

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, December 15, 2016 meeting:

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Agenda Title: **Items Deemed Minor/Editorial**

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

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Agenda Title: **Office of the Registrar: Proposed Approval of Transfer Credit for December 2016**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed transfer credit for December 2016, as submitted by the Office of the Registrar, to take effect upon final approval.

Final Item: 4A

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Agenda Title: **Faculty of Business: Proposed Changes to Existing Academic Standing Regulations**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve proposed changes to existing academic standing regulations, as submitted by the Faculty of Business, to take effect in January 2017.

Final Item: 4B

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Agenda Title: **Faculty of Native Studies: Proposed Changes to Existing Admission and Transfer Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve proposed changes to existing admission and transfer requirements, as submitted by the Faculty of Native Studies, to take effect in 2017-18.

Final Item: 4C

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Agenda Title: **Faculty of Native Studies: Proposed Changes to Application Deadlines, Certificate in Aboriginal Governance and Partnership**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve proposed changes to application deadlines, Certificate in Aboriginal Governance and Partnership, as submitted by the Faculty of Native Studies, to take effect in 2017-18.

Final Item: 4D

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Agenda Title: **Proposal for an Embedded Graduate Certificate in School Administration Leadership, Faculty of Graduate Studies and Research and Faculté Saint-Jean**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Graduate Credit Certificate in School Administration Leadership, as submitted by the Faculty of Graduate Studies and Research and Faculté

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Saint-Jean, and as set forth in Attachment 1, to take effect Winter 2017.

Final Item: 5

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**Agenda Title: Proposed changes to Existing Admission Requirements, Master of Education and doctoral programs in the Department of Secondary Education, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Existing Admission Requirements, Master of Education and doctoral programs, Department of Secondary Education, as submitted by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be published in the 2017-2018 calendar for students admitted in 2018.

Final Item: 6

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**Agenda Title: Proposed Changes to Existing Admission Requirements, Dental Hygiene Post Diploma Degree Completion Program, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to the admission requirements, BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect for Fall 2017.\

Final Item: 7

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**Agenda Title: Proposed Changes to Academic Regulations, Dental Hygiene Diploma/BSc (Dental Hygiene Specialization) Program, Faculty of Medicine and Dentistry**

WITHDRAWN MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to the academic regulations, Dental Hygiene Diploma/BSc (Dental Hygiene Specialization) Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect for Fall 2017.

Withdrawn Item: 8

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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Items Deemed Minor/Editorial to be approved under an Omnibus Motion**

**4A. Office of the Registrar: Proposed Approval of Transfer Credit for December 2016**

**4B. Faculty of Business: Proposed Changes to Existing Academic Standing Regulations**

**4C. Faculty of Native Studies: Proposed Changes to Existing Admission and Transfer Requirements**

**4D. Faculty of Native Studies: Proposed Changes to Application Deadlines, Certificate in Aboriginal Governance and Partnership**

**Item**

|                  |  |
|------------------|--|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation   |
| Proposed by      | Lisa Collins, Vice-Provost and Registrar; Elaine Geddes, Associate Dean (Undergraduate Programs), Faculty of Business; Nathalie Kermaal, Faculty of Native Studies |
| Presenter        | Nat Kav, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee  |

**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 individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.  |
| Replaces/Revises (eg, policies, resolutions)                | Various sections of the University Calendar; see individual items for specific affected Calendar sections. Updates the Alberta Transfer Guide.   |
| Timeline/Implementation Date                                | Item 4A: To take effect upon approval<br>Item 4B: To take effect January 2017<br>Item 4C: To take effect 2017/18<br>Item 4D: To take effect 2017/18  |
| Estimated Cost and funding source                           | N/A  |
| Next Steps (ie.: Communications Plan, Implementation plans) | N/A  |
| Supplementary Notes and context                             | The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC's terms of reference provide that "the term ' <b>routine and/or editorial</b> ' 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). |

**Engagement and Routing** (Include meeting dates)

Item No. 4A - D

|   |   |
|---|---|
| Consultative Route<br>(parties who have seen the proposal and in what capacity) | Vice-Provost (Programs) 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) |
| Approval Route (Governance)<br>(including meeting dates)                        | GFC Academic Standards Committee – December 15, 2016  |
| Final Approver  | GFC Academic Standards Committee  |

**Alignment/Compliance**

|   |  |
|---|--|
| Alignment with Guiding Documents  | <p><i>For the Public Good</i></p> <p>GOAL: <b>SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>   |
| 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 of students to take courses. The Board has delegated its authority over these areas to GFC. GFC has thus established, and delegated certain powers to, an Academic Standards Committee.</p> <p>2. <b>PSLA</b><br/>"29(1) A faculty council may:<br/>[...]<br/>(c) provide for the admission of students to the faculty,<br/>(d) determine the conditions under which a student must withdraw from or may continue the student's program of studies in the faculty<br/>[...]<br/>subject to any conditions or restrictions that are imposed by the general faculties council.</p> <p>3. <b>GFC ASC Terms of Reference (Mandate of the Committee)</b><br/>"D. Alberta Transfer Guide<br/>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.<br/>ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.<br/>iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.<br/>iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta."</p> <p>4. <b>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</p> |

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.”

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

A. Definitions

i. “Routine and/or Editorial

[...]

the term “routine and/or editorial” refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and which do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy.

[...]

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.

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

**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*.”



Item No. 4A - D

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for December 2016
2. Attachment B: Faculty of Business: Proposed Changes to Existing Academic Standing Regulations
3. Attachment C: Faculty of Native Studies: Proposed Changes to Existing Admission and Transfer Requirements
4. Attachment D: Faculty of Native Studies: Proposed Changes to Application Deadlines, Certificate in Aboriginal Governance and Partnership

*Prepared by:* Meg Brolley, GFC Secretary, [meg.brolley@ualberta.ca](mailto:meg.brolley@ualberta.ca)

December 1, 2016

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on December 15, 2016

| Proposal ID # and Sending Institution  | Sending Institution Courses | UofA Courses                      | Transfer Agreement Footnotes                                | Comments  |
|--|-----------------------------|-----------------------------------|---|---|
| <b>GRANDE PRAIRIE REGIONAL COLLEGE</b> |                             |                                   |   |   |
| 140066                                 | FR 3000 (3)                 | FREN 3XX (3) OR<br>AUFRE 317 (3)  |   |   |
| <b>PORTAGE COLLEGE</b>                 |                             |                                   |   |   |
| TBD                                    | ENGL 377 (3)                | ENGL 374 (3) OR<br>AUENG 280 (3)  |   |   |
| <b>RED DEER COLLEGE</b>                |                             |                                   |   |   |
| TBD                                    | ENGL 354 (3)                | WRITE 2XX (3) OR<br>AUENG 2XX (3) | Student will not also receive credit for AUENG 215 at UofA. |   |
| TBD                                    | ENGL 359 (3)                | ENGL 2XX (3) OR<br>AUENG 2XX (3)  | Student will not also receive credit for ENGL 389 at UofA.  |   |
| <b>ST MARY'S UNIVERSITY</b>            |                             |                                   |   |   |
| 122967                                 | BIOL 331 (3)                | AUBIO 230 (3)                     |   | St Mary's BIOL 331 (3) was previously approved for BIOL 201 (3). The new agreement will be: BIOL 331 (3) = BIOL 201 (3) OR AUBIO 230 (3). |
| 138782                                 | BIOL 431 (3)                | BIOL 2XX (3) OR<br>AUBIO 2XX (3)  |   |   |



