectrics and conducting media. Reflection and refraction, standing waves. Prerequisites: MATH 102, 209 and PHYS 230. Credit may be obtained in only one of ECE 370 or E E 315.</p>

Current	Proposed
<p><b>231.119 Engineering general, ENGG</b>  <b>Faculty of engineering</b></p>	
<p><b>ENGG 400 The Practice of the Engineering Profession</b>  ★ (fi 3) (<b>second</b> term, 1-0-0). The technical and professional duties and responsibilities of the engineer; the ethics of the engineering profession; technical and professional organizations. The role of the engineer in the social environment including elements of equity, concepts of sustainable development and environmental stewardship, public and worker safety and health considerations including the context of the Alberta Occupational Health and Safety Act. Note: Restricted to fourth-year traditional and fifth-year co-op engineering students</p>	<p><b>ENGG 400 The Practice of the Engineering Profession</b>  ★ (fi 3) (<b>either</b> term, 1-0-0). The technical and professional duties and responsibilities of the engineer; the ethics of the engineering profession; technical and professional organizations. The role of the engineer in the social environment including elements of equity, concepts of sustainable development and environmental stewardship, public and worker safety and health considerations including the context of the Alberta Occupational Health and Safety Act. Note: Restricted to fourth-year traditional and fifth-year co-op engineering students.</p>

<p><b>ENGG 404 Engineering Safety and Loss Management</b></p> <p>★ 3.8 (fi 8) (first term, 3-3s/2-0). A broad study of the principles and practices of providing a safe and reliable working environment in all types of major industries. Government regulatory requirements are reviewed. The key topics of study, using leading industry practices, are industrial health, safety, and environmental risks. The course emphasizes the importance of the decisions of engineers and business managers in protecting workers, the environment, assets, production, and the public in general. Plant visits, case studies, and guest lecturers from industry and government are included. <del>Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</del> Prerequisite: Completion of at least three years of study in Engineering or Business or by consent of the Instructor</p>	<p><b>ENGG 404 Engineering Safety and Loss Management</b></p> <p>★ 3.8 (fi 6) (first term, 3-3s/2-0). A broad study of the principles and practices of providing a safe and reliable working environment in all types of major industries. Government regulatory requirements are reviewed. The key topics of study, using leading industry practices, are industrial health, safety, and environmental risks. The course emphasizes the importance of the decisions of engineers and business managers in protecting workers, the environment, assets, production, and the public in general. Case studies, and guest lecturers from industry and government are included. Prerequisite: Completion of at least three years of study in Engineering or Business or by consent of the Instructor</p>

January 7, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on January 21, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>				
139462	NS2055 (6)	NURS405 (6)		
139463	NS2060 (6)	NURS406 (6)		
<b>THOMPSON RIVERS UNIVERSITY-OL</b>				
139305	ACCT 2211 (3)	ACCTG 311 (3) OR AUACC 311 (3)		

January 7, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Summary of Transfer Credit Proposals DENIED

Circulated for Information Only at the Academic Standards Committee Meeting on January 21, 2016

<b>Proposal ID # and Sending Institution</b>	<b>Sending Institution Course</b>	<b>U of A Course Requested</b>	<b>Denial Date</b>	<b>Reason for Denial</b>
<hr/>				
<b>CANADIAN UNIVERSITY COLLEGE</b>				
138266	Two of 1.5 credit PEAC courses	PAC 1XX (3)	December 16, 2015	The courses are not consistent with the goals and objectives of the UAlberta PAC courses and therefore cannot be granted transfer credit.

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**OUTLINE OF ISSUE**

Agenda Title: **Proposed Changes to Undergraduate Admission Requirements for High School Applicants from American Education Systems**

**Motion:** THAT the GFC Academic Standards Committee, under delegated authority by the General Faculties Council, recommend the GFC Academic Planning Committee approve the proposed changes to the undergraduate admission requirements for high school applicants from American education systems.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar and University of Alberta International
Presenter	Sam Stowe, Associate Registrar; John Soltice, Assistant Director International Recruitment (University of Alberta International); Christina Caputo, Office of the Registrar; Thinh Nguyen, Office of the Registrar
Subject	Proposed changes to <i>University Calendar</i> section 14.1.4 regarding the use of SAT Reasoning Test Results and ACT Scores to fulfill undergraduate admission requirements for High School applicants from the American education system.

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>To adjust the options available to students from American-based high school education systems for meeting University of Alberta admission requirements. Currently, admission is based on the presentation of SAT or ACT minimum score in order for the University to consider high school grades in the humanities and fine arts, but not for science subject requirements. The latter can only be met by standardized tests (SAT, AP). This does not work well for students because it widely limits the number of applicants who can complete their application to the University of Alberta and it excludes many otherwise very strong students. Writing multiple SAT or AP exams is burdensome, costly, stressful and seen as unnecessary to high quality students who already achieved high marks in high school.</p> <p>The proposed increase in standardized test results allows the University to see a clear indication of the students' academic preparedness for undergraduate programs at the University of Alberta. By raising the minimum SAT requirement from 1650 to 1800 and ACT from 24 to 26 we can recognize students ready for university level study and can be confident in using the highest scoring result across all grades presented including from high school to satisfy admission requirements.</p> <p>Please see attached proposal document for more information.</p>
The Impact of the Proposal is	See 'Purpose'
Replaces/Revises (eg, policies, resolutions)	<i>University of Alberta Calendar</i> Section 14.1.4
Timeline/Implementation Date	2016-17
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><i>Dare to Discover Values</i>: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.</p> <p>Office of the Registrar – Ten Point Enrollment Management Plan (Undergraduate), <i>Point 4</i>.</p> <p>“4. Change Evaluation Criteria/Process to support earlier decision – e.g. Grade 11 grades &amp; fall grades for postsecondary applicants</p> <ul style="list-style-type: none"> <li>• Establish a date by which the majority of admission decisions should be made in order to be competitive. Target for 2015 is March/April</li> <li>• *Establish evaluation criteria based on what academic information is available for different types of students at the point a decision needs to be made (equitable, not equal)</li> <li>• *Stop converting different curriculum to Alberta. Use performance data to appropriately calibrate grading scales from different academic systems.</li> <li>• *Modify Application/ Document deadlines to support new timing and evaluation criteria.</li> <li>• ** Develop fee based model for transfer credit assessment</li> </ul>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>GFC Academic Standards Committee (ASC) Terms of Reference (Mandate)</b>: 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)</p> <p>3. <b>GFC Academic Standards Committee (ASC) Terms of Reference (Mandate)</b> allow for GFC ASC to respond to proposals that may affect the admission or transfer of students to the University of Alberta. (Section 3.B.x).</p> <p>4. <b>GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate)</b>: “[...]”</p> <p style="text-align: center;"><b>7. Admission, Transfer and Academic Standing</b></p> <p>a. To consider advice or recommendation from the GFC ASC on</p>

proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change[.]

b. To consider advice or recommendation from the GFC ASC on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations. [...]"

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

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

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

**7. UAPPOL Admissions Procedure:**

**"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.

**Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Faculty of Arts (December 14, 2015) – for discussion; Faculty of Engineering (December 17, 2015) – for discussion Faculty of Science (December 17, 2015) – for discussion Faculty of Agricultural, Life, &amp; Environmental Sciences – for discussion Faculty of Education (December 22, 2014) – for information University of Alberta International – actively participating Office of the Registrar – actively participating Advisory Committee on Enrolment Management (ACEM, August 21, 2015) – for information</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Standards Committee – January 21, 2016 GFC Academic Planning Committee – February 10, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Planning Committee</p>

Attachments

1. Attachment 1 (page 1-2) – Overview of SAT and ACT
2. Attachment 2 (pages 1-5) - SAT percentile ranks of all SAT test takers in 2014
3. Attachment 3 (page 1) - ACT and SAT concordance table
4. Attachment 4 (pages 1-11) – SAT scores sent to UofA report 2015
5. Attachment 5 (pages 1-4) Admission Requirements for Applicants from American education system schools (for information/discussion):
  - a. Proposed Changes for the 2016-17 *University Calendar* (For Approval)
  - b. Rationale for proposal
  - c. Performance during last three versions of US-system admission policy across 2009 to 2014
6. Attachment 6 (page 1-2) - Benchmarking table with Canadian and US competitors and comparator institutions
7. Attachment 7 (page 1) - Summary of Five Major US institutions use of High School Science Grades
8. Attachment 8, 9, 10 - Sample documents of current high scoring US student applicant who is not eligible for admission under current policy without further documentation (student info removed for privacy)
  - a. Scottsdale Preparatory Academy High School Transcript
  - b. Student ACT score report
  - c. Scottsdale Preparatory Academy School Profile

*Prepared by:* Curriculum Calibration Initiative Steering Committee: John Soltice, Assistant Director International Recruitment (University of Alberta International), Tinh Nguyen, Admissions Specialist (Office of the Registrar), Christina Caputo, Admissions Team Lead (Office of the Registrar), Joana Apreku, Admissions Specialist (Office of the Registrar). [John.soltice@ualberta.ca](mailto:John.soltice@ualberta.ca); [tinh.nguyen@ualberta.ca](mailto:tinh.nguyen@ualberta.ca); [Christina.caputo@ualberta.ca](mailto:Christina.caputo@ualberta.ca); [joana.apreku@ualberta.ca](mailto:joana.apreku@ualberta.ca)

## Appendix 1 - Overview

### Scholastic Aptitude Test (SAT) Overview

Original Name	Previous Name	Current Name
SAT 1	SAT Reasoning Test	SAT

The **SAT Reasoning Test**, managed by College Board, started in the early 1900s, was initially developed by the Educational Testing Service (ETS), who still administers the test, but now it is owned and developed by the College Board. It tests a student's knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school, and almost all American colleges and universities use the SAT to make admission decisions, in addition to high school grades, recommendations, essays and other relevant information in offering places on their undergraduate courses.

The SAT Reasoning Test is three hours and forty-five minutes long and has three main divisions:

- **Critical Reading** includes reading passages and sentence completions.
- **Mathematics** includes questions on arithmetic operations, algebra, geometry, statistics and probability.
- **Writing** includes a short essay and multiple-choice questions on identifying errors and improving grammar and usage.
- Includes three kinds of questions:
  - o Multiple-choice questions
  - o Student-produced responses (mathematics only)
  - o Essay question

SAT scores are reported on a scale from 200-800 on each section (gradients of 10), with additional sub-scores reported for the essay (ranging from 2-12) and for multiple-choice writing questions (on a 20-80 scale). The SAT is offered seven times a year in the United States and six times at international sites.

SAT Subject Tests (aka "SAT 2") are stand-alone subject-specific tests.

### American College Testing (ACT) Overview

**ACT** was first administered in Fall 1959. Since 1960, it has been offered in all 50 states in the United States. The exam includes four areas: English, Mathematics, Reading and Science Reasoning. A Writing section is optional.

The test takes 2 hours and 55 minutes and tests the students in four areas:

English: 45 minutes; Math: 60 minutes; Reading: 35 minutes; Science: 35 minutes. The ACT Writing Test (optional) adds 30 minutes to the testing time.

Questions are of two main types:

- Problem solving - multiple choice (5 answer choices)
- Student-produced response questions ('grid-ins')

The Composite score and each test score (English, Mathematics, Reading, Science) range from 1 (low) to 36 (high). In the U.S., U.S. territories, Puerto Rico, and Canada, the ACT is offered six times a year and five times at international sites.

A composite score is also derived from the above (writing is not factored in). Composite score range is 1 to 36.

# SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

## 2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

This table allows you to compare a student's combined SAT® scores with the performance of other test-takers in the total group of 2014 college-bound seniors, as well as with all males and all females in the cohort. Percentile ranks show the percentage of each group who scored lower on the three sections together.

Note that composite scores are not the best way to view SAT scores because important differences between the performances on each section are obscured.

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
2400	583	99+	327	99+	256	99+
2390	237	99+	147	99+	90	99+
2380	329	99+	187	99+	142	99+
2370	523	99+	282	99+	241	99+
2360	667	99+	385	99+	282	99+
2350	630	99+	383	99+	247	99+
2340	918	99+	506	99+	412	99+
2330	1,075	99+	599	99+	476	99+
2320	1,233	99+	669	99+	564	99+
2310	1,246	99+	718	99	528	99+
2300	1,371	99	737	99	634	99+
2290	1,522	99	889	99	633	99
2280	1,426	99	758	99	668	99
2270	1,703	99	959	99	744	99
2260	1,848	99	982	99	866	99
2250	1,914	99	1,055	99	859	99
2240	1,995	99	1,083	99	912	99
2230	2,184	99	1,176	98	1,008	99
2220	2,296	99	1,245	98	1,051	99
2210	2,560	98	1,432	98	1,128	99
2200	2,574	98	1,369	98	1,205	99
2190	2,794	98	1,519	98	1,275	98
2180	2,844	98	1,518	98	1,326	98
2170	3,074	98	1,625	97	1,449	98
2160	3,187	98	1,757	97	1,430	98
2150	3,351	97	1,825	97	1,526	98
2140	3,631	97	1,932	97	1,699	98
2130	3,715	97	1,965	96	1,750	97
2120	4,024	97	2,090	96	1,934	97
2110	4,289	96	2,314	96	1,975	97
2100	4,413	96	2,368	96	2,045	97
2090	4,555	96	2,427	95	2,128	96
2080	4,636	96	2,422	95	2,214	96

# SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

## 2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
2070	4,991	95	2,604	95	2,387	96
2060	5,252	95	2,815	94	2,437	96
2050	5,418	95	2,852	94	2,566	95
2040	5,616	94	2,889	94	2,727	95
2030	5,974	94	3,096	93	2,878	95
2020	6,332	94	3,362	93	2,970	94
2010	6,494	93	3,335	92	3,159	94
2000	6,615	93	3,410	92	3,205	94
1990	6,783	92	3,466	91	3,317	93
1980	6,913	92	3,580	91	3,333	93
1970	7,292	92	3,687	90	3,605	93
1960	7,597	91	3,888	90	3,709	92
1950	7,866	91	4,012	89	3,854	92
1940	8,204	90	4,135	89	4,069	91
1930	8,394	90	4,223	88	4,171	91
1920	8,886	89	4,586	88	4,300	90
1910	9,235	89	4,686	87	4,549	90
1900	9,366	88	4,679	87	4,687	89
1890	9,741	87	4,790	86	4,951	89
1880	9,827	87	4,981	85	4,846	88
1870	10,302	86	5,191	85	5,111	88
1860	10,438	86	5,159	84	5,279	87
1850	10,932	85	5,408	83	5,524	86
1840	11,183	84	5,504	83	5,679	86
1830	11,268	84	5,567	82	5,701	85
1820	11,728	83	5,830	81	5,898	84
1810	12,138	82	5,936	80	6,202	84
<b>1800</b>	<b>12,506</b>	<b>81</b>	<b>6,147</b>	<b>80</b>	<b>6,359</b>	<b>83</b>
1790	12,724	81	6,231	79	6,493	82
1780	12,898	80	6,127	78	6,771	81
1770	13,322	79	6,460	77	6,862	81
1760	13,461	78	6,553	76	6,908	80
1750	13,882	77	6,814	76	7,068	79
1740	14,337	77	6,929	75	7,408	78
1730	14,421	76	6,926	74	7,495	77
1720	14,678	75	7,036	73	7,642	77
1710	15,183	74	7,159	72	8,024	76
1700	15,302	73	7,301	71	8,001	75



# SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

## 2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
1690	15,746	72	7,446	70	8,300	74
1680	15,801	71	7,498	69	8,303	73
1670	16,179	70	7,642	68	8,537	72
1660	16,258	69	7,627	67	8,631	71
1650	16,695	68	7,853	66	8,842	70
1640	16,989	67	8,040	65	8,949	69
1630	17,166	66	7,996	64	9,170	68
1620	17,466	65	8,219	63	9,247	67
1610	18,152	64	8,525	62	9,627	66
1600	18,006	63	8,460	61	9,546	65
1590	18,216	62	8,531	60	9,685	64
1580	18,515	61	8,604	59	9,911	63
1570	18,779	60	8,729	58	10,050	61
1560	19,128	59	8,837	56	10,291	60
1550	19,110	57	8,886	55	10,224	59
1540	19,032	56	8,791	54	10,241	58
1530	19,539	55	8,987	53	10,552	57
1520	19,552	54	8,915	52	10,637	56
1510	19,914	53	9,090	51	10,824	54
1500	19,947	52	9,055	50	10,892	53
1490	19,471	50	8,964	48	10,507	52
1480	20,088	49	9,092	47	10,996	51
1470	19,874	48	9,104	46	10,770	50
1460	19,908	47	9,076	45	10,832	48
1450	20,196	46	9,151	44	11,045	47
1440	20,068	44	9,066	43	11,002	46
1430	20,059	43	9,058	42	11,001	45
1420	20,434	42	9,244	40	11,190	43
1410	20,201	41	9,139	39	11,062	42
1400	20,046	40	9,008	38	11,038	41
1390	19,807	38	8,884	37	10,923	40
1380	20,187	37	9,070	36	11,117	38
1370	19,851	36	8,900	35	10,951	37
1360	19,712	35	8,807	33	10,905	36
1350	19,504	34	8,658	32	10,846	35
1340	19,411	32	8,676	31	10,735	33
1330	19,309	31	8,648	30	10,661	32
1320	18,917	30	8,452	29	10,465	31

# SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

## 2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
1310	19,026	29	8,405	28	10,621	30
1300	18,500	28	8,225	27	10,275	29
1290	18,340	27	8,040	26	10,300	28
1280	18,057	26	7,907	25	10,150	26
1270	17,924	25	7,889	24	10,035	25
1260	17,509	24	7,597	23	9,912	24
1250	17,168	23	7,644	22	9,524	23
1240	16,802	22	7,361	21	9,441	22
1230	16,689	21	7,281	20	9,408	21
1220	15,933	20	7,116	19	8,817	20
1210	15,491	19	6,843	18	8,648	19
1200	15,457	18	6,707	17	8,750	18
1190	14,908	17	6,544	17	8,364	17
1180	14,168	16	6,244	16	7,924	16
1170	13,887	15	6,128	15	7,759	15
1160	13,400	14	5,948	14	7,452	15
1150	12,917	14	5,665	14	7,252	14
1140	12,499	13	5,498	13	7,001	13
1130	11,961	12	5,249	12	6,712	12
1120	11,763	11	5,243	12	6,520	11
1110	11,267	11	5,187	11	6,080	11
1100	10,534	10	4,688	10	5,846	10
1090	10,106	10	4,425	10	5,681	9
1080	9,672	9	4,257	9	5,415	9
1070	9,288	8	4,112	9	5,176	8
1060	8,776	8	3,919	8	4,857	8
1050	8,568	7	3,972	8	4,596	7
1040	8,065	7	3,661	7	4,404	7
1030	7,457	6	3,474	7	3,983	6
1020	7,195	6	3,283	6	3,912	6
1010	6,692	6	2,990	6	3,702	5
1000	6,272	5	2,839	6	3,433	5
990	5,906	5	2,715	5	3,191	5
980	5,631	5	2,658	5	2,973	4
970	5,473	4	2,502	5	2,971	4
960	4,882	4	2,341	4	2,541	4
950	4,764	4	2,267	4	2,497	3
940	4,493	3	2,143	4	2,350	3

# SAT® Percentile Ranks for Males, Females, and Total Group

SAT®

## 2014 College-Bound Seniors — Critical Reading + Mathematics + Writing

Score	Total		Male		Female	
	Number	Percentile	Number	Percentile	Number	Percentile
930	4,273	3	2,052	3	2,221	3
920	3,899	3	1,843	3	2,056	3
910	3,766	3	1,795	3	1,971	2
900	3,627	2	1,791	3	1,836	2
890	3,310	2	1,613	3	1,697	2
880	3,119	2	1,541	2	1,578	2
870	3,062	2	1,517	2	1,545	2
860	2,777	2	1,420	2	1,357	2
850	2,642	2	1,298	2	1,344	1
840	2,485	1	1,233	2	1,252	1
830	2,290	1	1,146	1	1,144	1
820	2,198	1	1,125	1	1,073	1
810	2,015	1	1,034	1	981	1
800	1,840	1	970	1	870	1
790	1,660	1	865	1	795	1
780	1,529	1	817	1	712	1
770	1,448	1	785	1	663	1
760	1,301	1	685	1	616	1-
750	1,273	1	680	1	593	1-
740	1,127	1-	594	1	533	1-
730	1,018	1-	553	1-	465	1-
720	962	1-	550	1-	412	1-
710	821	1-	454	1-	367	1-
700	741	1-	415	1-	326	1-
690	648	1-	365	1-	283	1-
680	598	1-	344	1-	254	1-
670	505	1-	267	1-	238	1-
660	382	1-	212	1-	170	1-
650	340	1-	196	1-	144	1-
640	264	1-	147	1-	117	1-
630	292	1-	169	1-	123	1-
620	107	1-	55	1-	52	1-
610	183	1-	106	1-	77	1-
600	374	—	234	—	140	—
<b>Number</b>	1,672,395		783,570		888,825	
<b>Mean</b>	1,497		1,510		1,485	
<b>S.D.</b>	322		330		313	

### Appendix 3 – ACT and SAT Concordance table

## Estimated Relationship between ACT Composite Score and SAT CR+M+W Score

In addition, ACT is providing an ESTIMATED Relationship Table for institutions that also use the SAT (Critical Reading + Math + Writing) Score. This table provides a score on the SAT that is similar to an ACT Composite score. The values given are a very accurate representation of what you might get from a concordance table. ([Understanding estimated relationship](#))

ACT Composite Score	Estimated SAT CR+M+W	Estimated SAT CR+M+W (Score Range)	ACT Composite Score
36	2390	2380–2400	36
35	2330	2290–2370	35
34	2250	2220–2280	34
33	2180	2140–2210	33
32	2120	2080–2130	32
31	2060	2020–2070	31
30	2000	1980–2010	30
29	1940	1920–1970	29
28	1880	1860–1910	28
27	1820	1800–1850	27
26	1770	1740–1790	26
25	1710	1680–1730	25
24	1650	1620–1670	24
23	1590	1560–1610	23
22	1530	1510–1550	22

Source: <http://www.act.org/aap/concordance/estimate.html> (viewed December 2015)

# SAT

2015 College-Bound Seniors

## Profile of SAT<sup>®</sup> Prospective Applicants

UNIVERSITY OF ALBERTA  
C0963



### Included in This Report

SAT<sup>®</sup> Data

SAT Subject Tests<sup>™</sup> Data

College Plans

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**DATA EMBARGO IN EFFECT** This report contains information on college-bound students in the class of 2015 who took the SAT<sup>®</sup> or SAT Subject Tests<sup>™</sup> at any time during high school. *Data and other information in this report are embargoed from dissemination to the media and general public until after the College Board makes state and total group-level data and information publically available. The embargo will be lifted no later than September 30, 2015.* Prior to that time, you may use the data and other information in this report for internal purposes. The College Board will post updated information in the coming weeks about the embargo at <https://collegeboard.org/press>; if you have questions about the College Board national press briefing, please contact the College Board communications department at [communications@collegeboard.org](mailto:communications@collegeboard.org).

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## The SAT® Program

The SAT® (formerly known as the SAT® I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. *College-Bound Seniors 2015* includes students who tested through June 2015.

## Using This Report

*College-Bound Seniors* presents data on high school graduates in the year 2015 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.
- Study changes over time in the characteristics of students taking SAT tests.
- Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.
- Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.
- Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

## Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board website at [www.collegeboard.org](http://www.collegeboard.org).

### Mean

The *mean* is the arithmetic average.

### Percentile

The *percentile*, also called the *percentile point*, is the point on the measurement scale below which a specified percentage of scores fall. The 25th, 50th and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the *median* and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

### Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses a 200- to 800-point scale.

### Standard deviation (SD)

The *standard deviation (SD)* is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

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## SAT® Data

Data in this report are for high school graduates in the year 2015. Information is summarized for seniors who took the SAT at any time during their high school years through June 2015. If a student took the test more than once, the most recent score is used.

**Table 1: Overall Mean Scores**

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing *		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
Total	502	530	102	631	110	554	94	55.7	10.1	7.6	1.3

**Table 2: Mean Scores by Gender**

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
Male	302	522	104	641	108	544	96	54.9	10.2	7.4	1.4
Female	200	543	97	616	112	570	89	56.9	9.8	7.9	1.2

**Table 3: Year in Which Seniors Last Took the SAT**

Scores are from the last administration in which seniors took the SAT

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
Senior (2014-2015)	395	521	99	627	113	547	91	55.0	9.8	7.6	1.3
Junior (2013-2014)	101	560	106	640	100	574	101	57.9	10.8	7.8	1.4
Sophomore (2012-2013)	6	613		718		660		67.0		8.2	
Freshman (2011-2012)											
Total	502	530	102	631	110	554	94	55.7	10.1	7.6	1.3

**Table 4: Mean Scores for Total Group**

Mean scores for the state and total group may serve as points of reference when evaluating mean scores for the institution.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
Total Group	1,698,521	495	116	511	120	484	115	48.7	11.6	7.0	1.7

\*Writing data are based on students who took the current version of the SAT, first administered in March 2005. The Writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2 to 12, with a very small percentage of students (less than 0.3%) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.

## SAT® Data

**Table 5: Percentiles for Institution and Total Group**

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

SAT Percentile	Institution			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th Percentile	600	710	620	570	590	560
50th Percentile	530	640	560	490	510	480
25th Percentile	460	560	490	410	430	400

**Table 6: Score Distributions**

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700-800	14	9	23	109	58	167	15	18	33
600-690	64	53	117	96	67	163	78	67	145
500-590	91	75	166	65	45	110	119	70	189
400-490	99	49	148	26	22	48	73	40	113
300-390	30	14	44	5	8	13	15	5	20
200-290	4		4	1		1	2		2

**Table 7: Total Mean Scores by Ethnicity**

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	1							
Asian, Asian American, or Pacific Islander	219	44	549	96	689	78	581	88
Black or African American	56	11	464	86	511	97	488	84
Mexican or Mexican American	4	1						
Puerto Rican								
Other Hispanic, Latino, or Latin American	17	3	528		548		514	
White	81	16	578	98	603	87	563	88
Other	66	13	507	89	629	111	553	92
No Response	58	12	483	106	600	124	519	96
Total	502	100	530	102	631	110	554	94

NOTE: Percentiles are reported when there are 20 or more test-takers.

## SAT Subject Tests™ Data

**Table 8: Number of Test-Takers and Tests for SAT Subject Tests**

Students Who Took SAT Subject Tests		Students Who Took SAT Subject Tests and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading	Mathematics	Writing
236	629	223	568	684	597
Students Who Took One or More Different SAT Subject Tests					
Number of Tests Taken		Number of Test-Takers	Percentage of Total Test-Takers Who Took One or More Tests		
1		25	11		
2		80	34		
3		96	41		
4 or More		35	15		

**Table 9: Mean Scores for SAT Subject Tests and for Students Who Also Took the SAT**

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the SAT.

	SAT Subject Test			SAT						
	N	Mean	SD	N	Critical Reading Mean	SD	Mathematics Mean	SD	Writing Mean	SD
English										
Literature	11	581		11	621		636		602	
<b>History and Social Studies</b>										
U.S. History	14	606		14	604		671		629	
World History	3			3						
<b>Mathematics</b>										
Mathematics Level 1	64	649	92	62	549	96	649	76	582	71
Mathematics Level 2	181	708	90	172	573	92	700	69	603	77
<b>Science</b>										
Biology E	17	615		17	576		624		590	
Biology M	38	686	76	36	601	89	686	66	606	72
Chemistry	134	680	93	126	569	105	693	76	593	80
Physics	147	691	89	138	568	101	703	74	601	83
<b>Foreign and Classical Languages</b>										
Chinese with Listening	2			2						
French	10	596		10	589		664		587	
French with Listening	3			3						
German										
German with Listening										
Modern Hebrew										
Italian										
Japanese with Listening										
Korean with Listening	1			1						
Latin										
Spanish	3			3						
Spanish with Listening	1			1						

## Shared Prospective Applicants

**Table 10: Other Colleges and Universities Receiving the Most SAT Score Reports From Your Prospective Applicants**

Students may designate more than one institution to receive their SAT score reports. This list includes 35 institutions that also received SAT score reports from students who designated that their reports be sent to your institution. These institutions received the most score reports from your prospective applicants. A total of 534 institutions received score reports from students who also sent score reports to your institution.

College or University	State	Type	Students		Percent		SAT Mean Scores		
			N	Pct	Male	Female	Critical Reading	Mathematics	Writing
UNIVERSITY OF BRITISH COLUMBIA		Public	192	38	65	35	549	662	576
UNIVERSITY OF TORONTO		Public	185	37	68	32	546	669	574
MCGILL UNIVERSITY		Private	130	26	63	37	569	685	600
UNIVERSITY OF WATERLOO		Private	126	25	73	27	561	685	583
UNIVERSITY OF CALGARY		Public	121	24	60	40	536	637	565
MCMASTER UNIVERSITY		Private	92	18	70	30	563	688	593
PURDUE UNIVERSITY	IN	Public	75	15	71	29	557	714	601
PENN STATE UNIVERSITY PARK	PA	Public	66	13	56	44	540	683	585
QUEEN'S UNIVERSITY		Private	61	12	64	36	563	666	585
UNIVERSITY OF WESTERN ONTARIO		Private	60	12	63	37	533	657	581
UNIVERSITY OF OTTAWA		Private	56	11	61	39	555	676	601
SIMON FRASER UNIVERSITY		Public	55	11	53	47	557	656	599
UNIVERSITY OF VICTORIA		Private	44	9	59	41	535	661	582
OHIO STATE UNIVERSITY, COLUMBUS CAMPUS	OH	Public	43	9	72	28	527	714	600
YORK UNIVERSITY		Private	41	8	63	37	534	637	559
GEORGIA INSTITUTE OF TECHNOLOGY	GA	Public	40	8	80	20	572	692	594
DALHOUSIE UNIVERSITY		Private	39	8	56	44	534	679	585
UNIVERSITY OF WASHINGTON	WA	Public	38	8	68	32	563	694	628
UNIVERSITY OF MICHIGAN	MI	Public	36	7	58	42	592	706	630
BOSTON UNIVERSITY	MA	Private	35	7	46	54	566	669	591
UNIVERSITY OF TEXAS AT AUSTIN	TX	Public	35	7	66	34	561	680	597
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	IL	Public	34	7	76	24	570	730	614
UNIVERSITY OF CALIFORNIA, BERKELEY	CA	Public	33	7	67	33	568	703	601
UNIVERSITY OF CALIFORNIA, LOS ANGELES	CA	Public	33	7	58	42	568	723	613
UNIVERSITY OF WISCONSIN-MADISON	WI	Public	32	6	63	38	571	708	608
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	MA	Private	30	6	73	27	543	672	581
UNIVERSITY OF MINNESOTA, TWIN CITIES	MN	Public	30	6	67	33	532	696	581
TEXAS A&M UNIVERSITY	TX	Public	28	6	61	39	522	638	545
CORNELL UNIVERSITY	NY	Private	27	5	70	30	602	726	637
UNIVERSITY OF CALIFORNIA, SAN DIEGO	CA	Public	26	5	69	31	543	684	585
NEW YORK UNIVERSITY	NY	Private	25	5	36	64	584	680	616
STANFORD UNIVERSITY	CA	Private	24	5	67	33	577	673	605
DREXEL UNIVERSITY	PA	Private	23	5	61	39	547	682	593
JOHNS HOPKINS UNIVERSITY	MD	Private	23	5	52	48	628	667	630
NORTHEASTERN UNIVERSITY	MA	Private	23	5	57	43	573	678	594

502 = The number of SAT score reports sent to your institution.

3,628 = The number of SAT score reports that your prospective applicants sent to other institutions.

1,667 = The number of SAT score reports that your prospective applicants sent institutions not listed above.

12 = The number of SAT score reports sent only to your institution.

## Geographic Locations of High Schools

**Table 11: Geographic Locations of High Schools Attended by the Largest Numbers of Your Prospective Applicants**

This list includes the states where the high schools that are attended by the largest numbers of your prospective applicants are located.

Location of High School	Number of Score Senders* by State	Percent of Score Senders** by State	Percent of State's Score Senders by Gender***	
			Male	Female
TEXAS	17	3.3	41.2	58.8
CALIFORNIA	10	1.9	50.0	50.0
WASHINGTON	8	1.6	50.0	50.0
FLORIDA	6	1.2	66.7	33.3
PENNSYLVANIA	6	1.2	50.0	50.0
VIRGINIA	6	1.2	50.0	50.0
IDAHO	4	0.8	50.0	50.0
MASSACHUSETTS	4	0.8	25.0	75.0
ARIZONA	3	0.6	33.3	66.7
HAWAII	3	0.6	33.3	66.7
GEORGIA	2	0.4	100.0	0
INDIANA	2	0.4	50.0	50.0
NEVADA	2	0.4	50.0	50.0
NEW JERSEY	2	0.4	50.0	50.0
OREGON	2	0.4	100.0	0
RHODE ISLAND	2	0.4	0	100.0
ALASKA	1	0.2	0	100.0
ARKANSAS	1	0.2	100.0	0
COLORADO	1	0.2	0	100.0
CONNECTICUT	1	0.2	100.0	0
ALL OTHER U.S. LOCATIONS	14	2.7	50.0	50.0
LOCATIONS OUTSIDE OF U.S.	418	81.2	63.2	36.8
<b>Total</b>	<b>515</b>	<b>100.0</b>	<b>60.4</b>	<b>39.6</b>

\*Of the students who designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the number of those students who attend high schools located in the specified state

\*\*Of the students who designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the percent of those students who attend high schools located in the specified state.

\*\*\*Of the total number of students who attend high school in a specified state and designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the percentage of those students who are male and the percentage of those students who are female.

## Source of Prospective Applicants

Table 12: High Schools That Are the Primary Sources of Your Prospective Applicants

High School	City	State	Students		Percent***		SAT Mean Scores		
			N*	Pct**	Male	Female	Critical Reading	Mathematics	Writing
DHAHRAN HIGH SCHOOL	Al-Khobar		15	3	60	40	599	661	600
CHRIST THE KING CATHOLIC COLLEGE	Ijebu-Ode		9	2	100	0	382	450	423
NANJING FOREIGN LANGUAGE SCHOOL	Nanjing		6	1	67	33	637	750	615
INTERNATIONAL SCHOOL CHOUEIFAT ABU DHABI	Abu Dhabi		6	1	67	33	495	653	533
OLASHORE INTERNATIONAL SCHOOL	Osun State		5	1	0	100	460	510	488
JEPHTHAH COMPREHENSIVE SECONDARY SCHOOL	Rumome Ozuoba		5	1	80	20	380	432	454
AMERICAN INTERNATIONAL SCHOOL IN EGYPT	Nasr City Cairo		5	1	40	60	434	572	546
AMERICAN SCHOOL OF DOHA	Doha		4	1	50	50			
INTERNATIONAL CHRISTIAN SCHOOL	New Territories		4	1	100	0			
JIANGSU TIANYI HIGH SCHOOL	Wuxi		4	1	75	25			
SEVEN LAKES HIGH SCHOOL	Katy	TX	3	1	33	67			
CHARLES DALE MEMORIAL INTERNATIONAL SCHOOL	Port Harcourt		3	1	100	0			
THE INTERNATIONAL SCHOOL OF CHOUEIFAT DOHA	Doha		3	1	100	0			
BRITISH SCHOOL OF LOME	Lome		3	1	33	67			
AMERICAN SCHOOL OF KUWAIT	Hawalli		3	1	67	33			
DAR JANA INTERNATIONAL SCHOOL	Jeddah		3	1	67	33			
CHENGDU NO. 7 HIGH SCHOOL	Chengdu		3	1	0	100			
DUBAI AMERICAN ACADEMY	Dubai		3	1	67	33			
THE AMERICAN SCHOOL OF DUBAI	Dubai		3	1	67	33			
FLOYD CENTRAL HIGH SCHOOL	Floyds Knobs	IN	2	0	50	50			
WILLIAM P CLEMENTS HIGH SCHOOL	Sugar Land	TX	2	0	50	50			
SAINT MARY'S SCHOOL	Balboa		2	0	100	0			
AMERICAN COOPERATIVE SCHOOL OF TUNIS	Laouina		2	0	100	0			
PATHWAYS WORLD SCHOOL	New Delhi		2	0	100	0			
SAINT MARY'S INTERNATIONAL SCHOOL	Setagaya		2	0	100	0			
KINGS ACADEMY	Manja-Madaba		2	0	100	0			
UNIVERSAL COLLEGE OF ALEY	Aley		2	0	100	0			
INTERNATIONAL SCHOOLS GROUP - DAMMAM	Al-Khobar		2	0	50	50			
AL HUSSAN INTERNATIONAL SCHOOL	Al Khobar		2	0	50	50			
YANBU INTERNATIONAL SCHOOL	Yanbu Al-Sinaiyah		2	0	0	100			
NATIONAL EXPERIMENTAL HS AT HSINCHU SCIENCE P	Hsinchu		2	0	50	50			
WUXI NUMBER 1 SENIOR HIGH SCHOOL	Wuxi		2	0	50	50			
HIGH SCHOOL AFFILIATED TO SOUTH CHINA NORMAL	Guangzhou City		2	0	50	50			
CHANGZHOU NO 1 HIGH SCHOOL	Changzhou		2	0	0	100			
SHENZHEN MIDDLE SCHOOL	Shenzhen		2	0	50	50			

240 = The number of high schools not listed.

515 = The number of SAT and/or SAT Subject Test score reports sent to your institution

\*The number of students from the specified high school who designated that their SAT and/or SAT Subject Test score reports be sent to your institution.

\*\*Of the students who designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the percentage of those students who attend the specified high school. The percentage of students sending score reports is not shown if it is less than 1 percent of the total score reports you received.

\*\*\*Of the total number of students who attend the specified high school and designated that their SAT and/or SAT Subject Test score reports be sent to your institution, the percentage of those students who are male and the percentage of those students who are female.

