UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

The following Motions and Documents were considered by the GFCAcademic Standards Committee at its Thursday, October 19, 2017 meeting:

Agenda Title: **Approval of Transfer Credits for October 2017**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed Approval of Transfer Credit for October 2017 as submitted by the Office of the Registrar, to take effect on final approval.

Final Item: 4A

Agenda Title: **Faculty of Pharmacy and Pharmaceutical Sciences: Changes to Admission and Re-admission Deadlines**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed Changes to Existing Admission and Re-admission Deadlines, as submitted by the Faculty of Pharmacy and Pharmaceutical Sciences, to be included in the 2018/19 Calendar.

Final Item: 4B

Agenda Title: **Changes to Admission, BSc in Medical Laboratory Science, Faculty of Medicine and Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed Changes to Existing Admission Requirements for the BSc in Medical Laboratory Science, as submitted by the Faculty of Medicine and Dentistry, to be included in the 2018/19 Calendar.

Final Item: 4C

Agenda Title: **Faculty of Graduate Studies and Research: Changes to General Academic Standing Requirements, MSc in Physical Therapy, Faculty of Rehabilitation Medicine**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed Changes to General Academic Standing Requirements, MSc in Physical Therapy, Faculty of Rehabilitation Medicine, as submitted by the Faculty of Graduate Studies and Research, to take effect 2018/19.

Final Item: 4D

Agenda Title: **Proposal from the Faculty of Nursing - Admission/Transfer and Academic Standing; Substantive Changes to Undergraduate Nursing Curriculum**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to Admission/Transfer and Academic Standing Regulations, as proposed by the Faculty of Nursing, as set forth in Attachment 1, to take effect Fall 2018.

Final Item: 6

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for a new course-based MA in History of Art, Design and Visual Cultural (HADVC), Department of Art and Design**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority, Admission/Transfer and Academic Standing regulations for a new course-based MA in History of Art, Design and Visual Culture (HADVC) in the Department of Art and Design, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1.

Final Item: 7

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for a new combined MSc in Physical Therapy/PhD in Rehabilitation Science (MScPT/PhD) program, Department of Physical Therapy and the Faculty of Rehabilitation Medicine.**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority, Admission/Transfer and Academic Standing regulations for a new combined MSc in Physical Therapy/PhD in Rehabilitation Science (MScPT/PhD) in the Department of Physical Therapy, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1.

Final Item: 8

Agenda Title: **Proposed Changes to Existing Admission Requirements, MSc Occupational Therapy, Faculty of Graduate Studies and Research and Faculty of Rehabilitation Medicine**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to existing admission requirements for the MSc in Occupational Therapy, as proposed by the Faculty of Graduate Studies & Research, as set forth in Attachment 1, to be effective in Spring term 2018.

Final Item: 9

Agenda Title: **Proposal to Waive English Language Proficiency Requirement, MBA, Faculty of Graduate Studies and Research and Alberta School of Business**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend that General Faculties Council approve the proposed waiver of the English Language Proficiency requirement for the Master of Financial Management (MFM) and the Master of Business Administration (MBA) programs delivered in Mandarin by the Alberta School of Business

Final Item: 10

Agenda Title: **Proposal to add the Canadian Academic English Language Computer Edition (CAEL CE) examination as a way to fulfill the English Language Proficiency Requirement**

CARRIED MOTION: THAT the Academic Standards Committee approve, under delegated authority from General Faculties Council, the addition of the Canadian Academic English Language Computer Edition (CAEL CE) examination as a way to fulfill the English Language Proficiency Requirement, as set forth in Attachment 2, to be included in the 2017/2018 University Calendar, and to take effect for the 2018-2019 admissions cycle.

Final Item: 11

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 October 2017

4B. Faculty of Pharmacy and Pharmaceutical Sciences: Changes to Admission and Re-admission Deadlines

4C. Faculty of Medicine and Dentistry: Changes to Existing Admission Requirements for the BSc in Medical Laboratory Science

4D. Faculty of Graduate Studies and Research: Changes to General Academic Standing Requirements, MSc in Physical Therapy, Faculty of Rehabilitation Medicine

Item

Action Requested	☒Approval ☐Recommendation
Proposed by	Lisa Collins, Vice-Provost and Registrar; Dion Brocks, Associate Dean, Faculty of Pharmacy and Pharmaceutical Sciences; Shirley Schipper, Vice-Dean (Education), Faculty of Medicine and Dentistry; Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research
Presenter	Tammy Hopper, Vice-Provost (Programs) 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 5A: To take effect upon approval Item 5B: To be included in 2018/19 Calendar Item 5C: To be included in 2018/19 Calendar Item 5D: To take effect 2018/19
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 **editorial** in nature. ASC's terms of reference provide that "the term '**routine and/or editorial**' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy" (3.A.i).

UNIVERSITY OF ALBERTA UNIVERSITY GOVERNANCE	**GFC ACADEMIC STANDARDS COMMITTEE** For the Meeting of October 19, 2017

Item No. 4A – 4D

Engagement and Routing (Include meeting dates)

Consultative Route (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) (including meeting dates)	GFC Academic Standards Committee – October 19, 2017
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	*For the Public Good*, Comprehensive Institutional Plan, Institutional values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. ***Post-Secondary Learning Act (PSLA)***: The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules respecting enrolment of students to take courses. 2. *PSLA* "29(1) A faculty council may: […] (c) provide for the admission of students to the faculty, (d) determine the conditions under which a student must withdraw from or may continue the student's program of studies in the faculty […] subject to any conditions or restrictions that are imposed by the general faculties council. 3. **GFC ASC Terms of Reference (Mandate of the Committee)** "D. Alberta Transfer Guide i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications. ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta. iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta." 4. **UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure)**: "The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements…Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement." 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."

Attachments

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for September 2016
2. Attachment B: Changes to Admission and Re-admission Deadlines, Faculty of Pharmacy and Pharmaceutical Sciences
3. Attachment C: Changes to Existing Admission Requirements for the BSc in Medical Laboratory Science, Faculty of Medicine and Dentistry
4. Attachment D: Changes to General Academic Standing Requirements, MSc in Physical Therapy, Faculty of Graduate Studies and Research

Prepared by: Meg Brolley, GFC Secretary, meg.brolley@ualberta.ca

October 5, 2017

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on October 19, 2017

Sending Institution	Sending Institution Courses/ Programs	UofA Courses/ Programs	Transfer Agreement Footnotes	Comments
AMBROSE UNIVERSITY				
	EN 115 (3)	ENGL 102 (3) OR AUENG 1XX (3)		
	SO 203 (3)	SOC 225 (3) OR AUCRI/ AUSOC 225 (3)		
KEYANO COLLEGE				
	HIST 251 (3)	HIST 251 (3)		
MACEWAN UNIVERSITY				
	ENGL 215 (3)	ENGL 2XX (3)		
	ENGL 243 (3)	ENGL 2XX (3)		
	ENGL 288 (3)	FS 2XX (3)		
	HIST 206 (3)	HIST 228 (3) OR AUHIS 2XX (3)		

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on October 19, 2017

Sending Institution	Sending Institution Courses/Programs	UofA Courses/Programs	Transfer Agreement Footnotes	Comments
MASKWACIS CULTURAL COLLEGE				
	Early Childhood Development Diploma	Up to 30 credits toward the BEd Elementary degree program.	Credits are: EDPY 302 (3), EDEL 3xx (3), Social Sciences (6), Fine Arts (3), Education Elective (3), Non-Education Options (9), Open Options (3).	
	Early Childhood Development Diploma	Up to 30 credits toward the BEd Elementary Aboriginal Teacher Education Program (ATEP).	Credits are: EDPY 302 (3), Aboriginal Histories and Cultures (3), Social Sciences (6), Fine Arts (3), Physical Education and Health (6), Non-Education Options (9).	
NORTHERN LAKES COLLEGE				
	EDUC 1000 (3)	EDU 100 (3)		

FACULTY OF PHARMACY AND PHARMACEUTICAL SCIENCES

UNIVERSITY OF ALBERTA

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Edmonton, Alberta, Canada T6G 1C9
Tel: 780.492.6632
Fax: 780.492.1217
www.pharmacy.ualberta.ca

Calendar Change Request Form

Implementation Type: ☒Normal ☐Early **Implementation Calendar Year:** *2018-19*

Type of Change: ☒Program Regulations ☐New Course ☐Course Deletion ☐Course Change ☐Editorial

Current					
Admission and Readmission Deadlines					

Pharmacy and Pharmaceutical Sciences

	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
~~BSc in Pharmacy (See Note)~~					
~~Fall Term~~	~~March 1~~	~~June 15~~	~~March 1~~	~~June 15~~	~~Letter of Intent, Interview, March 1~~
~~Winter, Spring and Summer Terms: No admission or readmission~~					
~~**Note:** No admission to the BSc Pharmacy for Fall Term 2017, interested students should apply to the Doctor of Pharmacy.~~					
Doctor of Pharmacy (PharmD) ~~for admission Fall 2017~~					
Fall Term	March 1	March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	~~Letter of Intent, Pharmacist Consultation Form, Interview,~~ March 1
Winter, Spring and Summer Terms: No admission or readmission					

Proposed					
Admission and Readmission Deadlines					

Pharmacy and Pharmaceutical Sciences

	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
Doctor of Pharmacy (PharmD)					
Fall Term	March 1	March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	March 1 Letter of Intent, Pharmacist Consultation Form June 1 Interview

Notes
(1) All previously completed course work and course registration of current year.
(2) Final results of current year.

Doctor of Pharmacy (PharmD) for Practicing Pharmacists					
Fall Term	February 1	February 15 (See Note 1) June 15 (See Note 2)	February 1	February 15 (See Note 1) June 15 (See Note 2)	~~Curriculum Vitae, Cover Letter, Letters of Reference, Interview, February 15~~
Winter Term	~~September 1~~	~~September 15~~	~~September 1~~	~~September 15~~	~~Curriculum Vitae, Cover Letter, Letters of Reference, Interview, September 15~~

Notes
(1) All previously completed course work and course registration of current year.
(2) For applicants completing the final year of a prerequisite Bachelor of Pharmacy degree: Final results of current year.

Spring and Summer Terms: No admission or readmission

Special/Visiting
Contact the Faculty office prior to applying.

Winter, Spring and Summer Terms: No admission or readmission

Notes
(1) All previously completed course work and course registration of current year.
(2) Final results of current year.

Doctor of Pharmacy (PharmD) for Practicing Pharmacists					
Fall Term	February 1	February 15 (See Note 1) June 15 (See Note 2)	February 1	February 15 (See Note 1) June 15 (See Note 2)	February 15 Curriculum Vitae, Cover Letter, Letters of Reference April-May Interview
Winter Term	August 1	August 15	August 1	August 15	August 15 Curriculum Vitae, Cover Letter, Letters of Reference October-November Interview

Notes
(1) All previously completed course work and course registration of current year.
(2) For applicants completing the final year of a prerequisite Bachelor of Pharmacy degree: Final results of current year.

Spring and Summer Terms: No admission or readmission

Special/Visiting
Contact the Faculty office prior to applying.

Objective:
- To reflect the changes to the entry to practice degree program in 2018.
- Change the fall application deadlines for PharmD for practicing Pharmacists (PPP) program to August 1st (applications) and August 15th (documents).

Background:
- The BSc(Pharm) degree switch to the entry to practice commences in 2018. Students will not be admitted into the BSC(Pharm) but rather the PharmD program starting in 2018.

- The PharmD for practicing Pharmacists (PPP) program currently has two annual admissions cycles. During the spring for admission to the full-time program pathway and during the fall for admission to the part-time (distance) program pathway. The current fall deadlines (September 1st and 15th) have proven to be less than ideal for two primary reasons:
    1. The amount of time between the September deadlines and the program start in January (4 months) is much shorter than it is during the spring cycle (7 months). The compressed timeline puts added pressure on the admissions process and it also does not provide successful candidates with very much time to prepare to start the program once they have ultimately received an offer of acceptance.
    2. The application deadlines for other comparable Canadian programs are currently earlier during the summer/fall cycle. Therefore, applicants to more than one program have been put in a position of needing to accept an offer from another school prior to knowing if they will ultimately be offered a place in our program. This has been putting our program at a competitive disadvantage and has resulted in the loss of highly qualified candidates.

Rationale/Solution:
- To avoid confusion for applicants, reference to admission to the BSc(Pharm) program must be removed from the 2018 and subsequent calendar.
- After consultation with the Office of the Registrar, it was agreed that changing the deadlines from September to August for PharmD for practicing Pharmacists (PPP) program is a viable option from a logistical perspective.
    o Moving the deadlines even earlier (to July) was considered as an alternative. However, the Office of the Registrar is already particularly busy during that period when it comes to evaluating high school applicants for entry-level programs. Plus, the availability of required faculty to participate in the applicant screening and interview processes is much more challenging during the summer months.
    o Although only providing one additional month, moving the application deadlines from September to August will give us enough time to be at or near the letter of offer stage when other comparable programs are also doing so in mid October. This will allow applicants to make decisions based on program fit and preference rather than timeline limitations. Plus, this will also help to address the applicant/student desire to have more time to plan for upcoming participation in the program once they have accepted.

Submitted by:	
Jill Hall, Assistant Dean, Professional Programs	
Sept 29, 2017	
Date	
Faculty Approval:	☐ Curriculum Committee Original ☐ Faculty Council Date: N/A Date: September 29, 2017

Attachment C

Faculty of Medicine & Dentistry
Division of Medical Laboratory Science

Proposed University Calendar Changes

CURRENT	PROPOSED
Undergraduate Admissions/ Admission Requirements by Faculty/Faculty of Medicine & Dentistry/ BSc in Medical Laboratory Science	
University Infectious Diseases Regulation See University Infectious Diseases Regulation. **BSc in Medical Laboratory Science** The current quota for Phase I students is 29. I. **Preprofessional Year** Those wishing to enrol in the BSc Medical Laboratory Science program must complete a preprofessional year before applying for admission to the Faculty. The required courses or their transfer equivalents are available at various postsecondary institutions in Alberta. Students should where possible take these courses (equivalent to ★30 at the University of Alberta) as one year of full-time study. II. **Academic Requirements** The following ★30 are required. 1. English ★6 2. General Chemistry ★6 3. Organic Chemistry ★6 4. Biology ★3 (cell biology) 5. ★3 from Biology, Genetics, Microbiology, or Zoology 6. Statistics ★3 7. ★3 options (any Faculty)	**University Infectious Diseases Regulation** See University Infectious Diseases Regulation. **BSc in Medical Laboratory Science** The current quota for Phase I students is 29. I. **Preprofessional Year** Those wishing to enrol in the BSc Medical Laboratory Science program must complete a preprofessional year before applying for admission to the Faculty. The required courses or their transfer equivalents are available at various postsecondary institutions in Alberta. Students should where possible take these courses (equivalent to ★30 at the University of Alberta) as one year of full-time study. II. **Academic Requirements** The following ★30 are required. 1. English ★6 2. General Chemistry ★6 3. Organic Chemistry ★6 4. Biology ★3 (cell biology) 5. ★3 from Biology, Genetics, Microbiology, or Zoology 6. Statistics ★3 7. ★3 options (any Faculty) **NOTE EFFECTIVE FOR SEPTEMBER 2020 ADMISSION the Academic Requirements will be:** **The following ★30 of preprofessional course work are required.** 1. **English ★6** 2. **General Chemistry ★6** 3. **Organic Chemistry ★3** 4. **Biology ★3 (cell biology)** 5. Biology ★3 (molecular genetics &

III. Other Requirements

1. **Selection Process:** A minimum GPA of 2.7 is required in preprofessional coursework. The selection process is competitive, and applicants will be ranked primarily on academic achievement in the required preprofessional courses. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter Term of fulltime study (preferably 30 units), a personal interview, and a letter of intent.
Preference will be given to those students who have completed the required ★30 in one academic year. An applicant may not benefit from additional postsecondary courses.