**Faculty of Business – Undergraduate Program  
Effective January 2017**

| <b>CURRENT</b>  | <b>PROPOSED</b>  |
|---|--|
| <p><b>Bilingual BCom</b><br/><b>Description of Field</b><br/>The four-year Bilingual Bachelor of Commerce offers students the opportunity to obtain a fully bilingual Business degree in Canada's two official languages. Initial admission is to the Faculté Saint-Jean where students will take all their coursework in Year 1 in French at the Faculté (except for ANGL 101 or one of ENGL 111, 112, 113, 114 which can be taken either at Faculté Saint- Jean or in the Faculty of Arts). Acceptance to the program takes place in Year Two in accordance <del>with <u>Readmission of Previous Students</u> and <u>Admission</u>.</del></p> | <p><b>Bilingual BCom</b><br/><b>Description of Field</b><br/>The four-year Bilingual Bachelor of Commerce offers students the opportunity to obtain a fully bilingual Business degree in Canada's two official languages. Initial admission is to the Faculté Saint-Jean where students will take all their coursework in Year 1 in French at the Faculté (except for ANGL 101 or one of ENGL 111, 112, 113, 114 which can be taken either at Faculté Saint- Jean or in the Faculty of Arts). Acceptance to the program takes place in Year Two in accordance with <u>Bilingual Bachelor of Commerce Admission</u> and Faculté <u>Saint-Jean Admission</u> requirements.</p> |

|  |   |
|--|---|
|  | <p><u>4. First-Class Standing, With Distinction and Dean's List</u><br/>All interpretations of the following sections must be made ensuring that the principles of the Duty to Accommodate under the Alberta Human Rights Act are applied. This may include considering a reduced course load as a full course load. In those cases, students are entitled to be considered for First Class Standing, "With Distinction" and or Dean's List when they have accumulated the credits required by each category, regardless of the number of terms.</p>              |
| <p><del>4.</del> First-Class Standing is awarded to each student who achieves a grade point average of at least 3.5 on *27 or more of academic study during a Fall/Winter.</p>   | <p><u>a.</u> First-Class Standing is awarded to each student who achieves a grade point average of at least 3.5 on *27 or more of academic study during a Fall/Winter.</p>  |
| <p><del>5.</del> The notation "With Distinction" is inscribed on the permanent record and graduate parchment if the candidate has obtained a grade point average of 3.5 or higher, over the last *60 of the program, subject to the following:</p> <p style="margin-left: 40px;">a. Students must have completed at least 4 academic terms at the University of Alberta with a minimum of *12 completed in each term.</p> <p style="margin-left: 40px;">b. For the purposes of this section "term" means Fall Term, Winter Term or Spring/Summer Terms combined.</p> | <p><u>b.</u> The notation "With Distinction" is inscribed on the permanent record and graduate parchment if the candidate has obtained a grade point average of 3.5 or higher, over the last *60 of the program, subject to the following:</p> <p style="margin-left: 40px;">i. Students must have completed at least 4 academic terms at the University of Alberta with a minimum of *12 completed in each term.</p> <p style="margin-left: 40px;">ii. For the purposes of this section "term" means Fall Term, Winter Term or Spring/Summer Terms combined.</p> |
| <p><del>6.</del> The Dean's List commends the superior academic performance of each student who has completed *30 during the Fall/Winter with a grade point average of 3.7 or more.</p>  | <p><u>c.</u> The Dean's List commends the superior academic performance of each student who has completed *30 during the Fall/Winter with a grade point average of 3.7 or more.</p>   |
| <p><del>7.</del> Graduation</p> <p>...</p>   | <p><u>5.</u> Graduation</p> <p>... [Renumbering]</p>  |



**Faculty of Native Studies**  
**Academic Planning and Undergraduate Programs**  
*Calendar Change Request Form*  
**2017-2018**

**Implementation:**    NORMAL                       EARLY

**Type of Change:**    PROGRAM Change

NEW COURSE                                       COURSE CHANGE

COURSE DELETION                               EDITORIAL

OTHER CHANGE

Current

Proposed

*Faculty of Native Studies*

*Faculty of Native Studies*

**~~BA~~ in Native Studies**

**Bachelor of Arts in Native Studies**

**I. High School Applicants**

**I. High School Applicants**

**Subject Requirements**

**Subject Requirements**

High school applicants will be considered for admission based on their matriculation average on five subjects noted below. See [High School Applicants](#) for minimum grade and admission average requirements.

High school applicants will be considered for admission based on their matriculation average on five subjects noted below. See [High School Applicants](#) for minimum grade and admission average requirements.

1. English Language Arts 30-1
2. Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C.
3. Mathematics 30-2 may be used for admission, though Mathematics 30-1 is a prerequisite for required courses in some minors (see Notes below). Only one of Mathematics 30-1 or 30-2 will be used for admission purposes.

1. English Language Arts 30-1
2. Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C.
3. Mathematics 30-2 may be used for admission, though Mathematics 30-1 is a prerequisite for required courses in some minors (see Notes below). Only one of Mathematics 30-1 or 30-2 will be used for admission purposes.

**Notes**

**Notes**

1. Students who wish to present a native language to fulfill a Group A admission requirement should contact the Faculty before applying for admission for further information. Proficiency is measured either

1. Students who wish to present a native language to fulfill a Group A admission requirement should contact the Faculty before applying for admission for further information. Proficiency is measured either by a test, administered by the University if such can be

by a test, administered by the University if such can be arranged, or by boards of examiners appointed by the University. Candidates having passed the required test of an Aboriginal language have their averages calculated on the remaining four matriculation subjects.

2. Advanced Placement: Applicants who do not hold credit in prerequisite courses, but who feel they have sufficient knowledge, may be permitted registration in an upper level course. A placement test may be administered. These tests are normally conducted for language courses (e.g., Cree). See also [Advanced Placement](#).
3. For a minor in **Political Science** students should present Social Studies 30 or 30-1.
4. For a minor in **Psychology** students should present Mathematics 30-1.

[no changes until...]

### ***BA (Native Studies)/BSc in Environmental and Conservation Sciences Combined Degrees***

This program consists of ★150 to fulfill both degree requirements. To gain admission to the five-year program students can apply to either the Faculty of Native Studies or the Faculty of Agricultural, Life and Environmental Sciences. Students will remain in the Faculty to which they were admitted for the duration of their program.

For application deadlines see [Undergraduate Application Deadlines for Admission and Readmission](#).

Please refer to [BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees—Human Dimensions of Environmental Management Major](#) and [BA in Native Studies/BSc in Environmental and Conservation Sciences Combined Degrees](#).

#### **I. High School Applicants**

##### **Subject Requirements**

1. English Language Arts 30-1
2. Chemistry 30
3. Biology 30
4. Mathematics 30-1
5. Subject from Group A (Social Studies 30 or

arranged, or by boards of examiners appointed by the University. Candidates having passed the required test of an Aboriginal language have their averages calculated on the remaining four matriculation subjects.

2. Advanced Placement: Applicants who do not hold credit in prerequisite courses, but who feel they have sufficient knowledge, may be permitted registration in an upper level course. A placement test may be administered. These tests are normally conducted for language courses (e.g., Cree). See also [Advanced Placement](#).
3. For a minor in **Political Science** students should present Social Studies 30 or 30-1.
4. For a minor in **Psychology** students should present Mathematics 30-1 **or Mathematics 30-2**.

[no changes until...]

### ***BA (Native Studies)/BSc in Environmental and Conservation Sciences Combined Degrees***

This program consists of ★150 to fulfill both degree requirements. To gain admission to the five-year program students can apply to either the Faculty of Native Studies or the Faculty of Agricultural, Life and Environmental Sciences. Students will remain in the Faculty to which they were admitted for the duration of their program.

For application deadlines see [Undergraduate Application Deadlines for Admission and Readmission](#).

Please refer to [BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees—Human Dimensions of Environmental Management Major](#) and [BA in Native Studies/BSc in Environmental and Conservation Sciences Combined Degrees](#).

#### **I. High School Applicants**

##### **Subject Requirements**

1. English Language Arts 30-1
2. Chemistry 30
3. Biology 30
4. Mathematics 30-1
5. Subject from Group A (Social Studies 30 or 30-1 recommended), B, C, or Aboriginal Studies 30, or Macroeconomics 30 and Microeconomics 30, or a minimum of five

|   |  |
|---|--|
| <p>30-1 recommended), B, C, or Aboriginal Studies 30, or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Community Health, Foods, Forestry, or Wildlife.</p> <p><b>II. Nonmatriculated Applicants</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>1. English Language Arts 30-1</li> <li>2. Biology 30</li> <li>3. Chemistry 30</li> <li>4. Mathematics 30-1</li> </ol> <p>An interview process may be required for mature students who lack formal requirements but present academic potential and/or relevant work experience.</p> <p><b>III. Transfer Applicants</b><br/>Students may transfer into the Combined Degrees program provided that they have successfully completed at least ★24 transferable to the University of Alberta with a GPA of 2.0 or greater and meet all admission requirements (see <a href="#">BA in Native Studies</a>).</p> <p>- See more at:<br/><a href="http://calendar.ualberta.ca/content.php?catoid=6&amp;navoid=944#sthash.6hNV2cHl.dpuf">http://calendar.ualberta.ca/content.php?catoid=6&amp;navoid=944#sthash.6hNV2cHl.dpuf</a></p> | <p>credits in Career and Technology subjects at the Advanced level from the following strands: Agriculture, Community Health, Foods, Forestry, or Wildlife.</p> <p><b>II. Nonmatriculated Applicants</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>1. English Language Arts 30-1</li> <li>2. Biology 30</li> <li>3. Chemistry 30</li> <li>4. Mathematics 30-1</li> </ol> <p>An interview process may be required for mature students who lack formal requirements but present academic potential and/or relevant work experience.</p> <p><b>III. Transfer Applicants</b><br/>Students may transfer into the Combined Degrees program provided that they have successfully completed at least ★24 transferable to the University of Alberta with a GPA of 2.0 or greater and meet all admission requirements (see <a href="#">BA in Native Studies/BSc in Environmental and Conservation Sciences Combined Degrees [Nonmatriculated Applicants]</a>).</p> <p>- See more at:<br/><a href="http://calendar.ualberta.ca/content.php?catoid=6&amp;navoid=944#sthash.6hNV2cHl.dpuf">http://calendar.ualberta.ca/content.php?catoid=6&amp;navoid=944#sthash.6hNV2cHl.dpuf</a></p> |
|---|--|

**Rationale:**

I) Changes reflect those made by the Psychology Department prerequisites.