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**Appendix 5 – Admission Requirements for Applicants from American education system schools**

Current	Proposed
<p><b>14.1.4 Admission from the United States and other countries and schools that offer American-based curricula</b></p> <p>Admission is based on superior standing in the five specific Faculty and program course requirements (see §16). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University if they meet the following requirements:</p> <ol style="list-style-type: none"> <li>(1) the five courses required for admission (see §16) are all at the level of Grade 12 or equivalent, and</li> <li>(2) All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from International Baccalaureate (IB), Advanced Placement (AP), or SAT Subject Test (SAT ST) results, and</li> <li>(3) All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School Grade 12 (or equivalent) course marks. If a high school course mark is to be used, the applicant must also meet the SAT Reasoning Test (SAT RT) or ACT requirement as follows:             <ol style="list-style-type: none"> <li>a. SAT RT: minimum combined score of 1650 with a minimum of 550 on each section</li> <li>b. ACT: minimum composite score of 24</li> </ol> </li> </ol> <p>See <a href="#">Admissions Chart 2</a> for SAT Subject Test equivalencies and <a href="#">Admissions Chart 3</a> for required courses from Groups A, B and C.</p> <p>For more details, visit <a href="http://www.studyincanada.ualberta.ca/en/StudyAtUAlberta/Undergraduate/InternationalAdmissionSubjectsandCourseEquivalencies.aspx">www.studyincanada.ualberta.ca/en/StudyAtUAlberta/Undergraduate/InternationalAdmissionSubjectsandCourseEquivalencies.aspx</a></p>	<p><b>14.1.4 Admission from the United States and other countries and schools that offer American-based curricula</b></p> <p>Admission is based on superior standing in the five specific Faculty and program course requirements (see §16). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University if they meet the following requirements:</p> <ol style="list-style-type: none"> <li>(1) The required English course has been met by presenting High School Grade 12 (or equivalent) course marks, or an acceptable score from International Baccalaureate (IB), Advanced Placement (AP), SAT, or SAT Subject Test (SAT ST) results, and</li> <li>(2) All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from IB, AP, SAT ST results, or High School (the final three years) course marks. If a high school course mark is to be used, the applicant must also meet the SAT or ACT requirement as follows:             <ol style="list-style-type: none"> <li>a. SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section)</li> <li>b. ACT: minimum composite score of 26, and</li> </ol> </li> <li>(3) All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School (the final three years) course marks. If a high school course mark is to be used, the applicant must also meet the SAT or ACT requirement as follows:             <ol style="list-style-type: none"> <li>a. SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section)</li> <li>b. ACT: minimum composite score of 26.</li> </ol> </li> </ol> <p>See <a href="#">Admissions Chart 2</a> for SAT Subject Test</p>

	<p>equivalencies and <a href="#">Admissions Chart 3</a> for required courses from Groups A, B and C.</p> <p>For more details, visit <a href="http://www.studyincanada.ualberta.ca/en/StudyAtUALberta/Undergraduate/InternationalAdmissionSubjectsandCourseEquivalencies.aspx">www.studyincanada.ualberta.ca/en/StudyAtUALberta/Undergraduate/InternationalAdmissionSubjectsandCourseEquivalencies.aspx</a></p>
--	--

**Rationale for proposal:**

Current UAlberta US-system admission policy is very limiting in terms of the University’s ability to consider good grades earned in high school. Very strong students apply but discontinue the application process when faced with the prospect of having to submit up to 5 standardized test scores. A truly strong student, with high school marks already earned at an academically rigorous high school, sees these requirements as an unnecessary burden given the time, cost, logistics and stress of multiple test sittings. Installing a single minimum SAT/ACT score acts as a great levelling tool for the varying quality of US-system high schools in the USA. This quality variance in US-system schools abroad is less prevalent. The proposed increase in standardized test results enables a clear indication of the students’ academic preparedness for undergraduate programs at the University of Alberta. After the SAT pilot phase (2011-2013), analyses found that student performance greatly improved with the introduction of a minimum SAT/ACT score. By raising the minimum SAT requirement from 1650 to 1800 and ACT from 24 to 26 we can confidently identify students ready for university-level study and can be confident in using highest scoring result across all grades and scores presented.

The perceived benefits of the proposed admission policy are:

1. A minimum score of 1800 or 26 will give the University of Alberta a stronger reputation among prospective students.
2. The University will attract high quality applicants
3. Entering students will be prepared for academic success
4. Admission offers can be given in a more timely manner, as early as late fall. In the US market this is critical to securing top students.
5. The proposal eases administrative workload in Admissions processing
6. Enrollment diversity goals can be worked towards: Half of international applicants from schools in the USA are of citizenships other than American and there are US-system schools worldwide.
7. ELP requirement is not usually a concern as English is the medium of instruction

**Why 1800 and 26?**

These minimums are chosen to reflect:

- Stature of the University of Alberta
- Similar to competitor institutions (see benchmarking table)
- Attracts quality applicants who see posted minimums as a measure of academic quality
- Students often take the SAT two or three times across gr. 10, 11, and 12. This proposal includes the common practice of super-scoring whereby the highest section scores across multiple

sittings can be combined to achieve the highest possible result. This is similar to the current practice of pulling out an applicant's best possible 5 scores to determine an admission average. Super-scoring is a common practice among US institutions such as Columbia, Brown, Duke, Harvard, Georgetown, MIT, and Johns Hopkins. See list at: <https://brandcollegeconsulting.com/which-colleges-superscore-the-sat/>

- SAT / ACT will continue to be optional. If students do not submit this score, they can still be considered for admission by other means such as SAT subject test scores, AP exams, or IB marks.
- These scores put the University of Alberta at the 81<sup>st</sup> percentile of SAT test takers. (see SAT percentile graph). This level is reflective of current admission standards. An ACT composite score of 26 is concordant with 1800 SAT (see ACT SAT Concordance table)
- SAT section scores of 600, 600, 600 are above the 2015 mean of scores the University received, but stay within the standard deviation of those scores. (See SAT scores sent to UofA report 2015).

### University of Alberta – US Student Performance History pre-2010, 2010-2013, 2014 forward

	ASC Data Set - Study Permit Only			S, P, C		
2009 data (old policy) was incorrectly included in a study of Pilot Policy Results	Original Policy	Pilot Policy - i	Pilot Policy-ii		Current	
Fall Intake	2009	2010	2011	2012	2013	2014
SAT Reasoning Test	optional					
ACT	not accepted	optional				
High School Grade - A, B subjects	accept as is	accept if SAT RT 550x3 or ACT 26 (24, 2013 forward)				
High School Grade - C subjects	accept as is	accept if SAT RT 550x3 or ACT 26 (24, 2013 forward)				don't accept
IB, AP, SAT Subject Test	accept					
# of new students Fall Term Intake	2009	2010	2011	2012	2013	2014
RTW	5	3	0	3	1	2
Academic Warning / Probation	3	3	0	1	2	2
				↓	↓	↓
				Year 1: two-term GPA		
		S, P, C	Arts	2.5	3.0	2.6
RTW rates during pilot same or better than campus norms			Business	2.7	2.6	2.5
			Engineering	2.6	3.3	1.8
			Science	2.9	2.5	3.5
When minimum SAT or ACT requested, performance greatly improved			non-science	2.6	2.8	3.1
			Nursing	2.8	2.7	2.9
						small n this yr

**Fall 2012:** \_\_\_\_\_

**RTW:**

- 1 admitted based on SAT RT and IB. Failed Bio, Phil.
- 1 Admitted on US high school. (Failed Anthro 101, Econ 101 and Econ 102.)
- 1 admitted to Science based on SATRT, US HS, AP. (failed Chem) )

**Academic Warning:**

- 1 admitted on basis of US High School and AP (Failed Soc 242)

**Fall 2013:** \_\_\_\_\_

**RTW:**

- 1 admitted on basis of SAT RT, Venezuela HS, and US post-sec.

**Academic Warning:**

- 1 admitted on basis of US High School and IB
- 1 admitted on basis of US High School

**Fall 2014: (new policy)** \_\_\_\_\_

**RTW:**

- 1 admitted on basis of ACT and US HS (failed Phil, English)
- 1 admitted on basis of SAT, SAT Subject Tests, and US High School, and AP Math (failed Chem, EAS, NUFS, Stats)

**Probation/Academic Warning:** 1 admitted on basis of Alberta gr. 12 + US post-sec fashion institute

- 1 admitted on basis of Ontario gr. 12 and US Post-sec work.

**Appendix 6 - Benchmarking with Canadian and US Institutions**

2015

	ACT mandatory?	SAT mandatory?	ACT scores: minimum or	SAT scores: minimum or ranges	Notes
<b>Canada</b>					
University of Alberta	No	No	24	1650 (min 550 on each section)	
McGill University	Yes	Yes	26-29 (Composite)	Critical reading, writing 620-650 Mathematics 560-650 (600-650 for Engineering)	Either ACT or SAT I
University of British Columbia	Yes	Yes	N/A	N/A	No minimum given; holistic review
University of Calgary	Yes	Yes	24	1650 (min 550 on each section)	
University of Toronto	Yes	Yes	26 (Minimum of 8 in Writing)	600 (each section) (note: this was recently increased from 550)	
University of Waterloo	Yes	Yes	26	1100 (without writing)	SAT writing component evaluated on individual basis
Concordia University	No	No	N/A	N/A	
Université de Montréal	No	No	N/A	N/A	
University of Ottawa	No	No	N/A	N/A	
University of Victoria	No	No	26	1760	
Queen's University	Varies	Varies	26	1200 (min 580 on Critical Reading and 520 Mathematics)	Website states that the SAT I or ACT may be required
<b>USA</b>					
Brown University	Yes	Yes	N/A	N/A	No minimum given; holistic review
Indiana University Bloomington	Yes	Yes	IQR*: 25-30	IQR: 1110-1290 (without writing)	

Texas A&M University	Yes	Yes	18 English, 22 Reading, Mathematics, 23 Science	1500	Note: Students must meet the State of Texas Uniform Admissions Policy in order to be considered for admission. Students who present over either a 30 on ACT (w/ a min. 27 on Math, English components) or a 1300 on SAT (no writing, min. 600 in each component) are automatically admitted
University of Colorado Boulder	Yes	Yes	College of Arts and Science IQR: 24-30 College of Engineering and Applied Science IQR: 28-33	College of Arts and Science IQR: 1090-1280 College of Engineering and Applied Science IQR: 1240-1400 (without writing)	
University of Illinois at Chicago	Yes	Yes	N/A	N/A	No minimum given; holistic review
University of Illinois at Urbana-Champaign	Yes	Yes	IQR: 27-32	IQR: 1330-1470 (without writing)	
University of Michigan	Yes	Yes	IQR: 30-33	IQR: 2040-2260	
University of Washington	Yes	Yes	N/A	N/A	No minimum given; holistic review
University of Oregon	Yes	Yes	22	1450	High school students with GPA $\geq$ 3.00 (out of 4.00) have no minimum score requirements
University of Wisconsin-Madison	Yes	Yes	Average: 27-31 on ACT + Writing	Average: 1800-2070	

\*IQR = interquartile range (mid. 50% of students)

Note: In schools where SAT/ACT is mandatory, students must present either, not

updated nov. 25, 2015

## Appendix 7 – Summary of Five Major US Universities Use of High School Science Grades

NACAC 2015 Annual Conference – San Diego, October 1-3, 2015

John Soltice, Assistant Director, International Recruitment

The following information was collected through individual meetings during this conference. The purpose was to survey admission practices and policies in terms of both international curricula and US-system admissions. The following colleagues offered to help answer further questions down the road.

In the near term, this information will further inform current efforts underway as part of the Curricula Calibration Initiative (CCI) at the University of Alberta.

### SUMMARY TABLE

	Convert Intl Curriculum to a local one?	Use HS-given Science grades?	If yes, require the science grade from highest level available in that school?	SAT mandatory? (i.e. SAT RT)	One-step offer only? (i.e. all offers are final)
UAlberta	Yes	No	n/a	No	No
John Hopkins U	No	Yes	Yes	Yes	Yes
U Michigan	Depends on the curriculum	Yes	No	Yes	Yes
Penn State U	No	Yes	No	Yes	Yes
Cornell U	No	Yes	No, unless target program specifically asks for it	Yes	Yes
U Illinois - UC	No	Yes	No, but helps be competitive to 'tougher' faculties	Yes	Yes

Scottsdale Preparatory Academy  
 16537 N 92nd Street  
 Scottsdale, AZ 85260-1528

Phone: (480) 776-1970  
 Fax: (480) 776-1975

Scottsdale, AZ

Parent/Guardian

Sex Female  
 DOB  
 SSN  
 Entry Date 08/10/09  
 Exit Date  
 Graduation 05/20/16

**ACADEMIC HISTORY**

DATE	GL	TITLE	MARK	CREDIT	DATE	GL	TITLE	MARK	CREDIT
<b>Scottsdale Preparatory Ac...</b>					<b>MISCELLANEOUS</b>				
12/12	09	H. Biology	A	0.500	SAIS ID:		21555985		
		H. Geometry	A	0.500					
		H. Humane Letters I	A	1.000			<b>AIMS</b>		
		H. Latin IV	A	0.500	04/14	10	Writing	Exceeds	653
		Poetry I	A	0.500			Reading	Exceeds	833
05/13	09	H. Biology	A	0.500					
		H. Geometry	A	0.500					
		H. Humane Letters I	A	1.000					
		H. Latin IV	A	0.500					
		Music Theory III/Choir	A	0.500					
		GPA 4.000		6.000					
12/13	10	H. Chemistry	A	0.500					
		H. Humane Letters II	A	1.000					
		H. Latin V	A	0.500					
		H. Pre-Calculus	A	0.500					
		Music Theory IV/Choir	A	0.500					
05/14	10	H. Chemistry	A	0.500					
		H. Economics	A	0.500					
		H. Humane Letters II	A	1.000					
		H. Latin V	A	0.500					
		H. Pre-Calculus	A-	0.500					
		GPA 3.973		6.000					
12/14	11	H. Calculus I	A	0.500					
		H. Greek I	A	0.500					
		H. Humane Letters III	A	1.000					
		H. Physics I	A	0.500					
		Studio Art III	A	0.500					
05/15	11	Drama I	A	0.500					
		H. Calculus I	A	0.500					
		H. Greek I	A	0.500					
		H. Humane Letters III	A	1.000					
		H. Physics I	A	0.500					
		GPA 4.000		6.000					
<b>CURRENT SCHEDULE</b>									
	12	Drama II		S1					
		H. Calculus II		YR					
		H. Greek II		YR					
		H. Humane Letters IV		YR					
		H. Physics II		YR					
		Studio Art IV		S2					

ACADEMIC STANDING				
As of:	Total Credits	GPA Credits	GPA	Class Rank
09/18/15	18.000	18.000	3.991	
	18.000	18.000	4.852	

AUTHORIZATION	
X <i>Deane Starn</i>	
Title	Date
Registrar	08/05/15
	ASC - Item 5 - page 32



## TRANSCRIPT ADDENDUM

Scottsdale Preparatory Academy  
16537 N 92nd Street  
Scottsdale, AZ 85260-1528  
(480) 776-1970

High School Code: 030661

[REDACTED]  
[REDACTED]  
Scottsdale, AZ [REDACTED]  
[REDACTED]  
[REDACTED]

Gender: Female  
DOB: [REDACTED]  
SAIS ID: [REDACTED]

**SENIOR THESIS TITLE:**

### Grade Descriptions:

#### Honors Courses (designated by an H.)

A (5.0) = 100-93  
A- (4.67) = 92-90  
B+ (4.33) = 89-88  
B (4.0) = 87-83  
B- (3.67) = 82-80  
C+ (3.33) = 79-78

C (3.0) = 77-73  
C- (2.67) = 72-70  
D+ (2.33) = 69-68  
D (2.0) = 67-63  
D- (1.67) = 62-60  
F (0.0) = 59-0

#### Non-Honors Courses:

A (4.0) = 100-93  
A- (3.67) = 92-90  
B+ (3.33) = 89-88  
B (3.0) = 87-83  
B- (2.67) = 82-80  
C+ (2.33) = 79-78

C (2.0) = 77-73  
C- (1.67) = 72-70  
D+ (1.33) = 69-68  
D (1.0) = 67-63  
D- (0.67) = 62-60  
F (0.0) = 59-0

### Transcript Notes

Honors courses (designated by an H.) receive an extra point in the weighted GPA for all passing grades.

P = Satisfactory completion; the student earns credit, but is not awarded a letter grades or corresponding grade points.  
F = Unsatisfactory performance in a course; no credit is awarded.

Only the grade point and credit hours earned from courses successfully completed at a Great Hearts Academy are used in the computation of the student's Grade Point Average (GPA). Credits for coursework completed outside the Great Heart Academies curriculum are added to the student's cumulative or total credits.

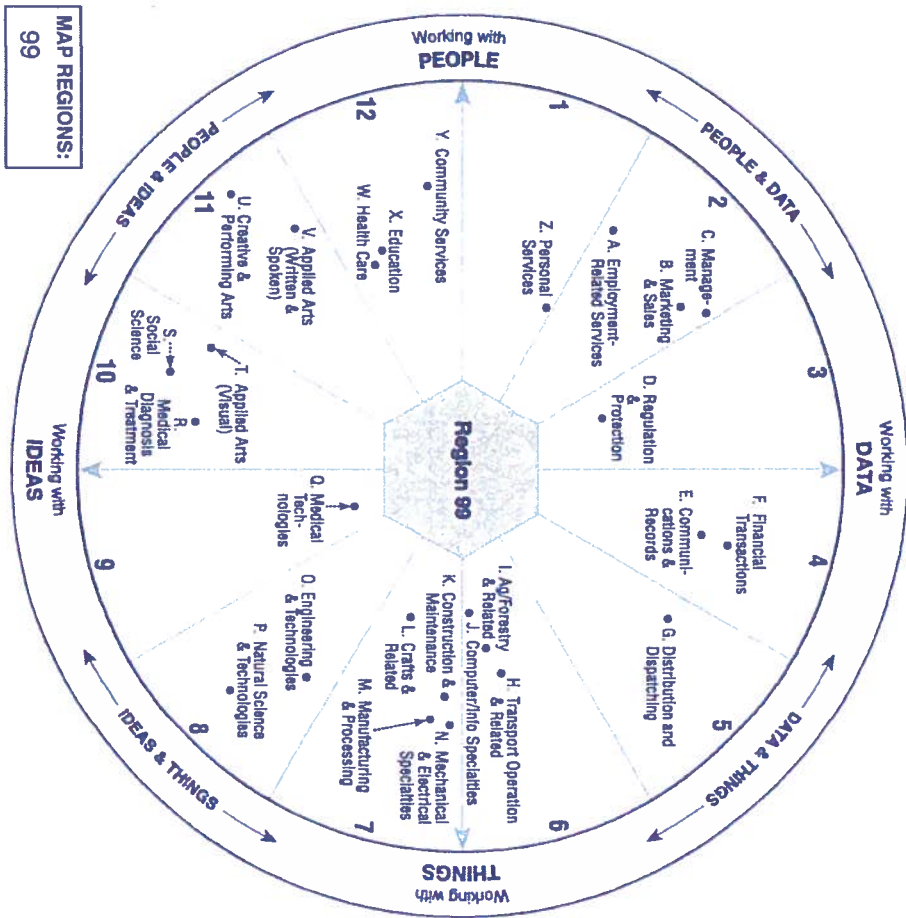
AIMS is Arizona's Instrument to Measure Standards. The State of Arizona requires these tests for high school graduation.

Humane Letters is a 2 credit English and History class taught in the Socratic method. Please see school profile for specific history credits.



The World-of-Work Map arranges Career Areas (groups of similar occupations) into 12 regions. The location of a Career Area shows how much it involves working with people, things, data, and ideas. Although the locations of occupations in an area differ, most are near the point shown. Your location on the World-of-Work Map is based on the 72 activity preferences you reported on the ACT Interest Inventory. To identify related college majors, see the steps below the map.

WORLD-OF-WORK MAP



MAP REGIONS:  
99

HOW TO USE THE MAP:

1. The Career Areas in the shaded regions contain occupations that involve the kinds of activities you told us you prefer. Information on hundreds of occupations and college majors is available at [www.actstudent.org](http://www.actstudent.org). Find out about occupations in Career Areas that look good to you.
2. If "Region 99" is reported, your responses to the inventory did not suggest a clear direction to explore. If your map is blank, you did not answer enough items for scoring. Go to [www.actstudent.org](http://www.actstudent.org) and begin exploring.
3. Starting to think about college majors? The list to the right shows a few examples of college majors related to each Career Area.

Keep in mind that map regions (like other test scores) are estimates. They provide suggestions, not decisions. Also, your interests and abilities may differ. Both need to be considered in career planning.

EXAMPLES OF COLLEGE MAJORS AND PROGRAMS

Examples of college majors and programs of study related to each Career Area are listed below. (Your counselor or advisor may have additional examples.) Programs are designated (2, 4) if they are usually offered by 2-year colleges and (4) if they are usually offered by 4-year colleges. Programs usually offered by both are designated (2, 4).

<b>A. Employment-Related Services:</b> Human Resources Dev/Train (4), Human Resources Mgmt (2, 4), Labor/Industrial Relations (2, 4)	<b>N. Mechanical &amp; Electrical Specialists:</b> Aeronautics Technology (2), Automotive Mechanics/Technology (2), Mechanics & Repair Technology (2)
<b>B. Marketing &amp; Sales:</b> Fashion Merchandising (2, 4), Marketing Mgmt/Research (2, 4), Real Estate (2, 4), Sales (2, 4)	<b>O. Engineering &amp; Technologies:</b> Architecture (2, 4), Drafting (2), Engineering (2, 4), Engineering Technology (2, 4), Radio/TV Broadcasting Technology (2, 4)
<b>C. Management:</b> Business Admin/Mgmt (2, 4), Hotel/Hotel/Restaurant Mgmt (2, 4), International Business Mgmt (4), Office Mgmt (2, 4), Sports/Recreation Mgmt (2, 4), Travel/Tourism Mgmt (2, 4)	<b>P. Natural Science &amp; Technologies:</b> Biology (2, 4), Chemistry (4), Mathematics (4), Physical Sciences (2, 4), Physics (4)
<b>D. Regulation &amp; Protection:</b> Corrections (2, 4), Criminal Justice (2, 4), Law Enforcement (2, 4), Military Technologies (2), Protective Services (2, 4)	<b>Q. Medical Technologies:</b> Food & Nutrition (2, 4), Medical Lab Technology (2, 4), Radiologic Technology (2, 4), Respiratory Therapy Technology (2, 4), Veterinary Technology (2, 4)
<b>E. Communications &amp; Records:</b> Court Reporting (2), Legal Admin. Assist (2), Medical Office (2), Medical Records (2, 4), Secretarial Studies (2)	<b>R. Medical Diagnosis &amp; Treatment:</b> Communication Disorder Services (4), Emergency Medical Technology (2), Medicine (4), Occupational Therapy (2, 4), Physical Therapy (2, 4)
<b>F. Financial Transactions:</b> Accounting (2, 4), Banking & Financial Support Services (2, 4), Finance (4), Investments & Securities (4)	<b>S. Social Science:</b> Economics (4), History (4), Political Sci/Government (4), Psychology (2, 4), Social Sciences (2, 4), Sociology (4)
<b>G. Distribution &amp; Dispatching:</b> Aviation & Airway Science (2, 4), Aviation Mgmt & Operations (2, 4)	<b>T. Applied Arts (Visual):</b> Cinema/Film/Video (2, 4), Design & Visual Communications (2, 4), Fine/Studio Arts (2, 4), Graphic Design (2, 4), Interior Design (2, 4)
<b>H. Transport Operation &amp; Related:</b> Aircraft Piloting & Navigation (2, 4), Transportation & Materials Moving (2, 4)	<b>U. Creative &amp; Performing Arts:</b> Creative Writing (4), Dance (4), Music (2, 4), Public Speaking (2, 4), Theatre Arts (2, 4)
<b>I. Agriculture, Forestry &amp; Related:</b> Agribusiness (2, 4), Agriculture (2, 4), Forestry (2, 4), Horticulture (2, 4), Natural Resources Conservation/Mgmt (2, 4)	<b>V. Applied Arts (Written &amp; Spoken):</b> Advertising (2, 4), Communications (2, 4), English Lang/Lit (2, 4), Foreign Lang/Lit (2, 4), Library Science (2, 4)
<b>J. Computer &amp; Information Specialists:</b> Computer/Information Sciences/Programming (2, 4), Mgmt Information Systems (2, 4), Network/King/Systems Admin (2, 4), Web Design (2, 4)	<b>W. Health Care:</b> Dental Hygiene (2, 4), Exercise Science (4), Medical/Dental/Surgical Assisting (2), Nursing (2, 4), Public Health (4)
<b>K. Construction &amp; Maintenance:</b> Construction Trades (2), Construction/Building Technology (2, 4), Fire Protection & Safety Technology (2, 4)	<b>X. Education:</b> Early Childhood Teaching (2, 4), Elementary Teaching (4), Health/Physical Education (4), Special Education (4), Subject-Specific Teaching (4)
<b>L. Crafts &amp; Related:</b> Culinary Arts/Chef Training (2, 4), Textile & Apparel (2, 4)	<b>Y. Community Services:</b> Child Development Paralegal/Legal Assistant (2, 4), Religion (2, 4), Social Work (2, 4)
<b>M. Manufacturing &amp; Processing:</b> Graphic & Printing Equipment Operation (2, 4), Machine Tool Technology (2), Precision Production Trades (2), Welding Technology (2)	<b>Z. Personal Services:</b> Cosmetology/Hair-styling (2), Health-Related Services (2)

# GreatHearts

CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.

2015-16 Academic Year

## Network Profile

Great Hearts Academies is a non-profit charter school management organization dedicated to improving public education by developing a national network of excellent preparatory academies. Great Hearts' academies are public, tuition-free charter schools, each with an open admissions policy, low student/teacher ratio, and a rigorous liberal arts curriculum.

Graduates of Great Hearts will enter college as liberally educated young men and women in the best tradition of schooling in the Western World. No electives are offered; instead, all students take a common sequence of classes, including four years of college-prep math and science, literature and philosophy, foreign language, and fine arts. Additionally, each graduate writes and defends a senior thesis, a 15-page original essay on a topic and texts of the student's selection.

Great Hearts strives to assist students in developing lifelong habits of reflection upon the perennial transcendentals of Western thought: Truth, Goodness, and Beauty. Great Hearts prepares its graduates not only for success in the best colleges and universities in the nation, but also to be leaders in creating a more philosophical, humane, and just society.

## Admissions & Testing Statistics

### Network Averages

#### SAT Averages

Critical Reading 617 / Math 613 / CR & M 1230

#### ACT Averages

English 28.1 / Reading 28 / Math 26.1 / Science 25.7 / Composite 27

Class of 2015 named Nat'l Merit Commended or better / 10%

Class of 2015 named Nat'l Merit Finalists / 5%

Class of 2015 named Nat'l Hispanic Scholars / 4%

Class of 2015 named Nat'l Achievement Scholars / 1%



## SCOTTSDALE PREPARATORY ACADEMY

A Great Hearts Academy

Scottsdale Preparatory Academy is a state-chartered, independently-operated, classical liberal arts school, and is the founding member and flagship academy of the prestigious Great Hearts Academies network of prep schools in the greater metropolitan Phoenix area. Scottsdale Prep provides a comprehensive, rigorous, and intellectually-challenging liberal arts curriculum to all students, while simultaneously encouraging students to develop their talents in other areas, such as athletics and the arts. Most importantly, the entire Scottsdale Prep community – students, families, and faculty – engages in developing the habits of the lifelong pursuit of truth, beauty, and goodness.

### Key Facts

Established: 2007  
Size: 888 Students, Grades 5-12  
Accreditation: AdvancED  
Membership: AIA, NACAC

### School Contact

16537 North 92nd Street  
Scottsdale, AZ 85260  
P: (480) 776-1970  
F: (480) 776-1975  
www.ScottsdalePrep.org

Mrs. Roslyn Fletcher, College Counselor  
(480) 776-1970 x 322  
rfletcher@scottsdaleprep.org

Mrs. Diane Sterner, College Counselor  
(480) 776-1970 x 323  
dsterner@scottsdaleprep.org

Ms. Alison Chaney, Headmaster  
(480) 776-1970  
achaney@scottsdaleprep.org

School Code: 030661



**SCOTTSDALE**  
**PREPARATORY ACADEMY**  
 A Great Hearts Academy

**Class of 2015 Facts**

Class Size / 54  
 Attending 4 – Year College / 89%  
 Attending 2 – Year College / 9%

Nat'l Merit Commended / 7%  
 Nat'l Hispanic Scholar / 2%

**Network-Wide Sampling of 2007-2015 College Admissions**

- |  |                                       |  |                                       |
|--|---------------------------------------|--|---------------------------------------|
| The University of Alabama*                       | Colorado School of Mines              | Lehigh University                      | Rochester Institute of Technology     |
| American Academy of Dramatic Arts                | Colorado State University*            | Lewis & Clark College*                 | Saint Louis University                |
| American University of Paris                     | Columbia University*                  | Louisiana State University             | Salve Regina University*              |
| Amherst College                                  | Cornell College*                      | Loyola Marymount University*           | University of San Diego*              |
| Barrett, The Honors College at ASU*              | Creighton University                  | Loyola University New Orleans*         | San Diego State University*           |
| The University of Arizona, Honors College*       | University of Dallas*                 | Macalester College*                    | Santa Clara University                |
| Auburn University                                | Dartmouth College*                    | Marquette University                   | Savannah College of Art and Design*   |
| Barnard College*                                 | Davidson College                      | Massachusetts Institute of Technology* | Scripps College*                      |
| Baylor University*                               | University of Denver*                 | University of Miami                    | Sewanee: The University of the South* |
| Belmont University*                              | Duke University                       | Michigan State University              | University of Southern California*    |
| Biola University*                                | Embry-Riddle Aeronautical University* | University of Michigan                 | Simpson College*                      |
| Boston College*                                  | Emory University                      | Middlebury College*                    | Skidmore College*                     |
| Boston University                                | Florida State University              | Mills College*                         | Soka University of America*           |
| Bowdoin College                                  | Fordham University*                   | New York University*                   | Southern Methodist University         |
| Brandeis University*                             | George Mason University               | Mount Holyoke College*                 | St. John's College*                   |
| Brigham Young University*                        | The George Washington University      | University of North Carolina           | Stanford University                   |
| Brown University*                                | Georgetown University*                | Northeastern University*               | Stevens Institute of Technology*      |
| University of California, Berkeley               | Georgia Institute of Technology*      | Northern Arizona University*           | Swarthmore College*                   |
| University of California, Irvine                 | Gonzaga University*                   | Northwestern University                | Texas A&M University*                 |
| University of California, Los Angeles*           | Gordon College*                       | University of Notre Dame*              | Texas Christian University*           |
| University of California, San Diego*             | Grand Canyon University*              | Occidental College*                    | Thomas Aquinas College*               |
| University of California, Santa Barbara          | Grinnell College                      | University of Oklahoma*                | Tufts University                      |
| California Institute of Technology*              | Hamilton College                      | Oregon State University                | Tulane University*                    |
| Calvin College*                                  | Harvey Mudd College                   | Pepperdine University*                 | US Air Force Academy*                 |
| Carleton College                                 | Harvard University*                   | University of Pennsylvania*            | US Merchant Marine Academy*           |
| Carnegie Mellon University*                      | Hillsdale College*                    | University of Portland*                | US Military Academy*                  |
| Case Western Reserve University*                 | Hope College*                         | Pomona College*                        | US Naval Academy*                     |
| Claremont McKenna College*                       | Howard University                     | Princeton University*                  | Vanderbilt University*                |
| Chapman University*                              | University of Illinois                | Providence College*                    | Villanova University                  |
| University of Chicago*                           | Illinois Institute of Technology*     | University of Puget Sound              | Washington and Lee University*        |
| Catholic University of America*                  | Indiana University Bloomington        | Purdue University                      | Washington University in St. Louis    |
| Clemson University                               | Johns Hopkins University              | University of Redlands*                | Wellesley College*                    |
| The Citadel, Military College of South Carolina* | Kalamazoo College*                    | Reed College*                          | Wheaton College IL*                   |
| College of Charleston*                           | The King's College*                   | Rensselaer Polytechnic Institute*      | Whitman College                       |
| Colby College                                    | Kenyon College*                       | Rhodes College*                        | Whitworth University*                 |
| Colgate University                               | Lafayette College*                    | Rice University                        | Willamette University*                |
| University of Colorado at Colorado Springs       | Lawrence University*                  | University of Richmond*                | Williams College*                     |
|  |                                       |  | College of William and Mary           |

\*Great Hearts Students Attending

## Academy Philosophy

At Scottsdale Prep all students adhere to a strict academic honor code and engage in a classical, Great Books, liberal arts curriculum with no electives. AP & IB programs are not offered in order that students may focus on the rigorous integrated curriculum. Great Hearts believes in the growth of leaders through accomplishments and does not have class officers or National Honor Society. Students are not ranked, and letter grades and competition among students are de-emphasized. All serious cases of discipline are reported to colleges.

## Grade Distribution for Class of 2016

Course Name	A	A-	B	B+	B-	C	C+	C-	D	D+	D-	F
<b>11th Grade</b>												
H. Calculus I	23	11	7	6	7	8	5	3	4	2	3	4
H. Economics	0	0	0	0	0	1	1	0	0	0	0	0
H. French III	5	0	1	1	3	2	1	1	1	1	0	1
H. Greek I	11	2	2	1	3	0	3	3	0	0	0	0
H. Humane Letters III	24	19	13	5	2	3	3	5	0	2	1	2
H. Physics I	27	6	14	5	3	9	6	3	5	0	0	1
H. Spanish III	14	3	3	2	4	2	1	4	2	1	1	0
<b>10th Grade</b>												
H. Algebra II/Trigonometry	19	8	14	10	5	11	5	3	3	5	1	2
H. Chemistry	16	8	11	12	11	6	5	5	0	6	2	4
H. Economics	22	21	12	13	4	4	8	2	0	0	0	0
H. French II	6	2	1	4	0	3	0	1	0	1	0	0
H. Humane Letters II	10	14	17	12	11	6	6	5	5	0	0	0
H. Latin V	2	2	4	1	1	0	2	0	0	0	0	0
H. Spanish II	11	9	6	7	8	2	4	5	0	1	2	0
<b>9th Grade</b>												
H. Biology	11	15	10	14	10	4	5	11	3	6	0	1
H. French I	2	1	1	1	1	1	2	1	0	0	1	0
H. Geometry	33	17	8	11	8	3	6	2	2	0	0	0
H. Humane Letters I	20	13	19	10	9	8	3	1	3	1	0	2
H. Latin IV	17	5	4	4	2	1	0	0	0	0	0	0
H. Spanish I	18	3	4	6	4	5	5	0	0	0	0	1

\*Fine Arts courses are not included

\*\*Semester I and II are listed

## Class of 2016 Facts

Class Size / 74 students  
 Unweighted GPA Range / 1.8 – 4.00  
 Average Unweighted GPA / 3.1

## Class of 2016 Test Scores

Class of 2016 / 74. Students

Test	Median Range	Mean	# Tested
SAT (CR+M)	1130 / 1370	1241	66
ACT (Comp)	24 / 30	27.7	56

## Faculty Data

Faculty Members / 62  
 Masters Degrees / 57%  
 Doctoral Degrees / 9%  
 Student / Teacher Ratio / 14:1



# SCOTTSDALE PREPARATORY ACADEMY

A Great Hearts Academy

At Scottsdale Prep classes are taught Socratically, emphasizing the essential dialogue between student and teacher. In high school, all of the courses are Honors level except fine arts. For the weighted GPA, all Honors courses receive a full extra point for GPA calculation.

## 9<sup>th</sup> Grade Curriculum

### Honors Humane Letters: The American Tradition

(Readings include the US Constitution; The Federalist Papers; de Tocqueville, *Democracy in America*; Miller, *The Crucible*; Douglass, *Autobiography*; Cather, *My Antonia*; Hemingway, *The Old Man and the Sea*; Crane, *The Red Badge of Courage*; Fitzgerald, *The Great Gatsby*; Shakespeare, *The Tempest*.)

Honors Geometry

Honors Biology (with lab)

Honors Modern Language I (French or Spanish) or Honors Latin IV

Poetry Composition

Music III (including composition and choral performance)

## 11<sup>th</sup> Grade Curriculum

### Honors Humane Letters: Ancient Greece

(Readings include Homer, *Iliad* and *Odyssey*; Sophocles, *the Oedipus plays*; Thucydides; Plato, *Republic, Meno, and Crito*; Aristotle, *Ethics*; Genesis, Exodus, Job and Book of Ruth; Shakespeare, *Hamlet*; Epictetus, *The Enchiridion*; Virgil, *The Aeneid*.)

Honors Calculus I

Honors Physics I: Mechanics (with lab)

Honors Modern Language III (French or Spanish) or Honors Ancient Greek I

Drama I

Studio Art III (including drawing, painting, and sculpture)

## Senior Thesis and Defense

The Senior thesis is the culmination of the student's years at the academy. It is a yearlong project completed in addition to the normal course load. The student, under the supervision of a faculty advisor, explores one of the "Six Great Ideas" of humanity (Truth, Justice, Liberty, Equality, Beauty and Goodness) through the close reading of two works from the Western Intellectual Tradition. During spring semester the student

A cornerstone of Great Hearts' liberal arts curriculum is the Humane Letters seminar, which is taken each year for a daily two-hour block. It includes the state requirements for American History in the 9th grade seminar, and the foundation of US Government one-half requirement in the 10th grade seminar. World History is covered in 10th, 11th, and 12th grades. Each year includes extensive requirements in both literature and composition. Please note that the language sequence could be different for a transfer student.

## 10<sup>th</sup> Grade Curriculum

### Honors Humane Letters: The Rise of Modern Europe

(Readings include Locke, *Second Treatise*; Rousseau, *Discourse on the Origin of Inequality*; More, *Utopia*; Austen, *Pride and Prejudice*; Dickens, *A Tale of Two Cities*; Shakespeare, *Henry V*; Marx, *Communist Manifesto*; Dostoyevsky, *Crime and Punishment*; Shelley, *Frankenstein*; Conrad, *Heart of Darkness*.)

Honors Algebra II/Trigonometry

Honors Chemistry (with lab)

Honors Modern Language II (French or Spanish) or Honors Latin V

Honors Economics

Music IV (including composition and choral performance)

## 12<sup>th</sup> Grade Curriculum

### Honors Humane Letters: Western Thought from Middle Ages to Modernity

(Readings include *Gospels of Mark and John*, *Letters to the Romans*; Augustine, *Confessions*; Aquinas, *Treatise on Law*; Dante, *Divine Comedy*; Milton, *Paradise Lost*; Montaigne, *Essays*; Descartes, *Meditations*; Hegel, "Reason in History"; Marx, *selections*; Dostoyevsky, *The Brothers Karamazov*.)

Honors Calculus II

Honors Physics II: Electromagnetism / Optics Wave Motion (with lab)

Honors Modern Language IV (French or Spanish) or Honors Ancient Greek II

Drama II

Studio Art IV (including drawing, painting, and sculpture)

produces a 15-25 page paper examining a thesis developed during the readings and discussions with the advisor. The project is completed by a public defense of the final draft of the thesis before a committee of faculty members. Students receive 1/4 credit for successfully completing their thesis and defense.