2. ~~**Spoken English Requirement:** Applicants must meet a spoken English requirement. (See~~ Spoken ~~English Requirement.)~~

3. **Letter of Intent:** Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to Medical Laboratory Science. Prospective students are encouraged to investigate the career to assist in their understanding of the program.

4. **Personal Interview:** Interview selection is based on postsecondary academic records and a letter of intent received by April 1 [see Medicine and Dentistry (Admission and Readmission Deadlines)]. Selected applicants will be interviewed to determine if they have the qualities necessary for the profession. The interview will evaluate qualities such as communication, teamwork, reflection,

inheritance)
6. ★3 from Biology, Genetics, Microbiology, or Zoology
7. Statistics ★3
8. ★3 options (any Faculty)

II. Other Requirements

1. **Selection Process:** A minimum GPA of 2.7 is required in preprofessional coursework. The selection process is competitive, and applicants will be ranked primarily on academic achievement in the required preprofessional courses. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter Term of fulltime study (preferably 30 units), a personal interview, and a letter of intent.
Preference will be given to those students who have completed the required ★30 in one academic year. An applicant may not benefit from additional postsecondary courses.

2. **Language Proficiency Requirements:** All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements).

[…]

conflict resolution, empathy, responsibility, initiative, problem-solving ability, prioritization and organization. Short-listed applicants will be advised of the interview date.

5. **Final Selection:** Final admission decisions are made by the Medical Laboratory Science Admissions Committee.

6. **Police Information Checks:** Applicants should be aware that a clear Police Information Check is required at the time of admission and that any criminal charges pending must be declared.
Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement. Students are responsible for having a Police Information Check completed upon receiving admission to the Faculty. Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Faculty. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by the clinical agency. See Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them.

7. **Medical Testing and Immunization Requirements:** Please see University Infectious Diseases Regulation.

8. **Deposit:** Upon notification of acceptance, applicants will be required to confirm their admission and intention to register by submitting a non-refundable tuition deposit within the time specified in the letter of acceptance. The deposit will be credited

toward payment of tuition upon completion of registration. (See Program-specific Deposits on Confirmation of Admission).

9. **Technical Standard:** The Division of Medical Laboratory Science Technical Standards Policy defines the necessary knowledge, skills, professional behaviours, and attitudes required of students. Please see the Medical Laboratory Science website for further information.

Note: Because the number of candidates who meet the minimum requirements for admission exceeds the quota, it should be understood that eligibility does not guarantee admission. Admission is determined on a competitive basis.

I. **Aboriginal Applicants**
The Division of Medical Laboratory Science will ~~give~~ up to one position within the quota for the BSc MLS program to Aboriginal applicants. Students of Aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35, Part 2, or a person accepted by one of the Aboriginal peoples of Canada as a member of their community, will be considered in this category.

Candidates will be subject to normal minimum admission requirements as outlined in BSc in Medical Laboratory Science and approval by the Divisional Admissions Committee. If there are no qualified Aboriginal applicants in any given year, the position will be allocated to the general applicant pool.

I. Aboriginal Applicants
The Division of Medical Laboratory Science will provide up to one position within the quota for the BSc MLS program to Aboriginal applicants. Students of Aboriginal ancestry within the meaning of the Constitution Act, 1982, Section 35, Part 2, or a person accepted by one of the Aboriginal peoples of Canada as a member of their community, will be considered in this category.

Candidates will be subject to normal minimum admission requirements as outlined in BSc in Medical Laboratory Science and approval by the Divisional Admissions Committee. If there are no qualified Aboriginal applicants in any given year, the position will be allocated to the general applicant pool.

Rationale: Changes to pre-requisites for incoming 2020 students are to align with changes to MLS curriculum moving forward. BIOCHEM 330 will no longer be a requirement, so 3 organic chemistry credits are being removed.
A Biology (molecular genetics or inheritance) course is being added to allow MLS students to be better positioned to take basic science bioinformatics courses, for which this will be a pre-requisite as well.

Approved by FoMD Faculty Learning Committee, July 26, 2017

Approved by FoMD Faculty Council Committee, August 10, 2017

UNIVERSITY OF ALBERTA

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

July 14, 2017

2018-2019 University of Alberta Calendar Graduate Program Changes: Faculty of Graduate Studies and Research Change to Existing Academic Requirements for the MSc, Department of Physical Therapy,

Current	Proposed
Physical Therapy [Graduate] **[…]** **The Degree of MSc in Physical Therapy (course-based)** **[…]** **General Academic Standing Requirements** [This was added to the 2017-2018 Calendar] The Department of Physical Therapy requires that all students pursuing a Master of Science in Physical Therapy (MScPT) degree must maintain a minimum cumulative grade point average of 3.0. A student whose academic standing falls below a grade point average of 3.0 at any time will typically be placed on Academic Probation and may be required to withdraw. Additionally, students in the MScPT program may fail only one academic or clinical course. If the department and Faculty of Graduate Studies and Research recommend that the student be allowed to repeat the course, the student will be required to repeat the failed course the next time it is offered. Students who fail more than one academic or clinical course may be required to withdraw from the program.	**Physical Therapy [Graduate]** **[…]** **The Degree of MSc in Physical Therapy (course-based)** **[…]** **General Academic Standing Requirements** [This was added to the 2017-2018 Calendar] The Department of Physical Therapy requires that all students pursuing a Master of Science in Physical Therapy (MScPT) degree must maintain a minimum cumulative grade point average of 3.0. A student whose academic standing falls below a grade point average of 3.0 at any time will typically be placed on Academic Probation and may be required to withdraw. Additionally, students in the MScPT program may fail only one academic or clinical course. If the department and Faculty of Graduate Studies and Research recommend that the student be allowed to repeat the course, the student will be required to repeat the failed course the next time it is offered. Students must pass all courses within a term/block to progress to the next term/block. Students who fail more than one academic or clinical course may be required to withdraw from the program.

Justification The MScPT program is designed using the cohort model. Students progress as a cohort from one term to the next. Course content is designed to flow with this cohort model. Course content becomes more complex as students advance in the program, and course content from courses already completed is integrated into subsequent courses. There is also integration across courses in the same term. For these reasons it is necessary for students to successfully complete all courses in a term before being permitted to progress to the next term. A sound understanding of previous course content is influential in student success in subsequent courses.
Approved: June 27, 2017 by the Faculty of Rehabilitation Medicine Executive Committee

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to Admission/Transfer and Academic Standing Regulations for the Undergraduate Nursing Program, Faculty of Nursing**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to Admission/Transfer and Academic Standing Regulations, as proposed by the Faculty of Nursing, as set forth in Attachment 1, to take effect Fall 2018.

Item

Action Requested	☒Approval ☐Recommendation
Proposed by	Greta Cummings, Dean, Faculty of Nursing
Presenter	Greta Cummings, Dean; Olive Yonge, Vice-Dean; Sandra Davidson, Associate Dean (Undergraduate Programs), Faculty of Nursing

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Gain approval for Undergraduate Nursing program changes, the proposed transition plans (cross-walks), and the associated admissions and academic standing calendar changes for these program changes.
The Impact of the Proposal is	The program changes will allow the Faculty of Nursing to deliver an enhanced undergraduate experience to our students. Specific enhancements that will benefit students include: o Programs are constructed using concept-based teaching & learning approaches, learner-centered education principles, relationship-centered care and intentional clinical learning experiences (deliberate practice) o Major enhancements in amount and type of leadership courses (increasing from 1 leadership course to 4 courses), including a 9 credit senior clinical leadership practicum in the 4th year o Specific focus on developing stress management and resiliency through the integration of formal evidence-based Mindfulness-Based Stress Reduction (MBSR) components and strategies for student success o Clearer and closer connections between classroom, lab and clinical learning experiences (conceptually and timing of experiences) – based on evidence and best practices o Integration of a Community Service Learning course early in the program, and other opportunities to engage in clinical experiences earlier in the programs (starting in 1st semester) o Purposeful integration of healthcare informatics and technology that reflects current and emerging practice in healthcare o Inter-professional learning experiences embedded throughout the program in addition to a leadership course focused on the application of Inter-professional healthcare competencies o Integration of the *Indigenous Health in Canada* course – in response to the TRC recommendations for health disciplines o Academic standing and admissions policies include a minimum pass (C+) standard for key foundational courses that will ensure students have the knowledge necessary for success in higher level clinical courses o Additional and enhanced clinical experiences (increased hours of

	clinical practice) as well as the use of a wider range of practice settings that more accurately reflect the current and future practice settings of Registered Nurses ○ Purposeful engagement with and integration of the programs of research of our faculty members ~ leveraging our strength as a top ranked research Faculty to enhance our undergraduate student experience Starting Fall of 2018, the Undergraduate Nursing Programs will offer the new courses and a new course sequence for all incoming students. Because of the significant enhancements and clear student benefits, we have created a proposed cross-walk plan for students who entered our programs in the Fall of 2017 to move into year two of the new programs in the Fall of 2018 so that they can also have the benefits of the program changes for the remainder of their undergraduate education.
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Fall 2018
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	A clear and comprehensive communication plan around this change for current students has been developed and is ready to be implemented upon approval of this motion. The communication plan includes face to face sessions for all current 1st year nursing students about the cross-walk, including Q&A in October 2017; arranging for 1:1 meetings between students and the student advisor or the director of undergraduate programs for all students who have additional questions or specific issues (through Oct. and Nov., 2017). We also plan to provide written communication about the details of the program enhancements and the cross-walk plans. A YouTube presentation that summarizes the enhancements and frequently asked questions will be available to all students. Once we have determined the number of students who may wish to opt-out of the cross-walk option, we will provide them with individual program maps and undertake the necessary scheduling and planning to ensure their course sequence can be delivered. We have already met with the RO in terms of planning and implementation of the cross-walk plan. The majority of courses are a 1:1 replacement (equivalent course content and credits) and in these cases, the calendar provision for course changes applies. In the case where there is a change in credit weighting and not direct equivalency, we would provide students the choice to opt-out of the new courses and complete the previous course versions (or equivalent)/old sequence. The faculty of nursing will continue with the development of course content, course outlines, schedules and course specific learning activities. Faculty members have been selected to act as development

	leads for each new course and we have begun development meetings. Our overall communication plan for informing and engaging with stakeholders (students, faculty, healthcare partners, educational partners and nursing organizations) will also continue to be implemented.
Supplementary Notes and context	Please refer to background document (appendix A)

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the [Governance Toolkit section Student Participation Protocol](#)>	*Those who have been **informed**:* **College and Associate of Registered Nurses of Alberta** (CARNA) Nursing Education Consultant, Sandra Young (May 2nd, 2017) **Undergraduate Collaborative Program Partner sites** (via ongoing updates at all Administrative Council meetings and Undergraduate Collaborative Curriculum Committee meetings from January 2016 – present)
	*Those who have been **consulted**:* ***Developmental Evaluation Interviews and Focus Group Consultations final total N = 438*** *Breakdown as follows:* ***External Healthcare Partners: = 41/60 (total invitations sent)*** ***Internal Faculty & Staff: n = 65*** • *Sessional Instructors = 26/85* • *Faculty Lecturers = 18/50* • *Clinical Assistant Professors = 3/3* • *Tenure Track = 12/49* • *Support Staff = 4/23 (total invitations sent)* • *Professor Emeritus = 2/3 (total invitations sent)* ***Student Consultations in Winter 2017*** • *First year = 19/218* • *Second year = 60/173 plus 7 in Honors* • *After Degree (AD) students in their first year = 22* • *Bilingual students = 7/18* • *Collaborative students = 31* • *Third year = 72/213 plus 8 in Honors* • *Collaborative students = 71* • *Collaborative Fast Track student = 1* • *Fourth year = 118/143 (8 in Honors)* • *Bilingual students = 13/17* • *After Degree students = 2* • *Red Deer Collab students = 1* • *Grand Prairie College students = 1* • *Collaborative students = 98* • *Collab student "out of sync" = 1* • *In final year but unknown stream = 2* ***Student Consultations in Spring 2017*** • *AD 2nd year Students = 40/70*

- *Bilingual students =2*
- *RPN to RN =1*

Augustana Campus Nursing Program in Fall 2016
- *Faculty n = 2*
- *AD Students n = 19*
- *RPN to RN Students n = 2*

Curriculum Planning Retreats (full days)
- Dec. 9, 2016 = 70 faculty attended
- Feb. 24, 2017 = 66 faculty attended – including representatives from Collaborative Partner sites (Red Deer College, Keyano College and Grand Prairie Regional College)

Accrediting Body Consultation
- Canadian Association of Schools of Nursing (CASN) (March 13, 2017 and August 2, 2017)

*Those who are actively **participating**:*

Faculty St. Jean/Bilingual Program Coordinator (May 1, 2017)
   o   Review of early/draft plans for Bilingual Program New Courses and sequence to determine impact and begin planning.

Onsite Undergraduate Curriculum Committee (May 23, 2017)
(Overview of new courses in each program presented and discussed)
   o   Curriculum Committee *approved* these overview plans in principle.