II) Changes in ENCS transfer admission requirements reflect admission requirements required for specific course routing. BA in Native Studies general admission is does not require students to have MATH 30-1, BIOL 30 and CHEM 30, which are prerequisites for many ENCS courses.

**Faculty of Native Studies  
Academic Planning and Undergraduate Programs  
2017/18**

**Calendar Change Request Form**

**Implementation:**    NORMAL                       EARLY

**Type of Change:**    PROGRAM Change

|         |          |
|---------|----------|
| Current | Proposed |
|---------|----------|

**Undergraduate Application Procedures**

*Native Studies*

[...]

| Admission             | Readmission           | Other Requirements |
|-----------------------|-----------------------|--------------------|
| Application Documents | Application Documents |                    |

**University Credit Certificate in Aboriginal Governance and Partnership**

|           |       |  |       |         |  |
|-----------|-------|--|-------|---------|--|
| Fall Term | May 1 | Postsecondary transfer applicant - June 15 | May 1 | June 15 | Resumé June 15 (see <a href="#">Certificate in Aboriginal Governance</a> ) |
|-----------|-------|--|-------|---------|--|

**Undergraduate Application Procedures**

*Native Studies*

[...]

| Admission             | Readmission           | Other Requirements |
|-----------------------|-----------------------|--------------------|
| Application Documents | Application Documents |                    |

**University Credit Certificate in Aboriginal Governance and Partnership**

|           |       |  |       |         |  |
|-----------|-------|--|-------|---------|--|
| Fall Term | May 1 | Postsecondary transfer applicant - June 15 | May 1 | June 15 | Resumé June 15 (see <a href="#">Certificate in Aboriginal Governance</a> ) |
|-----------|-------|--|-------|---------|--|

|  |               |             |             |             |                                  |  |
|--|---------------|-------------|-------------|-------------|----------------------------------|--|
|  |               |             |             |             | <a href="#">and Partnership)</a> |  |
|  |               |             |             |             | <a href="#">and Partnership)</a> |  |
|  | Winter Term   | November 15 | November 15 | November 15 | November 15                      | Resumé November 15<br>(see <a href="#">Certificate in Aboriginal Governance and Partnership)</a> ) |
|  | Spring/Summer | March 1     | March 31    | March 1     | March 31                         | Resumé March 31<br>(see <a href="#">Certificate in Aboriginal Governance and Partnership)</a> )    |

**Rationale:**

- There are requests from potential students to begin the Certificate program in different semesters, not just the fall term. This will provide more accessibility to the program for students.

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for an Embedded Graduate Certificate in School Administration Leadership, Faculty of Graduate Studies and Research and Faculté Saint-Jean.**

**Motion:** THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Graduate Credit Certificate in School Administration Leadership, as submitted by the Faculty of Graduate Studies and Research and Faculté Saint-Jean, and as set forth in Attachment 1, to take effect Winter 2017.

**Item**

|                  |   |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation  |
| Proposed by      | Heather Zwicker, Dean, Faculty of Graduate Studies and Research<br>Samira ElAtia, Director of Graduate Studies, Faculté Saint-Jean.       |
| Presenter        | Samira ElAtia, Director of Graduate Studies, Faculté Saint-Jean;<br>Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research |

**Details**

|   |   |
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| Responsibility                                      | Provost and Vice-President (Academic)   |
| The Purpose of the Proposal is (please be specific) | This is an embedded graduate certificate program. All applicants must be currently registered in the Faculty of Graduate Studies and Research in the Master Education program (MEd) of Faculté Saint-Jean. The four courses (total *12) in the certificate will give students a deeper understanding of leadership in school administration. They are offered in French and will look specifically at Francophone and French Immersion Education.   |
| The Impact of the Proposal is                       | We foresee a positive impact for the MEd program, on Faculté Saint-Jean (FSJ) and on the University as a whole.<br>1.The Graduate Certificate in School Administration Leadership/ <i>Administration scolaire</i> will be a tool that will help us with retention in the MEd program.<br>2. Although the Department of Educational Policy Studies offers graduate programs in educational administration and leadership, this certificate is very unique; no other program is offering an embedded certificate on the topic in French that takes into consideration the realities and legal implications for both francophone and French immersion contexts. The Faculty of Education does not offer such a certificate either.<br>3. We can attract more students in the field to the MEd program who will be interested by the certificate. Since our master's program is on-line, we can have students from across Canada and maybe beyond, who would like to know more and get a certificate in school administration.<br>4. Students can complete the embedded certificate requirements while meeting the MEd program requirements. No additional courses are necessary. |
| Replaces/Revises (eg, policies, resolutions)        | n/a   |
| Timeline/Implementation Date                        | To be implemented January 1, 2017   |
| Estimated Cost and funding source                   | n/a   |



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| Next Steps (ie.:<br>Communications Plan,<br>Implementation plans) |  |
| Supplementary Notes and<br>context                                |  |

**Engagement and Routing** (Include meeting dates)

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| Participation:<br>(parties who have seen the<br>proposal and in what capacity)<br><br><For further information see<br>the link posted on the<br><a href="#">Governance Toolkit section</a><br><a href="#">Student Participation Protocol</a> > | <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>• The superintendents of the 4 Francophone school boards of Alberta</li> <li>• Mrs Dolor se Nolette and Mr. Dan Haley, Francophone and Immersion Programs</li> </ul>   |
|  | <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• Monique Gravel, Alberta Teachers' Association</li> <li>• Paul Amoureux and Monique Belanger, Alberta Education</li> <li>• Kate Peters, Portfolio Initiatives Manager</li> <li>• Nat Kav, Vice-Provost (Programs)</li> <li>• Debby Burshtyn, Vice Dean FGSR</li> <li>• Janice Hurlburt, Graduate Governance and Policy Coordinator</li> <li>• Heather Kanuka, Graduate Coordinator, Educational Policy Studies</li> <li>• Lynn McGarvey, Vice Dean, Faculty of Education</li> <li>• GFC Academic Standards Committee Subcommittee on Standards – December 1, 2016</li> </ul> |
|  | <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• Dr Gour and Dr Arnal: course developers, did the initial surveys and studies</li> <li>• Yvette D'entremont (Associate Dean Academic)</li> <li>• Samira ElAtia (Director of Graduate Studies, Facult  St-Jean)</li> </ul>   |
| Approval Route (Governance)<br>(including meeting dates)   | Facult  Saint-Jean Executive Committee, June 10, 2016, approved<br>Facult  Saint-Jean Council, October 28, 2016, approved<br>Faculty of Graduate Studies and Research Council, November 23, 2016, approved<br>GFC Academic Standards Committee - December 15, 2016   |
| Final Approver   | GFC Academic Standards Committee   |

**Alignment/Compliance**

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| Alignment with Guiding Documents | <p><b><i>For the Public Good</i></b></p> <p>GOAL: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>Strategy i: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university's faculty members to the needs of diverse learner communities.</p> <p>Strategy ii: Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional</p> |
|----------------------------------|--|