## Graduation Requirements

A total of 24.25 credits are required for graduation. They are divided as follows: English: 4.0; Mathematics: 4.0; Social Science: 4.5; Foreign Language: 4.0; Science: 4.0; Fine Arts: 3.5; Senior Thesis: 0.25



# SCOTTSDALE PREPARATORY ACADEMY

## A Great Hearts Academy

16537 North 92nd Street | Scottsdale, AZ 85260 | Office: (480) 776-1970 | Fax: (480) 476-1975 | [www.scottsdaleprep.org](http://www.scottsdaleprep.org)

October 27, 2015

University of Alberta  
Office of the Registrar  
Administration Building  
Edmonton, AB, Canada T6G 2MT

Application Materials: [REDACTED], Alberta ID #1493646

Enclosed you will find a transcript, counselor letter of recommendation, and high school profile for [REDACTED]. I understand that you have also requested a list of all of our classes. Please be aware that we have a set curriculum and do not offer any electives. A complete list of our courses is included in the high school profile.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Diane Sterner  
College Counselor  
480 776-1070





**OUTLINE OF ISSUE**

Agenda Title: **Proposal for a (New) Bachelor of Science in Fashion Business Management, Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Business**

**Motion:** THAT the GFC Academic Standards Committee recommend the proposed Bachelor of Science in Fashion Business Management for approval to the GFC Academic Planning Committee under delegated authority by the General Faculties Council as set forth in Attachment 1, to be effective upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Scott Jeffrey, Associate Dean Academic, Faculty of Agricultural, Life and Environmental Sciences Deanna Williamson, Chair, Department of Human Ecology
Presenter	Kathryn Chandler, Department of Human Ecology
Subject	Bachelor of Science in Fashion Business Management

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Bachelor of Science in Fashion Business Management (FBM) constitutes a new degree program that builds on current business management programming in the Faculty of Agricultural, Life, and Environmental Sciences (ALES) in collaboration with the School of Business. The University of Alberta has expertise and course offerings in the individual areas of business management and fashion studies that have been in existence for many years, and the University's expertise and capacity to support the FBM degree program is predicated on the already demonstrated success of our current business management programs: B.Sc. Agricultural/Food Business Management and B.Sc. Forest Business Management.
The Impact of the Proposal is	The proposed FBM degree program will provide a new academic opportunity for students that will lead to specialized managerial jobs within fashion industries. Graduates with a FBM degree will be able to demonstrate depth of knowledge and competency in two well-defined areas: business and fashion. A desire to incorporate a stronger business component into their programs has been voiced by increasing numbers of Human Ecology students, and conversely, a demand for a stronger fashion industry focus has been voiced by commerce students who have taken Human Ecology electives.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Expected implementation date Fall 2017/18
Estimated Cost	No additional resources required
Sources of Funding	Existing resources and standard tuition
Notes	Once approved through institutional governance, this proposal will be submitted to Government for approval.

**Alignment/Compliance**

Alignment with Guiding Documents	<b>Aligns with Dare to Deliver; Dare to Discover values</b> (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
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	<p>collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change)</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> 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).</p> <p>2. <b>PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. <b>PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. <b>PSLA:</b> 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)).</p> <p>5. <b>UAPPOL Admissions Policy:</b> “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.”</p> <p>6. <b>GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):</b> 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</p>

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)

**7. GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate of the Committee):**

"8. 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."

**8. Board Learning and Discovery Committee (BLDC) Terms of Reference:**

**"3. MANDATE OF THE COMMITTEE**

Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in Accordance with the Committee's responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to The Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:[...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters[.]

[...]

**4. LIMITATIONS ON DELEGATION BY THE BOARD**

This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to: [...] b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree)."

**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.

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	<p>9. <b>PSLA:</b> “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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**Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Human Ecology Program Committee (includes student representatives from the Human Ecology Students’ Association) Human Ecology Students (survey, July 2014) Agricultural, Life &amp; Environmental Studies (ALES) Business Management Program Committee Faculty of Business Office of the Provost and Vice-President Academic Office of the Registrar Canadian Universities and Colleges (see proposal for details) Relevant professional bodies (see proposal for details)</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Business – February 19, 2015 Faculty of Agricultural, Life and Environmental Sciences – March 2, 2015 GFC Academic Standards Committee – January 21, 2016 GFC Academic Planning Committee – February 10, 2016</p>
<p>Final Approver</p>	<p>GFC Academic Planning Committee – February 10, 2016 Alberta Advanced Education</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (pages 1 - 73): PAPRS New Degree Proposal: combined Part A and Part B
2. Attachment 2 (pages 1 - 3): Calendar Changes
3. Attachment 3 (page 1): Potential External Reviewers
4. Attachment 4 (page 1): Letter of Support, Alberta School of Business
5. Attachment 5 (pages 1 – 2): Library Impact Statement

*Prepared by:* Jim Bohun, Assistant Dean (Academic and Student Programs), ALES, jbohun@ualberta.ca

## **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 Minister 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***

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>Bachelor of Science in Fashion Business Management</b>
<b>Credential awarded</b>	<b>Bachelor of Science in Fashion Business Management</b>
<b>Proposed Implementation Date</b>	<b>September 2017</b>

## **SECTION 1: PROGRAM OVERVIEW**

### **1.1 Type of Initiative**

*New degree program; or new specialization(s) in existing program.*

The B.Sc. in Fashion Business Management (FBM) constitutes a new degree program that builds on current business management programming in the Faculty of Agricultural, Life, and Environmental Sciences (ALES) in collaboration with the School of Business. The University of Alberta has expertise and course offerings in the individual areas of business management and fashion studies that have been in existence for many years, and the University's expertise and capacity to support the FBM degree program is predicated on the already demonstrated success of our current business management programs: B.Sc. Agricultural/Food Business Management and B.Sc. Forest Business Management.

The new degree will be comprised of a combination of existing program structures and current course offerings, taught by permanent, full-time faculty, already in place. The professors who will be involved in the delivery of the

FBM program are members of the academic staff within the Faculty of ALES and the School of Business, specifically in the departments of: Resource Economics and Environmental Sociology; Human Ecology; Marketing, Business Economics and Law; Strategic Management and Organizations; and Accounting, Operations and Information Systems.

The FBM degree program will increase our capacity to formally bring together expertise and research from both business management and fashion studies to enrich the undergraduate student experience, and the quality of the program will be ensured through the employment of highly qualified academic staff, experiential learning opportunities, rigorous entrance requirements, and enrolment management.

## **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.*

The contemporary world of fashion moves faster and reaches more people than ever before, and most importantly, it has become more business-oriented. It's an anomaly that while the fashion industry generates trillions of dollars in sales and vast employment around the globe, fashion studies students are often ill-prepared in understanding the business and strategic management elements that contribute to commercial success. The proposed degree program aims to rectify this problem by developing graduates with the analytical, planning and management tools, leadership skills, and ethical values required of business professionals working within fashion industries.

The Fashion Business Management (FBM) degree program combines an understanding of marketing and management principles with knowledge of the theoretical and practical processes involved in fashion production, distribution, and consumption. It will be offered jointly by the Faculty of Agricultural, Life and Environmental Sciences (ALES) and the School of Business. Administration will be managed by the Faculty of Agricultural, Life and Environmental Sciences in consultation with an interdisciplinary committee with representation from both ALES and the School of Business.

The FBM degree program is unique in that it combines expertise from two distinct fields - business and fashion - in a focused and purposeful way. U of A students currently interested in learning about fashion business management typically pursue either a commerce degree or a human ecology degree. If they choose a degree in commerce they are limited in the number of fashion-related courses they can take. Similarly, if they choose a degree in human ecology they are limited in the number of business-related courses they can access. The FBM degree program offers a logical and desirable option for students wishing to combine business and fashion courses in a balanced and specialized way. Courses comprising the proposed degree program include accounting, business law, marketing, operations management, human resources, product design and development, textile science, fashion industries, globalization, and international trade (see Appendix 1 for the curriculum design, complete list of courses, and proposed calendar listings).

Approval of this proposal will provide students with enhanced opportunities for employment in a number of fashion business-related fields. Graduates of this program will be uniquely positioned to pursue careers in fashion management, marketing and sales, buying, production, or research and policy.

### 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.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
<b>Total head count</b>	10	17	19	21	21
• Full-Time Year 1	3 YRS ONLY - NOT A DIRECT ENTRY PROGRAM				
• Full-Time Year 2	5	7	7	7	7
• Full-Time Year 3	5	5	7	7	7
• Full-Time Year 4	0	5	5	7	7
<b>Total FLE</b>					
• FLE Year 1					
• FLE Year 2	4	6	6	6	6
• FLE Year 3	4	4	6	6	6
• FLE Year 4	0	4	4	6	6
<b>Anticipated No. of Graduates</b>		4	4	6	6

Enrolment of approximately 5-7 students per year is expected in the FBM program. Registration will be managed in accord with an agreement reached between the School of Business and the Faculty of ALES which sets a cap of 75 students across the three years of all the ALES/School of Business joint degree programs (i.e., Agricultural/Food Business Management, Forest Business Management and Fashion Business Management combined). To help manage enrolment and ensure student success, higher entrance requirements and enrolment caps for the FBM degree program will be put in place.

Enrolment in the FBM degree program may result in a small reduction in student numbers in the Clothing, Textiles and Material Culture (CTMC) major of the B.Sc.Human Ecology program. There may also be a small reduction in student numbers for commerce degrees with marketing or retailing specializations, as the FBM program is somewhat related. Any reduced enrolment in these programs is not expected to be significant, however, and will be compensated (if not exceeded) by the enrolment in the FBM degree program. The primary intent behind this proposal is to offer a better program fit for students currently on campus, especially those in the CTMC major with an interest in the business side of fashion.



## 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.*

In the Department of Human Ecology, the Clothing, Textiles and Material Culture (CTMC) major is a long-standing and sought-after course of study that attracts an average of 25 students per year. Enrolment across the four years of study in the CTMC major has averaged 100 students over the past ten years (2005-2015) with a peak of 125 students enrolled in 2011. Within the CTMC major, students choose a minor and the majority of these (approximately 70%) select fashion merchandising. The fashion merchandising minor gives students access to selected marketing, accounting, and strategic management courses. A desire to incorporate a stronger business component into their programs has been voiced by increasing numbers of Human Ecology students, and conversely, a demand for a stronger fashion industry focus has been voiced by commerce students who have taken Human Ecology electives. The current strong interest in the fashion merchandising minor suggests a high demand for the additional marketing and other business-related courses that the FBM program is poised to deliver.

Regarding this strong interest please see Appendix 4 for results of a feedback survey distributed in July 2014 to students registered in the CTMC major. Survey results indicated that these students desired additional courses with respect to entrepreneurship, fashion retailing management, and business and strategic management in particular. Students noted that their specific career goals would be enhanced by the proposed program, given their interest in entrepreneurship and business ownership in the fashion retailing sector.

Informal feedback from visiting prospective high school students and their teachers also indicate support for the proposed program. For example, when a group of 'Fashion Studies 30' students from Harry Ainlay High School were attending a recent School of Retailing event, a majority said they would be very interested in the proposed degree program because it combined their interests in fashion and business perfectly. Their teacher also expressed interest because the program represented viable training for her aspiring fashion entrepreneurs. The students eagerly asked when the program would be operational.

(Kathryn Chandler, Human Ecology Practicum Coordinator, personal communication, July 2015).

Enrolment data from related programs is limited. However, information available on the Olds College and Kwantlen University websites suggests that their fashion-related programs have capped enrolments. The Apparel Technology Diploma program at Olds College, for example, accepts a maximum of 18 students/year and the Fashion Marketing Diploma at Kwantlen University accepts up to 30 students/year. Student demand for these diploma programs is unlikely to be affected by the FBM program because of the enrolment caps and somewhat distinct geographic capture areas for each institution. Moreover, the BSc in FBM will appeal to a different target audience looking for

different career outcomes.

The proposed FBM degree program is expected to impact prospective students positively by providing a new academic opportunity that will lead to specialized managerial jobs within fashion industries. Graduates with a FBM degree will be able to demonstrate depth of knowledge and competency in two well-defined areas: business and fashion. Consequently, they may be able to move *directly* into strategic planning and managerial roles without the need for further specialized training and education, which some current CTMC students feel they must pursue in order to secure the senior specialized jobs they seek.

## 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.*

Demand for skilled and educated, 'white collar' employees in both the manufacturing and retailing sectors of the fashion industry is increasing in Alberta and across Canada. Despite concern over reduced employment and manufacturing capacity in Canada's textile and apparel industries resulting from increased global competition, there are successful niche companies that are thriving, as the quote below suggests. Canadian apparel manufacturing firms have increasingly moved towards niche markets, designing and producing high-end clothing, as well as specialty and high R&D garments including performance apparel such as sportswear and protective clothing. Some of these companies are located in Alberta (e.g. Marks, FGL Sports, Triple Flip) and will require new management talent that would be ideally met by FBM graduates with *combined* business and fashion studies backgrounds.

"Canada's textiles and apparel industry has gone through a painful transformation over the past decade, shrinking by more than half as a result of competition from developing economies. However, the industry has achieved success in recent years by focusing on high-value activities and products (such as high-end suits and safety attire), and by taking advantage of low-cost inputs from those same developing economies" (Conference Board of Canada, April 2012).

The need for an increased focus on management capability was clearly identified in a study conducted by Industry Canada to evaluate the health of Canada's apparel industry. The following key aspects were lacking in a survey of participating companies:

<i>Percent of Companies With and Without Key Attribute in Place</i>		
<i>Attributes</i>	<i>Not in Place</i>	<i>In Place</i>
Culture open to change	27%	73%

<b>Strong management team</b>	<b>58%</b>	42%
History of being proactive	73%	27%

(<http://www.ic.gc.ca/eic/site/026.nsf/eng/00091.html>, Retrieved July 9, 2014, Figure 4.1a)

In general, the need for highly educated employees who possess management capacity, is seen to be a driver of future success for keeping the apparel manufacturing sector vibrant in Canada (see quote below), and the FBM degree program will help meet this need.

“... the global value chain model highlights the many complex elements of the apparel industry (i.e. product development, innovation, market research, trend identification and setting, understanding of niche markets in Canada and the US, highly educated workforces, marketing talent, etc.). While Canadian companies may not be well positioned as cost competitive manufacturers, in many respects, they should be better poised to take advantage of these other opportunities than low wage competitors”  
(<http://www.ic.gc.ca/eic/site/026.nsf/eng/00091.html>, Retrieved July 9, 2014 - A Canadian Approach to the Global Apparel Value Chain, Industry Canada, 2008).

The need for the timely implementation of the proposed program to help increase the management pool for Canada’s apparel industry is further supported by data contained in a 2014 report prepared for the Canadian Apparel Federation. The report indicates that the ‘savings’ gap between imported and domestic apparel is shrinking when you factor in the full cost of doing business, taking into account such factors as product control, transportation costs and time lags. As such, the climate for promoting growth in the industry is promising, evidenced by declarations such as, “every \$1M of Canadian apparel manufacturing triggers \$591K in employment earnings” (Made in Canada: What’s It Worth? - A Study of the Economic Contribution of the Canadian Apparel Domestic Manufacturing Supply Chain, Dec. 2014, Milstein & Co). Increased domestic manufacturing will be critical for fostering innovation in textiles and apparel and for creating and maintaining white collar employment.

To this end, the federal government (Service Canada) is currently offering salary subsidies to Canadian apparel companies to help Canadian post-secondary students transition into the apparel industry workforce. These subsidies provide support to apparel companies to hire eligible young graduates - such as those the proposed degree program will help to prepare!

In terms of the retail sector, the need for strategic business planning has never been greater as change occurs at an ever increasing pace in terms of both technology applications in the marketplace and consumers’ expectations. Fashion retailers need highly educated graduates with combined product and business knowledge.

“Even the most current retail strategies, built on the latest consumer information, with cutting-edge technologies, can have an increasingly short shelf life in this new world order. In this current environment, retailers must be especially nimble, but those who stay ahead of the curve will be the ones willing to invest in technology, talent, and process to capitalize on customer insights” (<http://www.retailcouncil.org/sites/default/files/documents/KPMG-RCC-50-ENG.pdf#page=18> Celebrating Canadian Retail, Retail Council of Canada, 2013, p.15).

Despite concerns over the consequences of the suffering resource sector in Alberta on the overall economy, retail growth is continuing. For example, the world’s top selling Lululemon store is located

in West Edmonton Mall, with annual retail sales of \$25 million dollars. They are planning to double their space at this location, with sales expectations that could top that of most suburban department stores (Retailer Insider, Oct. 25, 2015). See Appendix 5.

### 2.3 Support

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

The needs of employers were closely considered in developing this degree. Most of the employers that were consulted expressed interest in hiring graduates who understand both the creative and business sides of fashion, and who can step into strategic planning and management roles within the industry. Long term impact of the FBM program on employers will be an increase in the pool of workers with relevant education and skills. Short term impact may include increased demand for industry partnerships as students complete capstone projects and take part in internship and co-op programs. Based on the willingness of many employers to partner with Human Ecology on class projects and practicums for students in the CTMC major, an enthusiastic willingness to partner with the FBM program is also expected.

Below are quotes from some of the employers that were consulted. See Appendix 2 for complete consultations.

*“This degree would be awesome...the biggest challenge we have to overcome as retailers is finding people that understand the economics, accounting (open to buy) turns, as well as the technical components of fashion (fit, style, quality). So many people just like the fashion and marketing components but there is so much more than that to a successful operation of a retail business...it is a constant challenge and cost for a retailer to bring someone up to the level you need to operate successfully.”*

– Gay Derk, Owner, Derks Fine Group of Companies, Edmonton

*“I think this is a great degree. Many friends of mine have had to go to London England or New York to get a similar degree...I think it better sets up a student with skills and knowledge for the work environment they would go into. Also at the end of the day it is a business and I don't see many students coming out of university with that kind of thinking. The skills we need students to have is an understanding of buying process, target markets, sales forecasts, open to buys, and relationship between product development and sales plans.”*

– Sandra Correia, Co-owner, FLOC Boutique, Edmonton

*“This sounds like well-rounded studies...I think often times the business side is missing and it's the most challenging side of fashion retail. What I keep finding in the industry is a disconnect between the creativity and business acumen that needs to exist.”*

- Kim Hill, Owner, Thread Hill Boutique, Edmonton

*Currently, students with a keen interest in Fashion Business Management often choose to move elsewhere to study due to the lack of comprehensive training available here in Edmonton. As the fashion industry continues to grow in Alberta, there is a real need to offer students comparable education to what is already offered in other schools across the country and internationally.*

-Louise Dirks, Owner, Gravitypope, Edmonton, Calgary, Vancouver, Toronto

*"I definitely see a benefit to this program. As a retailer with a head office in Alberta we support corporate roles in a variety of areas that this degree would feed into including purchasing, allocations and replenishment, merchandise management, product development, assortment planning, and retail buying. ...a stronger relationship with the U of A will help us net the talent we're seeking to develop our private label brand."*

– Shella Phang, Human Resource Manager, FGL Sports, Calgary

*"...what I need for future employees in our business.... [are] focussed, serious, strong, tough, smart, hard working fashion knowledgeable individuals. I know, I am asking for a lot. However, Western Canada is greatly missing potential employees with a Fashion Business education. Currently those students leave for Toronto and New York and they do not return. A fashion business such as ours, here in Edmonton, ends up having to start from the beginning and teach our employees ourselves, involving too much of our time and resources. My dream is to one day hire someone straight from a Fashion Program that already knows how to do most of the things I currently have to teach them to do or end up doing myself."*

- Chery Kozak, Owner, Morris Furs, Hudson's Bay Fur Licensee for Western Canada

Additionally, from an industry perspective, commentary from Apparel Connexion (formerly known as the *Apparel Human Resources Council*) is relevant. This organization is a national, industry-led, independent, non-profit organization representing human resources development in the apparel manufacturing industry. They are exhorting government, retailers, consumers and educational institutions to prevent further erosion of the domestic supply chain. Drawing on new graduates with strategic management capability will be vital in accomplishing regrowth of the apparel industry in Canada.

## **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.*

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

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

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

Clinical or work experience is not a required component of the FBM degree program. Students in the program, however, will have access to the cooperative education program within the School of Business. Business co-op students secure their own work placements. Many fashion-related businesses post co-op jobs so FBM students will have appropriate postings for which to apply. In addition, current industry partners of the Human Ecology Practicum Program, which offer practicum placements for CTMC students, will be encouraged to offer co-op placements to FBM students through the cooperative education program in the School of Business.

In regards to supervision of students, all co-op work terms must be approved by the Alberta School of Business and progress on the work site is monitored and evaluated by both the University and the workplace supervisor. A Co-op Coordinator conducts a site visit during each 4 month work term. All

work experience courses are graded on a pass-fail basis and evaluation of each work term is determined by a student's job performance and the completion of a work term report.

Further details on the operation of the cooperative education program can be found on the following website:

<https://business.ualberta.ca/careers/cooperative-education/prospectivestudents/howcoopworks>

## **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?*

FBM was listed as an Emerging Program Initiative in the University of Alberta's 2015 Comprehensive Institutional Plan. It aligns with the strategic priorities for the University of Alberta in the following ways:

- a) **Attracting Talented People:** The new program is a collaboration between existing institutional partners, which fosters a collegial and cooperative teaching culture that attracts and engages undergraduate students. The collaboration between the Faculty of ALES and the School of Business will enhance the delivery of two relevant areas of expertise (fashion and business management) integral to developing a unique and comprehensive program for domestic and international students.
- b) **Providing Meaningful Learning Opportunities:** By affording students the opportunity for in depth exploration of both fashion and business concepts, the new program creates an environment for students to work with like-minded peers, graduate students, and professors. A capstone class and other experiential learning opportunities including the ALES internship program and the Business Co-Op program, are opportunities available to students in this program to further enrich their undergraduate student experience.
- c) **Connecting Communities:** The FBM degree program will graduate sought-after professionals whose focused skill sets will be relevant locally, nationally, and globally. This program will prepare graduates who can meet the complex and demanding needs of the growing fashion retail industry in Alberta in particular, as seen with the recent influx of American companies into Edmonton and Calgary. See Appendix 5 for more information regarding the economics of fashion in Canada.
- d) **Transformational Stewardship:** The proposed program was conceived and developed based on input from Human Ecology students (see Appendix 4), employers, external stakeholders, and faculty members to enhance the relevance and expertise of graduates seeking careers in fashion related industries. The proposed initiative in fashion business management will be transformational for students and other stakeholders as it will help fill the existing gap in availability of potential management level staff for fashion apparel and retailing industries.

### **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.*

The current Clothing, Textiles and Material Culture (CTMC) major within Human Ecology, Faculty of

ALES, offers a comprehensive fashion studies program that goes beyond the more singular design focus found in other post-secondary fashion programs. CTMC students explore fashion-related content across a diverse range of courses including textile science, material culture, economics, design, dress and culture, history of costume, and textile and apparel policy and trade. Informed by research and scholarship, students in the CTMC major study the social and economic importance of global textile and apparel industries and gain insight into the design, production, and consumption of apparel and textile products. The CTMC major serves the needs of most students and potential employers well; however, a stronger business management focus would be advantageous for some students and employers.

Within the CTMC major, students pursue one of four minors, the most popular of which is fashion merchandising. Over 70% of students choose this minor because it includes marketing courses that add currency to their CTMC studies. Students with a fashion merchandising minor often request if they can take additional business courses within their degree. However, the need to meet overall degree requirements does not permit them the addition of an increased number of business courses. To meet the needs of students wanting a greater business focus to their degree, the Human Ecology undergraduate program committee recommended that a new degree be created that incorporates more marketing courses as well as courses in business practice, management, operations, sales and distribution.

As indicated in section 1.3, enrolment in the FBM program may result in slightly reduced enrolment in the CTMC major in Human Ecology, and in the School of Business (marketing) and School of Retailing programs at the University of Alberta if some students opt instead for the combined fashion/business degree after their first year. However, the FBM program option might draw additional prospective students to the U of A; students who might not otherwise have felt themselves suited to pursuing the current Human Ecology or Commerce degrees.

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

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

The FBM degree program was initiated in the Department of Human Ecology and developed in consultation with the Business Management Program Committee in the Faculty of ALES and the School of Business. Input from all stakeholders was incorporated into the final design of the program.

Once completed, the program proposal was approved by (in sequence) the Human Ecology Department Council, the Resource Economics and Environmental Sociology Department Council, the ALES Academic Coordinating Committee, ALES Faculty Council, and the School of Business Faculty Council. Following internal Faculty approvals, the proposal was forwarded to the Provost's Office for steering through ASC, SOS, APC, System Coordination Review (Ministry), in preparation for the request for an expedited review by CAQC.

### **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.*

Within Alberta there are three other post-secondary programs that offer fashion-related programming:

1. Olds College, in Olds, Alberta, offers an eight-month Fashion Marketing Certificate in which students learn about marketing, displaying and selling fashion products, and a two-year Apparel Technology Diploma that focuses on apparel design and construction.
2. Lethbridge College, in Lethbridge, Alberta, offers a Diploma in Fashion Design and Sustainable Production. The two-year program provides an introduction to sustainability in the apparel industry and focuses on the design and production side of the fashion industry. Students in this diploma program may be able to transfer into the Bachelor of Management program at the University of Lethbridge but a direct transfer agreement does not exist.
3. The Alberta College of Art and Design (ACAD) in Calgary, Alberta, offers a Bachelor of Design degree program that includes course options in fibre arts, visual communication and design, material culture, advertising, jewelry design and construction, drawing, and art history.

Outside Alberta there are various diploma, certificate, and degree programs that have either a fashion design or fashion business focus (see part B for details on these and other fashion-related programs in Canada). Those with fashion/business content include:

1. Diploma in Fashion Business at Seneca College in Toronto;
2. Diploma in Fashion Management in at George Brown College in Toronto;
3. Fashion Marketing Diploma at Kwantlen Polytechnic University in Surrey, B.C.;
4. Bachelor of Commerce in Fashion Management at Humber College in Toronto.

The Fashion Business Management degree will be the only one of its kind in Alberta, and in fact in all of western Canada. The combined content and delivery afforded by the collaboration between the Faculty of ALES and the School of Business may be a significant draw for prospective domestic and international students, enhancing the University's reputation for developing innovative undergraduate programs. In addition, this new offering will contribute to the Campus Alberta vision by providing a program that uniquely builds on fashion-related programming offered at colleges and universities like Olds, Lethbridge, and ACAD.



### **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.*

In anticipation of the development of the FBM program, Human Ecology faculty members and the Associate Dean (Academic), held meetings with representatives from ACAD and Olds College in the fall of 2014. Our aim was to improve our knowledge of each institution's undergraduate programming and to confirm the unique value of our proposed new program. See Appendix 3 for a summary of this meeting.

At that time, there was discussion of a proposed 2+2 program between ACAD and Olds College for a Bachelor of Design degree in Fashion. Our current understanding is that this initiative is no longer being pursued. While we did not view this collaboration as a direct competitor in terms of business management content, that it has not gone forward may increase the pool of potential recruits to our proposed program.

### 3.6 Learner Pathways

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

As indicated in section 2.2, there is a documented need for increased management capacity in Canada's apparel industry. The FBM degree program offers an opportunity for fashion professionals with limited academic training to upgrade their skills and knowledge without going outside the province. The FBM program, therefore, may be appealing to professionals currently in the workforce as well as to high school students.

As seen in the work.alberta.ca youth labour profile data (2014), the largest number of youth were employed in the retail trade - some 70,300 people. This program will provide a perfect opportunity to pursue post secondary education that builds on their already established retail interests and experience (<http://work.alberta.ca/documents/labour-profile-youth.pdf>).

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

##### **Transfer from other institutions**

Due to recent revisions in the fashion-related programming at both Olds College and Lethbridge College no transfer agreements currently exist between the Department of Human Ecology and these institutions. Agreements have existed in the past, however, so could be considered again.

The CTMC major currently considers transfer credit on a case-by-case basis from Olds College, Lethbridge College and ACAD. The same will apply to the FBM program. Transfer credit is commonly granted for introductory level english, social science, and economics courses as well as introductory level textile science, apparel design, and costume history courses. Transfer credit on business-related courses will also be considered from many institutions within Alberta.

##### **Transfer from within the University of Alberta**

Because the FBM program requires students to complete a pre-professional year of study prior to being admitted, it is likely that students who apply will have coursework that is transferable. A list of suggested courses for the pre-professional year can be found in Appendix 1. Logical faculties in which students can begin their FBM program studies are Arts, Science, and ALES (CTMC major in particular within the BSc Human Ecology program).

##### **Transfer to other institutions within Alberta**

If students enrolled in the FBM program choose to change direction and specialise in apparel design and production they should be able to present some of their coursework for transfer credit at Lethbridge College or Olds College. They could also switch into the CTMC major and receive significant credit if they selected the fashion merchandising minor, especially if they transferred before completing their third year of study. Students may also be able to transfer into the School of Business to complete a B.Comm. degree.

**Transfer to institutions outside Alberta**

Courses within the FBM program may be transferable to institutions in British Columbia and Ontario, should a student want or need to move away from Edmonton.

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?*

The FBM degree program will prepare graduates well for managerial level work in the fashion apparel and retail industries. Some graduates, however, may want to further specialize their training by doing an after-degree certificate in human resources or accounting, for example, or by continuing on to graduate work in textile and apparel science, material culture, business or law. Based on the percentage of students who pursue further studies after completing the CTMC degree it could be estimated that 10% of students in the FBM program would proceed to further study.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

As the proposed FBM degree program is simply a new application of existing resources, there are no additional resources required to offer this new program. The program scale is well within the capacity and resources of ALES and the School of Business to implement and sustain. No start-up or incremental operational costs are expected and enrolment will be managed so that the capacity to offer a high quality learning experience for students is maintained. The addition of 5-7 students per year in required courses may add to admissions, advising, and instructional workloads, but not significantly so.

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

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

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

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

Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Operational Costs</b>	\$0	\$0	\$0	\$0	\$0	\$0

**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	Amount	Revenue Source	Details
Facilities	\$		
Equipment and IT	\$		
Curriculum Development	\$		
Marketing and Promotion	\$		
Faculty Recruitment and Establishment	\$		
Library Enhancements	\$		
Other	\$		

## 4.2 Impact

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

The Fashion Business Management (FBM) four-year degree program includes approximately 15 courses taken through the School of Business in addition to 5 terms of coursework in ALES. School of Business tuition includes a market modifier so the tuition for business courses is higher than it is for other courses in the program. The tuition calculation below is based on 2015-2016 rates for full-time status plus the assumption that 1.5 years of coursework incorporates a market modifier on course fees.

- 5 terms (2.5 years) in ALES @ \$3,601.90/term = \$18,009.50 + 3 terms (1.5 years) in Business @ \$4,466.92/term = \$13,400.76. Modest additional materials costs are also expected for the two required design courses (approximately \$500.00). Total = \$31,910.26  
<http://www.registrarsoffice.ualberta.ca/en/Costs-Tuition-Fees/Undergraduate-Tuition/FallWinter-Tuition-for-Canadian-Citizens-and-Permanent-Residents/Sample-FallWinter-Assessments-for-Canadian-Students.aspx#business> (retrieved July 29, 2015)

The Bachelor of Design program at ACAD is a four year degree program. Tuition calculations are based on 2015-2016 rates.

- 4 years @ \$5,482.55/year (basic tuition) + \$3,340.00/year (materials costs) = \$35,290.20  
[http://www.acad.ca/assets/pdf/students/tuition/ACAD\\_Tuition\\_and\\_Student\\_Fees.pdf](http://www.acad.ca/assets/pdf/students/tuition/ACAD_Tuition_and_Student_Fees.pdf) (retrieved July 29, 2015)

The Apparel Technology Diploma program at Olds College is a two year program. Tuition calculations are based on 2015-2016 rates for overall fees plus supplies.

- First year @ \$7, 113.5 (tuition and materials + second year @ \$6,208.15 (tuition and materials) = \$13,321.65  
<http://www.oldscollege.ca/student-services/financial/tuition-fees/index> (retrieved July 29, 2015)

The Fashion Design and Sustainable Production Diploma at Lethbridge College is a two year program. Tuition calculations are based on 2015- 2016 rates for total tuition, fees, books and supplies..

- First year @ \$9,375.00 + second year @ \$8,725.00 = \$18,100.00  
<http://www.lethbridgecollege.ca/sites/default/files/imce/program-fees-15-16.pdf> (retrieved July 29, 2015)

### 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.*

Increasingly, degrees are sought after for entry-level fashion retail jobs. Degrees are even more necessary for positions with larger employers and greater strategic and financial/budget responsibilities. The FBM degree program prepares graduates for these higher-responsibility positions. As such, the potential earning capacity for FBM graduates is higher than for graduates of fashion design and merchandising programs. For example, on average in Calgary, a Supply Chain Analyst earns \$49,803 and a Buyer earns \$48,421. In comparison, a Merchandising Assistant in Calgary earns \$37,268 and a Retail Sales Associate earns \$26,171. The higher earning capacity of FBM graduates suggests they are likely to pay off student loans faster than graduates of other fashion-related programs.

(source for income figures: <http://talentegg.ca/incubator/2013/03/21/average-entry-level-early-career-salaries-retail-jobs/>).

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

N/A

#### **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 BSc in Fashion Business Management (FBM) degree program draws on the structure, resources, and learning outcomes of existing undergraduate degree programs in the Faculty of ALES and the School of Business. The learning outcomes for the FBM program, therefore, are broadly consistent with the criteria listed for Bachelor degrees in the Canadian Degree Qualifications Framework (CDQF).

The specific learning outcomes of the FBM degree program, as outlined in the chart below, combine an understanding of marketing and management principles with knowledge of the theoretical and practical processes involved in fashion production, distribution, and consumption. Market demands, stakeholder input, and current resources within the faculties responsible for the delivery of the FBM program were considered when establishing the learning outcomes.



Expectations of Graduates	<b>Learning outcomes and course mapping</b> (learning outcomes include but are not limited to those below)
Depth & Breadth of Knowledge	<ul style="list-style-type: none"> <li>● have a sound understanding of the psychological, social, cultural, and economic forces that inform fashion/dress (ECON 101, 102, 281; HECOL 201, 360, 333);</li> <li>● understand fashion history and its relevance to contemporary design and merchandising (HECOL 268, 360);</li> <li>● be knowledgeable about fiber and fabric properties (HECOL 170, 270);</li> <li>● understand design methods and processes as applied to the development of textile and apparel products (HECOL 254, 333);</li> <li>● have a sound understanding of the interrelationships between the various sectors involved in the design, production and distribution of fashion products (HECOL 241, 441; MARK 468);</li> <li>● be familiar with global trade and policy environments for the textile and apparel complex (HECOL 441);</li> <li>● have a sound understanding of consumer behaviour and customer decision making (MARK 320)</li> <li>● understand theories of sustainable development and consumption in a global environment (HECOL 441);</li> <li>● are aware of ethical issues pertaining to the production, consumption, and marketing of material goods (HECOL 201, 241, 441, MARK 301);</li> <li>● understand business and corporate strategies for competitive positioning (AREC 484);</li> <li>● understand the processes involved in managing a fashion-related business (SMO 301; Acctg 311, 322; OM 352; MARK 468; ECON 378 or Blaw 301);</li> <li>● have an advanced understanding of the history, properties, design, production, evaluation, and consumption of textile and apparel products, depending on chosen course options (HECOL 354, 370, 460, 462, 464, 465, 470, 473 or 493);</li> <li>● have an advanced understanding of the marketing, buying, selling, strategic planning, and management processes related to fashion business, depending on chosen course options (SMO 311, 402, 404, 407, 412; MARK 442, 455, 466, 470).</li> </ul>
Knowledge of Research Methodologies	<ul style="list-style-type: none"> <li>● have the ability to access relevant information and evaluate its integrity and accuracy in a timely manner (all courses);</li> <li>● conduct humanities and social science-based research and artefact documentation (HECOL 201, 268, 360);</li> <li>● know how to collect and use information about the marketplace, specifically for market research, trend forecasts and environmental scans (MARK 301; Stat 151; AREC 313 or MARK 312);</li> <li>● understand deterministic and stochastic models used for production planning and operations management in business (OM 352);</li> <li>● analyze, interpret, and influence the development of standards and policies</li> </ul>

	<p>related to textile and apparel products (HECOL 370, 441);</p> <ul style="list-style-type: none"> <li>● interpret, analyze, critique, and present knowledge that contributes to the field (various courses)</li> </ul>
Application of Knowledge	<ul style="list-style-type: none"> <li>● have basic skills in the design, production, and costing of apparel products (HECOL 254);</li> <li>● know how to visually present design and marketing concepts for production and manufacture of apparel (HECOL 250, 254, MARK 432);</li> <li>● display entry-level skills associated with artefact-based research, curating and visual display (HECOL 250, 268, 333);</li> <li>● can relate fibre, yarn, and fabric properties to the quality and performance attributes of textile and apparel products (HECOL 170, 270, 254);</li> <li>● display an ability to integrate the components of a marketing mix to solve marketing problems (MARK 432, AREC 484);</li> <li>● know how to prepare and interpret financial statements (ACCTG 311);</li> <li>● know how to prepare and use accounting information for management decision making (ACCTG 322);</li> <li>● have the ability to create business and strategic management plans (AREC 423);</li> <li>● display an ability to integrate economic and business management concepts to real-world problems in the industry (AREC 423).</li> <li>● possess advanced skills related to the design, production and evaluation of textile and apparel products, depending on chosen course options (HECOL 354, 370, 465, 470, 473 or 493);</li> <li>● display advanced skills in the marketing, buying, selling, strategic planning, and management processes related to fashion business, depending on chosen course options (SMO 311, 402, 404, 407, 412; MARK 442, 455, 466, 470).</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>● understand the benefits and challenges of interdisciplinary teamwork and show commitment to the practice of collaboration (SMO 301, various other courses with group projects);</li> <li>● understand communication theory (ALES 204, SMO 301);</li> <li>● have an understanding of the dynamics of communication within the fashion industry, in particular related to social media (HECOL 241, MARK 432);</li> <li>● use effective written, oral, and visual communication skills in: <ul style="list-style-type: none"> <li>○ writing scholarly analyses, consumer fact sheets, position papers and policy briefs, promotional materials, critiques, blogs, newsletters and press releases;</li> <li>○ designing and developing posters and story-boards, powerpoint presentations, and advertisements; and</li> <li>○ facilitating and conducting meetings and professional presentations. (various courses)</li> </ul> </li> </ul>

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.*

The CDQF document suggests that independent scholarly activity may be demonstrated through the preparation of essays, terminal research papers, projects or exhibitions which indicate the capacity for independent and ethical intellectual and creative work. Each of these types of outputs, over the course of students' degree programs, will be required, providing on-going assessment of the learners' progress.