Bilingual Program Curriculum Meeting with FSJ (June 9, 2017)
Attendees: Pierre-Yves Mocquais, Denis Fontaine, Paulin Mulatris, Anita Molzahn, Sandra Davidson, Greta Cummings
   o   Reviewed and discussed the new courses and course sequence – mutual agreement on this early plan)

Faculty of Nursing Caucus (Jun. 13, 2017)
   o   Overview of new courses in each program sequence presented and discussed

Onsite Undergraduate Curriculum Committee (Jun. 20, 2017)
   o   Reviewed and discussed refinements to courses and sequence plans

Vice-Provost Academic Programs/Portfolio Initiatives Manager - Consultation (Aug. 2, 2017) *Attendees: Tammy Hopper, Kate Peters, Sandra Davidson, Olive Yonge*
   o   Presented and discussed detailed overview of new courses, course sequences and proposed cross-walks from current to new courses for existing year 1 students

Bilingual Program Curriculum Committee (Aug. 17, 2017)
   o   BPCC reviewed and recommended minor changes to

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course sequence

Advanced Education, Post-secondary Programs Manager, Schneider, Laura (Aug. 24, 2017) *Attendees: Laura Schneider, Olive Yonge, Sandra Davidson, Kate Peters, Tammy Hopper*
- o Presented new course sequencing and course overviews as well as proposed cross-walk plans for consultation and feedback

Bilingual Curriculum Planning Meeting (Aug. 29. 2017) *Attendees: Claire Tellier, Paulin Mulataris, Denis Fontaine*
- o Reviewed/discussed proposed edits to the new Bilingual courses and course sequencing and implementation issues

Onsite Undergraduate Curriculum Committee (Sept. 1, 2017)
- o Committee *approved* course descriptions, calendar changes and progression plans for all programs

ASC SOS – Closed Session Consultation (Sept. 7, 2017)

Faculty of Nursing Caucus (Special Session) (Sept. 12, 2017)
- o Caucus *endorsed* new undergraduate course descriptions and course sequence plans and cross-walk plans for all undergraduate programs moving forward for approval

Faculty of Nursing Executive Committee (Sept. 12, 2017)
- o Executive Committee *approved* course descriptions, calendar changes and course sequence plans for all programs

Bilingual Leadership Committee (FoN and FSJ) (Sept. 14, 2017)
- o Reviewed and discussed new bilingual courses and course sequence plans (as approved by Nursing Executive Committee) and plans to take forward for approvals in FSJ

RO Cross-walk Consultation (Sept. 18, 2017) *Attendees: Melissa Padfield, Sandra Davidson, Anna Vocioni, Norma Rodenburg*
- o Discussion and evaluation of proposed cross-walk plan for implementation. Strategies for student communication and creating an opt-out plan for students initiated

General Faculties Council (GFC) Secretary and Manager of GFC Services (Sept. 27, 2017) *Attendees: Meg Brolley, Sandra Davidson, Vanessa Kaiser*
- o Discuss plan and documentation preparation for moving the program changes through the appropriate UofA Governance Committees and approval processes

College and Associate of Registered Nurses of Alberta (CARNA) Nursing Education Consultant, Sandra Young (Sept. 29, 2017)
- o Review and discuss the new courses, course sequence,

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	proposed clinical hours and determine next steps for communication/vetting as needed with Provincial NEPAB (Nursing Education Program Approval Board)
Approval route (Governance)	GFC ASC Subcommittee on Standards – October 5, 2017 GFC Academic Standards Committee – October 19, 2017 GFC Academic Planning Committee – October 25, 2017
Final Approver	GFC Academic Standards Committee (Admission/Transfer and Academic Standing) GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	**Uof A Values:** ○ We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good. ○ We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all. **For the Public Good:** *Goal:* **Build** a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. ○ *Objective1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.* 　○ *Strategy i: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across 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.* *Goal:* **Experience** *diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.* ○ *Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.* 　○ *Strategy i: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.* ○ *Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.* 　○ *Strategy i: Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.* 　○ *Strategy ii: 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.
	
	Goal: **Excel** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.
	  o *Objective 14: Inspire, model, and support excellence in teaching and learning.*
	    o *Strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.*
	
	Goal: **Engage** communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.
	  o *Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.*
	    o *Strategy i: Identify and embrace opportunities to build, strengthen, and extend the University of Alberta's connections to and engagement with external stakeholders, including the general public, neighbouring communities, ethnic and cultural communities, and other communities of practice.*
	
	Goal: **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.
	  o *Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.*
	    o *Strategy ii: Bolster resources for and increase access to mental health programs that provide support to students, faculty, and staff.*

Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	***1. Post-Secondary Learning Act (PSLA):*** The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). ***2. PSLA:*** GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC). ***3. PSLA***: The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)).

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

5. GFC Academic Standards 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 alternation of an existing quota or establishment of a new quota. Editorial or routine changes include any and all change to the wording or an admissions or academic standing policy."

"B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, […]

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"

6. GFC Academic Planning Committee Terms of Reference (Mandate): GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:
"Existing Undergraduate and Graduate Programs:
- Extension and/or Substantive Revision of Existing Programs
- Revisions to or Extension of Existing Degree Designations
All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).
[…]
The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. […]" (3.13.)

Attachments (each to be numbered 1 - <>)

1. Attachment 1: Background: Proposed Nursing Undergraduate Program Changes

2. Attachment 2: Proposed Changes to Admission Requirements
3. Attachment 3: Proposed Changes to Academic Standing
4. Attachment 4: Proposed After Degree Program Course Sequence
5. Attachment 5: Proposed Bilingual Program Course Sequence
6. Attachment 6: Proposed Collaborative Program Course Sequence
7. Attachment 7: Proposed Honors Program Course Sequence
8. Attachment 8: Proposed RPN-BScN Program Course Sequence

Prepared by: Faculty of Nursing

Background: Proposed Nursing Undergraduate Program Changes

The Faculty of Nursing (FoN) historically has always had a strong belief in evaluating the effectiveness of their programs that has resulted in past major curriculum revisions, plus starting and ending programs. There was a significant change in 1991 when four other nursing programs merged with the ones at the FoN. Three of the four sites were in Red Deer, Ft. McMurray and Grande Prairie while the other program was at Grant MacEwan College in Edmonton. Since this was a momentous change, a formal evaluation strategy was implemented. Evaluation questions were formulated, extra staff hired and information about the mergers and the context-based approach was disseminated widely at nursing conferences and through journal articles.

With the introduction of the Provincial Nursing Education Program Approval Board (NEPAB) in 2000, there has been a change with the formal ongoing programs evaluation process; the focus of evaluation is now on the requirements of the College & Association of Registered Nurses in Alberta (CARNA) Registered Nurses' Entry to Practice Competencies. In addition to the CARNA competencies, in 2015, the Canadian Association of Schools of Nursing (CASN), our national accrediting body, released the National Nursing Education Framework. Together, the CASN Framework and CARNA Competencies now form the foundation of the core program outcomes for undergraduate nursing education in Alberta.

In November 2012, an evaluation project was initiated using a standard evaluation method (Olson, Kushner, Ross, & Leung, 2014). It was called the FoN Undergraduate Nursing Programs Review. The final report was published June 30, 2014. The investigators found only 57.8 % of nursing students were satisfied to strongly satisfied with their program and 38.6% were dissatisfied to strongly dissatisfied. Students also recommended they receive more program and student support. This report generated a great deal of discussion and interest within our faculty and coincided with our five-year strategic planning cycle, and the release of the 2015 CASN Framework. In response to widespread faculty concerns around student satisfaction and levels of support, in January 2016, the Dean of Nursing (Dr. Anita Molzahn) appointed Dr.'s Olive Yonge and Sandra Davidson as co-leads of a comprehensive curriculum renewal project.

The curriculum renewal project began with a comprehensive evaluation of the current programs using a Developmental Evaluation (DE) framework (Patton, 2011, 2016). This approach is markedly different from the traditional evaluation used in 2012. When DE is used, this creates near real time feedback to the administrators and participants of the programs. As administrators receive the feedback, changes are made, resulting in continuous quality improvement. DE is best suited for use in complex environments whereby there is uncertainty and no clear right answers. The purpose of the DE project is to work with all internal and external stakeholders to dynamically change, innovate and enhance the existing undergraduate nursing programs. The course and course sequence changes proposed have been developed based on the DE data and recommendations generated from over 430 individual consultations. The evaluators will continuously seek feedback on the response to recommendations and the effectiveness of solutions implemented. This cycle will continue for a minimum of 3 years. The final goal is to have student and staff satisfaction scores as close to 100 per cent as possible.

Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19

Undergraduate Admission/ Admission Requirements by Faculty/ Faculty of Nursing/

CURRENT	PROPOSED
Faculty of Nursing Admission Requirements	**Faculty of Nursing Admission Requirements**
BSc in Nursing—Collaborative Program	**BSc in Nursing—Collaborative Program**
Admission is competitive based on academic standing.	Admission is competitive based on academic standing.
I. **High School Applicants**	I. **High School Applicants**
…	…
II. **Transfer Applicants** Transfer students from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institutions for information on Transfer from Colleges and Universities.	II. **Transfer Applicants** Transfer students from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institution for information on Transfer from Colleges and Universities.
Requirements 1. Transfer students must present the high school subject requirements listed in High School Applicants. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3. Effective Fall 2018 admission onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of application for admission. Foundational nursing courses include: Anatomy (★3), Introduction to Nursing Theory (★6), Introduction to Health Assessment (★4), Medical Microbiology (★3), Pathophysiology (★3), Pharmacotherapeutics (★3), and Physiology (★3).	**Requirements** 1. Transfer students must present the high school subject requirements listed in High School Applicants. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institution. 3. Effective Fall 2018 admission and onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of BScN program start date. Foundational nursing courses include: Anatomy and Physiology (★6), Foundations for Success in Nursing (★4), Foundations of Nursing I (★3), Foundations of Nursing II (★3), Health Assessment & Nursing Process (★4), Medical Microbiology (★3), Pathophysiology and Pharmacology I (★3), and Pathophysiology and Pharmacology II (★6).
*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case	*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading

by case basis.	equivalences will be considered on a case by case basis.
4. Complete high school and postsecondary transcripts. **Note:** Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks web registration system. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.	4. Complete high school and postsecondary transcripts. **Note:** Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks web registration system. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.
III. Nonmatriculated Applicants …	**III. Nonmatriculated Applicants** …
BSc in Nursing—Honors Program The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the Honors program must consult the Honors Program Coordinator before applying. Acceptance is dependent upon obtaining approval from a potential research supervisor by August 31. The minimum requirements for admission to the BScN–Honors Program are: # I. Applicants from the BScN—Collaborative Program 1. Completion of all Year 1 courses in the BScN—Collaborative Program. (Students enrolled in the BScN—Collaborative Program may apply to the Honors Program at the end of Year 1 or up to the end of Year 2.) 2. A minimum GPA of 3.3 on ★24 in the preceding Fall/Winter. Admission is competitive. # II. Applicants with a Prior Degree 1. A baccalaureate degree from a recognized academic institution. 2. Students must normally present a minimum AGPA of 3.5. Admission is competitive. 3. Completion of the following prerequisites: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical	**BSc in Nursing—Honors Program** The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the Honors program must consult the Honors Program Coordinator before applying. Acceptance is dependent upon obtaining approval from a potential research supervisor by August 31. The minimum requirements for admission to the BScN–Honors Program are: # I. Applicants from the BScN—Collaborative Program 1. Completion of all Year 1 courses in the BScN—Collaborative Program. (Students enrolled in the BScN—Collaborative Program may apply to the Honors Program at the end of Year 1 or up to the end of Year 2.) 2. A minimum GPA of 3.3 on ★24 in the preceding Fall/Winter. Admission is competitive. # II. Applicants with a Prior Degree 1. A baccalaureate degree from a recognized academic institution. 2. Students must normally present a minimum AGPA of 3.5. Admission is competitive. 3. Completion of the following prerequisites: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical Microbiology (★3), Psychology (★3), and Statistics (★3)

Microbiology (★3), Psychology (★3), and Statistics (★3). High School subject requirements do not apply. **Note:** The BScN–Honors Program is only offered in Edmonton.	4. Effective Fall 2018 admission and onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of BScN program start date: Human Anatomy (★3), Human Physiology (★3), and Medical Microbiology (★3). * Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis. High School subject requirements do not apply. **Note:** The BScN–Honors Program is only offered in Edmonton.
BSc in Nursing After Degree Program This program is offered at two sites: Edmonton and Camrose. **Requirements** 1. A baccalaureate degree from a recognized academic institution. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3. Completion of the following prerequisite courses: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical Microbiology (★3), Psychology (★3), and Statistics (★3). 4. Effective Fall 2018 admission onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of applying: Human Anatomy (★3), Human Physiology (★3), and Medical Microbiology (★3). *Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis High school subject requirements do not apply.	**BSc in Nursing After Degree Program** This program is offered at two sites: Edmonton and Camrose. **Requirements** 1. A baccalaureate degree from a recognized academic institution. 2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions. 3. Completion of the following prerequisite courses: English (★3), Human Anatomy (★3), Human Physiology (★3), Medical Microbiology (★3), Psychology (★3), and Statistics (★3). 4. Effective Fall 2018 admission and onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of BScN program start date: Human Anatomy (★3), Human Physiology (★3), and Medical Microbiology (★3). *Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis. High school subject requirements do not apply

BSc in Nursing—Bilingual Program/Baccalauréatès sciences infirmières (bilingue)	BSc in Nursing—Bilingual Program/Baccalauréatès sciences infirmières (bilingue)

Admission is competitive based on academic standing.
 	
Language Proficiency Requirements
 	
…
 	
   I.   **High School Applicants**
      …
 	
  II.   **Transfer Applicants**
 	
Transfer applicants from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary ~~Institutions~~ for information on Transfer from Colleges and Universities.
 	
Requirements
 	
1. Transfer students must present the high school subject requirements listed in High School Applicants.
2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions.
3. Complete high school and postsecondary transcripts.
 	
Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks Web Registration System. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.
	Admission is competitive based on academic standing.
	
	Language Proficiency Requirements
	
	…
	
	   I. **High School Applicants**
	      …
	
	  II. **Transfer Applicants**
	
	Transfer applicants from other University of Alberta Faculties and other postsecondary institutions should consult Transfer from a Postsecondary Institution for information on Transfer from Colleges and Universities.
	
	Requirements
	
	1. Transfer students must present the high school subject requirements listed in High School Applicants.
	2. An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institutions.
	3. Effective for Fall 2018 admission and onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of BScN program start date. Foundational nursing courses include: Anatomie (★3), Les fondations des sciences infirmières I/II (★6), Health Assessment & Nursing Process (★4), Microbiologie Médicale pour Infirmières (★3) Pathophysiology and Pharmacology II (★6), and Physiologie (★6).
	*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis.
	4. Complete high school and postsecondary transcripts.
	
	Note: Students should apply early as they may be eligible for an early offer of admission. Once an

	early offer of admission has been made, a student is eligible to access the Bear Tracks Web Registration System. If a student fails to maintain

Registered Psychiatric Nurse (RPN) to BScN Program
 	
Requirements
1)~~ Graduation from a psychiatric nursing program.
2)~~ An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary ~~Institutions~~.
3)~~ Completion of the following prerequisite courses:
  a) Human Physiology (★6)
  ~~b) Sociology or Anthropology (★3)~~
  c) English (★3)
~~4) Proof of current registration with a provincial psychiatric nursing association and eligibility to register with the Registered Psychiatric Nurses Association of Alberta.~~
~~5) Official transcripts of:~~
  ~~a) RPN diploma program,~~
  ~~b) Any other postsecondary education taken.~~
	Registered Psychiatric Nurse (RPN) to BScN Program
	
	Requirements
	1) Graduation from a psychiatric nursing program.
	2) Proof of current registration with a provincial psychiatric nursing association and eligibility to register with the Registered Psychiatric Nurses Association of Alberta
	3) Official transcripts of:
	  a) RPN diploma program,
	  b) Any other postsecondary education taken.
	4) An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to Transfer from a Postsecondary Institution.
	5) Completion of the following prerequisite courses:
	  a) Human Physiology (★6)
	  b) Medical Microbiology (★3)
	  c) English (★3)
	6) Effective Fall 2018 admission and onward, the following prerequisite courses require a minimum grade of C+* and must be taken within 5 years of RPN-BScN Program start date: Human Physiology (★6) and Medical Microbiology (★3).
	7) Effective Fall 2018 admission and onward, transfer credit will only be granted for foundational nursing courses with a minimum grade of C+* and taken within 5 years of the RPN to BScN Program start date. Foundational nursing courses include: Health Assessment & Nursing Process (★4), Foundations of Nursing II (★3), and Pathophysiology and Pharmacology II (★3).
	
	*Students must obtain a grade equivalent to C+ as determined by the grading scale in the Faculty of Nursing at the University of Alberta. International applicants' grading equivalences will be considered on a case by case basis.

Rationale:

- **All Programs:** Wording change to make it more clear that prerequisite/transfer courses requiring a minimum grade of C+ must be taken within 5 years from start date of program to which student is applying.
- **Honors:** Rationale: Matching admission requirements for the After Degree Program that were approved by GFC, found here on pages 96-109 of ASC Final Motion and Document Summary from the Nov 16, 2016 meeting.
- **RPN-BScN Program** – changing requirements to be more in line with the After Degree Program.

Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19

CURRENT	PROPOSED
The Faculties/ Faculty of Nursing/ Faculty Regulations/ Academic Standing and Graduation	**The Faculties/ Faculty of Nursing/ Faculty Regulations/ Academic Standing and Graduation**
Academic Standing and Graduation	**Academic Standing and Graduation**
The following regulations apply for all undergraduate degree programs in the Faculty of Nursing with the exception of Academic Performance, With Distinction and Graduation Requirements which are not applicable for students in the BScN-Honors Program. The promotion and graduation regulations for the BScN-Honors can be found in the program description in Course Sequence.	The following regulations apply for all undergraduate degree programs in the Faculty of Nursing with the exception of Academic Performance, With Distinction and Graduation Requirements which are not applicable for students in the BScN-Honors Program. (Note: Foundational Course Minimum Pass requirements apply to students in the BScN Honors Program for After Degree students.) The promotion and graduation regulations for the BScN-Honors can be found in the program description in Course Sequence.
1. **Academic Performance:**	1. **Academic Performance:**
Initial assessment and subsequent reassessment of academic standing is based on students' performance in a minimum of ★9. If, at the time of review, students have attempted fewer than ★9 since the last assessment, the review is deferred and the academic standing assigned at the last review remains in effect until the next review. Assessment of academic performance is conducted at the end of each student's registration in both Fall/Winter and Spring/Summer provided that ★9 have been attempted since the last review.	Initial assessment and subsequent reassessment of academic standing is based on students' performance in a minimum of ★9. If, at the time of review, students have attempted fewer than ★9 since the last assessment, the review is deferred and the academic standing assigned at the last review remains in effect until the next review. Assessment of academic performance is conducted at the end of each student's registration in both Fall/Winter and Spring/Summer provided that ★9 have been attempted since the last review.
a. **Satisfactory Standing:** For promotion, a student must pass all courses and obtain a minimum GPA of 2.0.	a. **Satisfactory Standing:** For promotion, a student must pass all courses and obtain a minimum GPA of 2.0.
b. **Foundational Course Minimum Pass:** Students wishing to proceed in the Nursing program must achieve a grade of at least C+ in the foundational Nursing courses. A student who has not passed all foundational courses may not be able to progress. Academic performance in the program is reviewed and considered in determining continuation in the program. If a student receives a grade less than C+ in the second attempt of a foundational course, the student will normally be required to withdraw from the program (See Reregistration in Courses).	b. **Foundational Course Minimum Pass:** Students wishing to proceed in the Nursing program must achieve a grade of at least C+ in the foundational Nursing courses. A student who has not passed all foundational courses may not be able to progress. Academic performance in the program is reviewed and considered in determining continuation in the program. If a student receives a grade less than C+ in the second attempt of a foundational course, the student will normally be required to withdraw from the program (See Reregistration in Courses).
Foundational Courses:	**Foundational Courses:**
Bachelor of Science in Nursing (BScN) After Degree Program: NURS 113 - Pathophysiology NURS 215 - Pharmacotherapeutics in Nursing NURS 303 - Introduction to Nursing Theory NURS 305 - Introduction to Health Assessment	**Bachelor of Science in Nursing (BScN) After Degree Program and BScN Honors Program for After Degree Students:** NURS 316 - Pathophysiology and Pharmacology I NURS 334 - Foundations of Nursing I NURS 335 - Nursing Practice - Health Assessment & Nursing Process NURS 344 - Foundations of Nursing II NURS 416 Pathophysiology and Pharmacology II

Bachelor of Science in Nursing (BScN) Bilingual Program:
NURS 215 - Pharmacotherapeutics in Nursing
NURS 305 - Introduction to Health Assessment
SC INF 217 - Introduction aux sciences infirmières

Bachelor of Science in Nursing (BScN) Collaborative Program:
MMI 133 - Medical Microbiology for Health Care Professionals
NURS 103 - Introduction to Nursing Theory
NURS 105 - Introduction to Health Assessment
NURS 113 - Pathophysiology
NURS 140 - Anatomy
NURS 150 - Physiology
NURS 215 - Pharmacotherapeutics in Nursing

Bachelor of Science in Nursing (BScN) Bilingual Program:
ANATE 140 - Anatomie
MICRE 133 - Microbiologie Médicale pour Infirmières
NURS 125 - Nursing Practice - Health Assessment & Nursing Process
NURS 216 – Pathophysiology and Pharmacology II
PHYSE 152 - Physiologie
SC INF 220 - Les fondations des sciences infirmières I/II

Bachelor of Science in Nursing (BScN) Collaborative Program:
MMI 133 - Medical Microbiology for Health Care Professionals
NURS 106 - Foundations of Anatomy and Physiology for Nursing
NURS 116 – Pathophysiology and Pharmacology I
NURS 120 – Foundations for Success in Nursing
NURS 124 - Foundations of Nursing I
NURS 125 - Nursing Practice - Health Assessment & Nursing Process
NURS 216 – Pathophysiology and Pharmacology II
NURS 220 - Foundations of Nursing II

RPN-BScN Program:
NURS 335 - Nursing Practice - Health Assessment & Nursing Process
NURS 344 - Foundations of Nursing II
NURS 416 Pathophysiology and Pharmacology II

c. Whenever a student receives a grade of F, D, D+ or C- or W in a nursing non-foundational course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.

d. **Marginal Standing:** Students with a GPA of 1.7 to 1.9 inclusive on a minimum of ★9 will be placed under academic warning. Students who fall into marginal standing who do not have in their postsecondary education a prior requirement to withdraw, a prior academic warning, a probation period or their equivalents may be permitted to continue on **probation** in the BScN program.

e. **Probation:** Probation is granted to Faculty of Nursing students who
- have a marginal standing (GPA between 1.7-1.9),
- successfully appeal a requirement to withdraw,
- fail or withdraw from a clinical course on more than one occasion, or
- are readmitted after studies were discontinued for academic reasons.

When placed on probation, a student must fulfill conditions specified by the Associate Dean,

c. Whenever a student receives a grade of F, D, D+, C- or W in a nursing non-foundational course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.

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- are readmitted after studies were discontinued for academic reasons.

When placed on probation, a student must fulfill

~~Undergraduate Programs at the time of readmission.~~ To clear probation, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to satisfy any of the conditions fail probation are required to withdraw and are ineligible for readmission to the Faculty of Nursing.	any conditions specified by the Associate Dean, Undergraduate Programs. To clear probation, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to satisfy any of the conditions fail probation are required to withdraw and are ineligible for readmission to the Faculty of Nursing.
f. **Unsatisfactory Standing:** A student with a GPA of less than 1.7 must withdraw from the Faculty.	f. **Unsatisfactory Standing:** A student with a GPA of less than 1.7 must withdraw from the Faculty.
i. To be considered for readmission, an applicant who has been required to withdraw from the Faculty of Nursing must present a minimum of ★18 transferable to the University with a GPA of at least 2.7, of which ★6 must be physiology with a minimum grade of B -. An applicant must also satisfy any other conditions as specified at the time of withdrawal.	i. To be considered for readmission, an applicant who has been required to withdraw from the Faculty of Nursing must present a minimum of ★18 transferable to the University with a GPA of at least 2.7, of which ★6 must be anatomy and physiology with a minimum grade of C+. The applicant must consult with the Faculty of Nursing to determine which courses must be taken to be considered for readmission. An applicant must also satisfy any other conditions as specified at the time of withdrawal.
ii. In order to protect the public interest, students who have been required to withdraw and are applying for readmission may be required, as part of the admission process, to demonstrate nursing knowledge and skills learned to date in order to determine an appropriate placement in the program.	ii. In order to protect the public interest, students who have been required to withdraw and are applying for readmission may be required, as part of the admission process, to demonstrate nursing knowledge and skills learned to date in order to determine an appropriate placement in the program.
iii. Students who have been required to withdraw and who, after being readmitted, have GPA's below 2.0, will be required to withdraw and not be readmitted to the Faculty.	iii. Students who have been required to withdraw and who, after being readmitted, have GPA's below 2.0, will be required to withdraw and not be readmitted to the Faculty.

g. **Fresh Start Program:** …
    h. **First-Class Standing:** …
	g. **Fresh Start Program:** …
	    h. **First-Class Standing:** …

2. **Health and Safety Requirements** …	2. **Health and Safety Requirements** …

3) Clinical Performance
   ~~a)~~ Students must complete theory and practice components of nursing courses to receive credit. Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.
   ~~b)~~ A student who is absent more than one clinical day in any one clinical nursing course may need to make up the lost time before being allowed to continue in the program.
   ~~c)~~ The Dean, or supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or supervisor has reasonable grounds
	3) Clinical Performance
	   a) Students must complete theory and practice components of nursing courses to receive credit. Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.
	   b) A student who is absent more than one clinical day in any one clinical nursing course may need to make up the lost time before being allowed to continue in the program.
	   c) Students who have withdrawn from or failed NURS 495 or SC INF 495 will normally be required to repeat NURS 494 prior to retaking NURS 495 or SC INF 495.
	   d) The Dean, or supervisor acting on behalf of the

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to believe that this is necessary in order to protect the public interest. (See Practicum Intervention Policy.) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behavior. Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at www.governance.ualberta.ca. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).

d) NURS 348 or NURS 448 (Clinical Competency Assessment)
  i) Students may be required to enrol in NURS 348 or 448 (Clinical Competency Assessment) before being permitted to take any future clinical courses in the Faculty of Nursing. The Clinical Competency Assessment is imposed most commonly when:
    (1) more than 12 months has passed since a student's most recent successfully completed clinical course;
    (2) a student has attempted but not successfully completed any clinical course and has been assessed as having challenges meeting course expectations, typically as set out in the Evaluation of Nursing Practice (ENP); or
    (3) a student is accepted for transfer from another Nursing program and it is considered necessary to assess the student's knowledge and skills.
  ii) Students can only be enrolled once in NURS 348 or 448 regardless of failure in more than one clinical course
  iii) Students who fail or withdraw on more than one occasion in subsequent clinical courses, after successfully passing NURS 348 or 448, will be required to withdraw from the program.
  iv) Students who are unsuccessful in NURS 348 or 448 can be required to withdraw from the program or repeat junior level clinical courses, and/or foundational courses.

e) Students who fail or withdraw from the same clinical course twice will be required to withdraw from the program.

4) **Professional Ethics/Code of Student Behavior:**
…

5) **Performance in Theory Courses**
  a) Students must demonstrate satisfactory performance in seminars in order to successfully complete the program. Students who have not received a pass in the seminar portion of a nursing course will not be given credit for the course and will be required to repeat the course. The seminar component, as spelled out in the course outline, must be completed for credit to be granted.

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Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or supervisor has reasonable grounds to believe that this is necessary in order to protect the public interest. (See Practicum Intervention Policy.) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behavior. Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at www.governance.ualberta.ca. The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean's decision to the GFC Practice Review Board (PRB).

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b) Attendance at seminars is required for successful completion of the course. c) Students with advanced standing will still be expected to participate in all seminar activities and will be expected to apply knowledge from those courses in which they have advanced standing.	course will not be given credit for the course and will be required to repeat the course. The seminar component, as spelled out in the course outline, must be completed for credit to be granted. b) Attendance at seminars is required for successful completion of the course. c) Students with advanced standing will still be expected to participate in all seminar activities and will be expected to apply knowledge from those courses in which they have advanced standing.
11. Maintaining Registration: a) Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course must see the Student Advisor immediately to discuss program completion options. Reregistration cannot occur without permission from the Faculty. Students will be competing for available space in nursing courses when returning. Students may be required to enrol in a refresher course prior to proceeding in clinical nursing courses in order to protect the public interest. b) Students must follow the required course sequence unless preapproval is given for an alternate sequence. Students may not continue in their Nursing program if an alternate course sequence is not approved. Students must see the Faculty of Nursing Student Advisor immediately to discuss alternative program sequence and approval. c) Reregistration in Courses - A student who does not achieve the minimum grade of C+ in a foundational Nursing course will be permitted a second attempt of the course. A student who has been assigned a grade of "W" or "F" in a course may be granted a second registration in this course and must achieve a minimum grade of C+. If a student receives a "W" or a grade less than C+ in the second attempt of a course, the student will normally be required to withdraw from the program (see Reregistration in Courses). …	**11. Maintaining Registration:** a) Students who wish to alter the course sequence of their program as laid out in the calendar, or who have withdrawn from or failed a course must see the Student Advisor immediately to discuss program completion options. Reregistration cannot occur without permission from the Faculty. Students will be competing for available space in nursing courses when returning. Students may be required to enrol in a refresher course prior to proceeding in clinical nursing courses in order to protect the public interest. b) Students must follow the required course sequence unless preapproval is given for an alternate sequence. Students may not continue in their Nursing program if an alternate course sequence is not approved. Students must see the Faculty of Nursing Student Advisor immediately to discuss alternative program sequence and approval. c) Reregistration in Courses - A student who does not achieve the minimum grade of C+ in a foundational Nursing course will be permitted a second attempt of the course or its equivalent. A student who has been assigned a grade of "W" or "F" in a course may be granted a second registration in this course or its equivalent and must achieve a minimum grade of C+. If a student receives a "W" or a grade less than C+ in the second attempt of a course or its equivalent, the student will normally be required to withdraw from the program (see Reregistration in Courses). …
Appeal Procedures Matters regarding a student's academic status, including course grades, may become the subject of an appeal. Students with such problems should first consult the instructor of the course concerned and the coordinator, if necessary. If a satisfactory resolution is not reached, the student must approach the Assistant or Associate Dean for Undergraduate Education to discuss the matter further. A formal appeal may then be activated by an official letter of appeal from the student to the Dean. The Faculty of Nursing Appeals Committee meets to consider the case. Details of	**Appeal Procedures** Matters regarding a student's academic status, including course grades, may become the subject of an appeal. Students with such problems should first consult the instructor of the course concerned and the coordinator, if necessary. If a satisfactory resolution is not reached, the student can submit an informal appeal application to the Associate Dean or designate, Undergraduate Programs to apply for an informal appeal. A formal appeal application may be submitted from the student to the Dean once an informal appeal decision letter is received. The Faculty of

appeal procedures at the Faculty level are available from the Faculty website. Students have the right to appeal a Faculty of Nursing Appeals Committee decision, except grade appeals, to the General Faculties Council Academic Appeals Committee. See Appeals and Grievances and Practicum Intervention Policy.	Nursing Appeals Committee meets to consider the case. Details of appeal procedures at the Faculty level are available from the Faculty website. Students have the right to appeal a Faculty of Nursing Appeals Committee decision, except grade appeals, to the General Faculties Council Academic Appeals Committee. See Appeals and Grievances and Practicum Intervention Policy.

Rationale:

- NURS 494 content is based on the specific clinical setting assigned for NURS 495/SC INF 495 and has an in-class exam based on knowledge of that specialty. Students who withdraw from or fail NURS 495/SC INF 495 will usually be assigned to a new clinical setting; therefore, students will normally be required to repeat NURS 494 in order to cover content related to their placement for NURS 495/SC INF 495.
- Foundational courses updated to those in the new curriculum.
- Change of wording to make it more clear that an Informal Appeal Application must be submitted (which has been implemented as of Sept 2017).

Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19

CURRENT	PROPOSED
BScN—After Degree Program	**BScN—After Degree Program**
General Information	**General Information**
This two-year program is designed for those with a university degree and is available in both Edmonton and Camrose.	This two-year program is designed for those with a university degree and is available in both Edmonton and Camrose. For information on the BScN Honors Program for After Degree students, see the BScN Honors Program.
1. The curriculum is designed to be taken over two calendar years. Application for an extension to the program must be submitted to the Student Advisor. With approval, students have up to three years to complete the requirements for this program.	1. The curriculum is designed to be taken over two calendar years. With approval, students have up to three years to complete the requirements for this program. Normally, students who do not complete the program within three years will be required to withdraw.
2. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results.	2. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results.
3. Edmonton site students may be assigned to clinical placements anywhere in the greater Edmonton area or as far away as 150 kilometers. Camrose site students may be assigned to clinical placements in Camrose or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.	3. Edmonton site students may be assigned to clinical placements anywhere in the greater Edmonton area or as far away as 150 kilometers. Camrose site students may be assigned to clinical placements in Camrose or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.
4. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program.	4. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program.
5. Clinical practice may include shift and weekend rotations.	5. Clinical practice may include shift and weekend rotations.
Course Sequence	**Course Sequence**
Course sequence for the Edmonton site:	
Year 1 (see Note 1)	**Year 1 (see Note 1)**
Fall Term	**Fall Term**
NURS 113 - Pathophysiology NURS 301 - Nursing Research NURS 303 - Introduction to Nursing Theory NURS 304 - Introduction to Nursing Practice NURS 305 - Introduction to Health Assessment	• NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare • NURS 311 - Evidence Informed Nursing Practice • NURS 316 - Pathophysiology and Pharmacology I

Comment [VK1]: Approved through General Circulation on June 20, 2017

Item-6-att-4-After Degree Program Course Sequence updated 2017.09.28

- NURS 330 - Foundations for Success in Nursing
- NURS 334 - Foundations of Nursing I
- NURS 335 - Nursing Practice - Health Assessment & Nursing Process

Winter Term
- NURS 222 - Indigenous Health in Canada
- NURS 344 - Foundations of Nursing II
- NURS 345 - Introductory Acute Care Nursing Practice
- NURS 416 - Pathophysiology and Pharmacology II

Spring/Summer
- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 431 - Advanced Acute Care Nursing Practice I
- NURS 433 - Community Nursing Through the Lifespan OR NURS 437 - Mental Health & Wellness in Nursing

Year 2 (see Note 1)

Fall Term
- NURS 400 - Leadership in Nursing & Interprofessional Practice
- NURS 435 - Advanced Acute Care Nursing Practice II
- NURS 437 - Mental Health & Wellness in Nursing OR NURS 433 - Community Nursing Through the Lifespan

Winter Term (see Note 2)
- NURS 485 - Nursing Practice in a Focused Area

Spring/Summer (see Note 2)
- NURS 422 - Contemporary Issues in Healthcare Ethics & Law
- NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. NURS 485 may be offered in Spring/Summer of Year 2. In this case, students would take NURS 422 and 425 in Winter Term.

Students admitted in Fall 2017 will transition to the

NURS 215 - Pharmacotherapeutics in Nursing NURS 307 - Acute Care Nursing Theory I NURS 308 - Acute Care Nursing Practice I **Spring/Summer** NURS 301 - Nursing Research NURS 309 - Mental Health Nursing Theory NURS 310 - Mental Health Nursing Practice **Year 2 (see Notes 1 and 2)** **Fall Term** NURS 407 - Acute Care Nursing Theory II NURS 408 - Acute Care Nursing Practice II NURS 409 - Leadership and Issues in Nursing **Winter Term** NURS 405 - Community Nursing Theory NURS 406 - Community Nursing Practice **Spring/Summer** NURS 494 - Nursing in Context D1 (see Note 4) NURS 495 - Nursing Practice VIII **Notes** 1. Courses may be configured differently depending on clinical placement availability. 2. To proceed to Year 2, all courses listed in Year 1 of the After Degree program must have been successfully completed. 3. Students take NURS (NURS 405 and NURS 406) or (NURS 407 and NURS 408) concurrently in either Fall Term or Winter Term of Year 2. 4. To proceed with NURS 494 students must have passed all courses of the After Degree program except the corequisite NURS 495.	new curriculum as follows: **Year 1 (see Note 1)** **Fall Term** NURS 113 - Pathophysiology NURS 301 - Nursing Research NURS 303 - Introduction to Nursing Theory NURS 304 - Introduction to Nursing Practice NURS 305 - Introduction to Health Assessment **Winter Term** NURS 215 - Pharmacotherapeutics in Nursing NURS 307 - Acute Care Nursing Theory I NURS 308 - Acute Care Nursing Practice I **Spring/Summer** NURS 309 - Mental Health Nursing Theory NURS 310 - Mental Health Nursing Practice **Year 2 (see Notes 1 and 2)** **Fall Term** NURS 300 - Health Policy, Health Care Organizations, Change Management NURS 431 - Advanced Acute Care Nursing Practice I NURS 433 - Community Nursing Through the Lifespan **Winter Term** NURS 400 - Leadership in Nursing & Interprofessional Practice NURS 422 - Contemporary Issues in Healthcare Ethics & Law NURS 435 - Advanced Acute Care Nursing Practice II NURS 498 – "Advanced Acute Care Nursing Theory" (★6) **Spring/Summer** NURS 485 Nursing Practice in a Focused Area **Notes** 1. Courses may be configured differently depending on clinical placement availability. 2. To proceed to Year 2, all courses listed in Year 1 of the After Degree program must have been successfully completed.

Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19

CURRENT	PROPOSED
BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)	**BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)**
The BScN-Bilingual Program is a collaborative effort between the Faculty of Nursing and Faculté Saint-Jean. This program offers students the opportunity to study nursing in Canada's two official languages. It is designed to:	The BScN-Bilingual Program is a collaborative effort between the Faculty of Nursing and Faculté Saint-Jean. This program offers students the opportunity to study nursing in Canada's two official languages. It is designed to:
1. Respond to a need expressed by students who wish to obtain a bilingual degree in nursing in Alberta. 2. Offer a program that prepares graduates to provide nursing services in both official languages. 3. Offer a program that better prepares graduates to respond to the needs of the French-speaking communities in Western and Northern Canada.	1. Respond to a need expressed by students who wish to obtain a bilingual degree in nursing in Alberta. 2. Offer a program that prepares graduates to provide nursing services in both official languages. 3. Offer a program that better prepares graduates to respond to the needs of the French-speaking communities in Western and Northern Canada.
During their program, students take courses at Faculté Saint-Jean and at the Faculty of Nursing. The total number of nursing courses where the primary language of instruction is French varies from 27 to 47 credits. These courses may include clinical practice in bilingual or francophone settings. In addition, based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.	During their program, students take courses at Faculté Saint-Jean and at the Faculty of Nursing. The total number of nursing courses where the primary language of instruction is French varies from 27 to 47 credits. These courses may include clinical practice in bilingual or francophone settings. In addition, based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
1. The curriculum is designed to be taken over four years. With approval, students have up to six years from the time of admission to complete requirements for this program. Normally, students who do not complete the program within six years will be required to withdraw. 2. Students are responsible for the completeness and accuracy of their registration. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. 3. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. For	1. The curriculum is designed to be taken over four years. With approval, students have up to six years from the time of admission to complete requirements for this program. Normally, students who do not complete the program within six years will be required to withdraw. 2. Students are responsible for the completeness and accuracy of their registration. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results. 3. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. For

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clinical courses delivered in English, required practice placements may be as far as 150 kilometers from Edmonton. For clinical courses delivered in French, required practice placements may be as far as 600 kilometers from Edmonton. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.

4. Students must purchase a stethoscope, a penlight, a lab coat and a uniform by the beginning of second year.
5. Clinical practice may include shift and weekend rotations.

Students seeking entry to this program should consult the admissions section for the Faculty of Nursing [BSc in Nursing–Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)]. For a detailed program description in French, see Baccalauréat ès sciences infirmières (bilingue).

Course Sequence

Year 1

Fall Term

ANATE 140 - Anatomie
FRANC 226 - Maîtrise du français OR
ANGL 126 - Exploring Writing Studies (see Note 1)
MICRE 133 - Microbiologie Médicale pour Infirmières
SOCIE 100 - Introduction à la sociologie
Fall/Winter

PHYSE 152 - Physiologie
Winter Term

FRANC 227 - Consolidation linguistique pour l'éducation et la santé (see Note 1)
PSYCE 106 - Principes psychologiques pour les infirmières
SC PO 320 - La politique du système de santé au Canada
STATQ 151 - Introduction à la statistique appliquée I
Spring/Summer

FRANC 232 - Techniques de rédaction OR
ANGL 1XX (★3) OR
Elective (★3) (see Notes 1 and 2)

Year 2 (see Notes 3 and 4)

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clinical courses delivered in English, required practice placements may be as far as 150 kilometers from Edmonton. For clinical courses delivered in French, required practice placements may be as far as 600 kilometers from Edmonton. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.

4. Students must purchase a stethoscope, a penlight, a lab coat and a uniform by the beginning of second year.
5. Clinical practice may include shift and weekend rotations.

Students seeking entry to this program should consult the admissions section for the Faculty of Nursing [BSc in Nursing–Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)]. For a detailed program description in French, see Baccalauréat ès sciences infirmières (bilingue).

Course Sequence

Year 1

Fall Term

ANATE 140 - Anatomie
FRANC 224 - Maîtrise du français pour les sciences infirmières
MICRE 133 - Microbiologie Médicale pour Infirmières
NURS 110 – Foundations for Success in Nursing
SOCIE 100 - Introduction à la sociologie
Fall/Winter

PHYSE 152 - Physiologie
Winter Term

ANGL 126 - Exploring Writing Studies
NURS 125 - Nursing Practice - Health Assessment & Nursing Process
PSYCE 106 - Principes psychologiques pour les infirmières
STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer

FRANC 232 - Techniques de rédaction OR
ANGL (★3) OR
Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)

Item-4-att-5- Bilingual Program Course Sequence updated 2017.09.28

Two Term

INT D 410 - Interprofessional Health Team Development (see Note 5)

Fall Term

NURS 305 - Introduction to Health Assessment
PHILE 386 - La bioéthique
SC INF 217 - Introduction aux sciences infirmières
SC INF 218 - Introduction à la pratique infirmière

Winter Term

NURS 215 - Pharmacotherapeutics in Nursing

SC INF 309 - La santé mentale **OR**
NURS 309 - Mental Health Nursing Theory (see Note 6)

SC INF 310 - Pratique infirmière en santé mentale **OR**
NURS 310 - Mental Health Nursing Practice (see Note 6)

Year 3 (see Notes 4, 7 and 8)

Fall Term

SC INF 301 - Recherche en sciences infirmières **OR**
NURS 301 - Nursing Research (see Note 6)

NURS 307 - Acute Care Nursing Theory I
NURS 308 - Acute Care Nursing Practice I

Winter Term

NURS 405 - Community Nursing Theory

SC INF 406 **OR**
NURS 406 - Community Nursing Practice (see Note 6)

SC INF 409 - Le leadership et les enjeux en sciences infirmières **OR**
NURS 409 - Leadership and Issues in Nursing (see Note 6)

Year 4 (see Notes 4, 8 and 9)

Fall Term

Fall Term

SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes
SC INF 220 – Les fondations des sciences infirmières I/II
SC INF 221 - Introduction à la pratique infirmière en soins aigus I

Two Term

NURS 216 - Pathophysiology and Pharmacology II

Winter Term

NURS 224 - Foundations of Nursing III
NURS 225 - Introductory Acute Care Nursing Practice II
SC INF 301 - Recherche en sciences infirmières

Spring/Summer

SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre

Year 3 (see Notes 3, 4 and 5)

Fall Term

NURS 321 - Advanced Acute Care Nursing Practice I
NURS 323 - Community Nursing through the Lifespan
SC INF 300 - Politique de santé, Organismes de soins de santé, Gestion du changement OR SC PO 320 - La politique du système de santé au Canada (see Note 6)

Winter Term

NURS 325 - Advanced Acute Care Nursing Practice II
SC INF 327 - Santé mentale et bien-être en soins infirmiers OR NURS 327 - Mental Health & Wellness in Nursing (see Note 7)
NURS 400 - Leadership in Nursing & Interprofessional Practice

Year 4 (see Notes 3, 4 and 8)

Fall Term

~~NURS 407 - Acute Care Nursing Theory II~~
~~NURS 408 - Acute Care Nursing Practice II~~
~~Elective (★3) (see Notes 2 and 10)~~

Winter Term

~~SC INF 494 - Synthèse des connaissances en sciences infirmières OR~~
~~NURS 494 - Nursing in Context D1 (see Notes 6 and 11)~~
~~SC INF 495 - Pratique infirmière VIII (see Note 12)~~

Notes

1) ~~Depending on the results of language placement testing, Faculté Saint-Jean will determine which one of the following three options is required for the student:~~
   a) ~~FRANC 226, FRANC 227, and FRANC 232~~
   b) ~~ANGL 126, FRANC 227, and ★3 in ANGL at the 100-level or higher~~
   c) ~~ANGL 126, FRANC 227, and ★3 in electives~~
2) ~~Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioural or social sciences, and the humanities.~~ The language of instruction of ~~all~~ electives must be French and electives are normally taken at Faculté Saint-Jean.
3) To proceed to Year 2 students must have passed all Year 1 courses.
4) "SC INF" denotes nursing courses where French is the primary language of instruction.
5) ~~Due to course scheduling conflicts, INT D 410 will be replaced with NURS 498 "Inter-Professional Team Concepts" Parts 1-3 scheduled during Years 2, 3, and 4. Current students should check the Faculty of Nursing website at www.nursing.ualberta.ca for details.~~
6) The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
7) To proceed to Year 3 students must have passed all Year 2 courses.
8) Courses may be configured differently depending on clinical placement availability.
9) ~~To proceed to Year 4, students must have passed all Year 2 and 3 courses.~~
10) ~~This elective may be taken earlier in the program.~~

NURS 485 - Nursing Practice in a Focused Area (see Note 9)

Winter Term

SC INF 422 - Questions contemporaines en éthique et droit de la santé OR PHILE 386 - La bioéthique (see Note 6)
SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes

1) The language of instruction of electives must be French and electives are normally taken at Faculté Saint-Jean.
2) To proceed to Year 2 students must have passed all Year 1 courses.
3) "SC INF" denotes nursing courses where French is the primary language of instruction.
4) Courses may be configured differently depending on clinical placement availability.
5) To proceed to Year 3 students must have passed all Year 2 courses.
6) The Faculty of Nursing will determine which course students will take.
7) The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8) To proceed to Year 4, students must have passed all Year 2 and 3 courses.
9) Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.