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|  | <p>education.<br/>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.<br/>Objective 14: Inspire, model, and support excellence in teaching and learning.<br/>Strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p><b>The 2016 Comprehensive Institution Plan</b><br/>“TEACHING AND LEARNING This is the core activity of the university—supporting undergraduate and graduate students, researchers, and scholars, as well as accomplished members of professions who need to refresh their educations to advance their positions in industry or to advance industry itself.”</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><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. UAPPOL Admissions Policy:</b> “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.”</p> <p><b>3. UAPPOL Admissions Procedure:</b> “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).”</p> <p><b>4. UAPPOL Academic Standing Policy:</b> “All current academic standing regulations, including academic standing categories,</p> |

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|  | <p>University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p><b>5. UAPPOL Academic Standing Regulations Procedures:</b> “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.”</p> <p><b>6. GFC Academic Standards Committee Terms of Reference (Mandate):</b><br/>“G. Certificates (All Faculties): Approval Route<br/>GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).”</p> |
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Attachments (each to be numbered 1 - <>)

1. Proposal for new Embedded Graduate Certificate in School Administration Leadership (page(s) 1 - 4)
2. Calendar Change Request for 2016-2017 (page 1)
3. Library Impact Statement (page 1)

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator

**Program Approval Template  
Embedded Credit Certificates**

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

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

| <b>Section A: Basics</b>  |   |  |  |
|---|---|--|--|
| <b>Program Name</b>   | Embedded Graduate Certificate in School Administration Leadership (Certificat supérieur <u>intégré</u> en Administration scolaire)  |  |  |
| <b>Sponsoring Faculty/ Academic Unit</b>  | Faculté Saint-Jean (FSJ) & Faculty of Graduate Studies and Research (FGSR)  |  |  |
| <b>Contact information</b>  | Name and Title  | Samira ElAtia<br>Director of Graduate Studies<br>Associate Professor |  |
|   | Phone   | 780-485-8630   |  |
|   | Email   | <a href="mailto:selatia@ualberta.ca">selatia@ualberta.ca</a>         |  |
| <b>Institution(s)</b><br>If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential. | N/A   |  |  |
| <b>Units of Course Weight</b>   | <p>*12 credits in total: 4 specified courses, each course weighs *3 credits</p> <p>These 4 courses can be taken as a part of the graduate Master of Education (M Ed) program at Faculté Saint-Jean. The M Ed thesis-based program requires a total of 7 courses (*21) plus a thesis, and for the M Ed course-based program requires a total of 9 courses (*27) plus a capping exercise. Students in both the thesis-based and course-based MEd programs can take the 4 specified courses and qualify for the embedded certificate.</p> <p>This is similar to the embedded graduate certificate in Mathematical and Statistical Sciences, where the graduate certificate is 3 courses (*9) total from a specified list, taken as part of an MSc thesis-based program that requires 6 courses (*18) and a thesis, or an MSc course-based program that requires 8 courses (*24) and a project.</p> |  |  |
| <b>Program Synopsis</b><br>Describe the program. Include curriculum content, target student group, target employment, further                                     | The Master of Education (MEd) programs, both course-based and thesis-based, at FSJ have been in place since 1994. On average 30 students are enrolled in the program. The large majority of these students are taking it on a part-time basis because they are practitioners in the field: teachers, administrators at schools,   |  |  |

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| <p>education options, etc.</p> | <p>schools boards, or with Alberta Education. For these students, the main objective for continuing their education is to further their careers in their respective teaching environment either as vice-principals, principals, lead teachers, administrators in schools board, etc.</p> <p>Learning outcomes: the purpose of these four courses is to allow students a deeper understanding of leadership in school administration. They are offered in French and will look specifically at Francophone and French Immersion Education. They will learn about the research and theoretical basis for school leadership. They will learn about various angles and applications of leadership within school administration. Lastly, within the last course, they will do field experience where they will be placed within a school administrative context to learn more hands on about leadership.</p> <p>Number of courses: four courses:</p> <p>M EDU 540 : Dimensions politiques et administratives de l'éducation bilingue<br/> M EDU 560 : L'administration de l'éducation<br/> M EDU 561 : Formation des habiletés de supervision et de leadership<br/> M EDU 562 : Stage pratique de direction</p> <p>Delivery format: The MEd program at FSJ is delivered in two ways: the first format allows students within the greater Edmonton as well as within the center of the province to attend classes face to face, Friday night and Saturday (9 hours) 4 times a semester. In this live-delivery format, students can either be present or follow the classes via a live web-delivery system (Acrobat Connect is currently used). The second format is a completely on-line format, where students follow the courses during the semester, and submit their work on-line. The MEd courses that count for this certificate will be offered in the same way.</p> |
|--------------------------------|---|

| <b>Section B: Rationale, Implications and Impact</b>  |   |
|---|---|
| <p><b>Rationale for Introduction of Certificate</b></p> <p>Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.</p> | <p>All the professional students taking the MEd at FSJ are interested in furthering their career in school administration. On average, 30<sup>1</sup> students are registered in the program at any given year; sometimes this number can go as high as 80 and can go as low as 20 active graduate students. The majority of our students choose to take the courses on leadership and school administration. They have shown a keen interest in furthering their education in this particular sub-field given their extrinsic interest for their careers. By offering this certificate, we want to better prepare graduates for such careers in school leadership and offer recognition of the coursework through a certificate. These educators who are working in the field aspire to lead in their respective work environment, be it in the schools as lead teachers, as principals and vice-principals, within agencies that govern the teaching professions such Alberta Teachers' Association (ATA), Alberta Education, School boards, etc.</p> <p>Within FSJ, we constantly receive requests for courses in academic administration and leadership. This certificate arose as the highest priority from the needs analysis study with students in the program, consultations with the Francophone school</p> |

<sup>1</sup> This would be the average at the moment for the last 5 years. However, we have seen a drop in the numbers lately with the budget cuts at school boards. By introducing the embedded certificates we hope to increase our numbers

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|  | <p>boards and directors and superintendents. These consultations helped us decide that this will be the first embedded certificate to be offered within FSJ Masters of Education.</p> <p>The ATA and the four Francophone school boards, the professional bodies within the province, will recognize this certificate and have already written and sent letter of support for it.</p> <p>This embedded certificate is also supported by the Faculty of Education. In fact, from our meetings on this topic, we were able to identify other bilingual projects that FSJ and the Faculty of Education can collaborate on with the creation of other joint initiatives for embedded certificates and graduate programs.</p>  |
| <p><b>Vision and Academic Plan</b><br/> How does the proposed program connect to the University’s vision<br/> How does the program further the University’s Academic Plan?</p> | <p>The graduate program at Faculté Saint-Jean is uniquely situated to advance the “<a href="#">Comprehensive Institutional Plan “(2016)</a> among educators in the second official language of Canada. Educators in Western Canada (British Columbia, Alberta and Saskatchewan) look to the FSJ which for 5 decades now plays a pivotal role in the Alberta Teacher Education Program. Most of educators come to FSJ to further their graduate studies. These are the leaders of education in the French Immersion programs and Francophone school boards in the Francophone community and to support the national commitment to language diversity.</p> <p>We hope to also reach to Francophone Educational Programs outside of Canada whose linguistic realities are almost identical to ours in Canada: dual languages. With this embedded certificate, we aim to build collaboration with <i>Agence universitaire francophone</i> and the <i>Institut national de recherche scientifique</i>, so that we can:</p> <ol style="list-style-type: none"> <li>1. have more international francophone educators enrolling in our programs</li> <li>2. further our understanding of bilingual education,</li> <li>3. build research partnership and graduate development programs,</li> <li>4. foster a north-south research and social relationship mostly with African francophone countries.</li> </ol> <p>Alignment with “For the Public Good”</p> <ol style="list-style-type: none"> <li>1) OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. <ol style="list-style-type: none"> <li>i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</li> </ol> </li> <li>9) OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. <ol style="list-style-type: none"> <li>ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students’ and applicants’ access to French-language services.</li> </ol> </li> </ol> |