Overall, The ALES academic culture supports achievement of learning outcomes and prepares learners to meet community, professional, and industry needs and practices and/or continue with further study through relevant curriculum development, experiential and/or international learning opportunities and assessment. This process is augmented and supported by the dissemination of new knowledge and innovation resulting from the Faculty's strong research-intensive focus. Support of student scholarly activity is enhanced through the following guiding principles characteristic of curriculum development for this degree. It will be:

- evidence-based (incorporates qualitative, quantitative and experiential research and practices)
- learner-centred
- current and relevant
- well-constructed and cohesive

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.*

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).*

### **Program structure**

The BSc Fashion Business Management (FBM) degree program combines an understanding of marketing and management principles with knowledge of the theoretical and practical processes involved in fashion production, distribution, and consumption. The program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences (ALES) and the School of Business. It will be administered in the Faculty of ALES and managed by an interdisciplinary committee with representation from both Faculties.

Prior to admission into the FBM program, students complete a pre-professional year of study that ideally includes general liberal arts courses and introductory courses in material culture, fashion and textile science (see year 1 in table below). All courses recommended for the pre-professional year are open to students in any Arts, Science, or ALES program at the University of Alberta. Many of the courses also have equivalents at other post-secondary institutions in Alberta.

After admission into the FBM program, students take a range of advanced core courses in economics, accounting, business law and ethics, marketing, operations management, human resources, product design and development, textile science, fashion industries, globalization, and international trade (see years 2-4 in table below). All students cap their degree with an integrative and applied capstone course (AREC 423) that engages them with industry partners. No new courses will be created to support the program at this point.

There is no minor within the FBM program but there are ten courses (four free electives and six approved program electives) within the program over which students have choice. Students will be advised to choose approved program electives based on career interests, and choose free electives based on career and/or personal interests.

**Program requirements (120 credits):**

Required courses (102 credits):

- \*6 ENGL
- \*3 ALES 204
- \*3 MATH 113 or 114
- \*9 ECON 101, 102, 281
- \*3 STAT 151
- \*3 AREC 313 or MARK 312
- \*6 ACCTG 311, 322
- \*3 SMO 301
- \*3 AREC 484
- \*3 OM 352
- \*3 ECON 378 or BLAW 301
- \*12 MARK 301, 320, 432, 468
- \*30 HECOL 170, 201, 241, 250, 254, 268, 270, 333, 360, 441
- \*3 Capstone (AREC 423)
- \*12 Free electives

Approved program electives (18 credits):

- \*3 SMO 311, 402, 404 or 407
- \*6 MARK 442, 455, 466, 470 or SMO 412
- \*9 HECOL 354, 370, 460, 462, 464, 465, 470, 473 or 493

**Typical program flow**

Year 1 (pre-professional study)	Year 2	Year 3	Year 4
*3 Engl	Hecol 250: Design Studies and Practice	Mark 320	Mark 468: Retail and Channel Management
*3 Engl	Econ 281: Intermediate Microeconomics	*3 Hecol chosen from HECOL 354, 370, 460, 462, 464, 465, 470, 473, 493	*3 Hecol chosen from HECOL 354, 370, 460, 462, 464, 465, 470, 473, 493

Econ 101: Introduction to Microeconomics	SMO 301: Behaviour in Organizations	Acctg 322: Introduction to Managerial Accounting	*3 OM 352: Operations Management
Hecol 201: Introduction to Material Culture	Acctg 311: Introduction to Accounting for Financial Performance	*3 Mark 442, 455, 466, 470, or SMO 412	*3 Econ 378 or Blaw 301: Common Law and Economic Incentives or Legal Foundations of the Canadian Economy
Stat 151: Introduction to Applied Statistics I	Mark 301: Introduction to Marketing	*3 SMO 311, 402, 404, or 407	Mark 432: Marketing Communications
Math 113 or 114: Elementary Calculus I	Hecol 268: Survey of Historic Dress	Hecol 360: Dress and Culture	Hecol 441: Textiles and Apparel in the Global Economy
Hecol 170: Introduction to Textiles	Hecol 254: Apparel Design and Construction Fundamentals	*Arec 313 or Mark 312: Agriculture and Resource Economics or Marketing Research	*3 Mark 442, 455, 466, 470, or SMO 412
Econ 102: Introduction to Macroeconomics	ALES 204: Communication Theory and Practice	Hecol 333: Cross Cultural Textiles	Arec 484: Strategic Management in Food and Resource Businesses
HECOL 241: Fashion Industries	Hecol 270: Applications of Textile Science	*3 Hecol chosen from HECOL 354, 370, 460, 462, 464, 465, 470, 473, 493	Arec 423 (capstone)
Free Elective	Free Elective	Free Elective	Free Elective

## 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.).*

### **Admission requirements:**

Admission into the FBM program will normally take place after at least one year of university (or equivalent) pre-professional study. Admission is competitive and meeting the minimum grade point average and course requirements does not guarantee admission to the program. All applicants must present a minimum admission grade point average of 2.7 on the last \*24 of University transferable

work. Because certain core requirements have high school pre-requisites students must also show that they have successfully completed Pure Math 30 or Math 30-1 in high school.

Once admitted to the FBM program, the records of all students will be reviewed once per year. Academic standing is determined by a student's performance over the period under review. Consistent with University of Alberta policies:

- (1) **First-Class Standing:** Awarded to a student who obtains a grade point average of 3.5 or above while enrolled in a full, normal, academic course load in that year; the definition of a full normal academic course load for the FBM program will be determined by the Faculty of ALES.
- (2) **Satisfactory Standing:** Awarded to a student who obtains a grade point average of 2.0 or above and normally indicates that the student is eligible to continue.
- (3) **Marginal Standing:** Given to a student who obtains a grade point average of 1.7 to 1.9. Students with marginal standing may be permitted to continue under academic warning. Students in the FBM program may be required to withdraw and/or repeat the entire year if their standing is marginal.
- (4) **Unsatisfactory Standing:** Normally given to a student who obtains a grade point average of 1.6 or below. Students whose records are found to be unsatisfactory will be notified by the Dean of ALES and they will normally be required to withdraw.

### 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).*

At the institutional level, the University of Alberta broadly describes its commitment to student learning within a framework of four major goals: to inspire outstanding research and learning, to transform open minds, to encourage achievement through exposure to world class experts and to uplift through creating opportunities to engage with local and global communities.

One aspect of working within this framework for the FBM degree program is that the qualification of an academic staff member offering instruction will usually be a doctoral degree in the discipline in which the staff member is assigned to teach. The minimum qualification for each academic staff member offering instruction in the program will be a Master's degree or equivalent in the discipline in which the staff member is assigned to teach. FBM program instructors will be respected scholars and researchers.

Another aspect of working in this framework is the engaged and active learning included in various courses required in the FBM program. For example, many human ecology (HECOL) courses are laboratory, studio and seminar courses that involve hands-on and project-based learning. Another example is the capstone course (AREC 423) that involves students working with industry partners to solve actual problems in the field. Finally, students will be encouraged to participate in the co-op program offered through the School of Business. Through this program students will be able to access local, national, and international experiential work opportunities in fashion business.

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.*

The many qualified instructors delivering the courses required in the FBM program will employ teaching/learning techniques they believe are appropriate for the subject matter. A wide range of teaching/learning approaches - including lectures, seminars, and courses with laboratory and studio time - are expected to be used in the delivery of the FBM program.

High levels of scholarship will also be employed throughout the FBM program. All of the existing programs that the proposed FBM program draws from – the BSc Human Ecology, BCom, BSc in Forest Business Management, and BSc in Food Business Management - currently integrate research, scholarly work, and teaching through offering advanced, 300- and 400-level program requirements and electives. The content of these courses typically matches the research and expertise of the instructor and thus integrates research, scholarly work, and teaching. Most 400-level courses in these current programs also encourage undergraduate research by integrating independent research, student presentations, or other elements of experiential learning in course assignments.

Blended learning may be utilized for some of the courses and the Faculty of ALES has a dedicated staff person available to assist instructors in developing blended learning approaches for their courses. The University also has a Centre for Teaching and Learning (CTL) that offers teaching support and guidance to all instructors as they develop and evolve their courses.

At this point the FBM program will not be offered in distributed or distance modes but, depending on student interest and available resources, some courses may be offered in online format in the future in order to facilitate part-time study and ease of transfer into the FBM 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.*

We reviewed post-secondary programs related to fashion, retailing, and fashion marketing/business offered by institutions in Alberta, British Columbia, and Ontario. These comparative programs were chosen based on focus, proximity, language of instruction, and reputation.

Within Alberta there are three other post-secondary programs that offer fashion-related programming, as well as two University of Alberta BComm programs related to marketing, retailing, and business operations. These programs are noteworthy because of proximity and focus.

1. Olds College, in Olds, Alberta, offers an eight-month Fashion Marketing Certificate in which students learn about marketing, displaying and selling fashion products, and a two-year Apparel Technology Diploma that focuses on apparel design and construction. Applicants to both the fashion marketing certificate and apparel technology diploma must have: 50% or better in English Language Arts 30-1 or 30-2 and 50% or better in Math 20-1 or 20-2 (Pure or Applied Math

20) <http://www.oldscollege.ca/programs/fashion/apparel-technology/admission-requirements/index>

2. Lethbridge College, in Lethbridge, Alberta, offers a Diploma in Fashion Design and Sustainable Production. The two-year program provides an introduction to sustainability in the apparel industry and focuses on the design and production side of the fashion industry. Students in this diploma program may be able to transfer into the Bachelor of Management program at the University of Lethbridge but a direct transfer agreement does not exist. Admission to the diploma in Fashion Design and Sustainable Productions requires the successful completion of a high school diploma. <http://www.lethbridgecollege.ca/admissions/overview>
3. The Alberta College of Art and Design (ACAD) in Calgary, Alberta, offers a Bachelor of Design degree program that prepares students for careers in photography and design. Although the program does not specifically focus on fashion, there are course options in fibre arts, visual communication and design, material culture, advertising, jewelry design and construction, drawing, and art history. Applicants to the Bachelor of Design degree program must possess a High School Diploma with a combined GPA of at least 60% in four grade 12 subjects, including a 30-level English. There is also a specific portfolio requirement. <https://acad.ca/future-students/how-apply-bachelors-degree/academic-requirements>
4. The School of Business at the University of Alberta offers a four year Bachelor of Commerce degree that gives students the option of majoring in Marketing or Retailing and Services. Both routes include coursework in marketing and business management although the focus is not specific to fashion. The BCom program is a quota program and admission is competitive. Applicants must present a minimum GPA of 2.3 on \*24 University transferable credits that include \*6 English and a maximum of \*3 in WRS, ECON 101, ECON 102, Math 113 or 114, and STAT 151. <https://business.ualberta.ca/programs/bachelor-of-commerce/prospective-students>

Outside Alberta there are various diploma, certificate, and degree programs that have either a fashion design, fashion business, or retailing focus. The most comparable program in terms of content is the B.Comm. in fashion management at Humber College. The programs offered at Kwantlen Polytechnic University in British Columbia are noteworthy because of Kwantlen's proximity, and the programs at Ryerson University are noteworthy because of Ryerson's reputation in the fashion industry.

1. Bachelor of Commerce in Fashion Management at Humber College in Toronto - a four year degree program composed of business and management courses tailored specifically for positions within the fashion industry including marketing, accounting, economics, and law.



2. Bachelor of Design, Fashion, and Technology at Kwantlen Polytechnic University in Surrey,  
British Columbia - a four year degree program designed to help students master the process,  
skills and language of fashion design from concept through production. The program prepares students for careers in the global apparel industry, with most graduates in leadership roles, technical specialties and management positions.
3. Fashion Marketing Diploma at Kwantlen Polytechnic University in Surrey, B.C. - a two year  
diploma that integrates studies in fashion, communications, business, and marketing to prepare students for work in the creative business services sector.
4. Bachelor of Design in Fashion at Ryerson University in Toronto - a four year degree program  
that delivers professional, career oriented education within the scope of fashion design or fashion communication, depending on the student's chosen stream.
5. Bachelor of Commerce in Retail Management at Ryerson University in Toronto - a four year  
degree program posited as professional, career oriented education within the retail sector and  
related industries; particular focus is given to consumer behavior, drivers of the demand chain, and the contexts of retailing in society.
6. Diploma in Fashion Business at Seneca College in Toronto - a two-year diploma with a focus on  
lab and theory based learning in preparation for entry into the fashion industry.
7. Diploma in Fashion Management at George Brown College in Toronto - a three year Ontario  
College Advanced Diploma that includes business and management courses tailored specifically for positions within the fashion industry including marketing, accounting, economics, and law.

Through the comparative analysis it was determined that the proposed Bachelor of Science in Fashion Business Management (FBM) will be the only baccalaureate program in Alberta, and all of western Canada, providing undergraduate education in the area of fashion business management. In addition, this new offering will contribute to the Campus Alberta vision by providing a program that uniquely builds on fashion-related programming currently offered at colleges and universities like Olds, Lethbridge, and ACAD. Finally, the higher admission requirements of the FBM should enhance the reputation of the program and ensure its appeal for both local and international students.

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 current Clothing, Textiles and Material Culture (CTMC) major in the BSc Human Ecology degree within the Faculty of ALES is similar to the FBM program in that it is a bachelor of science program that provides an understanding of fashion-related connections across a diverse range of courses that includes textile science, material culture, economics, design, dress and culture, history of costume, and textile and apparel policy and trade. Students in the CTMC major specialize their studies to some extent by choosing a minor. The minor most related to the FBM program is Fashion Merchandising and for this minor students complete one accounting course and four marketing courses (there are restrictions on which marketing courses students can choose from).

The CTMC major differs from the FBM program however, in that the CTMC major provides a broad overview of the fashion industry with no explicit focus on the business side of the industry. Students who choose the fashion merchandising minor develop some understanding of accounting and marketing within the industry but exposure to business management content is limited compared to what it will be through the FBM program.

In terms of admission requirements, students are admitted into the CTMC major directly from high school whereas the FBM program requires students to complete a pre-professional year of post-secondary study prior to program admission. The transfer admission grade point average for the CTMC major is also lower than it is for the FBM program (2.3 for application to the CTMC program compared with 2.7 for application to the FBM program). In addition, the CTMC major is not a capped program whereas the FBM program will restrict the number of students accepted each year.

### **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.).*

N/A

## **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.*

Since the FBM degree program builds on existing infrastructure and program delivery mechanisms, implementation will be straightforward. Students will apply to the program and start taking classes as soon as the program is approved and listed in the university calendar.

### **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).*

All course requirements within the FBM program will be delivered through existing staff and course offerings at the University of Alberta. No new positions are required at this point. Tenured and permanent academic staff with the expertise and experience to deliver the FBM include:

From ALES

*Human Ecology*

Dr. Jane Batcheller and Dr. Rachel McQueen (textile science); Dr. Anne Bissonnette (costume history); Professor Vlada Blinova (MSc; apparel design, cross-cultural textiles); Professor Lori Moran (MSc; fashion industries, global textile/apparel trade and policy); Dr. Arlene Oak and Dr. Megan Strickfaden (material culture and design studies).

*Resource Economics & Environmental Sociology*

Dr. Sven Anders (consumer demand, economics of retailing), Dr. Ellen Goddard (consumer behaviour, economics of cooperatives), Dr. Philippe Marcoul (industrial organization, contract theory), Dr. Vic Adamowicz (applied econometrics, choice modelling), Dr. James Rude (policy analysis, international trade).

From the School of Business, Accounting, Operations and Information Systems

*Accounting*

Loretta Amerongen, Sanjay Banerjee, Adam Esplin, David Cooper, Kristie Dewald, Yamin Hao, Linda Hayes, Karim Jamal, Jocelyn King, Jason Lee, Michael Maier, Erin Marshall, Christina Mashruwala, Shamin Mashruwala, Naomi Rothenberg (Leave), David Rusnacik, Florin Sabac, Trish Stringer, Ke Wang, Heather Wier, Li Xiao

*Operations Management*

Ray Hagtvedt, Dan Haight, Armann Ingolfsson, Bora Kolfal, Chris Neuman, Michele Samorani

*Marketing, Business Economics and Law*

Jennifer Argo, Robert J. Fisher, Gerald Häubl, Yu Ma, Paul Messinger, Sarah Moore, Kyle Murray, Peter Popkowski Leszczyc, John Pracejus, Kangkang Wang

*Strategic Management and Organization*

Tony Briggs, David Deephouse, Richard Field, Joel Gehman, Ian Gellatly, Bob Gephart, Vern Glaser, Timothy Hannigan, Karen Hughes, Michelle Inness, Jennifer Jennings, Andrew Luchak, Trish Reay, Yonatan Reshef, Christopher Steele, Lloyd Steier, Madeline Toubiana, Marvin Washington

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

Delivery of the FBM program will be done through existing continuing academic staff (tenured professors, associate professors, assistant professors, faculty service officers, and administrative professional officers) in the Faculty of ALES and the School of Business. Some contractually appointed teaching staff may be used to cover courses when an academic staff member is on sabbatical or leave. Current staff workloads will remain the same.

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.*

Please see section 6.2.1 for a list of staff who will be delivering courses for the FBM program. Since the delivery of the FBM program is drawing on existing staff and already scheduled courses, no new teaching rotations are expected. Other than graduate students in the role of teaching assistants, and the occasional contractually appointed teaching staff, no non-academic staff will be responsible for course delivery in the FBM program.

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.*

N/A

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.*

N/A

### **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).*

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.*

The list of following activities constitute elements of scholarship for academic teaching in the FBM degree program:

- Independent and collaborative applied research across relevant disciplines (fashion studies, business management), using qualitative and quantitative methods
- Staying current and maintaining competency in the content and methodology in one's field and related fields
- Inquiry and reflective practice that is demonstrated in both teaching and research
- Innovation in pedagogy - staff are encouraged to take advantage of professional development provided by the the U of A's Centre for Teaching and Learning.
- Knowledge translation - important objective in the context of the Department of Human Ecology's and the Schools of Business' focus on on applied research and implications for policy development.
- Publication in peer-reviewed journals and/or creation of discipline relevant exhibitions

- Presentation at scholarly conferences.

These activities reflect the performance expectations for academic staff and performance of all academic teaching staff is reviewed annually by the relevant Department chairs and formally through the Faculty of ALES and School of Business Evaluation Committees for tenure and promotion purposes, and through the collection of student evaluations of teaching.

#### **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.*

N/A

#### **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.*

Refer to library impact statement in appendix, which indicates that no additional resources are required.

### **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.*

The Faculty of ALES informally reviews its academic programs annually. The proposed program will be monitored and reviewed regularly by the Business Management Program Committee in the Faculty of ALES, with input from program partners in the School of Business. We also intend to solicit opinions from enrolled students after the second and fourth years of program operation so we can consider any necessary adjustments. Similarly, we will engage employers and other stakeholders periodically to ensure that our graduates meet the needs of employers.

More extensive reviews of Faculty of ALES' programs are conducted approximately every five years. In keeping with this already established process, a program review task force for the FBM program will be constituted on a five year cycle following program implementation. The Academic Coordination Committee (composed of program committee chairs and Departmental Chairs) takes the recommendation from the program review task force and recommends to the ALES Faculty Council the types of program changes that are required. After Faculty Council approval, resulting calendar changes are approved through established University mechanisms.

#### **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.*

No regulatory agencies or professional organizations and associations were consulted because accreditation is not required for employment in the fashion business roles for which this program is preparing graduates. Potential employers, however, were consulted to provide insight into the program content and design.

Many of the employers consulted expected graduates to understand both the creative and business sides of fashion. They also expected graduates to step into strategic planning and management roles within the industry. As such, the FBM program was structured to ensure that graduates covered topics including design, cultural studies, product development, international trade and policy, marketing, accounting, channel management, research, strategic planning, business management and ethics. Graduates of the FBM program will be skilled in the majority of creative and business dimensions of fashion that employers are expecting.

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.*

N/A

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

N/A

### **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).*

N/A - expedited review process is requested for this proposal.

## **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.*

## **8.2 Statement of Institutional Integrity**

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

## **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).*

## Appendix 1 – Curriculum Design, Course Listings, Calendar Entries

### Curriculum design

Entrance to the proposed program will take place after one year of university (or equivalent) pre-professional studies. The chart below shows the desired course selection and flow over the full four years of study.

Year 1 (pre-professional study)	Year 2	Year 3	Year 4
*3 Engl	Hecol 250: Design Studies and Practice	Mark 320: Consumer Behaviour	Mark 468: Retail and Channel Management
*3 Engl	Econ 281: Intermediate Microeconomics	*3 Hecol chosen from HECOL 354, 370, 460, 462, 464, 465, 470, 473, 493	*3 Hecol chosen from HECOL 354, 370, 460, 462, 464, 465, 470, 473, 493
Econ 101: Introduction to Microeconomics	SMO 301: Behaviour in Organizations	Acctg 322: Introduction to Managerial Accounting	*3 OM 352: Operations Management
Hecol 201: Introduction to Material Culture	Acctg 311: Introduction to Accounting for Financial Performance	*3 Mark 442, 455, 466, 470, or SMO 412	*3 Econ 378 or Blaw 301: Common Law and Economic Incentives or Legal Foundations of the Canadian Economy
Stat 151: Introduction to Applied Statistics I	Mark 301: Introduction to Marketing	*3 SMO 311, 402, 404, or 407	Mark 432: Marketing Communications
Math 113 or 114: Elementary Calculus I	Hecol 268: Survey of Historic Dress	Hecol 360: Dress and Culture	Hecol 441: Textiles and Apparel in the Global Economy
Hecol 170: Introduction to Textiles	Hecol 254: Apparel Design and Construction Fundamentals	*Arec 313 or Mark 312: Agriculture and Resource Economics or Marketing Research	*3 Mark 442, 455, 466, 470, or SMO 412
Econ 102: Introduction to Macroeconomics	ALES 204: Communication Theory and Practice	Hecol 333: Cross Cultural Textiles	Arec 484: Strategic Management in Food and Resource Businesses
HECOL 241: Fashion Industries	Hecol 270: Applications of Textile Science	*3 Hecol chosen from HECOL 354, 370, 460, 462, 464, 465, 470, 473, 493	Arec 423 (capstone)



Free Elective	Free Elective	Free Elective	Free Elective
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**Courses:**

\*6 ENGL (any two junior English courses)

\*3 ALES 204

ALES 204 Communication Fundamentals for Professionals

Successful professionals require strong communication skills. This course focuses on interpersonal communication in professional settings, examining factors that enhance or impede communication and exploring strategies for communicating more effectively with different audiences. Students develop written, visual, and oral communication skills that help them connect with others both in and outside the organization, and convey information in positive and persuasive ways.

\*3 MATH 113 or 114

MATH 113 Elementary Calculus I

Review of analytic geometry. Differentiation of elementary, trigonometric, exponential, and logarithmic functions. Applications of the derivative. Integration. Fundamental Theorem of Calculus. Prerequisite: Pure Mathematics 30 or Mathematics 30-1 or equivalent. Students who have taken Mathematics 31 are advised to take MATH 114.

MATH 114 Elementary Calculus I

The course description is the same as for MATH 113. Prerequisites: Pure Mathematics 30 or Mathematics 30-1 or equivalent.

\*9 ECON 101, 102, 281

ECON 101 Introduction to Microeconomics

How markets and governments determine which products are produced and how income is distributed in the Canadian economy.

ECON 102 Introduction to Macroeconomics

Employment, inflation, international payments, monetary policy, and fiscal policy, all in the Canadian economy.

ECON 281 Intermediate Microeconomic Theory I

The theory of consumer behavior; theory of production and cost; price and output determination under competition, monopoly and other market structures.

\*3 STAT 151

STAT 151 Introduction to Applied Statistics I

Data collection and presentation, descriptive statistics. Probability distributions, sampling distributions and the central limit theorem. Point estimation and hypothesis testing. Correlation and regression analysis. Goodness of fit and contingency table.

\*3 AREC 313 or MARK 312

AREC 313 Statistical Analysis

Analysis of economic data relating to renewable resource sectors including agriculture, food, forestry, and the environment; collection of data, sampling methods, tests of hypotheses, index

numbers, analysis of variance, regression, and correlation; time series analysis. Prerequisite: Introductory statistics course.

#### MARK 312 Marketing Research

Nature and significance of marketing research. Marketing research methods, investigation and analysis of specific research problems.

#### \*6 ACCTG 311, 322

##### ACCTG 311 Introduction to Accounting for Financial Performance

How to prepare and interpret financial statements that report to decision makers external to the enterprise, such as shareholders and creditors. Course includes principles and standards of balance sheet valuation, income measurement, financial disclosure and cash flow analysis that link preparation and use of such statements. Prerequisites: ECON 101 and 102.

##### ACCTG 322 Introduction to Accounting for Management Decision Making

In contrast to the external orientation of ACCTG 311, this course focuses on how to prepare and use accounting information for management decision making. Major topics include: the role of corporate goals, planning and control concepts, how costs behave and how to analyze and manage them, budgeting and performance measures. Prerequisite: ACCTG 311.

#### \*3 SMO 301

##### SMO 301 Behavior in Organizations

Provides an understanding of the behavior of individuals in organizations. Draws from psychology, sociology, organization theory and covers topics such as personality, motivation, leadership, communication, conflict, and group dynamics.

#### \*3 AREC 484 – note: the course will be modified to include fashion business content

##### AREC 484 Strategic Management in Food and Resource Businesses

Analysis of strategic management concepts and applications to agri-food and resource industries. The development of business and corporate strategies including competitive positioning; sustaining competitive advantage; vertical coordination and strategic alliances in value chains; corporate diversification and global business strategy. Prerequisite: One of the following: AREC 200, AREC 323, AG EC 200, AG EC 323, ECON 281, INT D 365, AREC 365 or equivalent.

#### \*3 OM 352

##### OM 352 Operations Management

A problem-solving course which introduces the student to deterministic and stochastic models which are useful for production planning and operations management in business and government. Note: Students are expected to have basic familiarity with microcomputer applications.

#### \*3 ECON 378 or BLAW 301

##### ECON 378 Law and Economics: Common Law and Economic Incentives

Economic implications of common law: property, contract, and tort; economic logic underlying different doctrines within the law, and illustrations of the law as an economic institution; externality, risk and deterrence, and other leading issues.

## B LAW 301 Legal Foundations of the Canadian Economy

Synoptic view of Canadian legal system, with emphasis on underlying considerations of social policy. While considering the nature, sources, philosophy, and policy objectives of the law, selected topics from the fields of tort and contract will be analyzed.

\*12 MARK 301, 320, 432, 468

### MARK 301 Introduction to Marketing

Students are introduced to the marketing concept and the role of marketing within the overall business framework. The basic tools of marketing are introduced: market segmentation, positioning, product, price, distribution, and promotion, together with marketing research, consumer behavior, planning, and global marketing. A critical theme of the course is the need for the marketing mix to fit with the requirements of consumers, the competitive environment, company strengths, and community expectations. These issues are considered from strategic and tactical perspectives.

### MARK 320 Consumer Behavior

The study of the factors affecting the consumer decision process. Analysis of consumer behavior models and their application to marketing decision making, with an emphasis on empirical research.

### MARK 432 Marketing Communications

Students study basic concepts of interpersonal and mass communications. An emphasis on integrated marketing communications (IMC) which consist of advertising, personal selling, sales promotion, direct marketing, and public relations. A focus on integrating the elements which make up an IMC plan, resulting in a coherent communications strategy. Consumer motivation and the measurement of communication effectiveness are also examined.

### MARK 468 Retailing and Channel Management

Students are introduced to the activities involved in retailing goods and services to consumers and to the elements that make up effective distribution channels. Retailing topics include the evolution of retailing, store location, store image, shopping behavior, retail marketing strategies and current trends in retailing management. Channel management topics include: channel structure, designing the marketing channel, channel relationships and responsibilities, selecting channel members, and physical distribution and transportation. Effective channel management, the application of marketing planning, and analysis of retailing and channel management are also examined.

\*30 HECOL 170, 201, 241, 250, 254, 268, 270, 333, 360, 441

### HECOL 170 Introduction to Textiles

An introductory exploration of the origin, creation and use of textiles in our world. Chemical and physical properties of fibres and fabrics are introduced and an understanding of how these properties influence various clothing and textile end uses is developed.

### HECOL 201 Material Culture

The study of a range of objects within selected time periods and environments, and the study of particular perspectives through which objects can be interpreted. Students are encouraged to understand the connection between personal, social, temporal, and cultural contexts and the objects that contribute to these contexts.

#### HECOL 241 Fashion Industries

An introduction to the soft goods industry including an overview of the apparel sector, apparel production, channels of distribution, fashion oriented products, global competitive influences, and career opportunities.

#### HECOL 250 Design Studies and Practice

Explores the production of artifacts as material culture from a human ecology perspective. Artifact production focuses on the design process including visualization, communication, inspiration/influence and interface. Students are introduced to the production of two- and three-dimensional design through historical and contemporary examples. Students also complete hands-on design projects in the studio.

#### HECOL 254 Apparel Design and Construction Fundamentals

In this studio course students develop fundamental awareness and skills for the textiles and clothing field including machine operation, design and construction terminology, pattern manipulation and fit, and quality construction techniques. Students construct samples and garments with a focus on professional standards in problem solving and production.

Prerequisites: One of HECOL 250, 170, or DES 135 or DES 138/139.

#### HECOL 268 Survey of Historic Dress in the Western World

Introduction to the historical development of dress in the Western World with contemporary applications in design, merchandising, arts performance, education and museums. Resources include the Clothing and Textiles Collection.

#### HECOL 270 Applications of Textile Science

Advancement of textile concepts introduced in HECOL 170 with an emphasis on textile finishing, colouration, care and maintenance. Techniques for fibre identification and yarn and fabric structural analysis are covered. Prerequisites: HECOL 100 and 170.

#### HECOL 333 Cross-Cultural Textiles

An introduction to the historical and technological development of cross-cultural textiles and survey of common textile-making techniques, designs, and embellishments. Ethnographic textiles are analyzed in the context of socio-cultural, political, economic, environmental, and aesthetical meanings. The course combines lectures, class discussions, videos, and examination of artifacts from the Clothing and Textiles Collection.

#### HECOL 360 Dress and Culture

The complex phenomenon of bodily adornment is explored in relationship to values, attitudes, activities, beliefs, and forms of knowledge. Clothing is considered in terms of how it is expressive of various aspects of culture. Students develop analytical skills to help them understand the role played by clothing in different times, places, and contexts. Prerequisite: HECOL 201.

#### HECOL 441 Textiles and Apparel in the Global Economy

Production and distribution of textiles and apparel in a global context; issues and policy related to international trade agreements; impact of national and international consumer, labor and environmental standards. Prerequisites: HECOL 241 and 300.

\*3 SMO 311, 402, 404, or 407 (choice depends on career focus)

**SMO 311 HRM: Managing the Work Force in Canada**

This course is a general overview of human resource management issues in organizations. It focuses on reward systems, the design of work, legal issues, union-management relationships, staffing, and training and development.

**SMO 402 Management Skills for Supervisors and Leaders**

The purpose of this course is to increase understanding of leadership roles and skill in exercising those roles. These include team building, mentoring, managing conflict, delegating, managing participative decision making, creative problem solving, and time and stress management.

**SMO 404 Interpersonal Communication and Team Management**

This course provides an understanding of interpersonal (or face-to-face) communication process and presents opportunities for personal skill development. Students should expect to engage in role play and to receive feedback on their personal style of communication. Topics include team communication, supervisory-subordinate relationships, influence and persuasion, conflict management, and performance appraisal.

**SMO 407 Effective Team Management**

Modern organizations are increasingly seeing their ability to succeed as tied to their ability to better utilize human potential for innovation and creativity, primarily through the increased use of teams and small groups. Teamwork skills are required with increasing frequency, and the ability to build high performing teams is a key management competency. This includes work teams, project teams, and virtual teams. This course will focus on the factors required to transform a group of people into a high performing team. The course will integrate theory and practical skills. Students will learn how to identify healthy and unhealthy team dynamics, and explore team development activities and interventions to improve team performance. Course topics will include: effective team communication, team building, leadership and social influence, decision making processes in teams, conflict management, motivating and teams, virtual teams, and group processes. Students will be encouraged to demonstrate practical skills as well as academic learning. Students should be prepared to contribute to role plays, case studies, class presentations, virtual group experiences, and personal style assessments.

\*6 MARK 442, 455, 466, 470 or SMO 412 (choice depends on career focus)

**MARK 442 Seminar in International Marketing**

Analysis of problems of international marketing; development of marketing strategies in light of world cultural, economic, geographic, legal and political factors.

**MARK 455 Sustainability and Responsible Marketing**

Marketing plays a large role in and is affected by corporate social responsibility (CSR) and sustainability issues. This course will explore, examine and inform how the marketing function of business activity engages in CSR and sustainability issues. Specific topics will cover how these issues are influenced by consumer trends and how they are communicated to consumers. Marketing problems found in the non-profit, for-profit and public sectors will be examined, and responsible (and irresponsible) marketing practices will be explored.

**MARK 466 Service Marketing**

Students are introduced to the important differences between marketing tangible products and marketing services. The unique nature of services is examined and the importance of service quality to both consumer and business to business customers, is emphasized. The marketing mix variables are discussed from the service perspective. Designing a marketing mix for service, not-for-profit and government institutions poses interesting and formidable challenges which are dealt with in terms of marketing planning, implementation and control. Trade barriers to the global marketing of services, together with other global service issues are also given attention.

#### MARK 470 Selling and Sales Management

The role of selling and management of the sales force in diverse modern business environments. Topics include sales strategies, sales force planning, organization and evaluation, recruiting, selection and training, leadership and motivation, sales forecasting quotas and types of compensation.

#### SMO 412 Effective Negotiations

This is a comprehensive study of negotiation theory and practice. A negotiation simulation is conducted to provide an understanding of how theory translates into practice.

\*9 HECOL 354, 370, 460, 462, 464, 465, 470, 473 or 493 (choice depends on career focus)

#### HECOL 354 Apparel Design and Product Development I

Principles of design and merchandising applied to apparel design and product line development. A creative problem-solving approach to the production of clothing. Prerequisite: HECOL 254.

#### HECOL 370 Quality Assurance for Textiles and Apparel

Exploration of quality assurance of textiles and apparel through materials testing. Performance of textiles relative to product standards and specifications. Prerequisite: HECOL 270.

#### HECOL 460 Nineteenth, Twentieth, and Twenty-First Century Dress in the Western World

Advanced study of Western dress from the 19<sup>th</sup> century to the present. Lectures and labs introduce students to artifactual research and the handling, storage, examination and documentation of artifacts. Resources include fashion plates, photographic archives and artifacts from the University of Alberta's Clothing and Textiles Collection..

#### HECOL 462 Material Culture in Home and Community

Framed within the context of theories in human ecology, this course investigates material culture ranging from individual artifacts to community, including local and global environments. The roles and effects of material culture on individual, familial and community living are explored through literature, artifacts and life-stories. These issues are examined through a combination of seminars and group work culminating in an exhibit. Prerequisite: HECOL 201.

#### HECOL 464 Fashion and Material Culture: Politics, Economies, Societies, c. 1600-1900

Examines the evolution and practice of fashion as a social, economic, political and cultural phenomenon from a cross-cultural perspective.

#### HECOL 465 Material Culture, Identities, and Interpretations

Examines the relationship between objects and persons in a range of near environments, and considers how objects may be interpreted through specific social theories.

#### HECOL 470 Topics in Advanced Textile and Apparel Science

Advanced topics in functional textiles and clothing are examined, with an emphasis on current research and relevant theories and mechanisms.

#### HECOL 473 Clothing and Materials for Sport and Safety

A human ecological exploration of the selection, use and performance of clothing and materials used for workplace safety protection and sporting/recreational activities.

#### HECOL 493 Selected Topics in Textiles and Clothing

Normally offered in Spring or Summer. Can be taken for credit more than once if the topics are different.

\*3 Capstone (AREC 423) – note: the course will be modified to include fashion business content  
AREC 423 Advanced Management Methods and Applications for Agri-Food, Environmental and Forestry Businesses

Empirical applications of management and research methods used by business managers. Emphasis is given to integrating economic and business management concepts with applications to problems and issues in agriculture, food, the environment and forestry.

\*12 Free electives

### **Calendar entries:**

16 Admission Requirements by Faculty

#### 16.1.6 BSc in Fashion Business Management

Entrance to this program is competitive and normally takes place after one year of university (or equivalent) preprofessional studies. The minimum entrance requirement is successful completion of \*24 transferable to the university of Alberta. The minimum grade point average is 2.7 (refer to 14.2.1).

Students may prepare for the BSc in Fashion Business management by completing their first year in the Faculty of Agricultural, Life, and Environmental Sciences or in another Faculty or post-secondary institution.

Students interested in Fashion Business Management may begin in the BSc in Human Ecology program. Recommended first year courses are \*6 ENGL, \*3 ECON 101, \*3 ECON 102, \*3 STAT 151, \*3 MATH 113 or 114, \*3 HECOL 170, \*3 HECOL 201, \*3 HECOL 241, and \*3 free elective.

There are no high school entrance requirements for the BSc in Fashion Business Management. However, some required courses have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Pure Mathematics 30 or Mathematics 30-1.

### 34 Programs of Study

#### 34.11 BSc in Fashion Business Management

##### 34.11.1 General Information

The contemporary world of fashion moves faster and reaches more people than ever before and, most important, has become more business-oriented. The Fashion Business Management program was designed with this in mind, to enable students to develop the knowledge required to follow a rewarding business career within the fashion industry. Graduates develop marketing and management understanding applied to the fashion sector combined with basic knowledge

of the theoretical and practical processes involved in the global textiles and apparel fashion supply chain.

The program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Business. It is administered in the Faculty of Agricultural, Life and Environmental Sciences and managed by an interdisciplinary committee with representation from both Faculties. See §16.1.6 for admission information.

This program is aimed at students who desire to gain specialized fashion knowledge and skills in combination with business, marketing and management understanding that is relevant to the international fashion industry. From human resources to an understanding of global issues and organizational and leadership techniques, to exploring the physical, socio-behavioural, and economic relationships involved in the production, distribution, and consumption of textile and apparel products and services, this major develops graduates with the analytical, planning and management tools, leadership skills and ethical values required of business professionals working within the fashion industries. Graduates of this program are uniquely positioned to pursue careers in fashion management, marketing and sales, buying, production, or research and policy.

Students choosing Fashion Business Management take courses in business including accounting, business law, marketing and human resources as well as courses in design, product development, textile science, and international trade. Each student in the program is also expected, through a Capstone course, to integrate knowledge from textile and apparel sciences with the business management disciplines.