11) To proceed with ~~NURS 494~~ or ~~SC INF 494~~ ~~students must have passed all courses of this program except the corequisite~~ ~~SC INF 495~~. ~~12)~~ Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.	Students admitted in Fall 2017 will transition to the new curriculum as follows: **Year 1** **Fall Term** ANATE 140 - Anatomie FRANC 226 - Maîtrise du français **OR** ANGL 126 - Exploring Writing Studies MICRE 133 - Microbiologie Médicale pour Infirmières SOCIE 100 - Introduction à la sociologie **Fall/Winter** PHYSE 152 - Physiologie **Winter Term** FRANC 227 - Consolidation linguistique pour l'éducation et la santé PSYCE 106 - Principes psychologiques pour les infirmières SC PO 320 - La politique du système de santé au Canada STATQ 151 - Introduction à la statistique appliquée I **Spring/Summer** FRANC 232 - Techniques de rédaction **OR** ANGL 1XX (★3) **OR** Elective (★3) (see Note 1) **Year 2 (see Notes 2 and 3)** **Fall Term** NURS 125 - Nursing Practice - Health Assessment & Nursing Process SC INF 220 – Les fondations des sciences infirmières I/II SC INF 221 - Introduction à la pratique infirmière en soins aigus I **Two Term** NURS 216 - Pathophysiology and Pharmacology II **Winter Term** NURS 224 - Foundations of Nursing III NURS 225 - Introductory Acute Care Nursing Practice II

SC INF 301 - Recherche en sciences infirmières

Spring/Summer

SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre

Year 3 (see Notes 3, 4 and 5)

Fall Term

SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes
NURS 321 - Advanced Acute Care Nursing Practice I
NURS 323 - Community Nursing through the Lifespan

Winter Term

NURS 325 - Advanced Acute Care Nursing Practice II
SC INF 327 - Santé mentale et bien-être en soins infirmiers OR NURS 327 - Mental Health & Wellness in Nursing (see Note 6)
NURS 400 - Leadership in Nursing & Interprofessional Practice

Spring/Summer

Elective (★3) (see Note 1)

Year 4 (see Notes 3, 4 and 7)

Fall Term

NURS 485 - Nursing Practice in a Focused Area (see Note 8)

Winter Term

SC INF 422 - Questions contemporaines en éthique et droit de la santé OR PHILE 386 - La bioéthique (see Note 9)
SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes

1) The language of instruction of electives must be French and electives are normally taken at Faculté Saint-Jean.
2) To proceed to Year 2 students must have passed all Year 1 courses.

	3) "SC INF" denotes nursing courses where French is the primary language of instruction. 4) Courses may be configured differently depending on clinical placement availability. 5) To proceed to Year 3 students must have passed all Year 2 courses. 6) The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French. 7) To proceed to Year 4, students must have passed all Year 2 and 3 courses. 8) Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton. 9) The Faculty of Nursing will determine which course students will take.

Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19

CURRENT	PROPOSED
BScN—Collaborative Program	**BScN—Collaborative Program**
General Information	**General Information**
The University of Alberta offers a Collaborative Bachelor of Science in Nursing (BScN) program; the full four years of which can be taken at the following institutions:	The University of Alberta offers a Collaborative Bachelor of Science in Nursing (BScN) program; the full four years of which can be taken at the following institutions:
University of Alberta Grande Prairie Regional College Keyano College Red Deer College	University of Alberta Grande Prairie Regional College Keyano College Red Deer College
This program is designed for students who are entering directly from a completed secondary program or who have completed some postsecondary courses. ~~Concepts from nursing, physical sciences, medical sciences, social sciences and humanities are introduced and integrated throughout the curriculum. Nursing practice occurs in various settings. Fifteen credits of electives are included, in addition to Writing Studies or English.~~	This program is designed for students who are entering directly from a completed secondary program or who have completed some postsecondary courses.
As of September ~~2014, a revised course sequence~~ will be offered at the University of Alberta. ~~The previous course sequence~~ may continue to be followed by Collaborative Program partner sites.	As of September 2018, a new curriculum will be offered at the University of Alberta. Previous course sequences may continue to be followed by Collaborative Program partner sites.
1. The curriculum is designed to be taken over four years. With approval, students have up to six years from the time of admission to complete requirements for this program. Normally, students who do not complete the program within six years will be required to withdraw.	1. The curriculum is designed to be taken over four years. With approval, students have up to six years from the time of admission to complete requirements for this program. Normally, students who do not complete the program within six years will be required to withdraw.
2. Placements can be made anywhere in the Greater Edmonton area (e.g., Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.	2. Placements can be made anywhere in the Greater Edmonton area (e.g., Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.
3. Students must purchase a stethoscope, blood pressure cuff, and a penlight at the time of admission. A lab coat and a uniform will be required later in the program.	3. Students must purchase a stethoscope, blood pressure cuff, and a penlight at the time of admission. A lab coat and a uniform will be required later in the program.
4. Clinical practice may include shift and	4. Clinical practice may include shift and weekend rotations.
	5. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by

Comment [VK1]: Approved through General Circulation on June 20, 2017

weekend rotations.

5. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results.

Course Sequence

As of September 2014 at University of Alberta (see Maintaining Registration):

~~Sequence A~~

~~Year 1~~

~~Two Term~~

~~INT D 410 - Interprofessional Health Team Development~~
~~Fall Term~~

~~NURS 140 - Anatomy~~
~~NURS 150 - Physiology~~
~~MMI 133 - Medical Microbiology for Health Care Professionals~~
~~WRS (★3) or ENGL (★3) (see Note 1)~~
~~Elective (★3) (See Note 2)~~
~~Winter Term~~

~~NURS 113 - Pathophysiology~~
~~NURS 103 - Introduction to Nursing Theory~~
~~NURS 105 - Introduction to Health Assessment~~
~~Spring/Summer~~

~~Elective (★3) (See Note 2)~~
~~Year 2~~

~~Fall Term~~

~~NURS 201 - Introduction to Nursing Theory II~~
~~NURS 202 - Introduction to Nursing Practice~~
~~NURS 215 - Pharmacotherapeutics in Nursing~~
~~NURS 301 - Nursing Research~~
~~Winter Term~~

~~NURS 309 - Mental Health Nursing Theory~~
~~NURS 310 - Mental Health Nursing Practice~~
~~NURS 341 - Using and Interpreting Statistics for Health Research (see Note 3)~~
~~Elective (★3) (See Note 2)~~
~~Year 3~~

reexamination results.

Course Sequence

As of September 2018 at University of Alberta (see Maintaining Registration):

Year 1 (See Note 1)

Fall Term
- MMI 133 - Medical Microbiology
- NURS 106 - Foundations of Anatomy and Physiology for Nursing
- NURS 120 - Foundations for Success in Nursing
- English or WRS (★3) (see Note 2)

Winter Term
- NURS 116 - Pathophysiology and Pharmacology I
- NURS 124 - Foundations of Nursing I
- NURS 125 - Nursing Practice - Health Assessment & Nursing Process
- NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare

Spring/Summer
- NURS 122 - Community Engagement in a Healthcare Context
- NURS 222 - Indigenous Health in Canada

Year 2 (See Note 1)

Fall Term
- NURS 211 - Statistics & Knowledge Management (see Note 3)
- NURS 220 - Foundations of Nursing II
- NURS 221 - Introductory Acute Care Nursing Practice I

Two Term
- NURS 216 - Pathophysiology and Pharmacology II

Winter Term
- NURS 224 - Foundations of Nursing III
- NURS 225 - Introductory Acute Care Nursing Practice II
- NURS 311 - Evidence Informed Nursing Practice

Spring/Summer
- Elective (★3) (See Note 4)

Fall Term

NURS 307 - Acute Care Nursing Theory I
NURS 308 - Acute Care Nursing Practice I
Elective (★3) (See Note 2)
Winter Term

NURS 405 - Community Nursing Theory
NURS 406 - Community Nursing Practice
Elective (★3) (See Note 2)
Year 4

Fall Term

NURS 407 - Acute Care Nursing Theory II
NURS 408 - Acute Care Nursing Practice II
NURS 409 - Leadership and Issues in Nursing
Winter Term

NURS 494 - Nursing in Context D1 (see Note 4)
NURS 495 - Nursing Practice VIII
Sequence B

Year 1

Two Term

INT D 410 - Interprofessional Health Team Development
Fall Term

NURS 140 - Anatomy
NURS 150 - Physiology
MMI 133 - Medical Microbiology for Health Care Professionals
WRS (★3) or ENGL (★3) (see Note 1)
Elective (★3) (See Note 2)
Winter Term

NURS 113 - Pathophysiology
NURS 103 - Introduction to Nursing Theory
NURS 105 - Introduction to Health Assessment
Spring/Summer

Elective (★3) (See Note 2)
Year 2

Fall Term

NURS 201 - Introduction to Nursing Theory II
NURS 202 - Introduction to Nursing Practice
NURS 215 - Pharmacotherapeutics in Nursing

Year 3 (See Note 1)

Fall Term
- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan **OR** NURS 327 - Mental Health & Wellness in Nursing

Winter Term
- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health & Wellness in Nursing **OR** NURS 323 - Community Nursing through the Lifespan
- NURS 400 - Leadership in Nursing & Interprofessional Practice

Year 4 (See Notes 1 and 5)

Fall Term (see Note 6)
- NURS 485 - Nursing Practice in a Focused Area

Winter Term (see Note 6)
- NURS 422 - Contemporary Issues in Healthcare Ethics & Law
- NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses. May be taken in Fall Term or Winter Term of Year 1.
3. An equivalent STAT (★3) course may be accepted in lieu of NURS 211.
4. Elective may be taken at any time in the program prior to Year 4.
5. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
6. NURS 485 may be offered in Winter Term of Year 4. In this case, students would take NURS 422 and 425 in Fall Term.

NURS 301 - Nursing Research
Winter Term

NURS 307 - Acute Care Nursing Theory I
NURS 308 - Acute Care Nursing Practice I
NURS 341 - Using and Interpreting Statistics for Health Research (see Note 3)
Elective (★3) (See Note 2)
Year 3

Fall Term

NURS 309 - Mental Health Nursing Theory
NURS 310 - Mental Health Nursing Practice
Elective (★3) (See Note 2)
Winter Term

NURS 407 - Acute Care Nursing Theory II
NURS 408 - Acute Care Nursing Practice II
Elective (★3) (See Note 2)
Year 4

Fall Term

NURS 405 - Community Nursing Theory
NURS 406 - Community Nursing Practice
NURS 409 - Leadership and Issues in Nursing
Winter Term

NURS 494 - Nursing in Context D1 (see Note 4)
NURS 495 - Nursing Practice VIII

The following course sequence may be offered at Collaborative Partner sites:

Year 1

Fall Term

NURS 140 - Anatomy
NURS 150 - Physiology
NURS 190 - Nursing in Context A
NURS 194 - Nursing in Context A1
Winter Term

INT D 410 - Interprofessional Health Team Development
MMI 133 - Medical Microbiology for Health Care Professionals
NURS 151 - Physiology II
NURS 191 - Nursing Practice I
NURS 195 - Nursing Practice II
Spring/Summer

Students admitted in Fall 2017 will transition to the new curriculum as follows:

Year 1

Two Term

- INT D 410 - Interprofessional Health Team Development

Fall Term

- NURS 140 - Anatomy
- NURS 150 - Physiology
- MMI 133 - Medical Microbiology for Health Care Professionals
- WRS (★3) or ENGL (★3) (see Note 1)
- Elective (★3) (See Note 2)

Winter Term

- NURS 113 - Pathophysiology
- NURS 103 - Introduction to Nursing Theory
- NURS 105 - Introduction to Health Assessment

Spring/Summer

- Elective (★3) (See Note 2)

Year 2 (See Note 3)

Fall Term
- NURS 211 - Statistics & Knowledge Management (see Note 4)
- NURS 220 - Foundations of Nursing II
- NURS 221 - Introductory Acute Care Nursing Practice I

Two Term
- NURS 216 - Pathophysiology and Pharmacology II

Winter Term
- NURS 224 - Foundations of Nursing III
- NURS 225 - Introductory Acute Care Nursing Practice II
- NURS 311 - Evidence Informed Nursing Practice

Spring/Summer
- Elective (★3) (See Note 2)

Year 3 (See Note 3)

ENGL (★3) (see Note 1)

One of

PSYCO 106 - Psychological Principles for Nursing
SOC 100 - Introductory Sociology
Year 2

Fall Term

NURS 215 - Pharmacotherapeutics in Nursing
NURS 290 - Nursing in Context B

NURS 291 - Nursing Practice III OR
NURS 295 - Nursing Practice IV
Winter Term

NURS 294 - Nursing in Context B1

NURS 291 - Nursing Practice III OR
NURS 295 - Nursing Practice IV

NURS 301 - Nursing Research
Spring/Summer

Elective (★3)

One of

PSYCO 106 - Psychological Principles for Nursing
SOC 100 - Introductory Sociology
Year 3

Fall Term

NURS 341 - Using and Interpreting Statistics for Health Research (see Note 3)
NURS 390 - Nursing in Context C

NURS 391 - Nursing Practice V OR
NURS 395 - Nursing Practice VI

PHIL 388 OR
PHIL 379 - Philosophy and Nursing I: Christian Perspectives

POL S 321 - The Politics of Health Care in Canada I
Winter Term

NURS 394 - Nursing in Context C1

NURS 395 - Nursing Practice VI OR

Fall Term
- NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan **OR** NURS 327 - Mental Health & Wellness in Nursing

Winter Term
- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health & Wellness in Nursing **OR** NURS 323 - Community Nursing through the Lifespan

Year 4 (See Notes 3 and 5)

Fall Term (see Note 6)
- NURS 485 - Nursing Practice in a Focused Area

Winter Term (see Note 6)
- NURS 422 - Contemporary Issues in Healthcare Ethics & Law
- NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses.
2. Electives may be taken at any time in the program prior to Year 4. Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioural or social sciences, and the humanities. At least one course must be chosen from the behavioral or social sciences.
3. Courses may be configured differently depending on clinical placement availability.
4. An equivalent STAT (★3) course may be accepted in lieu of NURS 211.
5. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
6. NURS 485 may be offered in Winter Term of Year 4. In this case, students would take NURS 422 and 425 in Fall Term.

Students admitted prior to Fall 2017 will follow

NURS 391 - Nursing Practice V

PHIL 398 **OR**
PHIL 389 - Philosophy and Nursing II: Christian Perspectives

POL S 322 - The Politics of Health Care in Canada II
Spring/Summer

Elective (★3)
Year 4

Fall Term

NURS 490 - Nursing in Context D
NURS 491 - Nursing Practice VII
Winter Term

NURS 494 - Nursing in Context D1 (see Note 4)
NURS 495 - Nursing Practice VIII
Notes

1. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses.
2. Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioural or social sciences, and the humanities. At least one course must be chosen from the behavioral or social sciences.
3. An equivalent STAT (★3) course may be accepted in lieu of NURS 341.
4. To proceed with NURS 494 students must have passed all courses of the Collaborative Program except the corequisite NURS 495.

the course sequence outlined in the Calendar of the year they were admitted.

Course sequences for Collaborative Partner Sites may be found in the Academic Calendar for each institution.