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| <p><b>Resource Implications</b><br/>Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>  | <p>No supplementary resources will be needed in order to implement this embedded certificate.</p> <p>For students to receive this certificate, they would have to take 12 credits on the subject (a sequence of four courses, three credits each). Each year, we offer two of the four courses dealing with school administration (please see the list of the four courses below). These courses are open to all students in the program; the four courses will be on a two years rotation. We will not need extra faculty or extra resources to offer the certificate since the courses exist and are offered on a rotational basis each semester. In order to offer more advanced topics on the subject of school administration and leaderships, professors can develop new and advanced courses under the open seminar course MEDU 586.</p>   |
| <p><b>Enrolment</b><br/>Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>   | <p>We foresee a large number of students interested in this certificate based on the high enrolment in the courses in the current pool of students. In addition, many of them choose to write their capping projects on topics related to school administration. We estimate that about 80% of the students in this program will be interested in following this certificate.</p>   |
| <p><b>Implications of Introduction of the Credit Certificate</b><br/>Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p>  | <p>We foresee a positive impact for the MEd program, on FSJ and on the UA as whole.</p> <ol style="list-style-type: none"> <li>1. The Graduate Certificate in School Administration Leadership/<i>Administration scolaire</i> will be a tool that will help us with retention in the MEd program.</li> <li>2. Although the department of Educational Policy Studies offers graduate degree programs in Educational Administration and Leadership, this certificate is very unique, no other program is offering an embedded certificate on the topic in French that takes into consideration the realities and legal implications for both francophone and French immersion contexts. The Faculty of Education does not offer such a certificate either.</li> <li>3. We can attract more students in the field to the MEd program who will be interested by the certificate. Since our master's program is on-line, we can have students from across Canada and maybe beyond, who would like to know more and get a certificate in school administration.</li> <li>4. Students can complete the embedded certificate requirements while meeting the program requirements. No additional courses are necessary.</li> </ol> |
| <p><b>Consultation</b><br/>Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p> | <p>Since we already have the sequence of courses in the calendar, we do not foresee any impact or change to any other unit at the university. The student must complete the degree program in order to receive the embedded graduate certificate. CSJ will complete 2 Reports of Completion forms, one for the degree and one for the certificate and will submit both to FGSR who will confirm completion of the requirements for both the degree and the certificate and will update the student record for convocation. The student will receive (1) parchment for the M Ed degree and (1) certificate, in addition it will be displayed in the Conferred Degree section at the top of the transcript. The official name of the certificate will be in French (similar to our degree programs). The template for the Graduate Certificate is already in place with the Convocation Office.</p>   |

| <b>Appendices</b>   |   |
|---|---|
| <p><b>Appendix A – curriculum and program structure</b><br/>List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p> | <p>M EDU 540 Dimensions politiques et administratives de l'éducation bilingue<br/>* (fi 6) (l'un ou l'autre semestre, 3-0-0). Étude des structures de l'éducation française et bilingue dans les diverses provinces canadiennes et du rapport existant entre ces structures et le contexte sociopolitique. Peut comprendre des sections Alternative Delivery; veuillez consulter le Fees Payment Guide dans la section University Regulations and Information for Students de l'annuaire.</p> <p>M EDU 560 L'administration de l'éducation<br/>* (fi 6) (l'un ou l'autre semestre, 3-0-0). Étude approfondie de concepts d'administration. Les rôles du gestionnaire de l'éducation. Gestion des ressources humaines et financières en éducation. Examen des problèmes en milieu d'éducation et analyse de solutions administratives pertinentes. Peut comprendre des sections Alternative Delivery veuillez consulter le Fees Payment Guide dans la section University Regulations and Information for Students de l'annuaire</p> <p>M EDU 561 Formation des habiletés de supervision et de leadership<br/>* (fi 6) (l'un ou l'autre semestre, 3-0-0). Principes, organisation et techniques de supervision. Le développement des habiletés de leadership en gestion, particulièrement pour l'éducation en français. Peut comprendre des sections Alternative Delivery; veuillez consulter le Fees Payment Guide dans la section University Regulations and Information for Students de l'annuaire.</p> <p>M EDU 562 Stage pratique de direction<br/>* (fi 6) (l'un ou l'autre semestre, 3-0-0). Vise à développer des habiletés en observation, en entrevues, en animation de groupes et en réflexion lors de visites dans des écoles et en travaillant avec la direction des écoles.</p> |
| <p><b>Appendix B – other</b><br/>Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>   | <p>Letters of Support :</p> <ul style="list-style-type: none"> <li>- Fédération des conseils scolaires de l'Alberta (Alberta francophone school boards and superintendants)</li> <li>- Alberta Teachers' Association</li> <li>- Faculty of Education</li> </ul> <p>Consultations:</p> <ul style="list-style-type: none"> <li>- Mrs. Monique Gravel, ATA</li> <li>- Mr. Donald Michaud, Director of Fédération des conseils scolaires de l'Alberta</li> <li>- The superintendents of the 4 Francophone school boards of Alberta</li> <li>- Dr. Marc Arnal and Dr. Noel Gour (course developers and instructors, as well as initial studies and surveys)</li> <li>- Mrs Dolorèse Nolette and Mr. Dan Haley, Francophone and Immersion Programs</li> <li>- Dr. Heather Kanuka, Graduate program director, Department of Educational policy studies</li> <li>- Dr. Lynn McGarvey, Vice-Dean, Faculty of Education</li> </ul>  |



## Appendix A – curriculum and program structure

FGSR (Faculté Saint-Jean)  
Course and Program Changes  
2017-2018

| CURRENT   | PROPOSED   |
|---|--|
| <p><b>Faculté Saint-Jean</b></p> <hr/> <p>8406, rue Marie-Anne Gaboury (91 St.)<br/>Edmonton, Alberta T6C 4G9<br/>E-mail: <a href="mailto:fsj@gpu.srv.ualberta.ca">fsj@gpu.srv.ualberta.ca</a></p> <p><b>The Degree of MEd</b><br/>.....</p> <p>[NEW]</p> | <p><b>Faculté Saint-Jean</b></p> <hr/> <p>8406, rue Marie-Anne Gaboury (91 St.)<br/>Edmonton, Alberta T6C 4G9<br/>E-mail: <a href="mailto:maitrise@csj.ualberta.ca">maitrise@csj.ualberta.ca</a></p> <p><b>The Degree of MEd</b><br/>.....</p> <p><b><u>The Graduate Certificate in School Administration Leadership</u></b></p> <p><b><u>Entrance Requirements</u></b></p> <p><u>This is an embedded certificate program. All applicants must be currently registered in the Faculty of Graduate Studies and Research in the Master of Education program (MEd) of Faculté Saint-Jean.</u></p> <p><u>Students may apply at any time after admission to the MEd program, but are advised to apply early to accommodate course selection. For more information, visit our website at <a href="https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures">https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures</a>, or e-mail <a href="mailto:maitrise@ualberta.ca">maitrise@ualberta.ca</a>.</u></p> <p><b><u>Program Requirements</u></b></p> <p><u>Requirements for the graduate certificate in School Administration Leadership consist of the satisfactory completion of the following four courses:</u></p> <ul style="list-style-type: none"> <li>• <u>M EDU 540 - Dimensions politiques et administratives de l'éducation bilingue.</u></li> <li>• <u>M EDU 560- L'administration de l'éducation</u></li> <li>• <u>M EDU 561 - Formation des habiletés de supervision et de leadership</u></li> <li>• <u>M EDU 562 - Stage pratique de direction.</u></li> </ul> <p><b><u>Length of Program</u></b></p> <p><u>All program requirements must be completed during the student's graduate degree program.</u></p> |

**Maîtrise en sciences de l'éducation**

...

**Maîtrise en sciences de l'éducation**

...

**Certificat supérieur en administration scolaire****Conditions d'admission**

Ceci est un programme de certificat intégré. Tous les candidats doivent être inscrits à la *Faculty of Graduate Studies and Research* dans le programme de Maîtrise en sciences de l'éducation (MEd) de la Faculté Saint-Jean.

Les étudiants peuvent s'inscrire au certificat à tout moment après leur admission au programme de MEd, mais on conseille de faire la demande tôt pour s'assurer des choix de cours. Pour plus d'informations, visitez notre site Web à <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail [maitrise@ualberta.ca](mailto:maitrise@ualberta.ca).

**Exigences du program**

Pour obtenir le certificat supérieur en administration scolaire l'étudiant doit réussir les quatre cours suivants:

- M EDU 540 - Dimensions politiques et administratives de l'éducation bilingue,
- M EDU 560- L'administration de l'éducation
- M EDU 561 - Formation des habiletés de supervision et de leadership
- M EDU 562 - Stage pratique de direction.

**Durée du programme**

Toutes les exigences du certificat doivent être complétées au cours du programme de Maîtrise en sciences de l'éducation (MEd).

## Consultation Process -- 2015-2016

Samira ElAtia

October 2015:

I held an initial meeting with Yvette D'entremont (Associate Dean Academic) about the Embedded Certificate (EC) in school leadership. We shared tasks to investigate the project

October 2015:

I contacted Kate Peters at the provost office to have the right form for the EC.