**Requirements:**

(120 credits)

\*6 ENGL

\*3 ALES 204

\*3 MATH 113 or 114

\*9 ECON 101, 102, 281

\*3 STAT 151

\*3 AREC 313 or MARK 312

\*6 ACCTG 311, 322

\*3 SMO 301

\*3 AREC 484

\*3 OM 352

\*3 ECON 378 or BLAW 301

\*12 MARK 301, 320, 432, 468

\*30 HECOL 170, 201, 241, 250, 254, 268, 270, 333, 360, 441

\*3 SMO 311, 402, 404, or 407

\*6 MARK 442, 455, 466, 470 or SMO 412

\*9 HECOL 354, 370, 460, 462, 464, 465, 470, 473 or 493

\*3 Capstone (AREC 423)

\*12 Free electives



## Appendix 2 – Employer Responses

Employer perspective was solicited by Prof. Kathryn Chandler posing the following question via e-mail:

*I could use your opinion on something. We are proposing a new degree program: Fashion Business Management. As a successful fashion retailer and field supervisor for our fashion merchandising practicum students, I'd love your thoughts on what we're proposing.*

*We're partnering with the School of Business to offer the degree, which will be a 4-year Bachelor of Science degree. Students in the program will take junior and senior-level courses in economics, accounting, business law, marketing, operations management, and human resources, as well as courses in design, product development, dress and culture, textile science, fashion industries, and international trade. With this degree we hope to develop graduates with the analytical, planning and management tools, leadership skills and ethical values required of business professionals working within the fashion industries. We expect the graduates to be uniquely positioned for careers in retail management, marketing and sales, buying, production, channel management, and policy analysis.*

*Given your experience in the fashion industry, can you see the training provided by this degree being of benefit to the industry? Would it help fill any current gaps in training that you're seeing, or help propel future growth in the industry? If you hired graduates of this degree what skills/knowledge would you most expect them to have?*

### **Floc Boutique, 10106 124 St NW, Edmonton, AB T5N 1P6**

April 25, 2014

I think this is a great degree. Many friends of mine etc have had to go to London England or New York to get a similar degree--think their degree was called Fashion Merchandising Degree. I think this better sets up a student with skills and knowledge for the work environment they would go into. Also at the end of the day it is a business and I don't find many students come out of university with that kind of thinking. The skills we would like them to have is understanding buying process, target markets, sales forecasts , open to buys, relationship between product development and sales plans. Hope that helps.

### **Derks, 8111 102 St NW, Edmonton, AB T6E 4A4**

April 24, 2014

This would be awesome....the biggest challenge we have to overcome as retailers is finding people that understand the economics, accounting (open to buy) turns, as well as understanding the technical components of fashion with fit, style, production values....so many people just like the fashion and marketing components but there is so much more than that to the successful operation of a retail business...it is a constant challenge and cost for a retailer to bring someone up to the level you need to operate successfully. We use the Harry Friedman system, the Management One system plus a lot of in house tools to bring our staff up to the level we need....hope this helps.

### **Thread Hill, 10725 124 St NW, Edmonton, AB T5M 0H1**

April 30, 2014

Sorry for the delay in responding.

My thoughts on this proposed program are:

This sounds like well rounded studies with a logical business aspect that seems to be lacking in the perceptions of the younger generation today. I think often times the business side is missing and it's the most challenging side of fashion retail.

It would definitely add a reality check to students who believe it's glamorous and an easy business.

I can't see a business my size hiring anyone with this degree. A larger retailer would probably benefit especially in terms of the financial and economic courses.

What I keep finding in the industry is a disconnect between the creativity and business acumen that needs to exist. So many local designers I have met have no idea what it takes to supply.

Hope this helps.  
Best of luck with the program.

**Morris Furs, 5820 111 St NW, Edmonton, AB T6H 3G1**

August 29, 2014

I am sending you some comments regarding the new Fashion Business Program that you are working on.

My question is what will make your course more attractive to a student interested in studying Fashion Business, than any of the other Colleges that offer something similar? As well, what will be so great about this course, that I as a potential employer will make me want to hire your graduates?

I believe the program needs to attract top students interested in fashion, whether coming direct from high school or a person who may have experience from having worked in retail and want to take the program as a mature student. There are many people who start working in fashion and retail, and may not have had an opportunity to go to university until later in life and are interested in taking the program later on in their life. These individuals, though may be few and far between, I believe need to be considered, as their life skills are invaluable from my point of view.

I believe the course needs to be not only challenging but a difficult and challenging program. I believe students will value it more if it is difficult to get into and to maintain. I also strongly believe that it will produce serious and strong future employees as the fashion business is a challenging business to be a part of.

Below is a list of the skills and knowledge that I and most people I know in the fashion industry use on a daily basis.

Therefore in order to fully educate a student interested in a higher level university course for the Fashion Business, they should be taught these skills:

- Fashion business reading and writing class, including terminology of fashion
- Fashion marketing
- Computer applications for the fashion industry
- Managing merchandise-apparel & accessory product knowledge
- Ethics & sustainability
- Trend analysis & product development
- Social media, event planning, sales, fashion promotion
- Wholesale sales, importing, exporting distribution & logistics
- Sourcing
- Retail buying, store planning, merchandising, styling, global retailing, Omni channel retailing, budgeting, analysis
- Photography, internet retailing, display
- New venture development
- History of fashion and fabric, fibre & textile understanding
- Fashion occupations
- Principles of accounting, budgeting & financial planning
- Managing a sales force
- Fashion advertising-strategy, creating and buying

I believe there needs to be a class year end type project. Most Fashion Programs do a fashion show, which really is geared for designing. Possibly a year round store where each year of the program takes on more and more responsibility (ie) first years are sales staff....fourth years are actually the managers and buyers, strategists, planners? Similar to the NAIT Culinary Program. In addition to the learning process, the students are generating income to finance the business as well as having a great marketing tool for advertising the Fashion Business Program. This could possibly be a joint venture with the School of Retailing.

I understand that there will be limitations of the Fashion Business Program as it starts out as a new entity working within the structure of the University of Alberta, Agriculture. However, I strongly feel that as a University, the program needs to be a competitive strong 'real' Fashion Business program to be taken seriously by potential serious fashion students. If it is not, the best students will continue to chose FIT, Ryerson, Lasalle, George Brown and others as they already have a well established program.

Long term this should be a program that can add to it a Masters program, as there are individuals interested in such a thing.

A network of fashion industry individuals need to be used as mentors, advisors and future employers. From them you will generate additional opportunities that will help strengthen the program and help promote this program beyond Edmonton and Alberta.

I hope this gives you some information, suggestions and ideas as to what I need for future employees in our business....focussed, serious, strong, tough, smart hard working fashion knowledgeable individuals. I know, I am asking for alot. However, Western Canada is greatly missing potential employees with a Fashion Business education. Currently those students leave for Toronto and New York and they do not return. A fashion business such as ours, here in Edmonton, ends up having to start from the beginning and teach our employees ourselves, involving too much of our time and resources. My dream is to one day hire someone straight from a Fashion Program that already knows how to do most of the things I currently have to teach them to do or end up doing myself.

**FGL Sports Ltd., 824 41<sup>st</sup> Ave NE, Calgary AB, T2E 3R3**

August 5, 2014

Our Garment Quality Assurance team sees Product Development and Merchandising Management – like assortment planning and retail buying – as an asset.

Please let me know if you have additional questions, I'd be happy to take a meeting with you in person anytime to discuss additional thoughts as I feel brokering a stronger relationship with the U of A will help us net the talent we're seeking supporting our Private Label Brand vertical.

I feel it would be advantageous to set up an Internship program for Fashion Business Management in the future once this program gets rolling.....eager to discuss.

I definitely see a benefit to this program. As a retailer with a head office located in Alberta we support corporate roles in a variety of areas like the ones you mentioned including Purchasing, Allocations & Replenishment.....

# gravitypopo

8220 104 Street, Edmonton, Alberta, Canada T6E 4E6  
p. 780 439 7466 ext. 102 f. 780 439 7434

Kathryn Chandler  
Practicum Coordinator  
Department of Human Ecology  
340 HEB, University of Alberta, Edmonton, AB, T6G 2N1  
780.492.0192

September 1, 2015

Dear Kathryn,

I am excited to hear about the possibility of plans to introduce a BSC in Fashion Business Management into the U of A curriculum.

I strongly believe this type of schooling is missing in Alberta and would be extremely beneficial to the fashion retail sector here. Currently, I believe there to be a void in finding a skillset that bridges fashion retail with business management.

**gravitypopo** is a fashion retail chain with 7 points of sale across Canada. I started my business here in Edmonton 25 years ago. Over the years, as we grew, I often struggled to recruit good administrative staff with an appropriate skillset to aid in executive tasks of inventory analysis, merchandise management, buying, budgeting and retail accounting. I have observed a major void in this market for a strong skillset that combines fashion and business management.

Having a fashion retail head office here in Alberta has not been easy. I have often had to resort to sourcing administrative employees from the Oil and Gas sector. I can definitely say this has hindered the growth potential of my company. I have often thought of moving my entire head office to Vancouver only so I could choose from a larger pool of personnel with a comprehensive skillset in accounting and marketing combined with fashion retail. Had it not been for family ties here in Alberta, I may actually have made the move.

As my company continues to grow, I find I am always looking for employees who are interested in and able to understand business and accounting from the perspective of fashion retail. This continues to pose a problem for my business that I believe could be alleviated with such a program as you have proposed.

Currently, students with a keen interest in Fashion Business Management often choose to move elsewhere to study due to the lack of comprehensive training available here in Edmonton. Sadly, I have witnessed many times, potential employees moving away to Vancouver or Toronto. As the fashion industry continues to grow in Alberta, there is a real need to offer students comparable education to what is already offered in other schools across the country and internationally. We need to keep our



young talent here in Alberta! Edmonton is currently thriving with fresh new energy. Young entrepreneurs are opening retail shops and restaurants. We need educated employees to aid in smooth and effective growth right here in Alberta. I believe we have a much better chance of retention if we can offer them appropriate training.

Kathryn, do not hesitate to get in touch if I can further show my support in implementing this new curriculum. I strongly believe Alberta's fashion retail sector would benefit tremendously from offering such a program. I wish you much success!

Please keep in touch.

Sincerely,

A handwritten signature in black ink, appearing to read 'Louise Dirks', with a long horizontal line extending to the right.

Louise Dirks

CEO and principal buyer

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### Appendix 3

#### Undergraduate Fashion and Design Program Review Meeting: ACAD, Olds College, University of Alberta Department of Human Ecology

September 11, 2014

#### Attendees

ACAD	Alison Miyauchi, Mackenzie Kelly-Frere
Olds College	Tanya McDonald, Ralph Troschke, Teri McKinnon
University of Alberta	Nat Kav, Janet Fast, Kathryn Chandler, Rhonda Breitreuz, Arlene Oak, Lori Moran, Rebecca Blakey

#### Welcome and Meeting Objectives

Developing an understanding of what is happening with represented institutions' undergraduate fashion and design programming

Within the context of Campus Alberta, begin to think through areas of potential collaboration and depart with clear sense of institutional specialties

#### Introductions and Program Affiliations

##### ACAD

Alison Miyauchi	Associate Vice President, Research and Academic Affairs
Mackenzie Kelly-Frere	Associate Chair NASAD Review, Assistant Professor

##### Olds College

Tanya McDonald	Associate Vice President of Research and Learning Enterprises
Ralph Troschke	Dean, School of Agribusiness, Land & Fashion
Teri McKinnon	Manager, The Fashion Institute at Olds College

##### University of Alberta

Nat Kav	Associate Dean Academic, Professor
Janet Fast	Acting Chair, Professor
Kathryn Chandler	Former Undergraduate Program Coordinator, Practicum Program Coordinator
Rhonda Breitreuz	Undergraduate Program Coordinator, Associate Professor
Arlene Oak	Graduate Program Coordinator, Associate Professor
Lori Moran	Administrative Professional Officer, Lecturer
Rebecca Blakey	Academic Initiatives Coordinator

#### Undergraduate Program Summaries – Current and Future Directions

##### ACAD

ACAD is currently in the process of proposing a 2+2 BDes in Fashion – submitting Parts A and B to Campus Alberta Quality Council (CAQC), the ideal start date is Fall 2016

Because they are accredited with National Association for Schools of Art And Design (NASAD), will also undertake a similar process for them for planning approval – NASAD accreditation allows ACAD to process US student loans

Finalizing an MOU with Olds College regarding the management of the 2+2 BDes in Fashion, awaiting information from CAQC on how to ensure it isn't conceived of as a block transfer

Admitting first cohort of MFA in Craft Media in January 2016 – all craft media, not specific to textiles, ceramics, etc. Residencies and internships possible; are open to discussing University of Alberta as a specific resource site on this front, also a possibility in terms of elective courses, which would involve new transfer agreements. This program has already passed through CAQC

## Olds College

Two programs: a one-year certificate in Fashion Marketing and a two-year Apparel diploma.

In Fashion Marketing, are in talks with Bow Valley to possibly provide a second year option to their business program so that there's stronger management skills taught within the program

Within Apparel diploma, there are two streams: Costuming and Fashion. 26 of 54 this year have identified as interested in Costuming; ACAD and Olds will discuss the possibility of a 2+2 in Costuming in addition to the current progress on the 2+2 in Fashion.

Impetus to partner with ACAD for the 2+2 BDes in Fashion comes from attrition cases where students believe they will be doing design but the current Olds curriculum does not go far enough; had collaboration not been possible likely would have formed applied degree options. The 2+2 will be a fully integrated student experience across institutions; they are awaiting word from the government as to Fulltime Learning Equivalent (FLEs) and how to register students across institutions and will share that information once it is gleaned. Only 3 class changes need to be made.

ACAD component of the 2+2

Third year

- Critical practice and interpretive research
- English
- Design fundamentals
- Textile materials
- Design and concepts courses
- Art history
- Colour theory
- Fashion illustration
- Fundamentals of marketing and advertising
- Surface design courses
- Textiles and media
- Textile industry in global economy
- Advanced fashion design
- History of textiles
- Internship

Fourth Year

- Capstone
- Research development and design
- Fashion business and marketing
- Advanced garment construction
- Anthropology class in material culture
- Production of project
- Event planning
- Create fashion show



ACAD's capacity to teach these subjects is in some cases already extant and in other cases not. Eventually, students may flow in both directions as opposed to only starting at Olds and continuing on to ACAD.

Olds College is joining Alberta Garment Manufacturing to establish the Apparel Innovation Centre opening in January 2015. When it opens, facility will test, design and manufacture protective clothing for the energy and construction industries, as well as for the Canadian Forces. The federal government has announced it will give the facility just under \$3-million to purchase equipment. Also interested in design and construction of garments for people with disabilities. Will offer design, prototyping, small production runs

Are in process of developing fee for service schedule for individuals and groups to access equipment. Michael Bussoli serving as Manager of AIC, research management is Tanya McDonald's portfolio. Working towards three way MOU between Olds College, UAlberta, and ACAD

### **University of Alberta Department of Human Ecology**

Four year BSc degree in Clothing, Textiles, and Material Culture (CTMC) comprised of courses in English, economics, and social and physical sciences, and then specialized courses in design fundamentals, multiple levels of textile science, material culture, fashion industry, policy and international trade, professional communication, statistics and research methods, fundamentals in apparel design and construction, cross cultural dress and culture, quality assurance in labs, and a 200 hour field practicum

Within the CTMC major, students choose a minor from four options: Interiors minors take five courses through Residential Interiors program in the Faculty of Extension; Textile Science minors go further with textile science background; Design and Material Culture Studies minors do advanced courses in design and material culture; most popular minor is Fashion Merchandising which includes five business courses predominantly in marketing. Fundamentals are core and then students customize through electives that are at the advanced level. In the spring session, offer classes in special topics that might enhance core programming – sustainable design, fashion illustration, empathic design, relates to design for disabled, enrichment in intersession

Registration is about 25 students into CTMC major each year; in total there are over 100 students across the four years. Upping admission standards each cycle and suspending winter admissions because we are exceeding FLEs. Have transfer agreements with Olds College, and had agreements with Red Deer College when they had the costume program there. U of A HE does not have a portfolio requirement as part of admissions process for degree

Currently partnering with the School of Business to propose a new program, which is a Bachelor of Science in Fashion Business Management. It is about to be sent through governance for approval; an extremely optimistic start date would be fall 2016. 10 to 15 students per cohort at the most. Many components of current Human Ecology programming will be present, but focus on marketing, human resources, and leadership will increase

CAQC examines the question of unique offerings very carefully. Marilyn Patton at CAQC is an excellent resource, though at U of Alberta must inquire via Provost's office

### **Role and Impact of Campus Alberta**

From ACAD's perspective, the CA imperative does not govern how they plan, but how they execute. Helpful in thinking through what's approvable in terms of where bars of excellence are set; it's an extensive set of paperwork but there are benefits to the process. There are also CA implications in terms of government reporting such as FLEs and registrations

The Alberta Council on Articulation and Transfer has a studio based committee and Olds and UAlberta could have members on it; e-mail Alison and she will liaise with ACAT studio based subcommittee; there is a Sharepoint site with material on it and meetings are twice a year, the upcoming one is in Edmonton

Olds College simultaneously is Campus Alberta South/Central and Campus Alberta. These are different amalgamations of colleges in order to increase the access of post secondary education to rural Alberta. Rather than separately broker programs to different communities, centralized administration in order to take advantage of economies of scale

### Opportunities for Collaboration

UAlberta programming available as ELearning could be an elective option for ACAD students; vice versa as well particularly with regards to sustainability in small batch studios

Olds College, UAlberta, and ACAD all use Moodle. Excellent ELearning resource at Bow Valley College is Russ Wilde, Director of Learning Resource Services & Applied Research

### Identification of Next Steps

In terms of operating within CA, is the avoidance of overlap and duplication within CA regions or within Alberta? At ACAD, mandate is for provincial service so 75% of population is Albertan, 15% rest of Canada, 10% international. At Olds, around 70% are from an hour around Calgary. At UAlberta, 20% international, approximately 60% are Albertan, and 20% from the rest of Canada.

How do we attract mature learners with work experience? Must discuss with CA about how to recognize Prior Learning Assessment Recognition (PLAR).

Meet like this once a year or so to ensure we are not duplicating one another's work. Get representative onto ACAT Studio Committee. Continue to share experiences

Any work towards block transfer agreements between specific programs (2 years, \*60) must ensure for ACAD that coursework meets NASAD thresholds; intersession courses at UAlberta a good opportunity

### Areas of Excellence at UAlberta

- Human Ecology as a unique thought paradigm
- Collection of dress and textile artifacts
- Practicum experiences

### Areas of Excellence at ACAD

- Six hour studios
- Small faculty to student ratios
- Studios modeled on professional practice

### Areas of Excellence at Olds

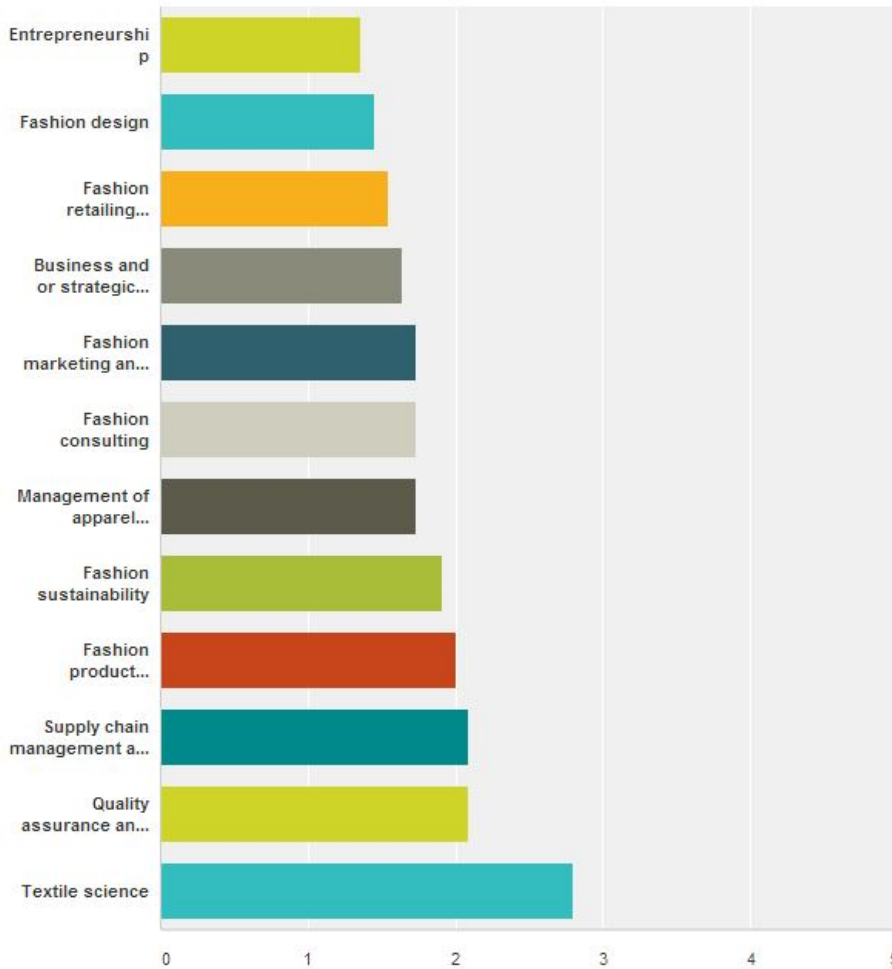
- Integration with performance arts in Calgary
- Retail management

### Areas of Future Discussion

- Transfer and articulation back onto future agenda
- Be able to talk more clearly about structuring 2+2s in terms of status from Campus Alberta.
- Been appointed to CA Quality Advisory; if you have concerns let Alison be a conduit

- Continue thinking about collaborating on ELearning possibilities. Will identify potential electives and discuss how that might work in more detail

## Appendix 4 - Responses to Student Survey



**Figure 1:** Student responses to the question “Please list your level of confidence with your Clothing, Textiles and Material Culture (CTMC) program in preparing you to successfully enter the following career areas” (0=no opinion 5=very confident)

*“Become a business owner, begin a masters in architecture”*

*“To be involved in marketing cosmetics”*

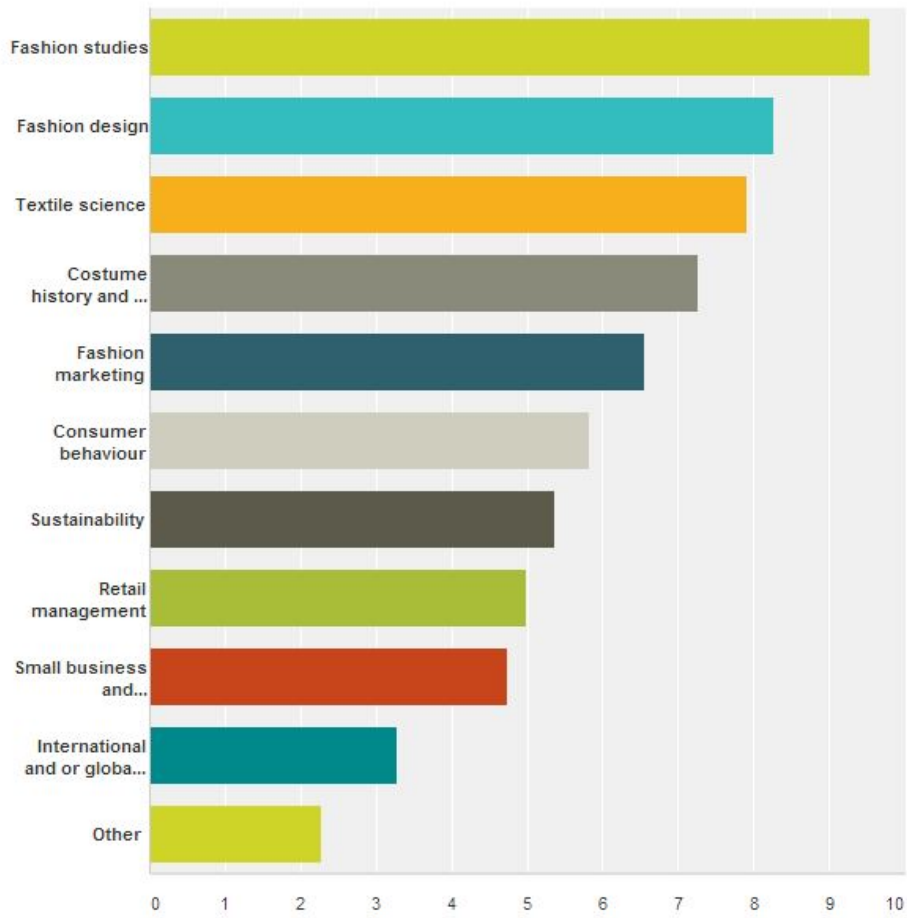
*“Personal Shopper Business Owner”*

*“Self employment and/or government”*

*“I would like to design for my own brand and begin by selling the collections on Etsy”*

*“Boutique Entrepreneur”*

**Sample responses** to the question “Do you have any specific career goals in mind at the present?”



**Figure 2:** Student responses to the question “Please rank the following areas of interest in terms of how they guided your initial selection of a post-secondary program.”

# Holt Renfrew planning \$300M store revamp

*Luxury retailer awaits arrival in Canada of Saks and Nordstrom*

PHILIPPE DE MONTIGNY  
*Financial Post*

TORONTO — As Holt Renfrew prepares for the imminent arrival in Canada of two formidable U.S. competitors, it announced Thursday that it would shut its stores in Quebec City and Ottawa, while focusing on other Canadian

designer-clothing stores, Off 5th.

Seattle-based Nordstrom is also opening its first Canadian store, next month in Calgary, with plans to open five more in Vancouver, Ottawa and Toronto by 2016.

Howard Davidowitz, a retail industry consultant based in New York, says he sees the coming of Saks as the only possible explanation for Holt's "big, bold move." Saks is a "tremendous threat" to Holt Renfrew and will target Holt's high-

end customers, Davidowitz said. "It's a direct, head-on competitor."

Holt Renfrew said it explored a "number of options for its businesses" in the Ottawa and Quebec markets, but concluded its business model relied on those locations with a "significantly larger store footprint."

A combined 157 employees will lose their jobs when the two stores close at the end of January 2015, although the company expects to increase its staff elsewhere.

The company announced it would open a Mississauga, Ont. store in early 2016 and a larger Montreal store by the end of 2017. It recently opened a new store in Toronto's Yorkdale Mall and plans to launch a second store downtown dedicated to menswear this fall. By the end of the national expansion, in 2017, the company's total footprint will reach 1.2 million square feet.

Holt Renfrew also has plans to develop an omnichannel digital program, which includes an e-commerce website.

its Vancouver and Calgary locations, where customers can browse and try products in a living-room-style environment, as well as an expanded leather-goods selection and in-store cafés. Toronto's Bloor Street location, the largest store in its network, will get a new facade and expanded beauty, accessories and footwear areas.

Holt Renfrew also plans to introduce an "apartment private shopping" experience at

# Canada's hottest job markets found in Alberta

*Opportunities across nation if you're willing move, study shows*

*Edmonton Journal*

Alberta locations dominate a new survey of Canada's hottest job markets, taking five of the top 10 spots.

Wood Buffalo tops the list of available jobs with 13.7 per cent of the population, followed by Grande Prairie in second at 11.61, Edmonton in fifth at

8.63, Red Deer eighth at 7.33 and Calgary rounds out the top 10 at 6.32.

Express Employment Professionals, the largest franchised staffing firm in North America, released its "Top 50 Hot Job Markets in Canada - Labour Day 2014" study on Wednesday.

"The provincial

unemployment rates simply don't give you an accurate picture of the job scene on the ground in Canada. This study shows there are hot job markets across the country even in provinces with high unemployment rates," said Bob Funk, CEO of Express Employment Professionals.

"The West leads the nation in terms of job markets, but you can also find areas of high demand for labour in Ontario, Quebec, New Brunswick and Newfoundland."

Regina (9.56) was in third spot and, in something of a surprise St. John's (9.49) was fourth.

There are hot job markets from seven provinces in the top 20 rankings nationwide.

Retail sales persons and sales clerks dominates as the most available types of jobs throughout the country. In Alberta, retail food services jobs are the most plentiful, while there are also many openings for truck drivers,

babysitters or nannies and light duty cleaners.

The top markets in other provinces and territories mentioned in the survey were as follows: Saint-Hyacinthe, Que. in sixth (8.52), Cambridge, Ont. in 13th (5.57), Moncton, N.B. in 15th (5.25) and Vancouver in 18th (4.77).

"In the current employment environment, eliminating the option of relocation can be a deciding factor in finding a job," Funk said.

"There is no doubt that moving is stressful, but new opportunities are available if you are open to new locations."

Express generated numbers of jobs per 1,000 population by cross-referencing a list of the 100 most populous municipalities with the average of the number of available jobs on July 15, 2014 and Aug. 15, 2014 as identified by the federal job bank maintained by Employment and Social Development Canada.

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## Alberta leads country in retail sales growth

### Brandy Melville opens first location in Calgary at Market Mall

BY MARIO TONEGUZZI, CALGARY HERALD JULY 23, 2014

Presented By:



Elise Alldridge, regional manager of the new Brandy Melville location at the Market Mall in Calgary.

**Photograph by:** Colleen De Neve, Calgary Herald

CALGARY - Retail sales in Alberta had the highest annual growth rate among all provinces in May, according to Statistics Canada.

The federal agency reported Wednesday that sales grew by 6.5 per cent from a year ago to \$6.5 billion, which was also an increase of 0.3 per cent from the previous month.

Nationally, sales reached \$42 billion across the country, up 0.7 per cent on a monthly basis and 4.0 per cent year-over-year.

Impressive retail sales numbers in Alberta are enticing more new international retailers into the local market.

The latest is cult-favourite Brandy Melville, an original Italian fashion brand, inspired by the L.A. lifestyle, which gained its fame among Hollywood celebrities, including The Kardashians, Paris Hilton,



Lindsay Lohan, and Miley Cyrus.

When the store opened Friday at Market Mall in Calgary, a few hundred young girls lined up waiting to experience the company's 10th location in Canada.

"Our main selling point is that we are one size. So we are basically a one size fits most theory. Our clothes vary in the material and it fits a variety of people," said Elise Alldridge, regional manager for the west coast for Brandy Melville. "Our age group is definitely teenagers. I would say between 13 and 16 is our target market but with that said I'm 28 and I wear the clothes. And most of the employees range between 18 and 25 and they all wear the clothes. It really depends on your personal style.

"We have a busy store in Vancouver and we were definitely looking to expand. We would make Facebook postings to where our fans would like to see us next and Calgary was a big one."

The company opened a location at the West Edmonton Mall about a month ago.

Todd Hirsch, chief economist with ATB Financial, said Alberta shoppers filled their carts a bit more in May than they did in the previous month, stopping just short of the record-setting month they had in March.

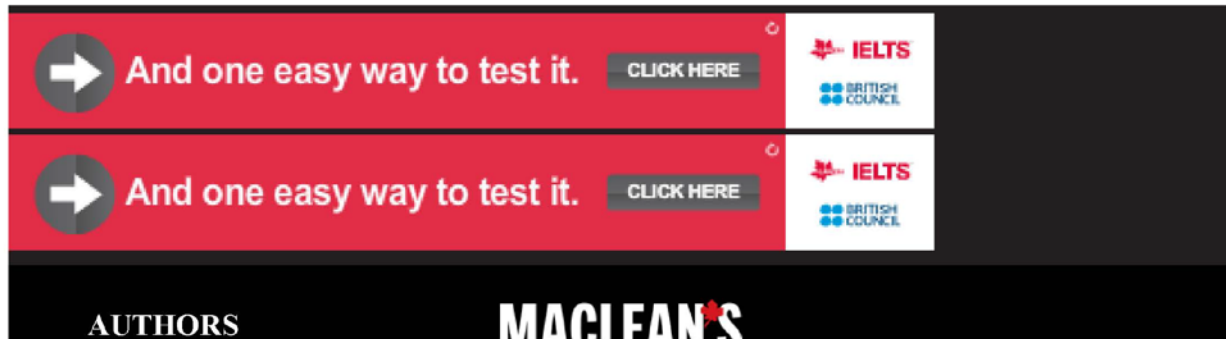
"Alberta's sales account for 15.4 per cent of Canada's total retail trade — not bad for a province with only 11.6 per cent of the country's population," he said. "The disproportionately high level of retail sales in Alberta can be explained by a couple of factors. With average weekly earnings about 23 per cent above the Canadian average, Albertans have more disposable income to spend. Also, a younger means more people in that stage of life that sees them acquiring homes, cars, baby strollers and clothes for their teenage children."

Benjamin Reitzes, senior economist with BMO Capital Markets, said Canadian consumer spending remains healthy though activity continues to be focused on autos — which are on pace for another record year. With manufacturing, wholesale and retail activity all higher in May, monthly GDP looks as though it will come in at 0.3 per cent, which would keep the second quarter on pace for 2.3 per cent annualized growth, he added.

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**AUTHORS** **MACLEAN'S**

## Taking care of business

Programs in engineering, arts and even environmental studies are embracing dollars and sense

[Adrian Lee](#)

September 21, 2014



(The Windsor Star)

The economy has changed dramatically in the 30 years since Doug Bergeron first entered the work force and, of course, Bergeron, 53, has changed with it. Best known for leading the group that purchased the credit- and debit-card terminal maker [VeriFone](#) from Hewlett-Packard for \$50 million in 2001, as CEO, he transformed it into a multinational, multi-billion-dollar company. But Bergeron, an

entrepreneur and a philanthropist, started out with an arts degree with special honours in computer science from [York University](#).

"It used to be that you got a fundamental engineering or computer science education, and you graduated and you got a job with a big company; you'd sit in a cubicle and work on some narrow part of a project and, if you did a good job [and] put your hand up, maybe you get promoted some day," said Bergeron from his office in Palo Alto, Calif.

That world no longer exists, especially in Canada: Nortel, where Bergeron began his career, went bankrupt, and RIM (now BlackBerry) is a shadow of its former self; companies are being forced to become smaller and nimbler, meaning their employees have to be more agile in their skill sets; and venture capital is harder and harder to come by, making the competition all the more intense to turn good ideas into a reality. In the meantime, entrepreneurship has caught on: Statistics Canada's latest [report](#) found 15 per cent of Canadian workers identified as self-employed.

So it's little wonder that Bergeron, who parlayed his understanding of the sciences and passion for business into a career as one of Canada's most legendary venture capitalists, is among those leading the charge to bring business into the classroom. Two years ago, he and his wife donated \$2 million to York to start the Bergeron Entrepreneurs in Science and Technology program, which provides soft business and entrepreneurial skills to students studying in STEM (science, technology, engineering and math) fields.

"The traditional engineering education in Canada needed to be recalibrated for the new world of new, smaller, faster companies and interdisciplinary work," says Bergeron. "Kids who come out of engineering programs need to be able to write business plans; they need to be able to present in front of a venture capitalist and drive home the main message; they need to be able to file for a patent."

The program is part of a trend in undergraduate and graduate programs to integrate business teachings into a broad swath of disciplines that, in some cases, would typically shy away from a capitalist bent, all in an effort to provide students with the skills to succeed in an evolving work force.

"The one-career lifetime is almost totally passé," says Ira Levine, the founding director of Ryerson University's [creative industries program](#). "I think students are aware that, four years down the line, there are going to be a lot of jobs that we haven't even heard of yet. They're aware of the rapid change in employment sectors; they're aware they may have to create their own jobs." Launched last fall, the four-year undergraduate degree brings enterprise learning to fields where business savvy is traditionally a lesser consideration: fashion, publishing, news media, film, performance studies, museum curation, and more. The so-called "creative industry," and those fields in particular, are going through radical change with evolving technology. Being enterprising allows graduates to roll with the punches. "We have to walk a fine line," Levine says. "We want to support the idealism of young people, but we also want to prepare them for the world they're going to be entering."

The program trains students in their preferred art, and gives them the nitty-gritty practical realities of their fields that are oft unseen, from handling digital rights and protecting intellectual property to understanding the value of free-trade agreements for creative exports. It also brings together business students interested in the arts, as agents or otherwise, with artists developing their skills in Ryerson's established schools, uniting them in the classroom. "The idea is that, fully sensitized to each other, we could help each other overcome that traditional gap between what we sometimes call the suits, on one hand, and creatives on the other," says Levine.

That bridging of the gap is a big part of this interdisciplinary push, especially in fields where business can be seen as the enemy. At Simon Fraser University in B.C., the brand-new, [four-year joint major in business and environment](#) blends the teachings of its faculty of environment and the Beedie School of Business. The perception, in today's conversations about pipelines and tailings-pond breaches, is that the environment is sacrificed as one of the costs of doing business, but this program sets out not only to deliver entrepreneurial skills to environmental students, but to allay that stigma. "For heaven's sake, it's about time we put that dichotomy aside. Back in the '70s, that was the conversation that was happening. Today, that whole notion is so antiquated," said Ingrid Stefanovich, the dean of the faculty of environment. "You cannot have a business practice these days without some awareness of environmental sustainability, and you can't advance environmental sustainability without also talking about how to invest and what we're going to do with our economic plan to facilitate environmental change."

Likewise, a multidisciplinary class in McGill's arts department—[The Treble Cliff: The Business of Music](#)—takes aim at the long-standing stereotype that wealth and artistic integrity are contradictions, and the class is devoted to teaching the idea that, no matter how talented an artist may be, you still need to market yourself and understand the industry. "In the traditional music industry, so many people see, 'Oh, they signed with a big record label, they're sellouts,' and they love starving artists. But even those so-called starving artists have to have some savvy; they have to know how to make money off a tour," says the class's teacher, Jui Ramaprasad. "Even if you're not Beyoncé or Jay Z, many musicians can make a life out of their music. It's just a matter of knowing the environment and how to do it well."

The ability to reinvent oneself, and the opportunity to choose another career path if and when it's needed, is a major facet of why business lessons are being splashed into the teachings of other disciplines. That's part of the reason the [M.D./M.B.A. program](#) at McGill University appealed to 28-year-old Artem Luhovy. It helps make him a better doctor—he draws parallels between the "system dynamics" of both bodies and businesses, and his knowledge of hospital operations and flow helps him understand patient perspectives better—but it also frees him to consider a career in business consulting and health care management. "It definitely provides more choice, which is nice for me, in that I wouldn't be restricted by the typical career path of a physician."

And, of course, that sense of possibility is at the root of entrepreneurship. When

Bergeron lost his job at VeriFone in 2013 after 12 years at the top, he leaned on his entrepreneurial skills to assess where he was and what he could do, before eventually founding and becoming CEO of [Opus Global Holdings](#), a private-equity firm focused on financial technology. "I spent several months trying to rediscover myself, reinvent myself," he says. "Entrepreneurship is the essence of life. It's the ability to say, 'What do we have here?'"

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Adrian Lee

Adrian Lee writes on pop culture, politics, sports, business, technology, trends, and you, if you'll let him. He is also the *Maclean's* hip-hop expert.