Grande Prairie Regional College
Red Deer College
Keyano College

Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19

CURRENT	PROPOSED	
BScN—Honors Program	**BScN—Honors Program**	
General Information	**General Information**	
The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the BScN—Honors Program should consult BSc in Nursing-Honors Program for admission requirements. A detailed course sequence of the BScN—Honors Program for students transferring from the BScN—Collaborative Program and for After Degree students is provided below.	The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the BScN—Honors Program should consult BSc in Nursing-Honors Program for admission requirements. A detailed course sequence of the BScN—Honors Program for students transferring from the BScN—Collaborative Program and for After Degree students is provided below.	
Students in the BScN—Honors Program are required to complete two Nursing Honors Seminars and a Nursing Honors Project and maintain superior academic standing. They must also be committed to function in an apprenticeship model where under the guidance of their Honors Supervisor they develop a strong foundation in nursing research and scholarship.	Students in the BScN—Honors Program are required to complete two Nursing Honors Seminars and a Nursing Honors Project and maintain superior academic standing. They must also be committed to function in an apprenticeship model where under the guidance of their Honors Supervisor they develop a strong foundation in nursing research and scholarship.	
1. The curriculum for the BScN— Collaborative Program with transfer to the Honors Program is designed to be taken over four years. With approval, students have up to six years from the time of original admission to the Faculty of Nursing to complete the degree requirements. Normally, students who do not complete the program within six years will be required to withdraw.	• The curriculum for the BScN— Collaborative Program with transfer to the Honors Program is designed to be taken over four years. With approval, students have up to six years from the time of original admission to the Faculty of Nursing to complete the degree requirements. Normally, students who do not complete the program within six years will be required to withdraw.	**Comment [VK1]:** Approved through General Circulation on June 20, 2017 **Comment [VK3]:** Approved through General Circulation on June 20, 2017
2. The BScN—Honors Program for After Degree students is designed to be taken over two calendar years. With approval, students have up to three years to complete the requirements for this program. Normally, students who do not complete the program within three years will be required to withdraw.	• The BScN—Honors Program for After Degree students is designed to be taken over two calendar years. With approval, students have up to three years to complete the requirements for this program. Normally, students who do not complete the program within three years will be required to withdraw.	**Comment [VK2]:** Approved through General Circulation on June 20, 2017 **Comment [VK4]:** Approved through General Circulation on June 20, 2017
3. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results.	• Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results.	
4. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony	• Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony	

Item-4-att-7-Honors Program Course Sequence updated 2017.09.28

Left column:

Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.

5. Clinical practice may include shift and weekend rotations.

Course Sequence

Course sequence for students transferring from the BScN—Collaborative Program:

Note: Students will follow the course sequence for the BScN—Collaborative Program in Year 1 and Year 2.

~~Sequence A~~

Year 3

Two Term

NURS 399 - Selected Topics in Nursing Research
~~Fall Term~~

~~NURS 307 - Acute Care Nursing Theory I~~
~~NURS 308 - Acute Care Nursing Practice I~~
Winter Term

~~NURS 405 - Community Nursing Theory~~
~~NURS 406 - Community Nursing Practice~~

Year 4 (see Note 1)

Fall Term

~~NURS 407 - Acute Care Nursing Theory II~~
~~NURS 408 - Acute Care Nursing Practice II~~
~~NURS 409 - Leadership and Issues in Nursing~~
NURS 499 - Scholarly Project in Nursing (see ~~Note 2~~)
Winter Term

~~NURS 494 - Nursing in Context D1 (see Note 3)~~

Right column:

Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.

- Clinical practice may include shift and weekend rotations.

Course Sequence

Course sequence for students transferring from the BScN—Collaborative Program:

Note: Students will follow the course sequence for the BScN—Collaborative Program in Year 1 and Year 2.

Year 3 (See Note 1)

Fall Term

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan **OR** NURS 327 - Mental Health & Wellness in Nursing

Two Term

NURS 399 - Selected Topics in Nursing Research

Winter Term

- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 327 - Mental Health & Wellness in Nursing **OR** NURS 323 - Community Nursing through the Lifespan
- NURS 400 - Leadership in Nursing & Interprofessional Practice

Year 4 (See Notes 1 and 2)

Fall Term

- NURS 422 - Contemporary Issues in Healthcare Ethics & Law
- NURS 425 - Nursing Leadership in a Focus Area
- NURS 499 - Scholarly Project in Nursing (see Note 3)

Winter Term

<div style="column-count:2">

NURS 495 - Nursing Practice VIII
Sequence B

Year 3

Two Term

NURS 399 - Selected Topics in Nursing Research
Fall Term

NURS 309 - Mental Health Nursing Theory
NURS 310 - Mental Health Nursing Practice
Winter Term

NURS 407 - Acute Care Nursing Theory II
NURS 408 - Acute Care Nursing Practice II
Year 4 (see Note 1)

Fall Term

NURS 405 - Community Nursing Theory
NURS 406 - Community Nursing Practice
NURS 409 - Leadership and Issues in Nursing
NURS 499 - Scholarly Project in Nursing (see Note 2)
Winter Term

NURS 494 - Nursing in Context D1 (see Note 3)
NURS 495 - Nursing Practice VIII
Notes

1. To proceed to Year 4, all courses listed in Year 3 of the program must have been successfully completed.
2. All NURS 499 requirements must be completed prior to Winter Term of Year 4.
3. To proceed with NURS 494, students must have completed all courses of the Honors Program except the corequisite NURS 495.

Course Sequence for After Degree Students:

Note: The BScN—Honors Program is only offered in Edmonton.
Year 1 (see Note 1)

Two Term

NURS 399 - Selected Topics in Nursing Research
Fall Term

NURS 113 - Pathophysiology
NURS 301 - Nursing Research (see Note 2)
NURS 303 - Introduction to Nursing Theory
NURS 304 - Introduction to Nursing Practice

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- NURS 485 - Nursing Practice in a Focused Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
3. All NURS 499 requirements must be completed prior to Winter Term of Year 4.

Course Sequence for After Degree Students:

Note: The BScN—Honors Program is only offered in Edmonton.
Year 1 (see Note 1)

Fall Term

- NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare
- NURS 311 - Evidence Informed Nursing Practice
- NURS 316 - Pathophysiology and Pharmacology I
- NURS 330 - Foundations for Success in

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NURS 305 - Introduction to Health Assessment
Winter Term

NURS 215 - Pharmacotherapeutics in Nursing
NURS 307 - Acute Care Nursing Theory I
NURS 308 - Acute Care Nursing Practice I
Spring/Summer

NURS 309 - Mental Health Nursing Theory
NURS 310 - Mental Health Nursing Practice
Year 2 (see Notes 1 and 3)

Two Term

INT D 410 - Interprofessional Health Team Development
Fall Term

NURS 407 - Acute Care Nursing Theory II
NURS 408 - Acute Care Nursing Practice II
NURS 409 - Leadership and Issues in Nursing
NURS 499 - Scholarly Project in Nursing (see Note 4)
Winter Term

NURS 405 - Community Nursing Theory
NURS 406 - Community Nursing Practice
Spring/Summer

NURS 494 - Nursing in Context D1 (see Note 5)
NURS 495 - Nursing Practice VIII
Notes

1. Courses may be configured differently depending on clinical placement availability.
2. Students must complete NURS 301 prior to Winter Term of Year 1.
3. To proceed to Year 2, all courses listed in Year 1 of the program must have been successfully completed.
4. All NURS 499 requirements must be completed prior to Winter Term of Year 2.
5. To proceed with NURS 494, students must have passed all courses of the Honors Program except the corequisite NURS 495.

Promotion Requirements

Promotion from year to year requires a minimum GPA of 3.0 on all courses taken during the Fall/Winter and Spring/Summer. Students who do not meet this requirement, but have a GPA of 2.0 are required to transfer back into the BScN—Collaborative Program or BScN After Degree

Nursing
- NURS 334 - Foundations of Nursing I
- NURS 335 - Nursing Practice - Health Assessment & Nursing Process
Two Term

- NURS 399 - Selected Topics in Nursing Research

Winter Term

- NURS 222 - Indigenous Health in Canada
- NURS 344 - Foundations of Nursing II
- NURS 345 - Introductory Acute Care Nursing Practice
- NURS 416 - Pathophysiology and Pharmacology II
Spring/Summer

- NURS 431 - Advanced Acute Care Nursing Practice I
- NURS 433 - Community Nursing Through the Lifespan OR NURS 437 - Mental Health & Wellness in Nursing
Year 2 (see Notes 1 and 2)

Fall Term

- NURS 400 - Leadership in Nursing & Interprofessional Practice
- NURS 435 - Advanced Acute Care Nursing Practice II
- NURS 437 - Mental Health & Wellness in Nursing OR NURS 433 - Community Nursing Through the Lifespan
- NURS 499 - Scholarly Project in Nursing (see Note 3)
Winter Term

- NURS 485 - Nursing Practice in a Focused Area
Spring/Summer

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 422 - Contemporary Issues in Healthcare Ethics & Law
- NURS 425 - Nursing Leadership in a Focus Area
Notes

1. Courses may be configured differently depending on clinical placement availability.
2. To proceed to Year 2, all courses listed in Year 1 of the program must have been

Program.

Graduation Requirements

Graduation with Honors requires a GPA of 3.0 on the last ★60. Students who are not recommended for graduation with Honors at the end of their program may be granted the BScN degree if they meet the minimum requirements for this degree (see BScN—Collaborative Program and BScN—After Degree Program).
Graduation with First-Class Honors: Graduation with First-Class Honors requires a GPA of 3.5 or higher on the last ★60 taken for credit toward the degree and that no failing grades are incurred throughout the program.

successfully completed.
3. All NURS 499 requirements must be completed prior to Winter Term of Year 2.

After Degree Honors students admitted in Fall 2017 will transition to the new curriculum as follows:

Year 1 (see Note 1)

Fall Term

NURS 113 - Pathophysiology
NURS 301 - Nursing Research
NURS 303 - Introduction to Nursing Theory
NURS 304 - Introduction to Nursing Practice
NURS 305 - Introduction to Health Assessment
Two Term

NURS 399 - Selected Topics in Nursing Research
Winter Term

NURS 215 - Pharmacotherapeutics in Nursing
NURS 307 - Acute Care Nursing Theory I
NURS 308 - Acute Care Nursing Practice I
Spring/Summer

NURS 309 - Mental Health Nursing Theory
NURS 310 - Mental Health Nursing Practice

Year 2 (see Notes 1 and 2)

Fall Term

NURS 300 - Health Policy, Health Care Organizations, Change Management
NURS 431 - Advanced Acute Care Nursing Practice I
NURS 433 - Community Nursing Through the Lifespan
NURS 499 - Scholarly Project in Nursing (see Note 3)

Winter Term

NURS 400 - Leadership in Nursing & Interprofessional Practice
NURS 422 - Contemporary Issues in Healthcare Ethics & Law
NURS 435 - Advanced Acute Care Nursing Practice II
NURS 498 – "Advanced Acute Care Nursing Theory" (★6)

Spring/Summer

	NURS 485 Nursing Practice in a Focused Area **Notes** 1. Courses may be configured differently depending on clinical placement availability. 2. To proceed to Year 2, all courses listed in Year 1 of the After Degree program must have been successfully completed. 3. All NURS 499 requirements must be completed prior to Winter Term of Year 2. **Promotion Requirements** Promotion from year to year requires a minimum GPA of 3.0 on all courses taken during the Fall/Winter and Spring/Summer. Students who do not meet this requirement, but have a GPA of 2.0 are required to transfer back into the BScN—Collaborative Program or BScN After Degree Program. **Graduation Requirements** • Graduation with Honors requires a GPA of 3.0 on the last ★60. Students who are not recommended for graduation with Honors at the end of their program may be granted the BScN degree if they meet the minimum requirements for this degree (see BScN—Collaborative Program and BScN—After Degree Program). • Graduation with First-Class Honors: Graduation with First-Class Honors requires a GPA of 3.5 or higher on the last ★60 taken for credit toward the degree and that no failing grades are incurred throughout the program.

Faculty of Nursing
Calendar Change Request Form
For Implementation in 2018-19

CURRENT	PROPOSED
Registered Psychiatric Nurse (RPN) to BScN Program	**Registered Psychiatric Nurse (RPN) to BScN Program**
General Information	**General Information**
This program is for graduates of Psychiatric Nursing Programs.	This program is for graduates of Psychiatric Nursing Programs.
1. The curriculum is designed to be taken over ~~20 months~~. Application for an extension to the program must be submitted to the Student Advisor. With approval, students have up to three years from the time of admission to complete the requirements for this program.	1. The curriculum is designed to be taken over 2 calendar years. Application for an extension to the program must be submitted to the Student Advisor. With approval, students have up to three years from the time of admission to complete the requirements for this program.
2. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results.	2. Students are responsible for the completeness and accuracy of their registrations. Particular care should be exercised regarding prerequisite courses. Students are responsible for adjustments in registration made necessary by reexamination results.
3. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.	3. Placements can be made anywhere in the greater Edmonton area (Devon, Fort Saskatchewan, Leduc, Morinville, St Albert, Sherwood Park, Spruce Grove and Stony Plain) or as far away as 150 kilometers. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.
4. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program.	4. Students must purchase a stethoscope, penlight and a lab coat. A uniform will be required later in the program.
5. Clinical practice may include shift and weekend rotations.	5. Clinical practice may include shift and weekend rotations.
Course Sequence	**Course Sequence**
~~Year 3~~ (see Note 1)	Year 1 (see Note 1)
Fall Term	**Fall Term**
~~NURS 301 - Nursing Research~~ ~~NURS 305 - Introduction to Health Assessment~~ ~~NURS 341 - Using and Interpreting Statistics for Health Research (see Note 2)~~ ~~POL S (★3)~~	NURS 200 - Innovation, Systems Thinking & Leadership in Healthcare NURS 211 - Statistics & Knowledge Management (see Note 2) NURS 311 - Evidence Informed Nursing Practice NURS 335 - Nursing Practice - Health Assessment & Nursing Process
Winter Term	**Winter Term**
NURS 215 - Pharmacotherapeutics in Nursing	

Item-4-att-8- RPN-BScN Program Course Sequence updated 2017.09.27

NURS 307 - Acute Care Nursing Theory I
NURS 308 - Acute Care Nursing Practice I
~~Year 4~~ (see ~~Notes 1 and 3~~)

Fall Term

NURS 407 - Acute Care Nursing Theory II
NURS 408 - Acute Care Nursing Practice II
NURS 409 - Leadership and Issues in Nursing
Winter Term

NURS 405 - Community Nursing Theory
NURS 406 - Community Nursing Practice
PHIL (★3)
Spring/Summer

NURS 494 - Nursing in Context D1 (see Note 4)
NURS 495 - Nursing Practice VIII

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. An equivalent STAT (★3) course may be accepted in lieu of NURS 341.
3. ~~To proceed to Year 4, all courses listed in Year 3 of the RPN to BScN Program must have been passed.~~
4. To proceed with NURS 494, students must have passed all courses of the Registered Psychiatric Nurse (RPN) to BScN Program except the corequisite NURS 495.

NURS 222 - Indigenous Health in Canada
NURS 344 - Foundations of Nursing II
NURS 345 - Introductory Acute Care Nursing Practice
NURS 416 - Pathophysiology and Pharmacology II
Spring/Summer
NURS 431 - Advanced Acute Care Nursing Practice I
NURS 433 - Community Nursing Through the Lifespan

Year 2 (see **Note 1**)

Fall Term

NURS 300 - Health Policy, Health Care Organizations, Change Management
NURS 435 - Advanced Acute Care Nursing Practice II

Winter Term (see Note 3)

NURS 485 - Nursing Practice in a Focused Area

Spring/Summer (see Note 3)

NURS 422 - Contemporary Issues in Healthcare Ethics & Law
NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. An equivalent STAT (★3) course may be accepted in lieu of NURS 341.
3. NURS 485 may be offered in Spring/Summer of Year 2. In this case, students would take NURS 422 and 425 in Winter Term.

Students admitted in Fall 2017 will follow the course sequence of the Calendar under which they were admitted with one exception: students will take NURS 485 instead of NURS 494 and 495.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for a new course-based MA in History of Art, Design and Visual Cultural (HADVC), Department of Art and Design**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority, Admission/Transfer and Academic Standing regulations for a new course-based MA in History of Art, Design and Visual Culture (HADVC) in the Department of Art and Design, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1.