October 2015:

I sent emails requesting letters of support to Paul Lamoureux et Monique Bélanger at Alberta Education.

November 2015:

I did a first draft based on the initial meeting/conversation that I have with Yvette.

November 2015:

I had a meeting Dr. Arnal, requesting from him a letter of support. In 2007, Dr. Arnal lead the work on the whole graduate program in "administration scolaire." He holds a PhD on the topic and has been the FSJ faculty member to teach these courses. He will provide a letter of support.

He recommended (1) I contacted Dr. Gour for further information, and (2) to get from the administration the documents he has previously prepared on this certificate and Masters on leadership.

November 2015:

I met with several times with Dr. Gour who has extensively taught the graduate courses on leadership; he has also designed some of these courses. He will provide a letter of support.

He also informed me that he had drafted a complete document for the a "stand alone certificate;" he also documented all the process for the courses developments on leadership. He informed me that he gave all materials to the dean's office in paper and in floppy disk format. He recommends that I try to locate these information since they will provide a basis for the learning outcomes and provide a history.

Based on these meetings and recommendations, I was able to complete a first draft.

November 2015:

I sent the initial draft to Kate Peters for personal feedback. Her feedback was thorough. I updated the documents.

November 2015:

Second meeting with Yvette D'Entremont to discuss this draft and request of feedback to move forward.

December 2015:

Meeting with Kate Peters to discuss process.

January 2016:

Meeting with Dr. Arnal

February 2016

Meetings with Dr. Burshtyn and Mrs. Janice Hurlburt. Dr. Burshtyn is the Associate Dean FGSR responsible for programs and Mrs Hurlburt is the Graduate Governance and Policy Coordinator at FGSR

Second meeting with Kate peters

Meeting with directors of the four "Conseil Scolaire"

Meeting with Dan Haley, Principle of a Francophone

Meeting with Monique Gravel , Executive Staff Officer, Professional Development, ATA

March 2016

Meeting with Dr. Yvette D'Entremont for an update on the letter of supports, the template document, and process.

April 2016

Education sector of FSJ approves EC

Meeting with Graduate coordinator at the Department of Educational Policy Studies. They are enthusiastic about the project and approve the EC to go forward: it does not clash with their program.

May 2016

Meeting at the Provost office for discussion of formal proposal: Ms. Kate Peter, Dr. Nat Kav, and Dr. Debby Burshtyn

CPA approves EC

June 2016

Meeting with a delegation from the dean's office at the the Faculty of Education to get final approval.

Fall 2016 (September-October)

Formal proposition to FGSR -- Janice Hurlburt

FSJ council

FGSR council

*October 22, 2010*

845 Education South  
11210 – 87 Ave  
Edmonton, Alberta, Canada T6G 2G5  
Tel: 780.492.3751  
Fax: 780.492.0236  
[www.education.ualberta.ca](http://www.education.ualberta.ca)

September 16, 2016

RE: Graduate Embedded Certificate in School Administration Leadership

The Faculty of Education, University of Alberta has had an opportunity to read the proposal for the embedded certificate in School Administration Leadership and meet with the Dean and Director of Graduate Studies at Campus Saint-Jean. This letter is to indicate our full support of the certificate.

We believe that the certificate would be of great interest and benefit to graduate students in school leadership. In our discussions we recognized that the certificate may provide us with an opportunity to collaborate in ways we have not done so in the past—perhaps by sharing information about the content of the courses and encouraging our French speaking students to participate in CSJ classes.

Please do not hesitate to contact me if further information is needed.

Regards,



Lynn McGarvey  
Vice Dean and Associate Dean, Academic  
[lynn.mcgarvey@ualberta.ca](mailto:lynn.mcgarvey@ualberta.ca)

March 21, 2016  
Edmonton, Alberta

Samira ElAtia,  
Directrice des études supérieures  
Faculté Saint-Jean,  
Université de l'Alberta

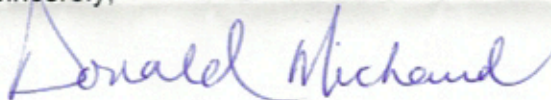
Madame ElAtia,

On behalf of the four Francophone School Authorities of Alberta, please accept this letter of support for the *Embedded Certificates* presently proposed by Faculté Saint-Jean. These certificates have significant potential in supporting leadership and management training needs for school leadership. It appears that the proposed content along with the different delivery formats and accreditation possibilities will answer to most of the potential participants' needs.

Indeed, this type of training is something we have explored with previous Deans of Faculté Saint-Jean. We are happy to see that this endeavour is now moving forward.

We look forward to collaborating with the University of Alberta to launch these programmes and to eventually encourage participation.

Sincerely,



Donald Michaud  
Executive Director, Fédération des conseils scolaires francophones de l'Alberta (FCSFA)

CC. Pierre Yves Mocquais, doyen Campus St-Jean, University of Alberta  
Heather Zwicker, Dean of Graduate Studies and Research, University of Alberta



# The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

T 780-447-9400 or 1-800-232-7208

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www.teachers.ab.ca

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Past President

Gordon R Thomas PhD  
Executive Secretary

Dennis E Theobald  
Associate Executive Secretary

Sharon L Vogrinetz  
Assistant Executive Secretary

2016 04 15

Dr Samira ElAtia  
Director of Graduate Studies  
Associate Professor of Education  
Campus Saint-Jean  
8406 rue Marie-Anne Gaboury  
Edmonton AB T6C 4G9

Dear Dr ElAtia

Please accept this short correspondence indicating the profession's support for the new Embedded Certificate in school leadership and administration within your Master of Education program. The focus of the program is within an identified need of future administrators in Alberta.

Upon review of the program the proposed coursework will be of benefit to French-speaking teachers who enroll in the program. Additionally, offering programs such as this allows teachers to build their level of expertise in educational leadership while at the same time fulfilling their professional commitment to continuous lifelong learning. The Association's support for such programs can be found within our Teacher Education and Certification policy 2.A.42 which states:

**"2.A.42** Alberta universities should provide expanded opportunities for further education in the following ways:

1. Off-site courses
2. Flexible scheduling
3. Modified residency requirements
4. Portability of course credits
5. Extended time limits
6. Alternate delivery

[1991/94/97/2000/07]."

... continued

ElAtia, 2016 04 15, p 2

Once again, I am pleased to hear Campus Saint-Jean is offering students an opportunity to focus their studies in this area and wish you success in offering the embedded certificate.

Sincerely



Gordon R Thomas  
Executive Secretary

GRT/ak





**NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION**

Proposal for Embedded Graduate Certificate in School Administration (Fr: Certificat supérieur intégré en Administration scolaire)  
 Proposed implementation date: January 2017

The Library has examined the proposal for Embedded Graduate Certificate in School Administration at the Campus Saint-Jean (CSJ). We anticipate that the new program will not incur any additional costs for Library acquisitions or services.

Embedded Graduate Certificate in School Administration Leadership (Certificat supérieur intégré en Administration scolaire) will be a 4 course (12 credits) program offered in French for current graduate students at the Campus Saint-Jean. The purpose is to allow students a deeper understanding of leadership in school administration and to strengthen their knowledge of research in this area. The accent of the program will be on the context of Francophone and French Immersion Education.

University of Alberta Libraries (UAL) provides 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 area. Our ongoing monographic approval plan collection profiles are aligned to support this content. UAL subscribes to the major journals/journal packages in this field, therefore no funding for new subscriptions is required. The proposed program will be supported by databases currently subscribed to by UAL including: *Eric*, *Erudit*, *CBCA Education* and *ProQuest Education Journals*. We are confident of the Library's current ability to support the program collections needs and any additional costs it might entail.

The program can be supported through the existing library facilities and services that are offered to the Faculty Saint-Jean. In-class library instruction and one-on-one student and faculty consultations will be provided by our designated Liaison Librarian to the section of Education at the CSJ.

Executive summary of costs:

| <b>Total Costs</b>                      | <b>Start Up</b> | <b>On going (expected annual maintenance costs)</b> |
|---|-----------------|---|
| 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>  |

The proposed program should have no impact on Library staff, facilities 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.

Signed:



Tatiana Usova,  
Head, Bibliothèque Saint-Jean



Sharon Murphy  
Associate University Librarian, Public Services

Dated: December 9th, 2017

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed changes to Existing Admission Requirements, Master of Education and doctoral programs in the Department of Secondary Education, Faculty of Graduate Studies & Research**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Existing Admission Requirements, Master of Education and doctoral programs, Department of Secondary Education, as submitted by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be published in the 2017-2018 calendar for students admitted in 2018.