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### MACLEAN'S TOP STORIES

# Is Fashion Education Selling a False Dream?

Central Saint Martins and The Royal College of Art have emerged as the top schools in BoF's first Global Fashion School Rankings. But our survey also reveals widespread dissatisfaction amongst the more than 4,000 students and alumni who participated in our survey. Is fashion education selling a false dream?



**LONDON, United Kingdom** — The fashion education sector is booming. As the scale and scope of the industry has grown over the last decade, and social media has opened up a once secretive business to the masses, the appeal of fashion as a career opportunity has grown with it, leading more and more young people to pursue fashion education.

“Fashion education has grown enormously in scale compared to ten years ago,” says Sara Kozlowski, Director of Education and Professional Development at the Council of Fashion Designers of America (CFDA). “In some cases institutions have experienced

enrollment increases tripling student populations.”

In the United Kingdom, there are more than 30 colleges and universities now offering fashion degree courses, with thousands of fashion design graduates each year. And, private institutions like the Condé Nast College of Fashion and Istituto Marangoni are also muscling into the fashion education market — setting up programmes in China, India and beyond to meet the burgeoning interest in fashion education in Asia’s fast-growing economies.

So, how to navigate this increasingly complex fashion education landscape? The purpose of the BoF Global Fashion School Rankings out today is three fold: it aims to assess the value and impact of this growing sector, in hope of aiding prospective students in making informed choices about pursuing higher education in fashion; it acts as a tool for universities and colleges to improve their education offerings; and it serves as a resource for the wider industry to engage in a discussion about fashion education.

The ranking is based on a rigorous methodology incorporating 60 different data points gathered directly from a shortlist of 24 top fashion institutions, surveys completed by 4,032 students and recent alumni, feedback from 88 HR professionals and global fashion influencers and our own BoF analysis of 21 undergraduate and 10 graduate programmes around the world.

First, the good news: students are generally “satisfied” or “very satisfied” with the teaching (83 percent), the library and study materials (83 percent), and workrooms, buildings and campuses (76 percent).

Students were particularly complimentary about their teachers. “Tutors are of a very high calibre and with relevant experience from industry or still work within industry. [They] are very good at recognising potential and pushing students to produce their best work,” one former student from Central Saint Martins comments.

“I really believe FIT is among the last remaining US fashion schools that provides students with an adequate education in garment construction and patternmaking. It’s a quintessentially old-fashioned technical school, which has advantages and disadvantages alike,” writes an alumnus of the Fashion Institute of Technology in New York.

“The teachers were absolutely golden, each and every one of them has a story to tell that made me want to pursue a career in fashion even more,” adds a student from Polimoda.

However, in other areas, there remains a significant gap between the expectations of these students vis-à-vis their actual experiences while in school and after graduation. In particular, many students were significantly less satisfied with the support in finding employment.

“Brilliant school, brilliant exposure, zero help afterwards,” says one former Central Saint Martins student.

“Parsons tested my work ethic and exposed me to a diverse student body and resources, but poorly prepared students for the realities of job placement and career development,” echoes a Parsons alumnus.

Indeed, only 57 percent of the 4,032 students in our survey are satisfied with careers services, just 53 percent are satisfied with networking events and only 49 percent are satisfied with the quality of recruiters on campus. And afterwards, many disappointed students report that they end up taking jobs outside of fashion, or not finding jobs at all. With BA tuition fees costing an average of \$18,000 per year and MA tuition an average of \$23,000 per year, students are clearly looking for a better return on this significant investment.

“More emphasis is needed on career options and specific design career fairs need to be implemented as this is lacking in the programme,” says a student from Australia’s Royal Melbourne Institute of Technology. “Unfortunately there was not much help when it came to graduation and career advice. This was left up to myself,” adds another.

The underlying root cause of this global fashion education issue may be something experts have dubbed “The Project Runway Effect.” While many young people are attracted to working as fashion designers due to the growing visibility of the industry on television and social media, the growing popularity of fashion education has not been matched by a corresponding increase in fashion design jobs.



According to statistics compiled by the CFDA and the Department for Education, in 2013 there were 17,370 reported jobs as 'fashion designer' in the United States. "It's estimated that each year about 10 percent of the total job pool are graduating from undergraduate programs and entering industry with degrees in fashion design, which in turn has created an oversupply," says the CFDA's Kozlowski.

This means that each year, the US fashion sector would have to make room for 1,700 new fashion design graduates either through attrition or market growth, which seems highly unlikely. And as more and more graduates emerge each year, there are fewer and fewer jobs on offer.

It's a phenomenon that also holds true in the UK, home to seven of our top ranking fashion schools. According to data compiled by Graduate Prospects, only one in seven UK-based fashion design students graduating in 2014 found employment as designers, with the rest taking on roles in retail, marketing, sales and administration. So, while more than 85 percent of fashion design graduates ultimately find full-time employment, most of them will not work as designers.

Caroline Rush, chief executive of the British Fashion Council, is working with careers services at UK fashion colleges to improve the range of fashion related jobs that students are informed of before enrolling in university.

"Even now, I think if you go to a career advisor at school and say: 'I want to work in the fashion industry,' they say, 'Well, you have the chance to either work in retail or to be a designer,' and don't understand all of the other roles that go around that. You end up with this vicious cycle where you've got young people who think that they want to be a designer, when actually their skills might be better suited to a different role, either a skills-based role or even management or administration work," says Rush.

But, all is not lost. In a fast-changing fashion market being reshaped by new business models, emerging technologies and shifting consumer values, there are many new career paths emerging in fashion.

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“Although there is currently an imbalance of supply and demand for design graduates, the landscape is poised for new sectors within innovative and hybridised specialisations that include digital manufacturing, social innovation, sustainability and new business models,” reports Kozłowski. These new roles are increasingly important to the future of the fashion business, and offer graduates new ways to participate in this exciting sector.

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However, fashion students and alumni participating in our survey report that they feel unequipped with the practical business skills and training they need to thrive once they enter full-time employment or go on to start their own business.

Only 58 percent of students are satisfied with their business training, only 54 percent of students are satisfied with work placement opportunities and only 44 percent of students are satisfied with teaching on sustainability in the curriculum, the lowest satisfaction scores in our entire survey.

“It’s one of the most prestigious schools in the world when it comes to fashion, and just that in itself opened a lot of doors for me,” writes one Central Saint Martins alumnus. “There is a lot of controversy around the training at Saint Martins though, like the fact that we didn’t have a single technical class or business course throughout our BA. If you want to have that you are told you can go somewhere else.”

Interestingly, the most reputable schools, including Central Saint Martins, Parsons and The Royal Academy of Arts in Antwerp receive among the lowest scores in this regard. Of course, students at the top schools might be expected to be those with the highest expectations, so they are the hardest to please, but what’s clear is that these schools have a long way to go before satisfying the needs of the most talented, high-potential fashion students.

Conversely, those schools that did provide the best student experiences are neither those with the best reputations, nor those that are the most selective. Perhaps the most surprising outcome of our Global Fashion School Rankings was the outstanding feedback from students and alumni from schools off the beaten path, suggesting that prospective students may want to carefully consider a wider range of colleges when making decisions about higher education in fashion.

“Overall, I couldn’t ask for a better experience,” comments a current student at Drexel University in Philadelphia, 10th in our BA ranking. “Since coming to Drexel I have become more creative, hardworking and driven. None of that would have been possible without the exemplary staff at Drexel. My teachers have challenged me creatively and are always available for positive feedback on both my designs and my craft. They help in making sure that the students who really want to be there thrive and produce great work.”

One former student from Kingston University just outside of London, 3rd overall in our BA ranking, writes: “Impeccable teaching from tutors who really care and want to help develop you to the best of your potential. Industry links are unrivalled, with many well-paid international internships on offer.”

A student at Bunka Fashion College in Tokyo, ranked 2nd overall in our BA ranking raves: “Not being a native Japanese speaker, the first few months were overwhelming, yet exciting. It is like riding a bicycle for the first time – Bunka will hold the handles for you, teach you how to pedal and slowly let go. Suddenly, you’re having the ride of your life, and you know you did because you learnt from the best.”

As the market landscape continues to shift, fashion educators would be well advised to listen to their students and re-think the balance of their course offerings to better reflect the changing needs of the industry. At some schools, this is already happening.

This year, the London College of Fashion launched a new Fashion Business School, following the pioneering Centre for Sustainable Fashion, established in 2008. The Pratt Institute has opened its own Centre for Sustainable Design, integrating environmental and societal design principles into its programmes. Drexel University is in the midst of developing new graduate programmes in interdisciplinary design, in keeping with industry developments, the University of Creative Arts in Epsom is further developing its Design Business Institute, launched in 2014, and Polimoda is developing platforms to support fashion entrepreneurship.

What’s clear is that the fashion education landscape is in an exciting period of flux. We hope that our Global Ranking of Fashion Schools will provide fodder for discussion and debate in the years to come as the fashion industry enters a new period of growth and

expansion.

*What do you think constitutes a high quality, rewarding fashion education? Share your thoughts in the comments below. To view the full BoF Global Fashion School Rankings 2015 and learn more about our ranking methodology, [click here](#).*

## World's Top-Selling Lululemon Store to Substantially Expand

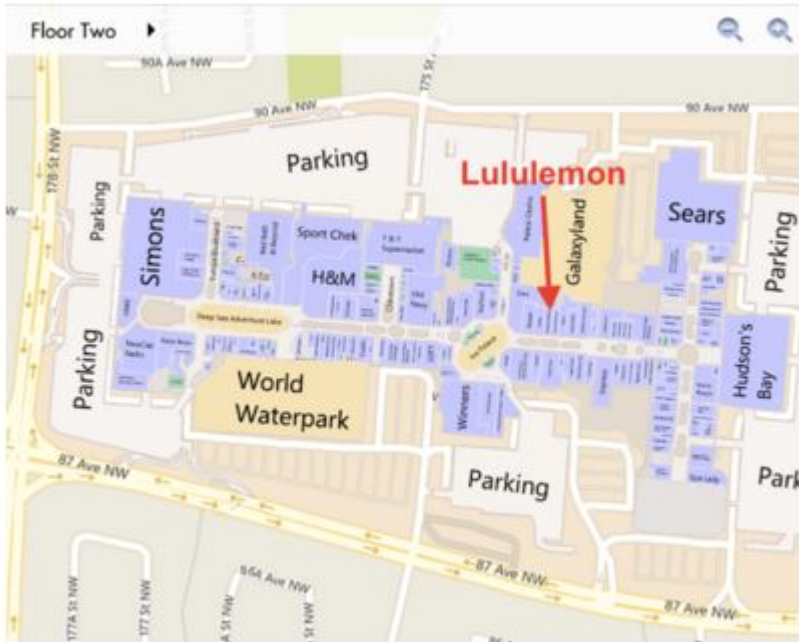
On October 25, 2015



*Hoarding shows the new store next to the existing location. Photo: Darrell Bateman*

The world's top-selling Lululemon store will soon double in size, with hoarding indicating that the new location will open 'late winter 2015'. The store is one of Canada's most productive retail spaces.

Currently measuring 3,585 square feet, West Edmonton Mall's Lululemon does over \$25 million in annual sales. Two adjacent retail spaces, formerly occupied by Oakley and Mexx, will merge to create the new 6,970 square foot Lululemon store. Sales at the current location are in excess of \$7,000 per square foot annually. If the new location were to achieve similar sales, it could see sales in the \$50 million range - higher than most suburban department stores, and one of the highest-selling stores in Alberta.



Click image above for interactive West Edmonton Mall map



Located on the second level of the mall's 'Phase II', Lululemon enjoys substantial foot traffic. Across the hall is a busy Apple Store and two doors down, Vancouver-based Kit and Ace will soon open a permanent, 2,900 square foot store in the mall's former Smart Set space. Kit and Ace was founded by Lululemon founder Chip Wilson's wife, Shannon, and son, JJ.

**Faculty of Agricultural, Life and Environmental Sciences  
2017/18 Calendar Changes**

Current (2015/16) Calendar Entry	Proposed (2016/17) Calendar Entry
NEW PROGRAM	<p>16 Admission Requirements by Faculty</p> <p>16.1.5 BSc in Fashion Business Management</p> <p>Entrance to this program is competitive and normally takes place after one year of university (or equivalent) preprofessional studies. The minimum entrance requirement is successful completion of ★ 24 transferable to the University of Alberta. The minimum admission grade point average is 2.7 (refer to §14.2.1).</p> <p>Students may prepare for the BSc in Fashion Business Management by completing their first year in the Faculty of Agricultural, Life, and Environmental Sciences or in another Faculty or post-secondary institution. See §16.1.6 for admission information</p> <p>Students interested in Fashion Business Management may begin in the BSc in Human Ecology program. Recommended first year courses are ★6 ENGL, ECON 101, ECON 102, STAT 151, MATH 114, HECOL 170, HECOL 201, HECOL 241, and ★3 Free Elective.</p> <p>There are no high school entrance requirements for the BSc in Fashion Business Management. However, some required courses have high school prerequisites. Students are expected to make up any deficiencies before admission to the program. These courses include Pure Mathematics 30 or Mathematics 30-1.</p>
<p><i>Rationale for change:</i></p> <p>The B.Sc. in Fashion Business Management (FBM) constitutes a new degree program, with its first intake anticipated to be September 2017. This program builds on current business management programming in the Faculty of Agricultural, Life, and Environmental Sciences (ALES) in collaboration with the School of Business. Admission requirements for the FBM mirror those for the existing BSc in Agricultural/Food Business Management.</p>	
NEW PROGRAM	<p>34 Programs of Study</p> <p>...</p> <p>34.11 BSc Fashion Business Management</p> <p>34.11.1 General Information</p> <p>The contemporary world of fashion moves faster and reaches more people than ever before and, most important, has become more business-oriented. The Fashion Business Management program was designed with this in mind, to enable students to develop the knowledge required to</p>

Current (2015/16) Calendar Entry	Proposed (2016/17) Calendar Entry
	<p>follow a rewarding business career within the fashion industry. Graduates develop marketing and management understanding applied to the fashion sector combined with basic knowledge of the theoretical and practical processes involved in the global textiles and apparel fashion supply chain.</p> <p>The program is offered jointly by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Business. Although it is administered in the Faculty of Agricultural, Life and Environmental Sciences and managed by an interdisciplinary committee with representation from both Faculties..</p> <p>This program is aimed at students who desire to gain specialized fashion knowledge and skills in combination with business, marketing and management understanding that is relevant to the international fashion industry. From human resources to an understanding of global issues and organizational and leadership techniques, to exploring the physical, socio-behavioral, and economic relationships involved in the production, distribution, and consumption of textile and apparel products and services, this major develops graduates with the analytical, planning and management tools, leadership skills and ethical values required of business professionals working within the fashion industries. Graduates of this program are uniquely positioned to pursue careers in fashion management, marketing and sales, buying, production, or research and policy.</p> <p>Students choosing Fashion Business Management take courses in business including accounting, business law, marketing and human resources as well as courses in design, product development, textile science, and international trade. Each student in the program is also expected, through a Capstone course, to integrate knowledge from textile and apparel sciences with the business management disciplines.</p> <p><b>(1) Requirements for the BSc in Fashion Business Management (★120)</b></p> <ul style="list-style-type: none"> <li>a. ★6 ENGL</li> <li>b. ALES 204</li> <li>c. MATH 114</li> <li>d. ECON 101, 102, and 281</li> <li>e. STAT 151</li> <li>f. ★3 AREC 313 or MARK 312</li> <li>g. ACCTG 311 and 322</li> <li>h. SMO 301</li> <li>i. AREC 484</li> <li>j. OM 352</li> </ul>



Current (2015/16) Calendar Entry	Proposed (2016/17) Calendar Entry
	k. ★3 ECON 378 or B LAW 301 l. MARK 301, 320, 432, and 468 m. HECOL 170, 201, 241, 250, 254, 268, 270, 333, 360, and 441 n. ★3 from SMO 311, 402, 404, or 407 o. ★6 from MARK 442, 455, 466, 470 or SMO 412 p. ★9 from HECOL 354, 370, 460, 462, 464, 465, 470, 473 or 493 q. ★3 Capstone Course [See Note 2] r. ★12 Free Electives  <b>Notes</b> (1) A course may be used for credit only once in a program (2) The capstone for this program is AREC 423 and is to be taken in the students last year of study (3) See §34.1 for planning and structure details
<p><i>Rationale for change:</i></p> <p>Students will take a range of advanced core courses in economics, accounting, business law and ethics, marketing, operations management, human resources, product design and development, textile science, fashion industries, globalization, and international trade. There is no minor within the FBM program, but there are ten courses (four free electives and six program electives) which students can take different courses based on career and/or personal interest. All students cap their degree with an integrative and applied capstone course that engages them with industry partners. The requirements of the program will ensure that graduates have the fashion and business skills necessary to succeed and meet industry needs in a changing global market.</p>	

Approved at ALES Faculty Council: March 2, 2015

December 18, 2015

## Fashion Business Management Degree

### Potential External Reviewers

1. Vicki Hegedus, MA & Diplome en Design du Mode  
Chair, School of Media and Design  
Lethbridge College  
Lethbridge, Alberta  
Ph. 403-320-3202 x 5362  
Email: vicki.hegedus@lethbridgecollege.ca
2. Marilyn McNeil Morin  
Chair, Arts, Design and Information Technology: Director's Office – Fashion Studies  
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3. Alison Matthews David, PhD  
Associate Professor, Graduate Program Director  
ASSOCIATE PROFESSOR, GRADUATE PROGRAM DIRECTOR  
Ryerson School of Fashion, Ryerson University  
Toronto, Ontario  
Ph. 416-979-5000 Ex. 4696  
Email: amdavid@ryerson.ca

December 11, 2015

Dr. Nat Kav, Associate Dean,  
Faculty of Agricultural, Life and Environmental Sciences,  
University of Alberta

Dear Dr, Kav,

The University of Alberta School of Business is very supportive of the proposal for a joint degree in Fashion Business Management proposed by the Faculty of Agricultural, Environmental and Life Sciences (ALES). The Department of Human Ecology has involved us throughout the process of development of the degree and solicited our input and feedback. The School of Retailing was specifically asked for comments on the finished proposal and had no concerns. They had only praise for a program they thought would be a good match with ours.

We believe that the program offered by ALES will be complementary to our program and provide a choice for students interested in this area who want to concentrate on the Clothing and Fashion Businesses. We believe further that students in our Marketing and Retailing majors will benefit from the presence of Fashion Business Management students in their classes.

We are prepared to offer the services of our Business Career Services Office to these students who would be a good fit for a number of employment opportunities. They will be eligible to participate in our Cooperative Education program, and welcome to utilize any of our other services.

We would be happy to answer any questions or provide additional detail about our support.

Yours truly,



Elaine Geddes, Associate Dean  
Undergraduate Programs



## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Proposal for Bachelor of Science in Fashion Business Management  
Proposed implementation date: September 2017

The Library has examined the proposal for the new Bachelor of Science in Fashion Business Management (FBM) submitted by the Department of Human Ecology in the Faculty of Agricultural, Life and Environmental Sciences (ALES). We anticipate that the new program will not incur any additional costs for Library acquisitions or services.

The B.Sc. in Fashion Business Management (FBM) constitutes a new degree program that builds on current business management programming in the Faculty of ALES in collaboration with the School of Business. The new degree will be comprised of a combination of existing program structures and current course offerings, taught by permanent, full-time faculty, already in place. The professors who will be involved in the delivery of the FBM program are members of the academic staff within the Faculty of ALES and the Alberta School of Business, specifically in the departments of: Resource Economics and Environmental Sociology; Human Ecology; Marketing, Business Economics and Law; Strategic Management and Organizations; and Accounting, Operations and Information Systems.

The University of Alberta Libraries (UAL) provide access to extensive collections of both online and print resources that support research and teaching in a wide range of subjects within the above-mentioned academic departments. The proposed Bachelor of Science in Fashion Business Management will be supported by numerous databases currently subscribed by UAL: ABI Inform Complete, Berg Fashion Library, Business Source Complete, Freedonia, Frost & Sullivan, IBISWorld, MarketLine Advantage, Mintel Reports and Passport GMID. In addition, UAL recently purchased the complete archive of Women's Wear Daily, the leading fashion industry trade publication.

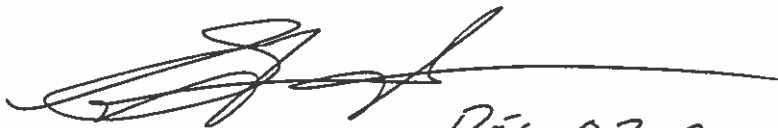
The program can be supported through the existing library facilities and services that support the Faculty of ALES and the School of Business; Science and Technology Library and Winspear Business Library. In-class library instruction and one-on-one student and faculty consultations can be provided by our Business and Human Ecology Liaison Librarians.

The proposed program should have no impact on Library staff/hours, or collection resources. We support the creation of the proposed program and look forward to working with its instructors and students in the years to come.

Executive summary of costs:

Total Costs	Start Up	On going (expected annual maintenance costs)
Collections budget	0	0
Capital budget	0	0
Operating/staffing budget	0	0
Incremental Cost for Licensed Resources	0	0
<b>Total Costs: Summary</b>	<b>0</b>	<b>0</b>

Signed:



DEC 02, 2015.

Geoff Harder

Assistant University Librarian, Collections

Tim Klassen

Head, Science and Technology Library and Winspear Business Library

Dated:

**OUTLINE OF ISSUE**

Agenda Title: **Annual Report on Undergraduate Enrolment 2015/16**

**Motion:** N/A

**Item**

Action Requested	<input type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input checked="" type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Lisa Collins, Vice-Provost and University Registrar
Presenters	Sam Stowe, Associate Registrar; Douglas Akhimienmhonan, Assistant Registrar Enrolment Management and Reporting
Subject	Discussion of the annual report on undergraduate enrolment

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To discuss the 2015/16 annual report on undergraduate enrolment.
The Impact of the Proposal is	Provides the institution with undergraduate enrolment information for awareness and to aid in future planning.
Replaces/Revises (e.g., policies, resolutions)	N/A
Timeline/Implementation Date	N/A
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover Values</i> : to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>General Faculties Council (GFC) Terms of Reference (Section 3/ Mandate)</b>: “[...] The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following:</p> <ul style="list-style-type: none"> <li>• high level strategic and stewardship policy issues or matters of significant risk to the University;</li> <li>• alterations to the mandate, terms of reference, composition, or structure of a Standing Committee[.] [...]”</li> </ul> <p>GFC has powers under the <i>PSLA</i> to</p> <p>“make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program,</p>

the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university [...] [PSLA Section 26(1)(o)]” and to “determine standards and policies respective the admission of persons to the university as students[.] [PSLA Section 26(1)(n)]”

**3. GFC Executive Committee Terms of Reference/3. Mandate of the Committee:**

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

**4. GFC Executive Committee Terms of Reference, Section 3.5, states:**

**“Agendas of General Faculties Council**

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

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

When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.

With respect to recommendations from other bodies and other GFC committees, however, the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment. (GFC 30 JUN 1992)”

**5. Board Learning and Discovery Committee Terms of Reference (Section 3/Mandate):** “Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate,

Item No. 7

	<p>advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing the Committee shall:</p> <ul style="list-style-type: none"> <li>a. receive and approve initiatives related to the overall academic mission and related plans and policies of the University; [...]</li> <li>d. review and approve the establishment, modification and removal of enrolment quotas and annually review such quotas[.][...]”</li> </ul> <p><b>6. GFC Academic Planning Committee Terms of Reference (Section 3 Mandate):</b> “APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [...]</p> <p><b>3. Enrollment and Planning</b></p> <ul style="list-style-type: none"> <li>a. To recommend to GFC on University-wide enrolment targets for undergraduate and graduate students.</li> <li>b. To recommend to GFC on enrollment management processes, including the establishment of new quotas for individual Faculties and programs. [...]</li> </ul>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	<p>ACEM December 18, 2015 (by email), January 22, 2016; VPC (January 4, 2016); Statutory Deans’ Council (January 6, 2016); PEC-O (January 7, 2016); GFC Executive Committee (January 11, 2016); ASC (January 21, 2016); GFC (January 25, 2016); APC (January 27, 2016); Recruitment Network (January 29, 2016); BLDC (February 29, 2016); Board of Governors (March 18, 2016)</p>
Approval Route (Governance) (including meeting dates)	N/A
Final Approver	N/A

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

1. Attachment 1 (pages 1 – 33) - Annual Report on Undergraduate Enrolment 2015/16

*Prepared by:* Douglas Akhimienmhonan, Assistant Registrar, Enrolment Management and Reporting, Office of the Registrar, akhimien@ualberta.ca



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**ANNUAL REPORT ON  
UNDERGRADUATE ENROLMENT 2015/16**

December 17, 2015



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## MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

The 2015/16 enrolment cycle marked significant change in undergraduate enrolment management at the University of Alberta. Success in undergraduate enrolment depends on the university's ability to meet its approved enrolment targets in the face of significant student demand for most undergraduate programs. Success also means attracting top students and providing access to a diverse student body (including underserved populations) from across Alberta, Canada, and the world. Finally, success must include retaining those students through to completion of their programs and transition to alumni status.

The environment in which the university recruits and admits its students has become increasingly competitive, given demographic changes that include a reduction in the number of 18-year-olds across the country, a trend that is expected to continue across Canada for another 10 years. In this environment, well-qualified Albertan students are sought after by other top Canadian universities recruiting actively within our province. Due to the strength of Alberta's K-12 education system, our high school graduates are often granted specific advantages in admissions processes at universities in British Columbia and Ontario as they work to entice them.

Albertan students also have a wide range of choices among institutions within their home province, as do their out-of-province counterparts in their own provinces. International markets are tighter than in previous years, with many destination countries increasing active recruitment and some traditional source countries (like China) taking deliberate steps to make studying in one's home country more appealing than ever. With so many options available to our prospective students, the University of Alberta must put its best foot forward to raise awareness, cultivate positive perceptions, and highlight the range and quality of academic programs available at this university.

This year we are able to see the impact of the university's "10 Point Enrolment Management Plan," that included a deliberate shift away from highly conditional early admission offers and toward firm admission offers based on the earliest reliable grade information. High school applicants may now receive a firm offer of admission (in all programs except Engineering) based on strong Grade 11 marks. Applicants also have a chance to demonstrate competitive admissibility throughout their Grade 12 year, right up until their final Grade 12 marks are released. Because these offers are most often firm (as opposed to requiring strict maintenance of a prescribed grade average), we saw a significant drop in offer revocation in most faculties.

In the same way that the University of Alberta makes firm commitments to its admitted students, we now ask for the same in return. In 2015/16, the university began asking admitted students to formally accept their admission offers by a specified deadline. These changes provide additional certainty for students as well as provide better data to faculties managing incoming student enrolment numbers and central service units preparing for the incoming class.

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The overall enrolment picture for the 2015/16 cycle is one of steady state. While some faculties seek to recruit additional qualified students, many are managing total enrolment downward in a controlled fashion to correct previous over subscription to their programs. The university expects to finish the 2015/16 academic year enrolled very close to its total undergraduate enrolment targets. Where demand is high, entrance averages will inevitably climb, and this has been the experience at the University of Alberta over the past decade. Still, there are so many learner pathways for Albertan students to choose from, including post-secondary transfer routes to the University of Alberta, so we are aware of our need for increased recruitment to continue attracting strong applicants.

Where appropriate, this report includes multi-year trend data. For the first time, we are now able to include 10-year trends in some categories to support broader discussions that look back as well as forward.

The University of Alberta continues to attract a large proportion of our domestic students from within Alberta, but many of our students also come from British Columbia, Ontario and Saskatchewan. Additionally, we enrol some students from Manitoba as well as the other provinces and territories. The past two years represented a small increase in out-of-province enrolment, relative to the years prior.

Our international undergraduate student ratio of 14 per cent (stable in 2014/15 and 2015/16) is approaching the institutional undergraduate target of 15 per cent. This is the result of sustained effort across the university to attract international students from around the world. “Maple Leaf” students, or study-permit students already in Canada, have a powerful impact on our international applicant pool – about a quarter of the international students on campus today are in this group.

Aboriginal students remain a priority enrolment group. This year the university experienced a small increase in undergraduate Aboriginal students. Numbers are based on self-identification by students at the time of admission. While there remains much work to be done to achieve a representative Aboriginal population in our student numbers, we are pleased to see modest growth and continue to actively recruit Aboriginal students. In 2015/16, the admission rate for Aboriginal applicants was 63 per cent, which is higher than the 59 per cent admission rate overall.

First year undergraduate retention rate remains strong at 87.6 per cent of our domestic first year students and 84.1 per cent of our international students returning for their second year of study. Overall first year retention rate among domestic and international students is 86.9 per cent, an increase of 0.7 per cent over the previous year sustaining the long term upward trend over the past seven years.

This report is, by nature, retrospective. Its annual publication and related discussion are intended as assessment tools to gauge how well the University of Alberta is succeeding in monitoring and managing its undergraduate enrolment. Looking forward, the university can continue to plan and manage on a solid foundation. I'll look forward to reporting again next year to share news of the 2016/17 cycle, one that is already very active at time of writing.

Your feedback and questions are welcome; please contact me at [ualberta.registrar@ualberta.ca](mailto:ualberta.registrar@ualberta.ca)

Sincerely,

Lisa M. Collins  
Vice-Provost & University Registrar

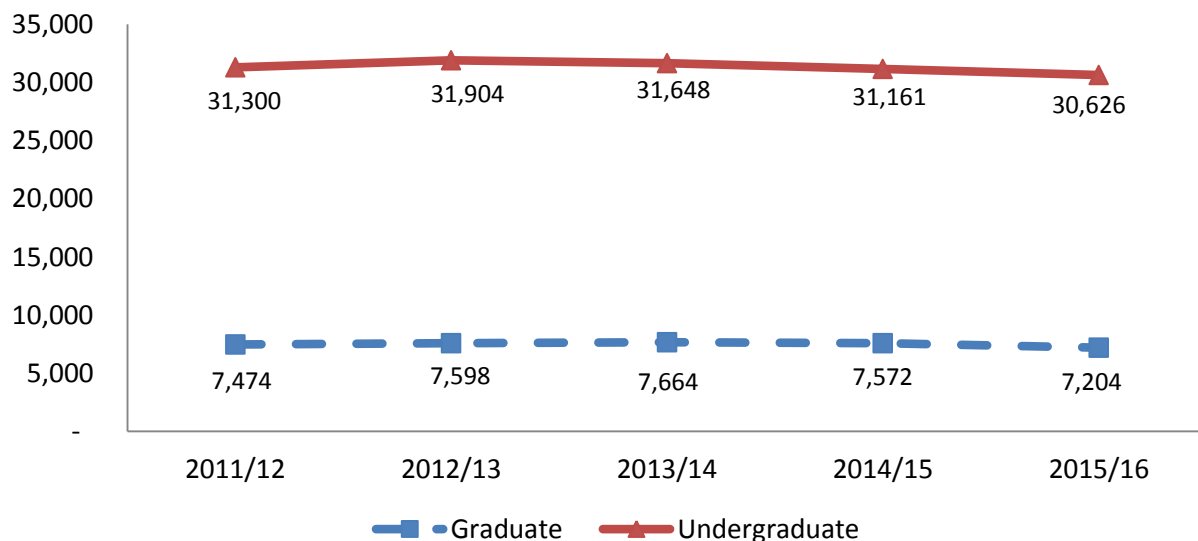
# 1. TOTAL UNDERGRADUATE ENROLMENT

## 1.1 ENROLMENT HEADCOUNT

Total undergraduate enrolment has been persistently above 30,000 students over the past several years. Undergraduate headcount in the 2015/16 academic year is 30,626, a two per cent decrease over 2014/15 enrolment.

There has been a purposeful correction of over enrolment from previous years in at least five faculties. The university has moved from being overenrolled by an average of 2.5 per cent across all faculties in 2014/15 to undergraduate enrolment in 2015/16 being much closer to targets in most faculties (an average of 0.3 per cent over target across faculties).

Figure 1: Enrolment Headcount (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

Note: Undergraduate headcount includes Postgraduate Medical and Dental Education

## 1.2 NEW AND CONTINUING REGISTRATION, UNDERGRADUATE HEADCOUNT

Total undergraduate registration is comprised of “new-to-program” intake (applicants registered) and continuing students (continuing registered). The percentages of new students in total enrolment vary from faculty to faculty, for example 62 per cent in the Faculty of Native Studies and 42 per cent in the Faculty of Arts. In aggregate, new-to-program intake constitutes 42 per cent of overall 2015/16 enrolment with the remainder 58 per cent constituted by continuing students.

Aggregate applicant registration declined by three per cent (405) relative to 2014/15. Aggregate continuing registration declined by two per cent (428) relative to 2014/15 despite indications over the summer months that continuing registration was higher than expected. The decline in total registration headcount is largely due to the correction of 2014/15 over enrolment in most faculties.

Table 1: 2015/2016 Applicant and Registration Numbers

Program Faculty	Applicants	Applicants Admitted	Applicants Registered	Continuing Eligible	Continuing Registered	Total Registered
Agric., Life & Environ Sci.	1,212	787	493	1,168	1,038	1,528
Arts	5,666	4,008	2,374	3,938	3,362	5,712
Augustana Faculty	1,056	675	343	825	678	1,016
Business	1,101	766	712	1,355	1,311	2,018
Education	2,287	1,599	1,205	1,735	1,544	2,758
Engineering	5,259	2,867	1,927	2,489	2,425	4,337
Law	1,240	221	212	343	340	549
Medicine and Dentistry	1,912	327	322	720	717	1,041
Faculty of Native Studies	153	120	93	93	61	151
Nursing	1,736	603	466	1,053	1,022	1,486
Open Studies	1,322	1,255	868	1,254	218	1,054
Physical Educ. & Recreation	804	483	373	361	305	938
Pharmacy & Pharm. Sci	419	156	153	378	375	527
Rehabilitation Medicine	3	3	3	48	25	27
Faculte Saint-Jean	382	275	211	394	349	571
Science	6,787	4,426	2,560	3,725	3,407	5,935
<b>Dec 1 2015 Total</b>	<b>31,339</b>	<b>18,571</b>	<b>12,315</b>	<b>19,879</b>	<b>17,177</b>	<b>29,648</b>
<b>Dec 1 2014 Total</b>	<b>31,874</b>	<b>18,142</b>	<b>12,720</b>	<b>20,404</b>	<b>17,605</b>	<b>30,186</b>
<b>Year Over Year Change (#)</b>	<b>-535</b>	<b>429</b>	<b>-405</b>	<b>-525</b>	<b>-428</b>	<b>-538</b>
<b>Year Over Year Change (%)</b>	<b>-1.7%</b>	<b>2.4%</b>	<b>-3.2%</b>	<b>-2.6%</b>	<b>-2.4%</b>	<b>-1.8%</b>

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:

1. Does not include Postgraduate Medical and Dental Education, therefore total 2014 and 2015 registered differ from data in section 1.1.
2. “Applicants Registered” and “Continuing Registered” do not always sum up to “Total Registered”. Students who are auditing courses may be included in Applicants Registered but are excluded from Total Registered. Also, continuing students who had withdrawn from all their classes over the past four terms but are registered in the current term would be counted in Total Registered but neither in Applicant Registered nor Continuing Registered.

### 1.3 ENROLMENT FULL LOAD EQUIVALENT, UNDERGRADUATE

The university will finish the 2015/16 academic year enrolled very close to undergraduate targets. Based on Full Load Equivalents (FLE), 2015/16 undergraduate enrolment to target varies across faculties. The Faculty of Science has the greatest under-enrolment (estimated 161 FLEs under target), while the Faculty of Nursing has the largest over enrolment (estimated 85 FLEs over target). In the 2014/2015 academic year, faculties were on average 37 FLEs over target. Over-enrolment improved in 2015/16 and on average, faculties are 6 FLEs from target. There is still room to optimize some faculty specific enrolments relative to institutional targets.

Table 2: 2015/2016 Enrolment by FLE and Comparison with Targets

Program Faculty	2015/16 FLE Estimates	2015/16 FLE Target	2015/2016 Over/ Under Enrolment FLE	2014/2015 Over /Under Enrolment FLE	2015/16 Over / Under %	2014/15 Over / Under %
Agric., Life & Environ Sc.	1233	1227	6	45	0.5%	3.7%
Arts	4803	4871	-68	-32	-1.4%	-0.7%
Augustana Faculty	903	899	4	58	0.5%	6.5%
Business	1787	1786	1	2	0.1%	0.1%
Education	2542	2551	-9	-74	-0.3%	-2.9%
Engineering	4129	4180	-51	199	-1.2%	5.0%
Law	549	525	24	1	4.6%	0.2%
Medicine and Dentistry	1075	1045	30	29	2.9%	2.8%
Faculty of Native Studies	114	130	-16	-8	-12.5%	-6.2%
Nursing	1469	1384	85	160	6.1%	11.4%
Open Studies	557	543	14	27	2.6%	5.0%
Physical Educ. & Recreation	821	800	21	49	2.6%	6.1%
Pharmacy & Pharm. Sci	480	467	13	11	2.7%	2.4%
Rehabilitation Medicine	3		3	2		
Faculte Saint-Jean	517	514	3	12	0.7%	2.3%
Science	5327	5488	-161	104	-2.9%	1.9%
<b>TOTALS</b>	<b>26310</b>	<b>26410</b>	<b>-100</b>	<b>585</b>		
<b>Average</b>			<b>-6</b>	<b>37</b>	<b>0.3%</b>	<b>2.5%</b>

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:

1. Does not include Postgraduate Medical and Dental Education
2. FLE targets are from Comprehensive Institutional Plan available at <http://www.provost.ualberta.ca/ComprehensiveInstitutionalPlan.aspx>
3. Engineering FLE Targets is as revised by Provost Office
4. FLE Estimates are based on Registration Headcount and 2-year Average FLE to Headcount Conversion Rate as of December 1, 2015

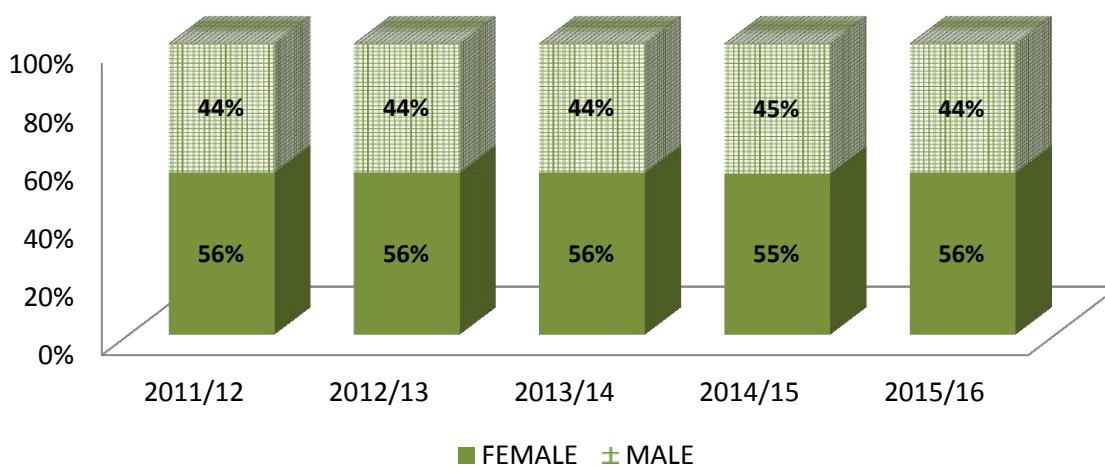
## 1.4 GENDER DISTRIBUTION, UNDERGRADUATE HEADCOUNT

The respective proportions of males and females in undergraduate headcount have remained relatively consistent over time. 56 per cent of the enrolment is made up of females while 44 per cent are males.