**Item**

|                  |   |
|------------------|---|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation  |
| Proposed by      | Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research<br>Catherine Adams, Associate Chair, Department of Secondary Education |
| Presenter        | Catherine Adams, Associate Chair, Department of Secondary Education<br>Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research            |

**Details**

|   |  |
|---|--|
| Responsibility  | Provost and Vice-President (Academic)  |
| The Purpose of the Proposal is (please be specific)         | The Department of Secondary Education is raising the admission GPA requirement for the doctoral programs to 3.5 and for both master's and doctoral programs raising the required TOEFL score to 580 (paper-based) or equivalent. |
| The Impact of the Proposal is                               | The program has been able to meet their desired graduate student numbers with applicants who have these higher AGPAs and ELP scores in the past few years, so they wanted to make it official in the Calendar.                   |
| Replaces/Revises (eg, policies, resolutions)                | Existing entrance requirements.  |
| Timeline/Implementation Date                                | 2017-2018 Calendar for students admitted in 2018.  |
| Estimated Cost and funding source                           | n/a  |
| Next Steps (ie.: Communications Plan, Implementation plans) | The website for the graduate programs in the Department of Secondary Education is being updated.   |
| Supplementary Notes and context                             | n/a  |

**Engagement and Routing** (Include meeting dates)

|   |   |
|---|---|
| Participation:<br>(parties who have seen the proposal and in what capacity) | <u><i>Those who have been informed:</i></u>   |
|   | <ul style="list-style-type: none"> <li>Faculty of Graduate Studies and Research Council—September 14, 2016</li> </ul> |
| <For further information see the link posted on                             | <u><i>Those who have been consulted:</i></u>  |
|   | <ul style="list-style-type: none"> <li></li> </ul>  |

Item No. 6

|  |   |
|--|---|
| the <u>Governance Toolkit section Student Participation Protocol</u> > | <u>Those who are actively participating:</u> <ul style="list-style-type: none"> <li>• Jill McClay, Associate Dean, Graduate Studies, Faculty of Education</li> <li>• Cathy Adams, Associate Chair, Department of Secondary Education</li> </ul> |
| Approval Route (Governance) (including meeting dates)                  | Graduate Academic Affairs Council (GAAC) of the Faculty of Education, November 3, 2016<br>GFC Academic Standards Committee—December 15, 2016  |
| Final Approver   | GFC Academic Standards Committee  |

**Alignment/Compliance**

|   |   |
|---|---|
| Alignment with Guiding Documents  | <p><b><i>For the Public Good</i></b></p> <p><u>GOAL: EXPERIENCE</u>...opening doors to a lifetime of learning experiences.</p> <p>10.OBJECTIVE: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>i. Strategy: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university’s faculty members to the needs of diverse learner communities.</p> <p>ii. Strategy: Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional education.</p>   |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers) | <p>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 (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b><i>PSLA</i></b>: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b><i>UAPPOL Admissions Policy</i></b>:<br/>“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.)</p> <p>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</p> |

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. GFC Academic Standards Committee Terms of Reference (Mandate):**

“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.

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

Attachments (each to be numbered 1)

1. Attachment 1 (page(s) 1 - 3) Proposed Calendar Change, Entrance Requirements, Department of Secondary Education

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

**Proposed Calendar Changes**  
2017-2018 Calendar  
(normal implementation)

**FACULTY OF EDUCATION**

**CURRENT**

**Secondary Education [Graduate]**

Department of Secondary Education  
551 Education South  
University of Alberta  
Edmonton, Alberta T6G 2G5  
E-mail: edsegrad@ualberta.ca  
~~www.secondaryed.ualberta.ca~~

**General Information**

The Department of Secondary Education offers programs leading to the Master of Education, Doctor of Philosophy and Doctor of Education degrees. Graduate instruction in these programs is designed to develop competencies as master teachers, educators in the specific disciplines, curriculum and instruction specialists, and curriculum and instruction scholars.

Graduate programs in the Department normally include advanced studies in the following areas: ~~subject matter specialization, curriculum theory, pedagogical theory, teaching, teacher education, technology integration (interdepartmental MEd), cultural studies, and enquiry into curriculum perspectives and educational practices.~~ Programs of an interdisciplinary nature are possible. Programs for each student are designed in consultation with an advisor.

Before applying for admission, it is strongly recommended that applicants ascertain whether the intended area of study is congruent with those of the department. It is also recommended that prospective students contact professors in their area of interest to determine availability and interest. This information may be found at the Department of Secondary Education's web page (~~www.secondaryed.ualberta.ca~~).

Applications for admission are conducted on line through the Faculty of Graduate Studies and Research web page ([www.gradstudies.ualberta.ca](http://www.gradstudies.ualberta.ca))

**PROPOSED**

**Secondary Education [Graduate]**

Department of Secondary Education  
551 Education South  
University of Alberta  
Edmonton, Alberta T6G 2G5  
E-mail: edsegrad@ualberta.ca  
Website: [uab.ca/secondary](http://uab.ca/secondary)

**General Information**

The Department of Secondary Education offers programs leading to the Master of Education, Doctor of Philosophy and Doctor of Education degrees. Graduate instruction in these programs is designed to develop competencies as master teachers, educators in the specific disciplines, curriculum and instruction specialists, and curriculum and instruction scholars.

Graduate programs in the Department normally include advanced studies in the following areas: curriculum studies, curriculum perspectives, modes of inquiry, aboriginal and indigenous studies, career and technology studies (CTS), English language arts education, fine arts and media education, mathematics education, physical and health education, research methodologies, science education, second language and ESL, social studies education, teacher education, and technology in education (interdepartmental MEd). Programs of an interdisciplinary nature are possible. Programs for each student are designed in consultation with an advisor or supervisor.

Before applying for admission, it is strongly recommended that applicants ascertain whether the intended area of study is congruent with those of the department. It is also recommended that prospective students contact professors in their area of interest to determine availability and interest. This information may be found at the Department of Secondary Education's web page ([uab.ca/secondary](http://uab.ca/secondary)).

Applications for admission are conducted on line through the Faculty of Graduate Studies and Research web page ([www.gradstudies.ualberta.ca](http://www.gradstudies.ualberta.ca))

### Entrance Requirements

The Department's minimum admission requirement for the master's program is an undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, ~~a teaching certificate, representing at least two years of teaching experience, and a TOEFL score of 550 (paper-based) or 88 (Internet-based) where applicable (see §203.2.4).~~

Admission requirements for the doctoral programs are an approved master's degree with an average of at least 3.0 or equivalent ~~and a TOEFL score of 550 (paper-based) or 88 (Internet-based) where applicable (see §203.2.4).~~

### Financial Assistance

A number of graduate assistantships are available to qualified candidates for the MEd, EdD or PhD in Secondary Education for services rendered in the Department's research and teaching programs. These assistantships do not provide full support.

### The Degree of MEd (Secondary Education) [Graduate]

~~— Normally, a teaching certificate representing at least two years of teaching experience, and an undergraduate degree of appropriate quality are required for admission to MEd programs.~~

Both thesis-based and course-based Master of Education programs are available through the Department.

### Program Requirements

Students in the course-based MEd program normally must successfully complete \*27 of graduate-level courses and a final capping exercise (equivalent to \*3). Students in the thesis-based MEd program normally must successfully complete \*21 of graduate-level courses, as well as preparing and defending a

### Entrance Requirements

The Department's minimum admission requirements for the master's program is an undergraduate degree with an average of 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and two years teaching experience or equivalent.

Admission requirements for the doctoral programs are an approved master's degree with an average of at least 3.5 or equivalent. In addition, it is highly recommended that applicants have two years teaching experience or equivalent experience in a formal or informal educational context.

In the case of both master's and doctoral programs, international applicants from non-English speaking institutions must have a minimum TOEFL score of 580 (paper-based), 237 (computer-based), or a total score of 93 with a score of at least 24 on speaking and writing and 20 on reading and listening (internet-based). Other acceptable examinations include IELTS with a minimum overall band score of 7.0, with at least 6.5 on each band; MELAB with a minimum score of 90; CAEL with an overall minimum score of 70, with at least 60 on each subtest; or PTE (Academic) with an overall minimum score of 64.

### Financial Assistance

A number of graduate assistantships are available to qualified candidates for the EdD or PhD in Secondary Education for services rendered in the Department's research and teaching programs. These assistantships do not provide full support.