For comparative purposes, women make up 49.2 per cent of Alberta's population and 50.4 per cent of Canada's population<sup>1</sup>.

We acknowledge that this dataset is incomplete because university systems do not currently capture data on gender identities other than male and female. Creating a gender inclusive environment is a work in progress.

Figure 2: Proportion of Males and Females in Undergraduate Registration (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

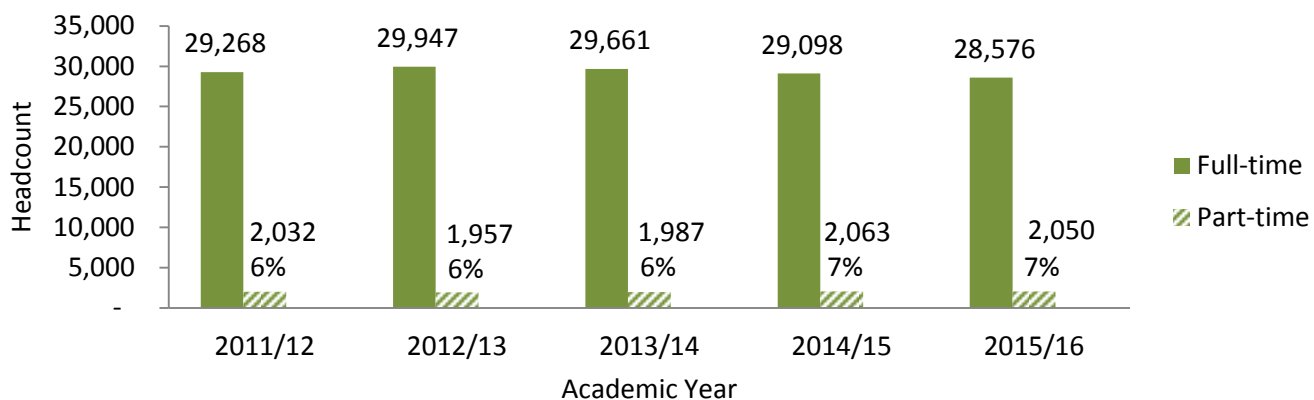
<sup>1</sup> Statistics Canada <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo31f-eng.htm>



## 1.5 FULL TIME AND PART TIME UNDERGRADUATE HEADCOUNT

Full time students constitute 93 per cent of total enrolment headcount. The remaining seven per cent are part time students (undergraduate students who are registered in less than nine credits in one term are regarded as part time<sup>2</sup>). These proportions have been relatively stable over time.

Figure 3: Full and Part Time Undergraduate Headcount (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

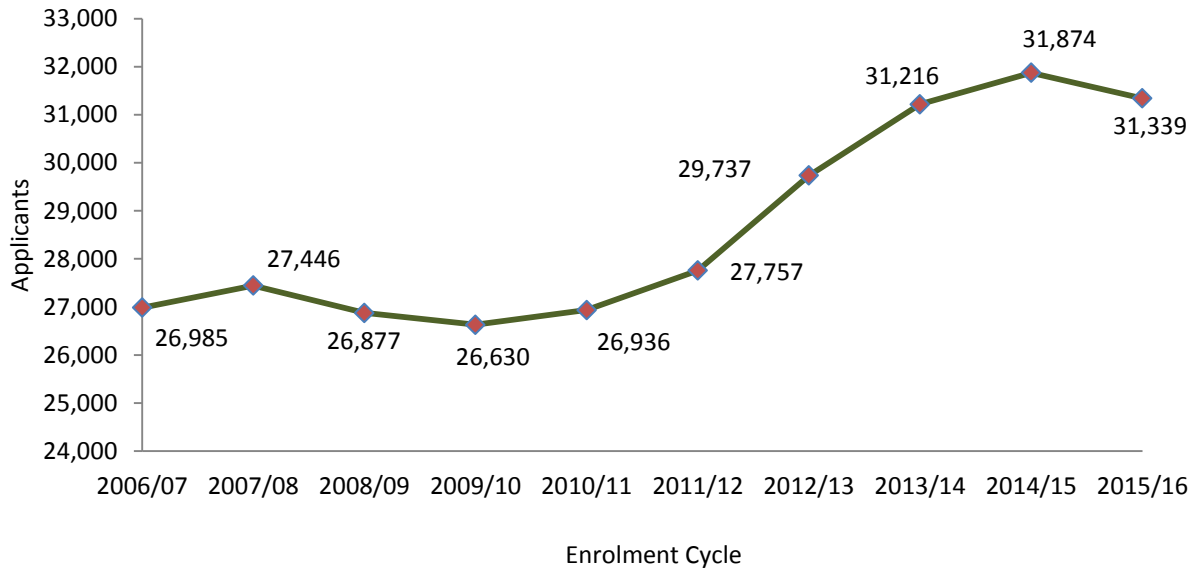
<sup>2</sup> 2015-16 Academic Calendar, [section 21.1.1](#)

## 2. APPLICANT NUMBERS, QUALITY AND YIELD

### 2.1 APPLICANT NUMBERS

After recovering from the 2008/09 recession, applicant numbers continued to climb at an average of 1,050 applicants per year. However, in what looks like a reenactment of the 2008/2009 scenario, applicant numbers dropped by two per cent (535 persons) in 2015/16.

Figure 4: Ten Year Undergraduate Applicant Curve



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

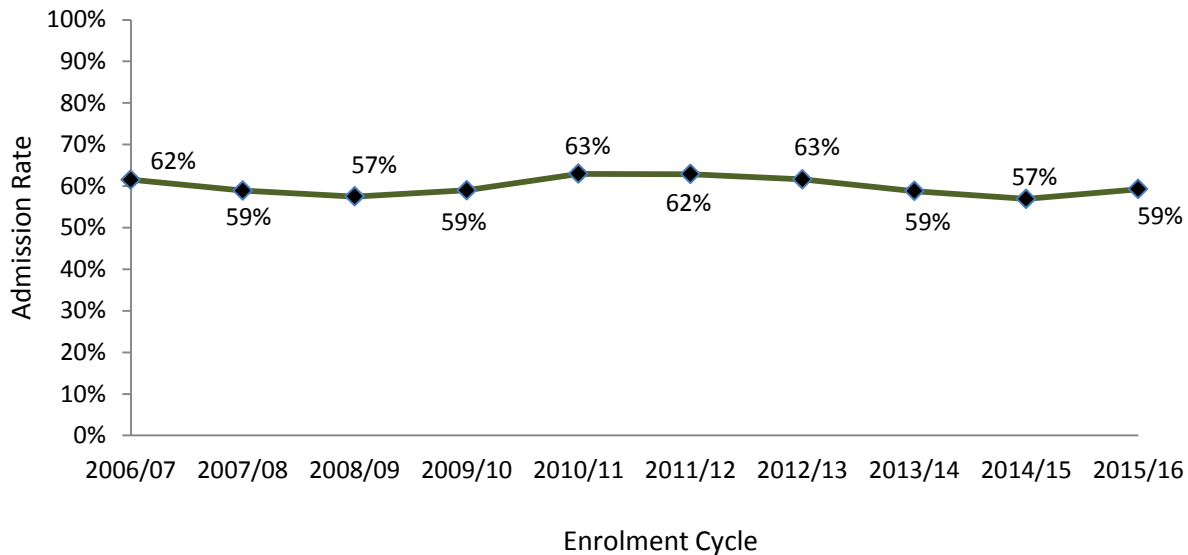
Notes:

1. Data is based on December 1 archived data for each specified year.
2. 2006/07 data is based on October 1 archived data as December 1 data was not available at time of report.

## 2.2 ADMISSION RATE

Total admissions in 2015/16 increased by two per cent (429), over the 2014/15 number to reach 18,571. Admission rate (the proportion of total applicants who are offered admission) was two percentage points above the previous year. Over the past ten years, admission rate has remained in the range of 57 per cent to 63 per cent with an average of 60 per cent. Admission rate is influenced by enrolment targets, quality of the applicant pool, and expected yield rate (see section 2.3).

Figure 5: Ten Year Undergraduate Admission Rate Curve



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

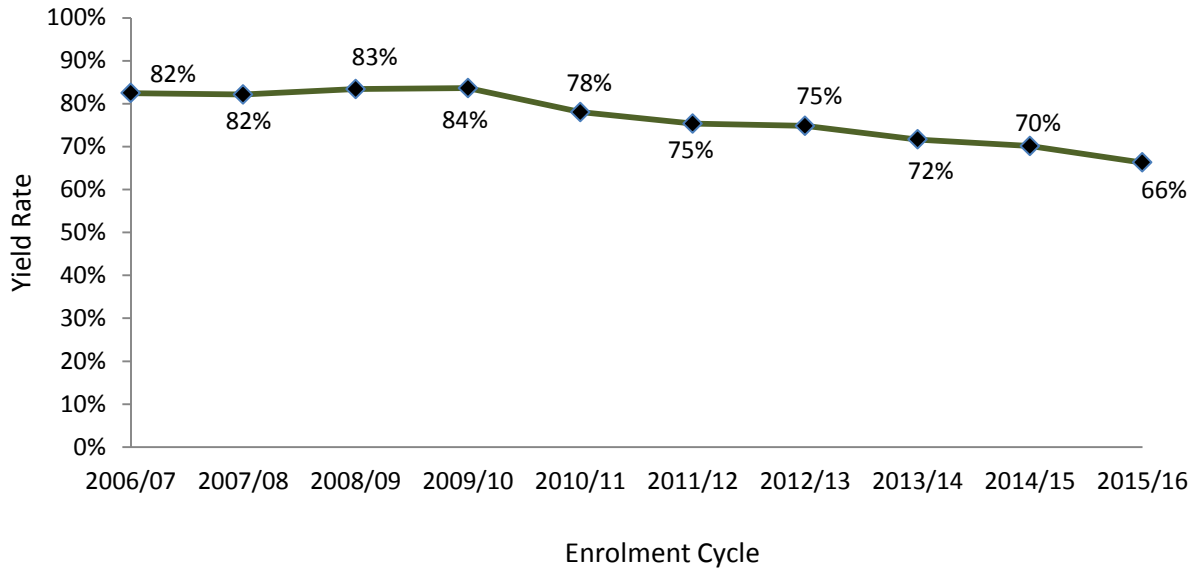
Notes:

1. Data is based on December 1 archived data for each specified year.
2. 2006/07 data is based on October 1 archived data as December 1 data was not available at time of report.

## 2.3 YIELD RATE

Yield rate is the proportion of total admitted applicants who register. There are multiple factors in yield rate; the observed decline in yield rate over the past six years is due in part to increases in admission averages. As the university has become more selective (targeting highly qualified applicants), this has meant a shift to a more competitive applicant category. As highly qualified applicants often have multiple admission offers from other institutions, the number of admitted applicants who register at the university decreases.

Figure 6: Ten Year Undergraduate Yield Rate Curve



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:

1. Data is based on December 1 archived data for each specified year.
2. 2006/07 data is based on October 1 archived data as December 1 data was not available at time of report.

## 2.4 COMPETITIVE ADMISSION AVERAGES, UNDERGRADUATE DIRECT ENTRY

Admission offers in 2015/16 admission cycle were based on applicants meeting faculty-set competitive averages at the time of admission.

For five of the 10 non-quota direct entry faculties, competitive admission averages in the 2015/16 admission cycle remained unchanged from the previous year as shown in the following table. The Faculty of Arts as well as Agriculture, Life & Environmental Sciences had a two per cent decrease in the competitive averages of some programs. The Faculty of Education had a five per cent increase while Nursing applied between two and three per cent increase across its programs.

Overall, the simultaneous drop in applicant numbers and yield rate (see sections 2.1 and 2.3) meant that admission averages remained relatively stable for many faculties in 2015/16 to ensure the university was able to meet its enrolment target.

Table 3: Ten Year Competitive Admission Average History (2006 -2015)

Faculty	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Agric., Life & Environ Sciences	70	70	70	70	70-75	70-75	70-75	70-80	78-82	78-80 ↓
Arts	70	70	70	70	70	70-75	70-75	72-75	72-80	70-80 ↓
Augustana Faculty	65	70	70	70	70	70	70	70	70	70 →
Education							70-90	75-80	70-75	70-80 ↑
Engineering	80	80	80	80	80	80	81	83	85-90	85-90 →
Faculty of Native Studies	70	70	70	70	70	70	70	70	70	70 →
Nursing	70.2-78	70-75	75-76	74-75	75	74-75	75-78	76-80	78-80	80-83 ↑
Physical Educ. & Recreation	70-74	70-78	70-76	70-78	70-78	74-81	75-80	75-82	75-81	74-82 ↓
Faculte Saint-Jean	70	70	70	70	70	70	70	70	70	70 →
Science	75-80	75-80	73-80	71-80	72-80	75-80	76-80	80-85	82-85	82-85 →

Source: Office of the Registrar.

Note: The Faculty of Education started direct entry admissions in 2012

## 2.5 MEAN ADMISSION AVERAGES, UNDERGRADUATE DIRECT ENTRY

There is high demand for our direct entry faculties, a reflection of our accessibility and our strong reputation as a Top 5 research institution. Mean admission average refers to the mean score of admitted high school applicants in required high school courses. An increase in mean admission average would suggest an improvement in the quality of the high school applicant pool. Among the 10 direct entry faculties, five faculties witnessed a one percentage point decrease in mean admission averages in 2015/16 relative to the previous year. Mean averages remained unchanged for three faculties and two experienced a one to two per cent increase, indicating higher demand for these programs.

Table 4: Mean Averages among Admitted Applicants (2006 – 2015)

FACULTY	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Agricultural, Life & Environmental Sciences	80	79	79	80	81	81	81	83	85	84 ↓
Arts	81	81	81	80	80	80	80	81	82	81 ↓
Augustana	77	79	79	79	79	79	79	79	80	79 ↓
Education							79	82	80	80 →
Engineering	87	87	87	87	87	87	87	89	90	90 →
Native Studies	74	74	75	73	71	74	77	76	75	74 ↓
Nursing	83	82	82	82	81	81	82	84	85	86 ↑
Physical Education & Recreation	79	80	80	80	81	82	83	83	84	83 ↓
Faculté Saint-Jean	82	80	81	79	80	80	79	80	79	81 ↑
Science	85	85	84	83	83	84	85	87	88	88 →

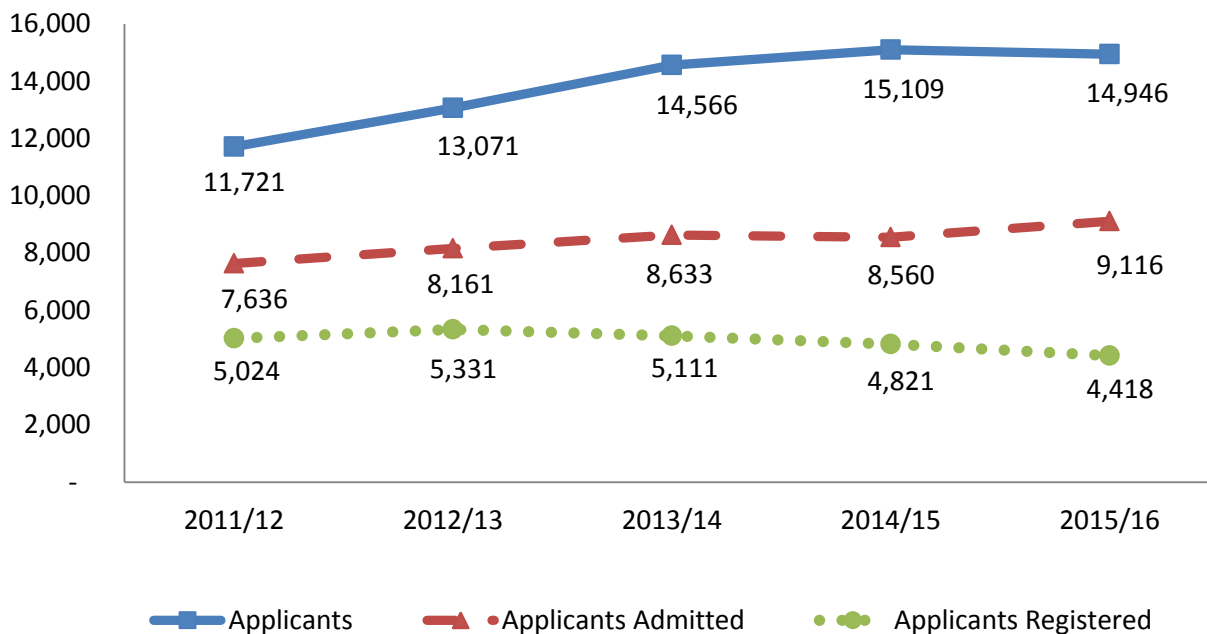
Source: Office of the Registrar.

## 2.6 APPLICANT YIELD, UNDERGRADUATE DIRECT ENTRY

There were 163 fewer applicants, but 556 more admission offers for direct entry in 2015/16 enrolment cycle compared with the previous year. However, there were 403 fewer direct entry registrations, indicating a lower yield rate among the admitted than in the preceding years.

Direct entry yield rates (registrants as per cent of admits) stood at 66 per cent in 2011/12 and 56 per cent in 2014/15. Direct entry yield rate in 2015/16 is 48 per cent. As shown in section 2.9, highly qualified applicants often yield at a lower rate than the less qualified. Highly qualified applicants are more likely to receive multiple offers of admission from other universities. Therefore, as the University of Alberta increasingly targets highly qualified applicants, it is in competition with the world's best universities to attract these students.

Figure 7: Direct Entry Applicant, Admission and Registration Numbers (2011 – 2015)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report.

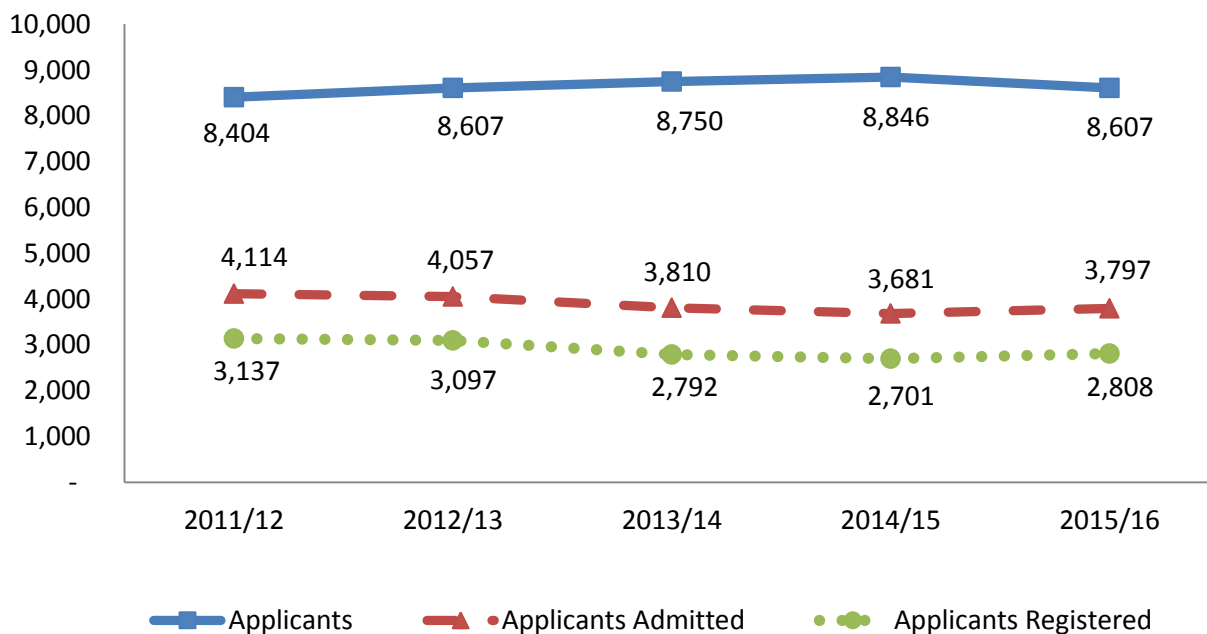
## 2.7 APPLICANT YIELD, UNDERGRADUATE POST SECONDARY TRANSFER

Post secondary transfer applicant and admission trends are very similar to those for direct entry students. Applicant numbers declined by 239 persons in 2015/16 compared with the 2014/15 enrolment cycle, but 116 more offers were made in 2015/16 than in 2014/15.

Post-secondary transfer yield numbers (that is the numbers registered) showed a moderate increase in 2015/16 compared to 2014/15, but remained lower than in 2011/12 and 2012/13.

Yield rates among post secondary applicants have been relatively higher and more stable than those for direct entry applicants. Nearly three quarters of admitted post secondary transfer applicants consistently choose to register at the University of Alberta. Post secondary yield rates increased moderately from 73 per cent in 2014/15 to 74 per cent in 2015/16.

Figure 8: Post Secondary Transfer Applicant, Admission and Registration Numbers (2011 – 2015)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report.

Note: Data in the above chart does NOT include Internal Transfer applicants.

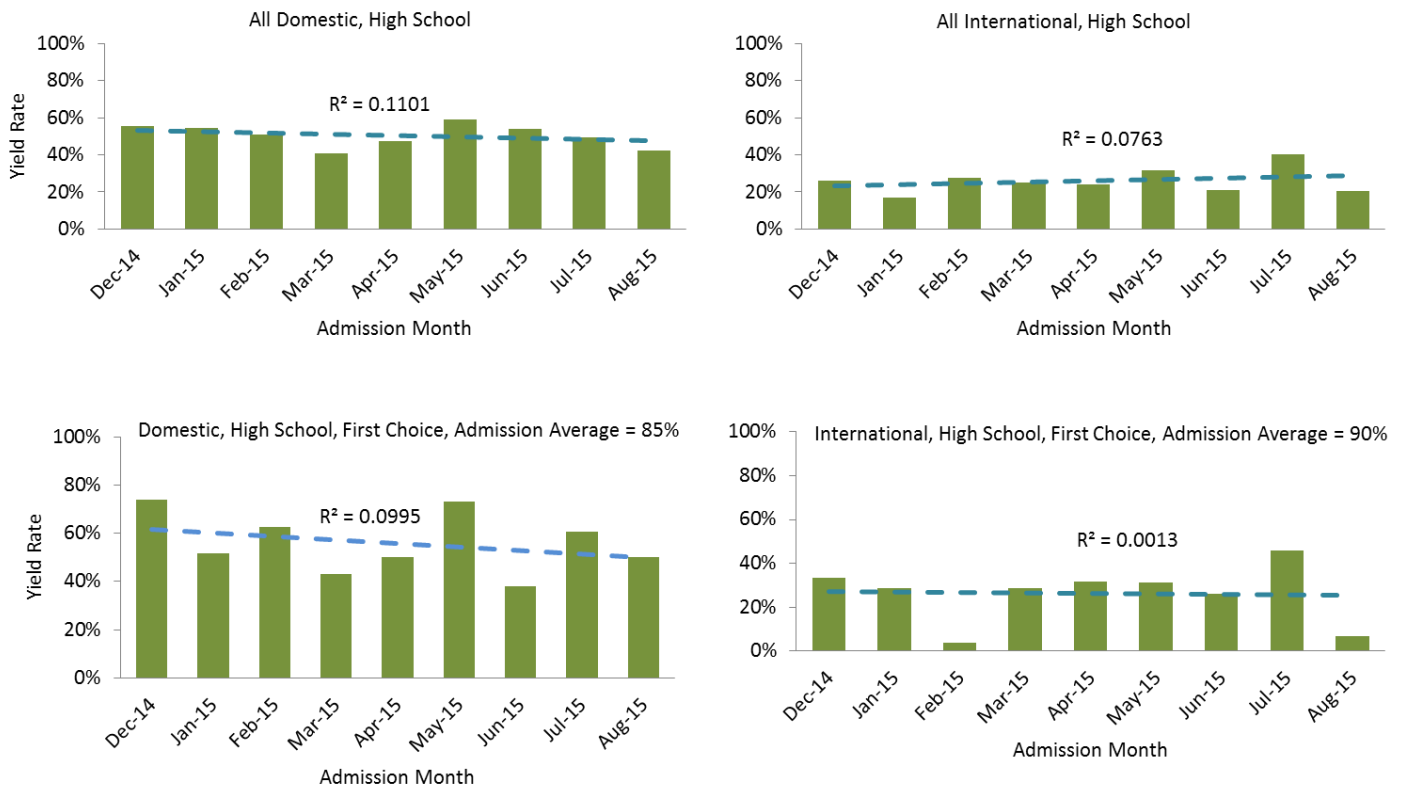


## 2.8 ADMISSION TIMING AND YIELD RATE, UNDERGRADUATE DIRECT ENTRY

Yield rate, the proportion of admitted applicants who register, is affected by a number of factors, including the need for timely admission offers, the extension of incentives to highly qualified applicants, the ability of admitted international applicants to obtain immigration documentation, as well as the overall attractiveness of the university. The University of Alberta is in competition with other institutions.

Among 2015/16 domestic applicants, earlier offers yielded at a higher rate than later offers, but the difference in yield rate was not statistically significant. Among international applicants, no statistical difference was detected in the yield rate between earlier and later offers. That said, it is fully acknowledged that earlier offers are a priority. Offer completion is dependent on a number of factors including submission of all required documentations, quality of applicants, as well as RO admission and faculty processing timelines.

Figure 9: Yield Rate by Month of Admission among High School Applicants (2015/16 Admission Cycle)



Source: Office of the Registrar.

## 2.9 ADMISSION AVERAGES AND YIELD RATE, UNDERGRADUATE DIRECT ENTRY

In the 2015/16 enrolment cycle, the effect of admission averages appeared to be one of the strongest factors on yield rate. Although this preliminary analysis is not yet conclusive due to having only one year of data, it may be early indication of a trend.

For instance, among domestic direct entry applicants admitted into their first choice faculties in December, admission averages explained 93 per cent of the variation in yield rate between admission average bands as shown below. Among those admitted in April, admission averages explained 87 per cent of the variation. Likewise, among international applicants admitted into their first choice faculties in December, admission averages explained 74 per cent of the variation in yield rate between admission average bands. Among those admitted in April, admission averages explained 46 per cent of the variation.

Although the specific effect of admission averages on yield rate was found to vary from faculty to faculty and from month to month, the general trend observed in 2015/16 suggested a strong inverse relationship between admission averages and yield.

Figure 10: Yield Rate by Admission Average Band among High School Applicants (2015/16 Admission Cycle)



Source: Office of the Registrar.

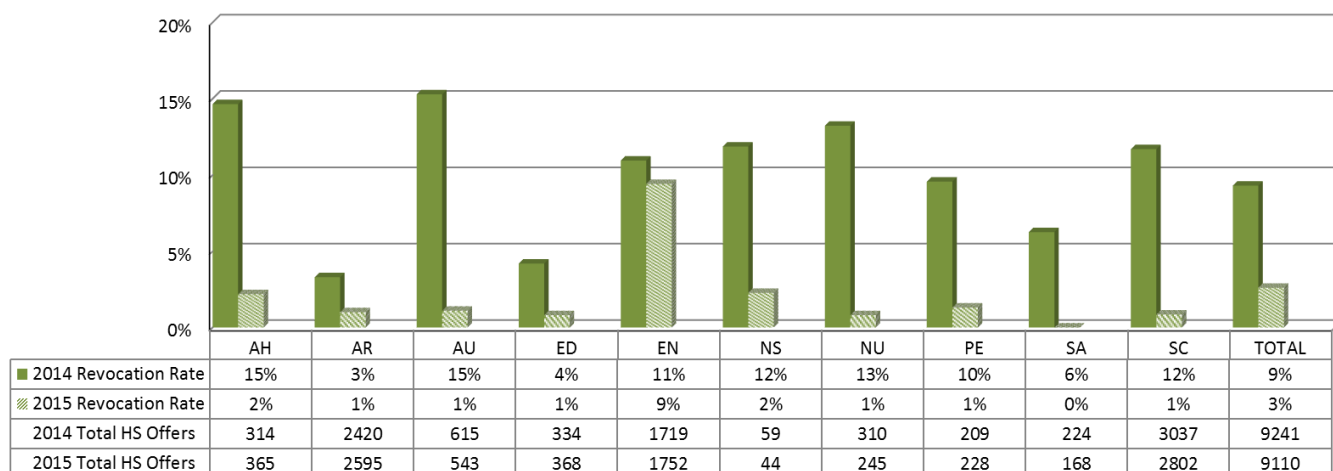
## 2.10 ADMISSION REVOCATION RATES, UNDERGRADUATE DIRECT ENTRY

Up to and including 2014/15, applicants were offered early conditional admission but were also required to maintain a competitive average in order to retain the offer. As a result, offer revocation rates were as high as 15 per cent in some faculties, and had been even higher in previous years. Students with revoked offers reported high levels of distress.

For 2015/16, all faculties except Engineering made a policy change that allowed extension of firm offers of admission by meeting a competitive average based on either Grade 11 marks, a combination of Grade 11 and Grade 12, or Final Grade 12 marks. As expected the revocation rate has fallen dramatically to three percent, resulting in increased predictability for students.

The relatively high offer revocation rate for the Faculty of Engineering is reflective of its continued use of the previous conditional admissions policy.

Figure 11: Admission Revocation Rates in 2015/16 Compared with the Previous Academic Year



Source: Office of the Registrar.

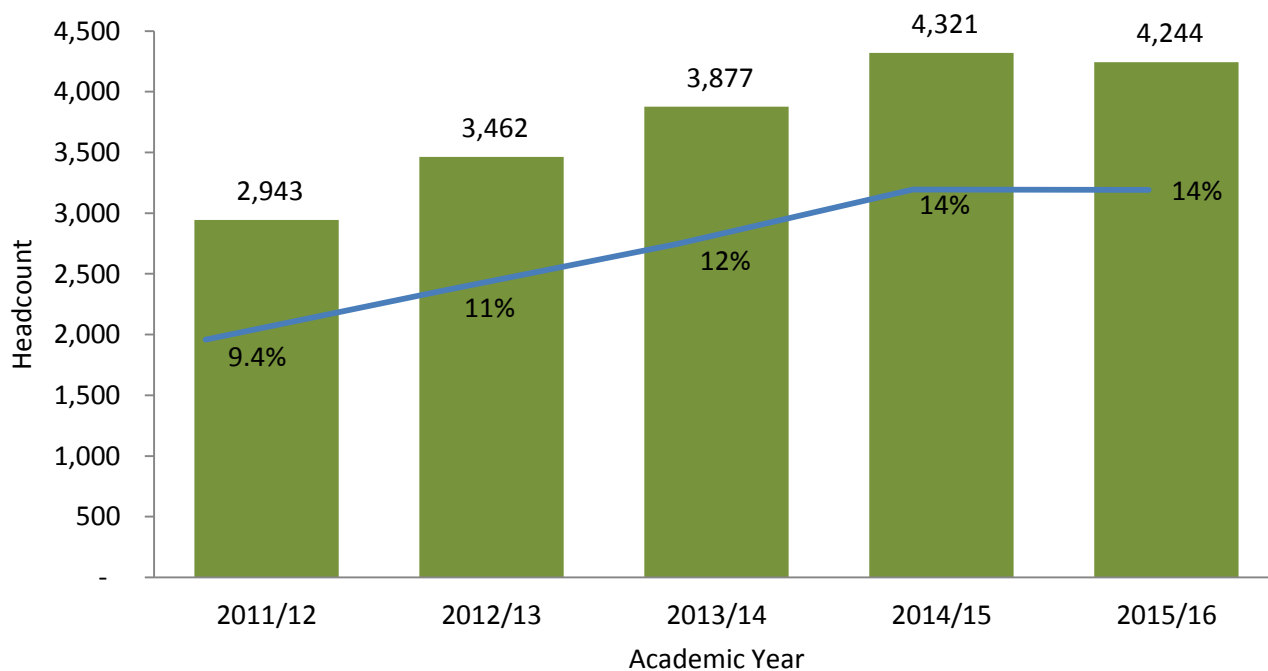
### 3. INTERNATIONAL UNDERGRADUATE ENROLMENT

As faculties manage downwards to enrolment targets, the admissions environment becomes more competitive for both domestic and international applicants. The current steady state of our international student population is a positive reflection of the university's strong reputation and recruitment efforts both within and outside Canada.

#### 3.1 INTERNATIONAL ENROLMENT HEADCOUNT, UNDERGRADUATE

The university aims to reach an international undergraduate enrolment of 15 per cent. International enrolment increased steadily from 9.4 per cent in 2011/12 to 14 per cent in 2014/15. While no further gain in international enrolment proportion was made in 2015/16, the 14 per cent achieved in the previous year was sustained.

Figure 12: International Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. An international student is an individual who is not a Canadian Citizen or Permanent Resident.
2. Includes Postgraduate Medical and Dental Education.
3. The bar chart indicates total international headcount.
4. The blue line indicates the proportion of total undergraduate enrolment that is contributed by international headcount.

### 3.2 TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP, UNDERGRADUATE

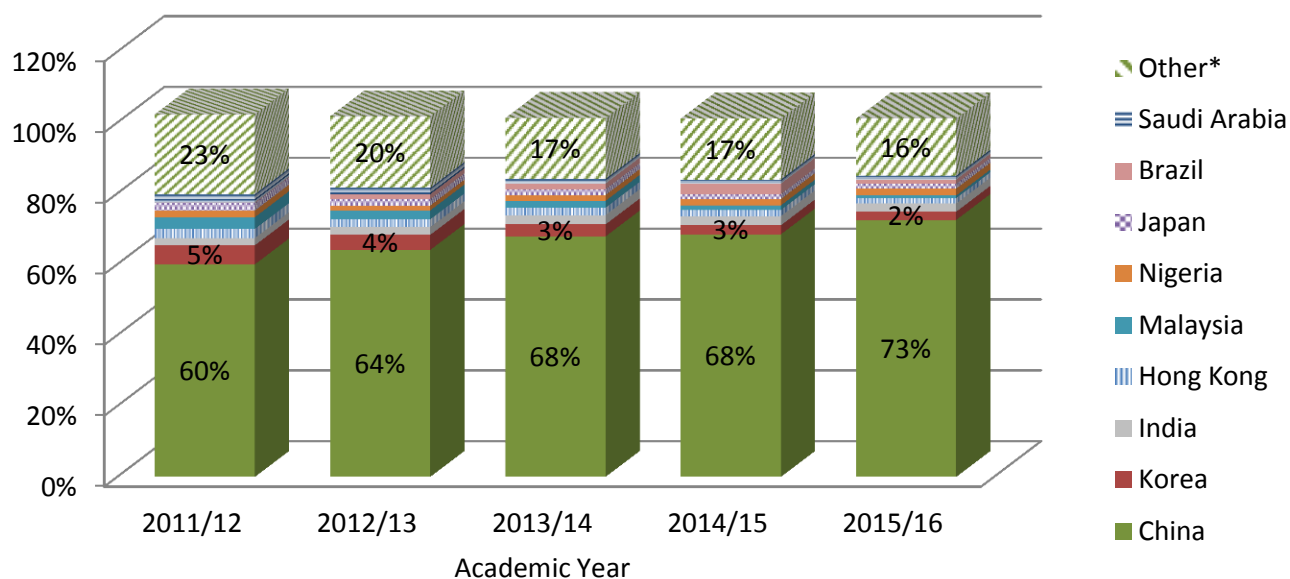
Reporting by country of citizenship reflects “home country” as opposed to the country where the student was studying at time of application.

China has persistently remained the topmost country of citizenship among international students and the number of students from China continues to increase. The proportion of international undergraduates with Chinese citizenship increased from 60 per cent in 2011/12 to 73 per cent in 2015/16.

Each of India and the Republic of Korea constitute 2.3 per cent of the international student in 2015/16 while Nigeria and Hong Kong make up 2 percent and 1.5 percent respectively.

The aggregate proportion from Malaysia, Brazil, Saudi Arabia, and Japan has shrunk from eight per cent in 2011/12 to four per cent in 2015/16, with each country contributing one per cent to the international student pool.

Figure 13: Distribution of International Students by Country of Citizenship (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

Note: \*Other consists of 115 countries with each contributing one per cent or less to the international student counts in any specified year.

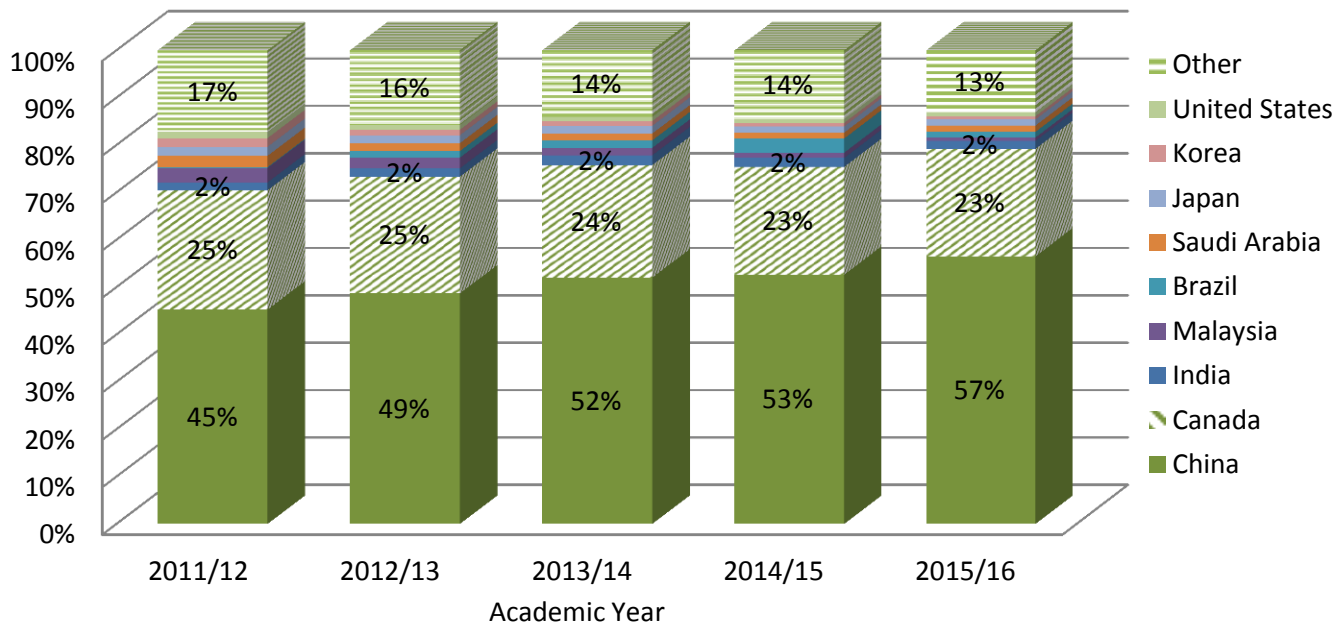
### 3.3 TOP SOURCE COUNTRIES BY LAST SCHOOL LOCATION, UNDERGRADUATE

Reporting by Last School Location (in addition to reporting by Country of Citizenship in section 3.2) provides a view of where students were located at the time they were recruited to the university.

Within the student citizenship data presented in section 3.2, students listing a foreign national status (and who do not have Canadian citizenship or Permanent Residence) may have already been in Canada or a country other than the one where they hold citizenship in at the time of admission. Therefore country of citizenship does not correspond directly with the last school location of international students.

The following shows the last school country of international students before they enrolled at the University of Alberta. The majority of international students come from schools in China. In 2015/16, the proportion of international students with last school location in China is 57 per cent. Canada is the second most frequently encountered last school country for international students, constituting 23 per cent in both 2014/15 and 2015/16. The proportion with last schools in India has persisted at two per cent over the past five academic cycles. Each of Malaysia, Brazil, Saudi Arabia, Japan, the United States and the Republic of Korea contributed approximately one per cent to the last school countries of international students in 2015/16. All other countries contributed approximately 13 per cent to the list of last school countries of international students in 2015/16.

Figure 14: Distribution of International Students by Last School Location (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

### 3.4 INTERNATIONAL DIVERSITY, UNDERGRADUATE ENROLMENT

The aggregate number of countries represented by international citizenship can be an indicator of diversity in the international student population.

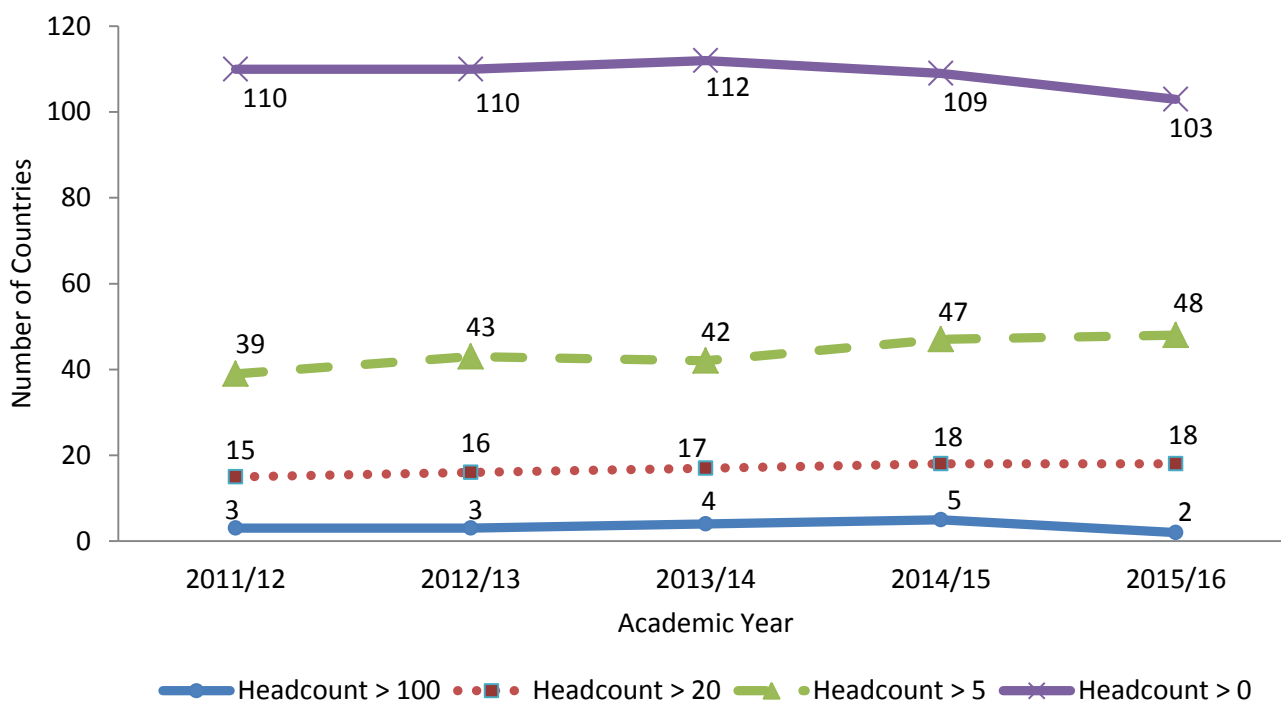
Based on country of citizenship at the time of application to the University of Alberta, 110 countries (including Canada) had at least a single student among the undergraduate student population in 2011/12. The number of countries with citizenship (represented by at least a single student) increased to 112 in 2013/14, but declined to 109 in 2014/15 and 103 in 2015/16.

Although at least 103 countries are presently represented in the 2015/16 undergraduate student citizenship, the extents of representation differ across countries, as already measured in section 3.2. Only 48 countries have more than five students in the 2015/16 undergraduate population while only 18 have more than 20 students.

In 2014/15, each of Canada, China, India, Brazil and the Republic of Korea had more than 100 students in the undergraduate population. However, only Canada and China have more than 100 undergraduate students in the 2015/16 population.

As the university does not collect data on multiple citizenship, students holding dual or multiple citizenship that may increase our diversity do not have their second country of citizenship reflected in this report.

Figure 15: Number of Country Citizenship in Student Headcount (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

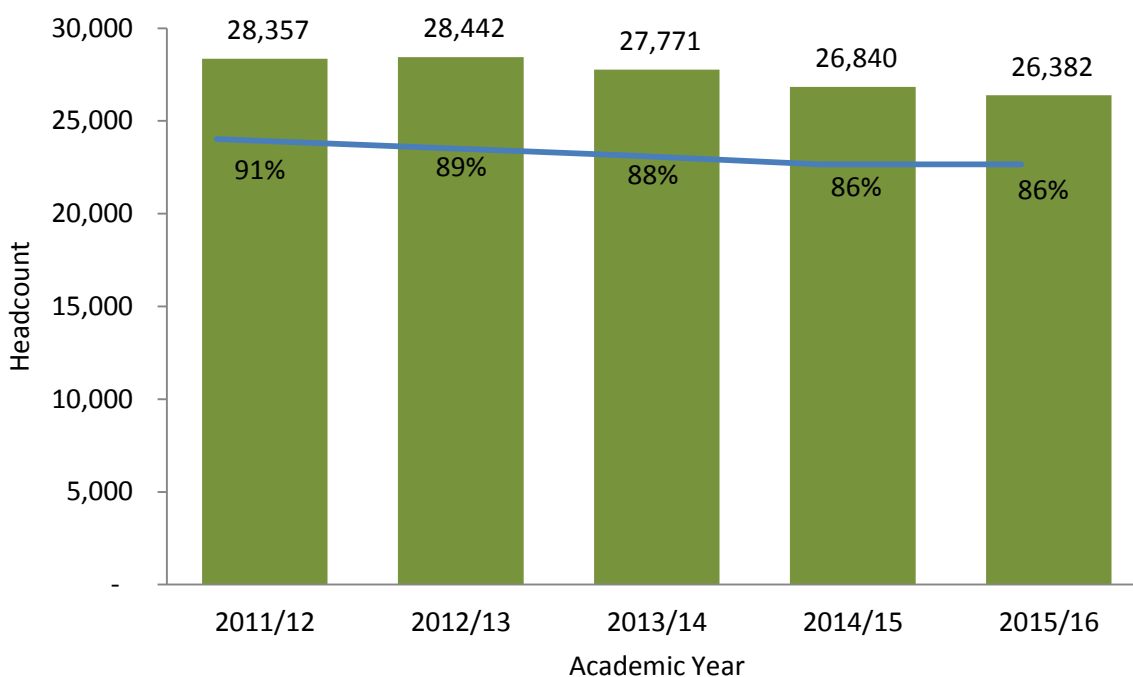
## 4. DOMESTIC UNDERGRADUATE ENROLMENT

### 4.1 DOMESTIC HEADCOUNTS AND RATIOS, UNDERGRADUATE

“Domestic” status means Canadian Citizen or Permanent Resident. Domestic students currently number 26,382, which is 458 persons down from the previous academic year. The 26,382 domestic students represent 86 percent of the total enrolled undergraduate students. This ratio of domestic students in total headcount remains unchanged from last academic year.

Students indicating national status as Canadian Citizens or Permanent Residents may not have been living in Canada at the time of application. Likewise, students listing a home address within Canada are not always Canadian Citizens or Permanent Residents.

Figure 16: Domestic Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Includes Postgraduate Medical and Dental Education.
2. The bar chart indicates total domestic headcount.
3. The blue line indicates the proportion of total undergraduate enrolment that is contributed by the total domestic headcount.



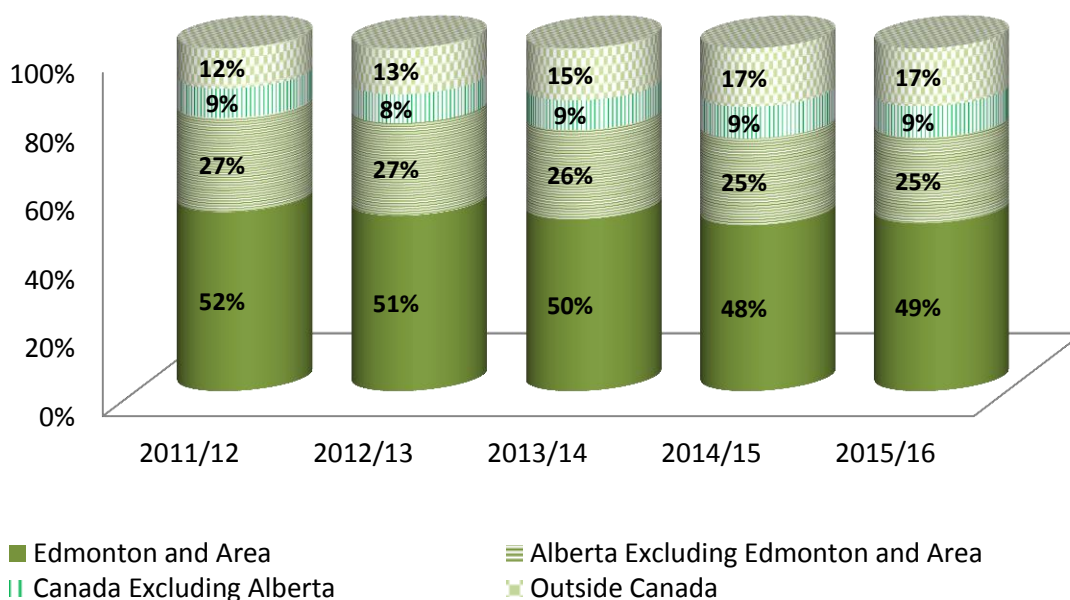
## 4.2 ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE

Origin at time of application refers to the applicants' home address city at the time they first applied to the University of Alberta. 83 per cent of total 2015/16 students were based in Canada at time of application. Since domestic undergraduates represent 86 per cent of total 2015/16 headcount (section 4.1), some domestic undergraduates were living outside of Canada at time of application.

Edmonton and surrounding area remains the largest single source of headcount from within Canada, while other regions in Alberta and other provinces remain second and third largest, respectively.

The proportions contributed by Edmonton and the rest of Alberta have declined over the past five years, with the rest of Canada group remaining largely unchanged from the previous academic year. However as a greater proportion (17 per cent) of enrolment came from outside of Canada in 2014/15 and 2015/16 than in the years prior, current within-Canada contribution of 83 per cent is a decrease from the 88, 87, and 85 per cent recorded in 2011/12, 2012/13, and 2013/14 respectively.

Figure 17: Distribution of Undergraduate Students by Permanent Home Address at Time of Application (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Includes Postgraduate Medical and Dental Education.
2. Edmonton and Surrounding Areas include Edmonton, Sherwood Park, St. Albert, Spruce Grove, Leduc, Fort Saskatchewan, Stony Plain and Beaumont.
3. Outside Canada percentages listed do not equate to the University's undergraduate international enrolment. Students listing an address outside of Canada may be study-permit students, Canadian citizens, or Permanent Residents.
4. The ratios shown for 2012 and 2014 do not add up to 100 per cent due to rounding.

### 4.3 PROVINCE OF HOME ADDRESS AT TIME OF APPLICATION, UNDERGRADUATE

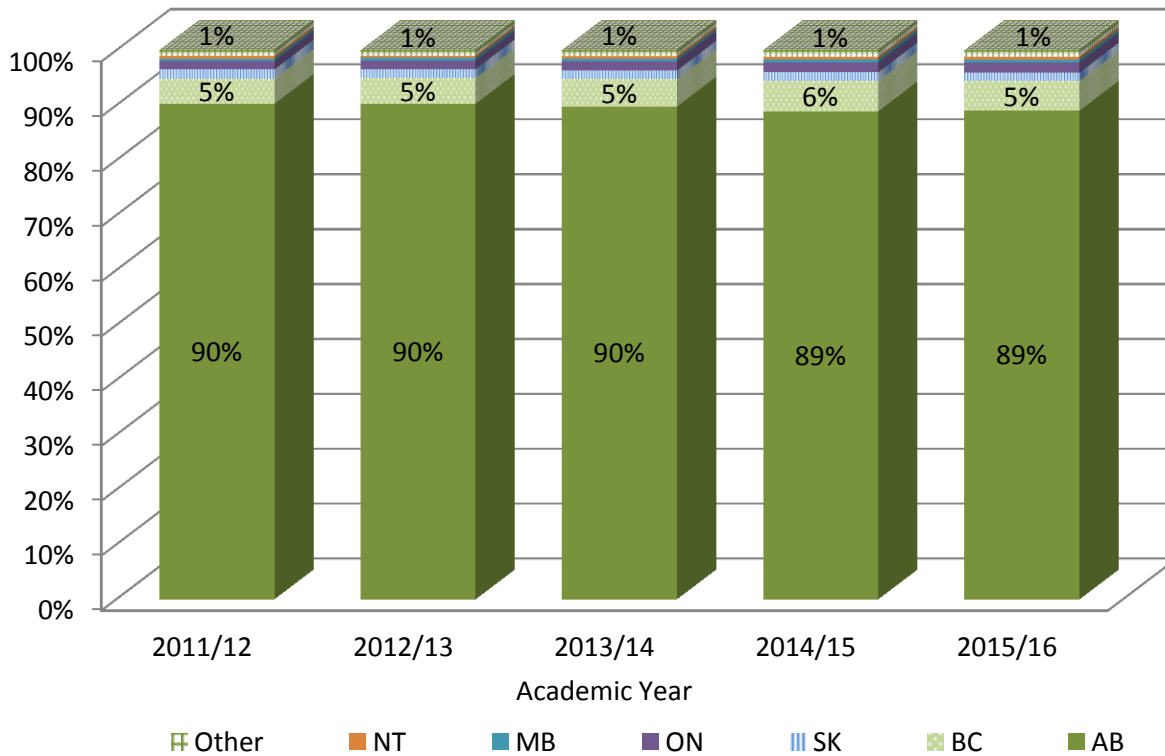
Irrespective of citizenship, 83 per cent of current undergraduate students list home addresses within Canada, while 17 per cent come from outside of Canada. Among the pool from within Canada, the majority come from within Alberta, accounting for 89 per cent in both 2014/15 and 2015/16.

British Columbia is the second largest source of students coming from within Canada, representing five per cent in 2015/16 (down slightly from six per cent the previous year).

Ontario (1.8 per cent) and Saskatchewan (1.5 per cent) represent the third and fourth largest supply of undergraduate students from within Canada.

Manitoba and Northwest Territories each contributed about 0.5 per cent while the remainder of provinces and territories collectively supplied about one per cent in 2015/16.

Figure 18: Province of Origin among Students with Permanent Home Addresses in Canada.



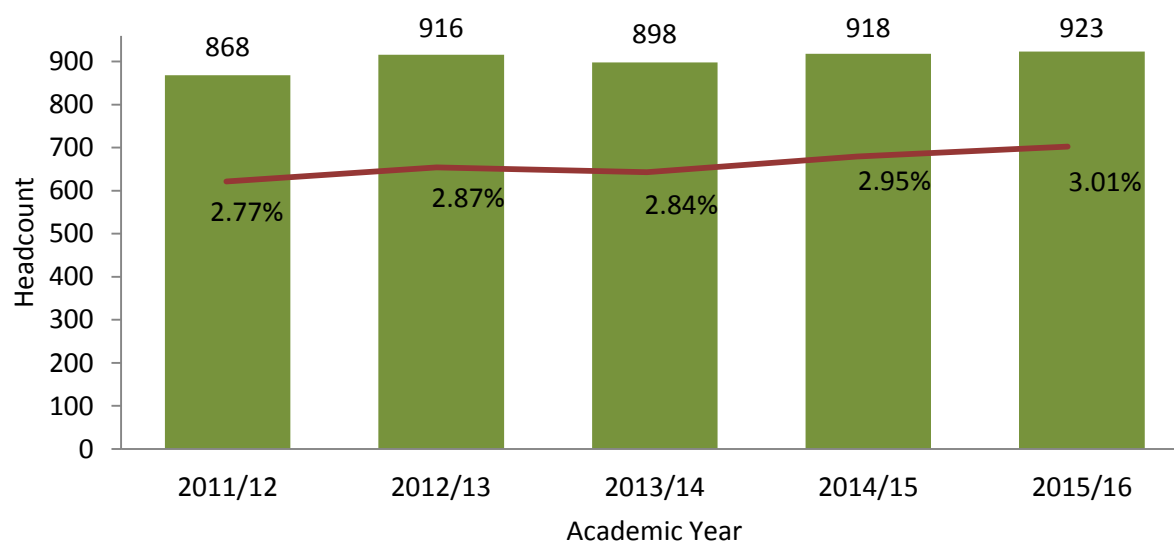
Source: Office of the Registrar, December 1 REGSTATS Archive.

#### 4.4 TOTAL ABORIGINAL ENROLMENT HEADCOUNT, UNDERGRADUATE

The statistics for Aboriginal enrolment rely on self-identification at the university and are likely underreported. Aboriginal undergraduate headcount based on self-identification has shown a gradual increase over the years from 868 in 2011/12 to 923 in 2015/16. The percentage of Aboriginal enrolment in the total undergraduate population has also increased slightly from 2.8 in per cent in 2011/12 to 3.0 per cent in 2015/16.

From the Academic Calendar S.14.3.1: “The university recognizes that Aboriginal applicants have traditionally been under represented in higher education and strives towards having the university’s Aboriginal student population attain a level that is at least proportionate to the Aboriginal population of the province.” Statistics Canada National Household Survey of 2011 indicated that Aboriginal people comprise 6.2 per cent of Alberta’s population.

Figure 19: Aboriginal Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2015)



Source: Office of the Registrar, December 1 REGSTATS Archive.

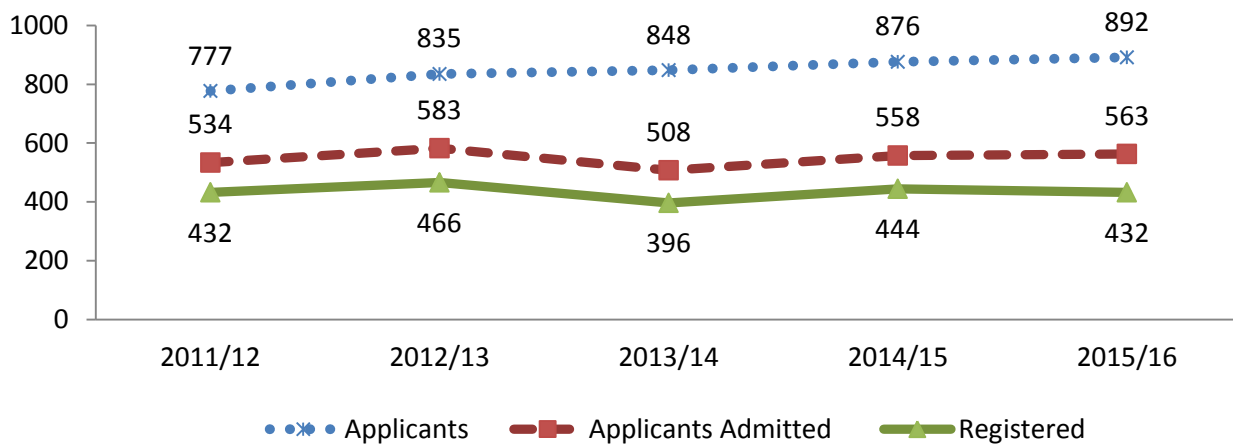
Note: Includes Postgraduate Medical and Dental Education.

## 4.5 ABORIGINAL APPLICATION AND REGISTRATION TRENDS, UNDERGRADUATE

Aboriginal applicant data is based on self-identification and may not reflect the total sum of Aboriginal applicants to the university.

Based on self-identification, the numbers of Aboriginal applicants have increased modestly from 777 in 2011/12 to 892 in 2015/16. This reflects slightly increasing demand for programs from among this population. In 2015/16, the admission rate for Aboriginal applicants was 63 per cent, which is higher than the overall (Aboriginal plus non-Aboriginal) admission rate of 59 per cent.

Figure 20: Aboriginal Applicants, Admission and Registration (2011 to 2015)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report.

## 5. RETENTION AND COMPLETION RATES

### 5.1. STUDENT RETENTION, YEAR 1 TO YEAR 2, UNDERGRADUATE

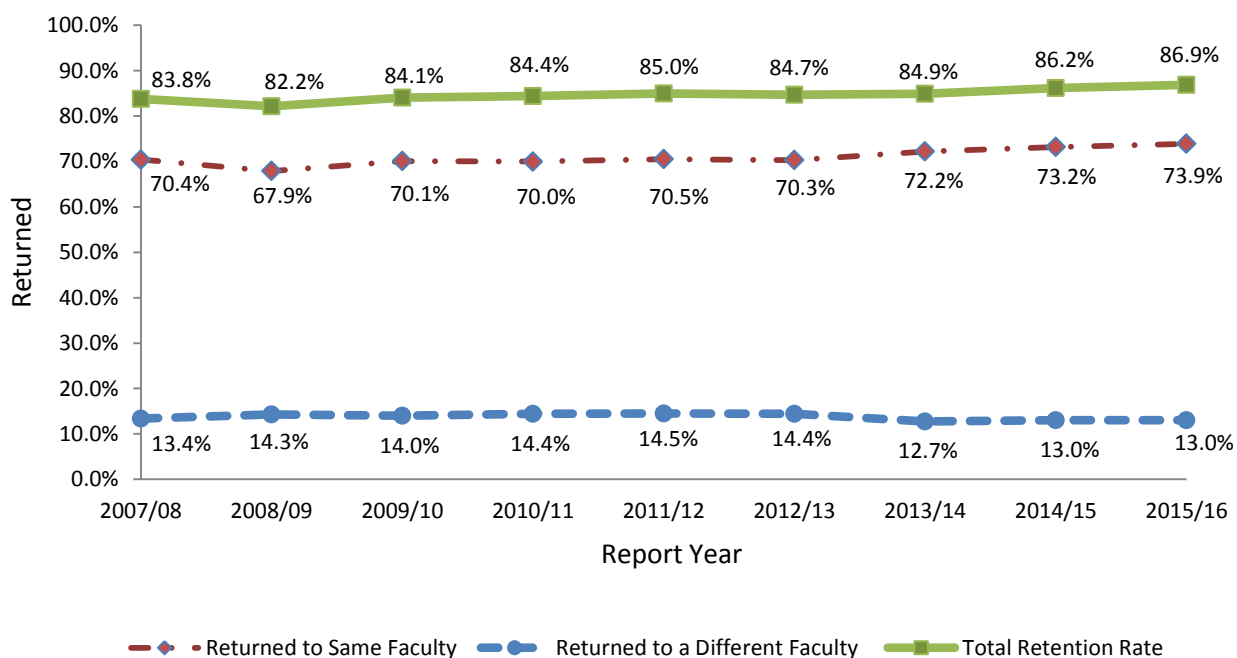
Retention rates among first year undergraduates indicate the proportion of first year registered students who return to the university for their second year of study. Students returning for a second year of study either return to their first year faculty or transfer to a different faculty.

The proportion of first year undergraduate students who transfer to a different faculty has varied between 12.7 and 14.5 per cent over the past 8 years. The proportion of first year students returning to their first year faculty increased gradually over the past four academic cycles from 70.3 per cent in 2012/13 to 73.9 per cent in 2015/16.

Total retention rate is comprised of those who return to their first year faculty and those who transfer to a different faculty. There has been a gradual increase in first year undergraduate retention rate over the years, from 82.2 per cent in 2008/09 to 85 per cent in 2011/12 and 86.2 per cent in 2014/15. In the 2015/16 academic year, 86.9 per cent of the first year cohort of 2014/15 undergraduates returned.

The gradual increase in first year retention rate over the years means a gradual decrease in the proportion of first year cohorts who do not return. Of the 13.1 per cent that did not return in 2015/16, nearly half (42 per cent) had been required to withdraw. The remainder of the non-returnees dropped out for reasons other than requirement to withdraw.

Figure 21: Proportions of First Year Undergraduates who Returned for their Second Year of Study (2007 to 2015)



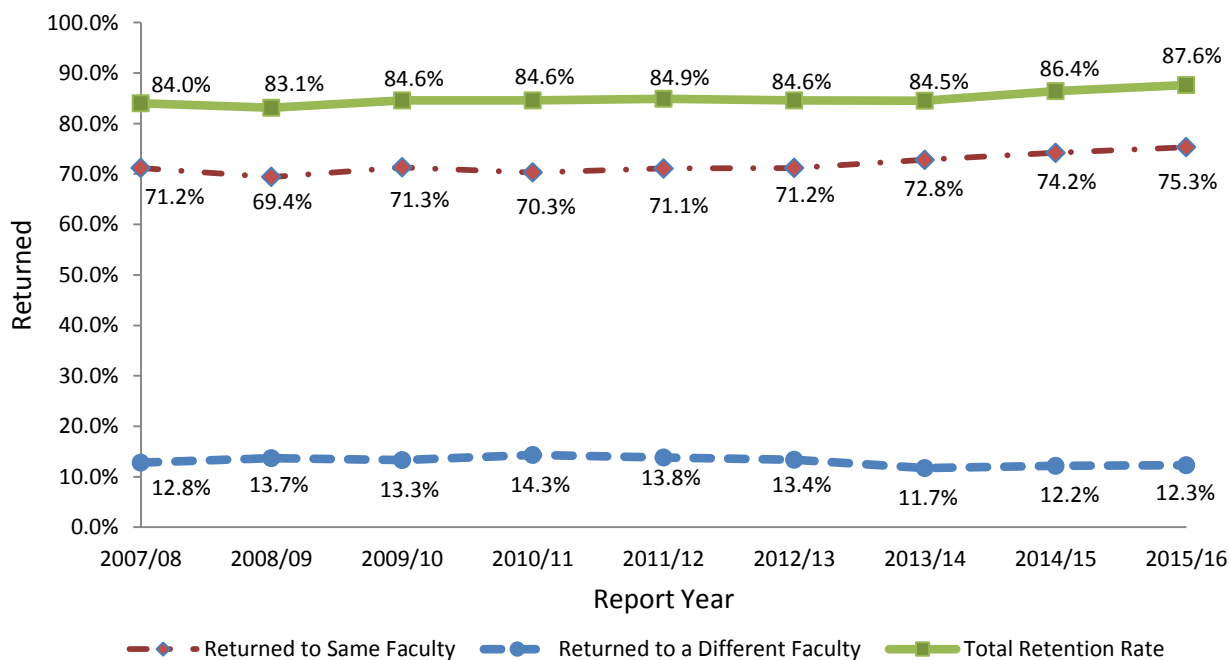
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table.

## 5.2. STUDENT RETENTION, YEAR 1 TO YEAR 2, DOMESTIC UNDERGRADUATE

Total retention rate among first year domestic undergraduates is very similar to the overall first year undergraduate retention rate discussed in section 5.1. Between 83.1 and 86.4 per cent of first year domestic undergraduates have historically returned for their second year of study and there has been a gradual increase in the retention rate over the years. In 2015/16, retention rate among the domestic cohort increased further to reach 87.6 per cent.

However, compared to the overall group the rate of faculty change among domestic returnees is slightly lower meaning that a slightly higher proportion of domestic returnees return to their first year faculty. In 2015/16, 75.3 per cent of the previous year's cohort of first year domestic undergraduates returned to their first year faculty and 12.3 per cent returned to a different faculty.

Figure 22: Proportions of First Year Domestic Undergraduates who Returned for their Second Year of Study (2007 to 2015)



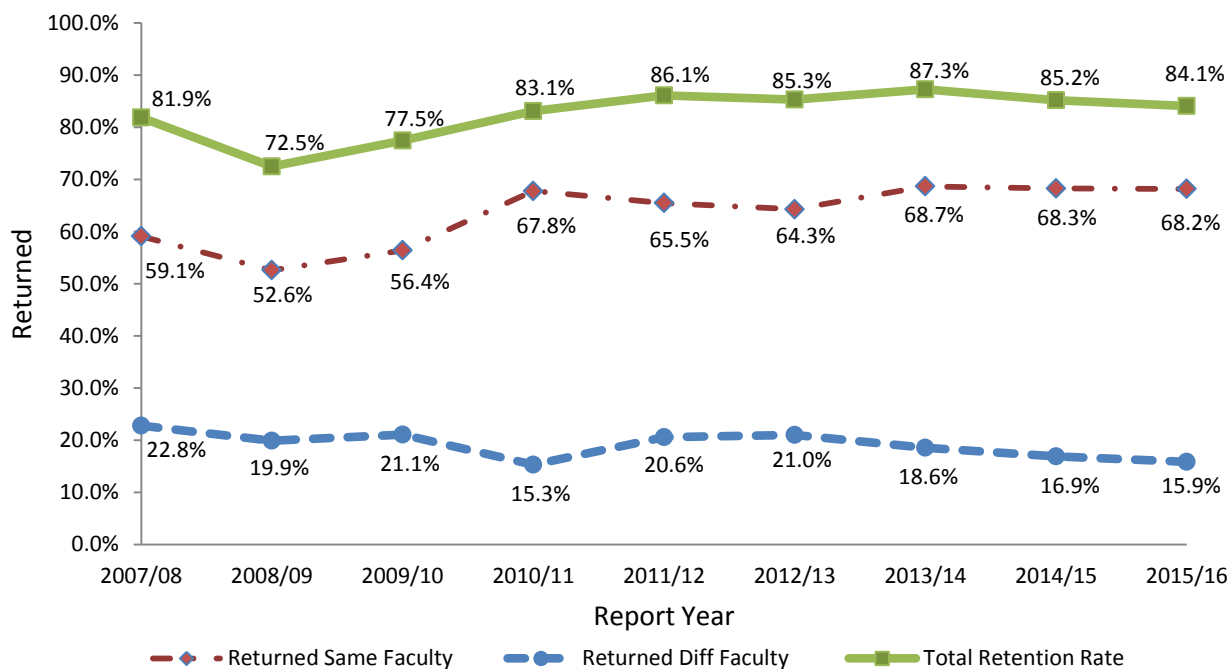
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table.

### 5.3. STUDENT RETENTION, YEAR 1 TO YEAR 2, INTERNATIONAL UNDERGRADUATE

Unlike with domestic undergraduates, total retention rate among first year international undergraduates declined moderately over the past two academic cycles reaching 84.1 per cent in 2015/16.

Compared with their domestic counterpart, a higher proportion of returning international students transfer away from their first year faculty. Among the 2014/15 first year international students, 68.2 per cent returned in 2015/16 to their first year faculty while 15.9 per cent returned to a different faculty.

Figure 23: Proportions of First Year International Undergraduates who Returned for their Second Year of Study (2007 to 2015)

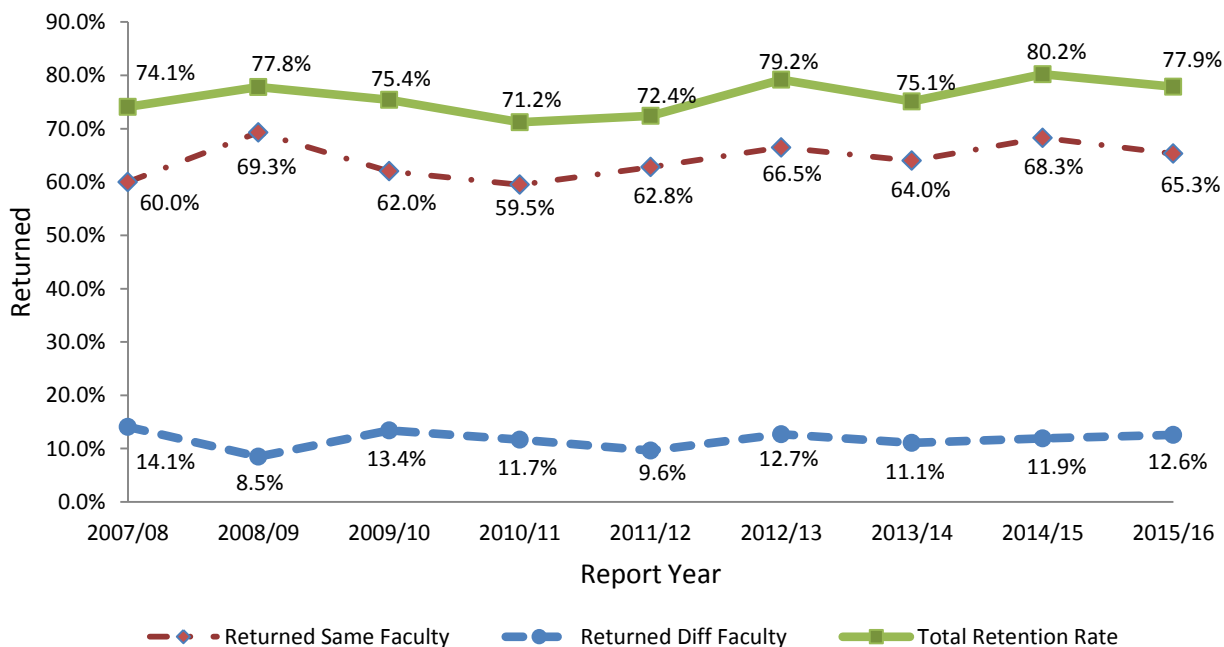


Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table.

## 5.4. STUDENT RETENTION, YEAR 1 TO YEAR 2, ABORIGINAL UNDERGRADUATE

Based on Aboriginal self-identification, total retention rate among first year Aboriginal undergraduates has varied within the range of 71.2 and 80.2 per cent over the past eight academic cycles, with an average of 76 per cent. The total retention rate in 2015/16 is 77.9 per cent which is 2.3 per cent down from 2014/15. While 65.3 per cent of the first year cohort returned to their first year faculty, 12.6 per cent transferred to a different faculty.

Figure 24: Proportions of First Year Aboriginal Undergraduates who Returned for their Second Year of Study (2007 to 2015)



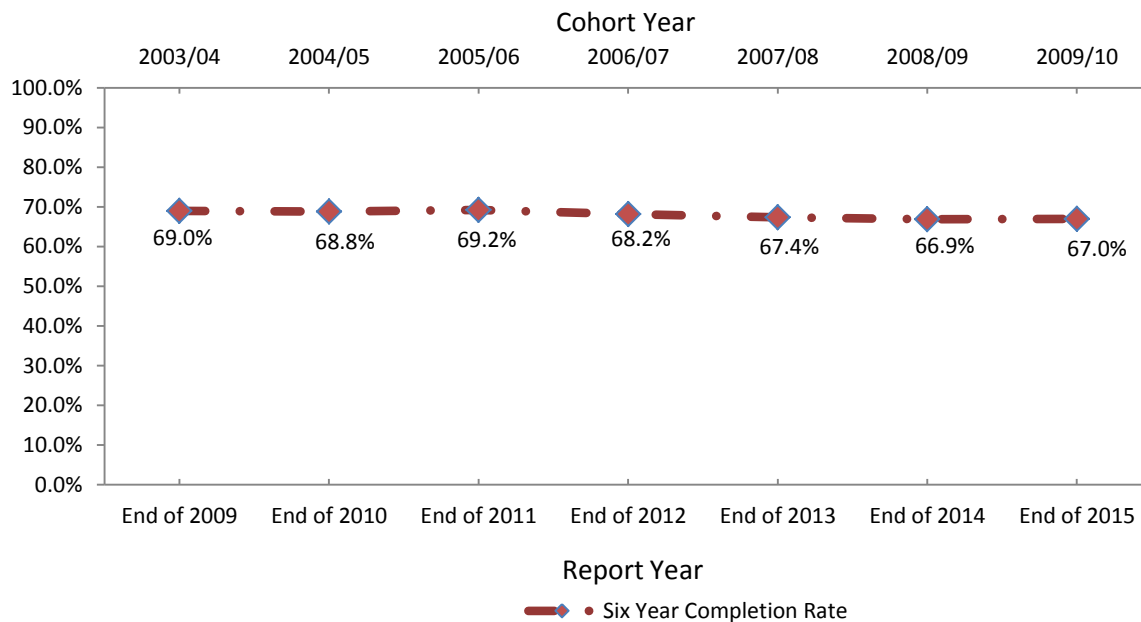
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table.



## 5.5. SIX-YEAR PROGRAM COMPLETION RATES, UNDERGRADUATE DIRECT ENTRY

Over the past 6 years, between 67 and 69.2 per cent of all direct entry undergraduate students have completed their programs in six years or less. Completion rate in 2015 is 67 per cent, which is close to the 2014 and 2013 rates but 1.2 per cent down from 2012.

Figure 25: Proportion of Yearly Cohorts who Graduate within Six Years of First Admission to a Direct Entry Undergraduate Program.



Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse.

Notes:

1. The cohort for each year comprises students with first admission to a direct entry undergraduate program. This excludes transfer students.
2. The students in each cohort who graduated from the university in any undergraduate program, within six years, are defined as completers.