### The Degree of MEd (Secondary Education) [Graduate]

Both thesis-based and course-based Master of Education programs are available through the Department.

### Program Requirements

Students in the course-based MEd program normally must successfully complete \*27 of graduate-level courses and a final capping exercise (equivalent to \*3). Students in the thesis-based MEd program normally must successfully complete \*21 of graduate-



thesis.

There is no formal residency requirement for the course-based MEd. A period of residence of one academic year (fall and winter terms) is recommended for the thesis-based program.

**Length of Program**

The time taken to complete the program will vary according to the education and experience of the applicant and the nature of the research undertaken. A minimum of two years is usually required. The maximum time allowed for completion of MEd programs is four years for the thesis-based program and six years for the course-based program.

level courses, as well as preparing and defending a thesis.

There is no formal residency requirement for the course-based MEd. A period of residence of one academic year (fall and winter terms) is recommended for the thesis-based program.

**Length of Program**

The time taken to complete the program will vary according to the education and experience of the applicant and the nature of the research undertaken. A minimum of two years is usually required. The maximum time allowed for completion of MEd programs is four years for the thesis-based program and six years for the course-based program.

**Justification:** The program has been able to meet their desired graduate student numbers with applicants who have these higher AGPAs and ELP scores in the past few years, so they wanted to make it official in the Calendar.

**Approved by:** Graduate Academic Affairs Council (GAAC) of the Faculty of Education, November 3, 2016.

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Changes to Admission Requirements, Bachelor Science (Dental Hygiene Specialization) Post Diploma Degree Completion Program, Faculty of Medicine and Dentistry**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to the admission requirements, BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program, as proposed by the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect for Fall 2017.

**Item**

|                  |  |
|------------------|--|
| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by      | Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry              |
| Presenter        | Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry              |

**Details**

|   |   |
|---|---|
| Responsibility  | Provost and Vice-President (Academic)   |
| The Purpose of the Proposal is (please be specific)         | To provide clarity around admission requirements due to the removal of the Dental Hygiene Diploma Program information from the University Calendar. |
| The Impact of the Proposal is                               | To avoid confusion for all applicants to the program.   |
| Replaces/Revises (eg, policies, resolutions)                | Revises a portion of admission requirements for the BSc (Dental Hygiene Specialization) Post Diploma Degree Completion Program.                     |
| Timeline/Implementation Date                                | Fall 2017   |
| Estimated Cost and funding source                           | No additional cost  |
| Next Steps (ie.: Communications Plan, Implementation plans) |   |
| Supplementary Notes and context                             |   |

|   |  |
|---|--|
| <p><b>Engagement and Routing</b><br/>(Include meeting dates)<br/>Participation:<br/>(parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p> | <p><u><b>Those who have been consulted:</b></u></p> <ul style="list-style-type: none"> <li>• Dental Hygiene Program Advisory Committee – reviewed and approved – Sept 23, 2016</li> <li>• Department of Dentistry Council Meeting – reviewed and approved – September 29, 2016</li> <li>• Faculty Learning Committee – reviewed and approved – October 4, 2016 (FoMD Delegated body)</li> <li>• Office of the Registrar, Calendar Production – consulted/informed</li> <li>• FoMD Faculty Council Committee – consulted/informed – October 18, 2016</li> </ul> |
|---|--|

|   |  |
|---|--|
|   | <p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> <li>• Admissions Supervisor, School of Dentistry</li> <li>• Director, Dental Hygiene Program</li> </ul> |
| Approval Route (Governance) (including meeting dates) | <p>FoMD Faculty Council Committee – October 18, 2016<br/>GFC Academic Standards Committee – November 17, 2016</p>  |
| Final Approver  | GFC Academic Standards Committee   |

**Alignment/Compliance**

|  |   |
|--|---|
| Alignment with Guiding Documents   | <p><i>For the Public Good</i><br/>GOAL: <b>SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>  |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | <p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. GFC Academic Standards Committee Terms of Reference (3. Mandate)</b><br/>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the 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.”</p> <p><b>3. PSLA:</b> The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p><b>4. UAPPOL Admissions Policy:</b><br/>“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</p> |

|  |  |
|--|--|
|  | <p>programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.).</p> <p>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><b>5. UAPPOL Admissions Procedure:</b><br/>“PROCEDURE<br/>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS<br/>Following approval by GFC:<br/>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).<br/>b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”</p> |
|--|--|

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 2)

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**FACULTY OF MEDICINE AND DENTISTRY  
CALENDAR ENTRY  
Effective Fall Session 2017-2018**

Dated: September 26, 2016

| CURRENT   | PROPOSED   |
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| <p><b>Faculty of Medicine and Dentistry</b></p> <hr/> <p><b>Bachelor of Science (Dental Hygiene Specialization)<br/>Post Diploma Degree Completion Program</b></p> <p><b>Application for Admission and Application for<br/>Readmission</b></p> <p>Only electronic applications will be accepted. To access the online application for the University of Alberta go to <a href="http://www.registrarsoffice.ualberta.ca">www.registrarsoffice.ualberta.ca</a></p> <p>I. <b>Academic Admission Requirements</b><br/>This program is for graduates of University of Alberta, Dental Hygiene Program or dental hygiene graduates of other accredited Canadian or international dental hygiene programs. Students will be placed in program A, B, or C depending on the year and place of graduation (refer to <a href="#">Dental Hygiene Diploma/Bachelor of Science (Dental Hygiene Specialization)</a>). The main criterion for admission is academic standing.</p> <p><b>Program B Admission Requirements</b></p> <ol style="list-style-type: none"> <li>1. Graduation from University of Alberta Dental Hygiene Diploma program prior to 1998 or dental hygiene graduates of other accredited Canadian or international dental hygiene programs.</li> <li>2. Minimum GPA of 2.0 in the above program.</li> <li>3. For non-graduates of the University of Alberta program, applicants must have completed an additional ★30 of which the following are required: <ol style="list-style-type: none"> <li>a. English (★6)</li> </ol> </li> </ol> | <p><b>Faculty of Medicine and Dentistry</b></p> <hr/> <p><b>Bachelor of Science (Dental Hygiene Specialization)<br/>Post Diploma Degree Completion Program</b></p> <p><b>Application for Admission and Application for<br/>Readmission</b></p> <p>Only electronic applications will be accepted. To access the online application for the University of Alberta go to <a href="http://www.registrarsoffice.ualberta.ca">www.registrarsoffice.ualberta.ca</a></p> <p>I. <b>Academic Admission Requirements</b><br/>This program is for graduates of University of Alberta, Dental Hygiene Program or dental hygiene graduates of other accredited Canadian or international dental hygiene programs. Students will be placed in program A, B, or C depending on the year and place of graduation (refer to <a href="#">Dental Hygiene Diploma/Bachelor of Science (Dental Hygiene Specialization)</a>). The main criterion for admission is academic standing.</p> <p><b>Program B Admission Requirements</b></p> <ol style="list-style-type: none"> <li>1. Graduation from University of Alberta Dental Hygiene Diploma program prior to 1998 <b>and 2008 onward</b> or dental hygiene graduates of other accredited Canadian or international dental hygiene programs.</li> <li>2. Minimum GPA of 2.0 in the above program.</li> <li>3. For <a href="#">University of Alberta Dental Hygiene Diploma graduates whose program was 2 years in length and all</a> non-graduates of the University of Alberta program, applicants must have completed an additional ★30 of which the following are required:</li> </ol> |

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| <p>b. Psychology (★3)<br/> c. Sociology or Humanities (★3)<br/> d. Statistics (★3)</p> <p>4. For non-graduates of the University of Alberta program, proof of licensure to practice dental hygiene within Canada.</p> <p>II. <b>Other Requirements</b><br/> All applicants must meet the English Language Proficiency and Spoken English requirements (see <u>Language Proficiency Requirements</u>).</p> | <p>a. English (★6)<br/> b. Psychology (★3)<br/> c. Sociology or Humanities (★3)<br/> d. Statistics (★3)</p> <p>4. For non-graduates of the University of Alberta program, proof of licensure to practice dental hygiene within Canada.</p> <p>II. <b>Other Requirements</b><br/> All applicants must meet the English Language Proficiency and Spoken English requirements (see <u>Language Proficiency Requirements</u>).</p> <p><i>Rationale: To provide clarity around admission requirements due to the removal of the Diploma Program information.</i></p> |
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