Item

Action Requested	☒Approval ☐Recommendation
Proposed by	Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research Lesley Cormack, Dean, Faculty of Arts
Presenter	Betsy Boone, Professor, History of Art, Design, and Visual Culture, Department of Art and Design 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)	There are currently two graduate degrees offered in the History of Art, Design and Visual Culture (HADCV), the thesis-based Master of Arts (MA) and the thesis-based PhD. These are offered through the Department of Art and Design in the Faculty of Arts. This proposal is to add a course-based MA in the History of Art, Design and Visual Culture to our offerings.
The Impact of the Proposal is	The new degree will offer a flexible graduate degree option for students, artists, community members, and teachers who have completed a Bachelor's degree in the history of art or a related discipline. It will also be of use to students who have completed other graduate programs, such as the Master of Fine Arts (MFA).
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September 2019
Estimated Cost and funding source	Resources which are currently being used to deliver courses to the thesis-based MA students will now be used to fund courses taken by both thesis and course-based MA students. This new option will bring costs down and more students will be served because the course-based MA students will be added to already existing courses taken by thesis-based MA students.
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	The new degree will offer a flexible degree option for students, artists, community members, and teachers who have completed a Bachelor's degree in the history of art or a related discipline. It will also be of use to students who have completed other graduate programs, such as the

	Master of Fine Arts (MFA).
	The degree is designed to allow completion in one year, although it may also be completed part time over a longer period of time. Except for the capstone, which will be available as independent study, it makes use of courses that are already in place and regularly offered. They will pay the standard course-based graduate tuition; there will be no extra costs.
	The course-based MA differs from the thesis-based MA (preparing for PhD work and research careers) in that it will be preparing students for professional and managerial careers in the arts.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol>	*Those who have been **informed**:* • All current graduate students in HADVC • All faculty members in Art & Design
	*Those who have been **consulted**:* • Dr. Kathryn Shailer, Acting Research Officer and Special Advisor for Graduate Studies and • Internationalization, Alberta College of Art and Design • Dr. Kenneth Allen, Associate Professor of Art History, University of Lethbridge • Dr Anne Dymond, Associate Professor, Art History and Museum Studies, University of Lethbridge • Dr. Allan Gilliland, Dean, Faculty of Fine Arts, MacEwan University • Dean Smale, Coordinator of Visual Communications, Medicine Hat College • Jason Frizzell, Dean, School of Creative Arts, Red Deer College • Jia Wang, Acting Director, China Institute, University of Alberta • Dr. Randolph Wimmer, Interim Dean, Faculty of Education, University of Alberta • Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator • Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Kate Peters • Edith Finczak, Director, Academic Budgeting and Programming • Dr Bryan Hogeveen, Associate Dean, FGSR • Dr Thomas Spalding, Associate Dean (Graduate Studies), Faculty of Arts • Rose Yu, Director, Strategy, Initiatives, Facilities and Finance in the Faculty of Arts • Faculty of Arts (Arts Academic, Arts Executive, and Arts Faculty Council
	*Those who are actively **participating**:* • All faculty members in HADVC • Elizabeth (Betsy) Boone, Professor, History of Art, Design, and Visual Culture, Department of Art and Design

Item No. 7

Approval Route (Governance) (including meeting dates)	Faculty of Arts Executive – May 11, 2017 Arts Faculty Council – May 25, 2017 GFC ASC Subcommittee on Standards – October 5, 2017 GFC Academic Standards Committee – October 19, 2017 GFC Academic Planning Committee – November 8, 2017
Final Approver	GFC Academic Standards Committee (Admission/Transfer and Academic Standing) GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan - *For the Public Good* **EXCEL** GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. i) Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels. **ENGAGE** GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	**1. Post-Secondary Learning Act (PSLA):** The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC). **2. PSLA:** GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC). **3. PSLA:** The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). **4. PSLA:** The PSLA gives Faculty Councils the authority to "determine the programs of study for which the faculty is established" (Section 29(1)(a)); to "provide for the admission of students to the faculty" (Section 29(1)(c)); and to "determine the conditions under which a student must withdraw from or may continue the student's program of studies in a faculty" (Section 29(1)(d)). **5. UAPPOL Admissions Policy:** "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas

such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

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

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

6. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC's terms of reference provide that "the term 'substantial' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).

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

7. GFC Academic Planning Committee (APC) Terms of Reference (Mandate/Establishment/Termination of Academic Programs):
"NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor.
a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions." (3.8.)

Attachment

1. Proposal for course-based MA in HADVC, Templates A and B1 with appendices and Calendar change

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

Alberta ◢ Enterprise and Advanced Education

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

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

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

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

Basic Information

Institution	University of Alberta
Program/specialization title	Course-based MA in the History of Art, Design and Visual Culture (HADVC)
Credential awarded	Master of Arts
Proposed Implementation Date	July 1, 2019

SECTION 1: PROGRAM OVERVIEW

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

This is a new course-based Master of Arts (MA) program in the History of Art, Design and Visual Culture (HADVC). The University currently offers a thesis-based Master of Arts (MA) in the History of Art, Design and Visual Culture.

1.2 Program Description
Provide a brief (1-2 paragraph) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of

courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.

There are currently two graduate degrees offered in the History of Art, Design and Visual Culture (HADCV): the thesis-based Master of Arts (MA) and the thesis-based Philosophy of Arts (PhD). These degrees are offered through the Department of Art and Design in the Faculty of Arts. This proposal is to add a course-based MA in the History of Art, Design and Visual Culture to the Department's offerings.

The current UofA programs in HADVC conform to most North American art history graduate programs in terms of required course load, length of program, examination, and thesis or dissertation requirements. Both the current and proposed programs are organized around three areas of specialization: i) Modern and Contemporary Visual Art and Theory from the nineteenth-century to the present; ii) Modern and Contemporary Design and Design Theory from the nineteenth-century to the present; iii) The Visual and Material Cultures of East Asia (China and Japan). These three areas are united in their broad global and interdisciplinary commitment to the study of visual and material culture. In that sense, the current and proposed programs in HADVC are unified by the faculty members' consistent dedication to critical theory, visuality (ways of seeing), and the exploration of cultural and material interaction, rather than to limited or narrowly focused periods or specializations.

The new degree will offer a flexible graduate degree option for students, artists, community members, and teachers who have completed a Bachelor's degree in the history of art or a related discipline. It will also be of use to students who have completed other graduate programs, such as the Master of Fine Arts (MFA). The degree is designed to allow completion in one year, although it may also be completed part time over a longer period of time. Except for the capstone course, which will be available as independent study, it makes use of courses that are already in place and regularly offered. All of these seminars meet once a week for a single three-hour block on the main campus of the University of Alberta. Our goal is to make this degree option available as of September 2019. A complete list of courses and calendar descriptions is included in Appendix A.

1.3 Enrolment Plan
Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

We anticipate accepting 5 students per year into this program and plan to cap the number of accepted students at that number. Although this number may appear small, we will be integrating the students into courses that are also taken by the thesis-based MA students in order to prevent any sense of isolation on the part of the incoming students, both Canadian and international, and in order to ensure an efficient use of current resources.

This table assumes three full-time and two part-time students (those spreading the program out over 2 years rather than 1) will enter each year. We experience very low attrition rates in our current programs and therefore expect little attrition in this new program as well.

Existing resources will be used to accommodate these students, and we anticipate little decreased enrolment from other programs.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Total head count	5	7	7	7	7	7
• Full-Time Year 1	3	3	3	3	3	3
• Part-Time Year 1	2	2	2	2	2	2
• Full-Time Year 2	0	0	0	0	0	0
• Part-time Year 2	0	2	2	2	2	2
• Full-Time Year 3	0	0	0	0	0	0
• Full-Time Year 4	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
• FLE Year 1	4	4	4	4	4	4
• FLE Year 2	0	1	1	1	1	1
• FLE Year 3	0	0	0	0	0	0
• FLE Year 4	0	0	0	0	0	0
Anticipated No. of Graduates	3	5	5	5	5	5

SECTION 2: DEMAND

2.1 Student Demand Analysis

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

While it is admittedly difficult to measure job opportunities quantitatively, there is substantial qualitative data to support a need in this area. Demand is demonstrated by repeated inquiry made by students, by the regular posting of job openings requiring this type of degree, and by the success of such degree programs in other parts of Canada. The Graduate Program Administrator for HADVC receives regular inquiries about the availability of a course-based MA degree.

A short survey was sent to the currently enrolled thesis-based MA students asking them whether they thought a course-based MA option would be of interest to students who were not currently considering graduate education. All 8 of the students who responded to the survey answered in the affirmative.

Students interested in this graduate degree will be looking to study close to home, yet there are no comparable programs in the prairie provinces of Alberta, Saskatchewan or Manitoba. A few universities in Ontario, such as the University of Western Ontario and Carleton University, have initiated such degrees with success. The dearth of options in western Canada will make this program attractive to those seeking to upgrade their education and improve their job opportunities. We will particularly welcome potential students from northern and indigenous communities, who otherwise lack access to programs such as this one.

2.2 Labour Market Analysis

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

Students with a course-based MA in HADVC will have numerous employment opportunities available to them. They could, for example, pursue such positions as director, curator or education officer at art galleries, historical sites and museums; participate in the art market by selling or promoting various kinds of art and visual culture; work as researchers in libraries and archives; and undertake work in the cultural sector for governmental organizations. We have received a number of letters from professionals in these fields attesting to demand for such a program (see Appendix B).

Quantitative information supporting this Labour Market Analysis is available and includes the following:

The Government of Alberta 2016 Labour Market Review shows that the Industry of Information, Culture and Recreation employment rose by 1,400 jobs and Occupations in Art, Culture, Recreation and Sport rose by 7,700. See https://work.alberta.ca/documents/annual-alberta-labour-market-review.pdf

The Government of Alberta's February 2017 Labour Force Statistics Highlights lists Information, Culture and Recreation as the Industry with the highest employment increase, at 4,900 positions. See https://work.alberta.ca/documents/labour-force-stats-2017-02-highlights.pdf. The February 2017 Labour Force Statistics Public Package also shows an increase when compared to the month before. See https://work.alberta.ca/documents/labour-force-stats-2017-02-public-package.pdf

The Government's Occupational Demand and Supply Outlook, 2015-2025, projects demand for Managers in Art, Culture, Recreation & Sport (A34) growing from 1,401 in 2015 to 1,634 in 2025. See https://work.alberta.ca/documents/occupational-demand-and-supply-outlook-2015-2025.pdf

In addition, the following organizations regularly list positions for graduates with this type of degree. These jobs either require or recommend an MA in HADVC or a related field:

1) Canadian Heritage Information Network: http://www.rcip-chin.gc.ca/application/emplois-jobs/lister-list.app?lang=en

There were 37 listings on this website on December 13, 2016. Jobs for which a student with this degree would be qualified include: Executive Director, Museum Director, Archivist, Museum Assistant, Art Studio Interpreter, Visitor Services Manager, Member Relations Manager, Communications Manager, Historical Research Assistant, Oral History Transcriptionist, Events Supervisor, Program and Event Coordinator, Business Development Coordinator, etc. Several of these positions were in Alberta; these include Executive Director of the Arts Council Wood Buffalo and Museum Director of the Lac La Biche Regional Museum & Discovery Centre.

2) The American Alliance of Museums: http://www.aam-us.org/resources/careers

There were 125 listings on this website on December 13, 2016. Jobs for which a student with this degree would be qualified include: Education Director, Curator of Education, Manager of Public Programs, Interpretive Program Manager, Exhibitions Manager, Collections Manager, Archivist, Public Relations Manager, Corporate Relations Manager, Marketing Director, Membership Manager, etc.

3) Universities Art Association of Canada: http://www.uaac-aauc.com/en/careers

There were 5 listings on this website on December 13, 2016. Students who complete the course-based MA after completing a studio-based MFA degree would be qualified for these positions.

4) College Art Association Job Postings: http://careercenter.collegeart.org/jobs

There were 303 job listings on this website on December 13, 2016. Jobs for which a student with this degree would be qualified include: Curator of Education and Outreach, Program Assistant, Senior Exhibitions Coordinator, Lecturer, Collections Cataloguer, and others.

5) H-Net Job Guide: https://www.h-net.org/jobs/job_browse.php?category_id=10

There were 81 job listing on this website (in the fields of Art and Art History) on December 13, 2016. Jobs for which a student with this degree would be qualified include: Curatorial Fellow, Museum Collections Manager, Project Inventory Lead, Program Coordinator, etc,

6) Jobs are also listed regularly by the AAMG (Association of Academic Museums and Galleries (https://www.aamg-us.org/wp/category/general-announcement/jobs/) and on the AMA (Alberta Museum Association) Email Discussion list (http://www.museums.ab.ca/about-us.aspx)

2.3 Support

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

Evidence of consultation and letters of support have been provided by the following professional organizations and potential employers:

Jacek Malec, Executive Director, Harcourt House Artist Run Centre, Edmonton

Deborah Herringer Kiss, Director, Herringer Kiss Gallery, Calgary

Heather Hamel, Director, Scott Gallery, Edmonton

Janine Andrews, Executive Director, University of Alberta Museums, Edmonton

Chelsea Boida, Public Art Officer, Edmonton Arts Council

Copies of these letters are attached to this proposal as Appendix B.

2.4 Clinical or Work Experience

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

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

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

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

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

Not applicable.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

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

The University of Alberta's 2016 Comprehensive Institutional Plan (CIP) begins as follows:

"The vision of the University of Alberta is to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good."

The CIP also includes six key priorities, two of which align particularly well with this proposed program. A description of these two priorities begin as follows:

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.

COMMUNITY ENGAGEMENT: The university is focused on enhancing the communities in which it operates, as well as the communities with which it engages, both near and far. The university will strive to maintain and expand connections with communities, increasing engagement and consultation.

Canada's Creative Economy contributes in valuable and growing ways to the lives and wellbeing of its citizens, and the course-based MA in the History of Art, Design and Visual Culture will prepare graduates to assume leadership positions in this sector of the economy. Graduates of this program will be able to think critically and productively about the place of history and the arts in contemporary life. These individuals are essential for the creation, maintenance and promotion of societal exchange and public spaces that are creatively, culturally and technologically innovative.

3.2 Institutional Programs

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

The proposed program complements and does not duplicate other programs within the institution. Several other departments at the University of Alberta—English & Film Studies, History & Classics, Political Science, and Sociology—have course-based MA programs that are structurally similar to ours, but none of these focus on the visual world and creative production. Physical Education, Recreation, and Leisure has a course-based MA that focuses on the use of such public spaces as parks, playgrounds, and natural preserves. Our program, in contrast, engages with the world of human-made art, objects, and other forms of visual communication.

This new program complements our current thesis-based MA and PhD programs directed toward mentoring and training young professionals as academics and at the same time places an important emphasis on providing practical skills that would enable students to pursue various kinds of employment. For example, the Ethics and Professional Training requirement, which the Department of Art and Design already offers to and requires of all graduate students, combines theoretical and practical discussions of the discipline of art, design, the academy, the museum, and the market, ensuring that students attain practical teaching, research, organizational, and communication skills. This program of study allows students to pursue employment well beyond the academy, as museum professionals, or within the governmental or private sectors.

The course-based MA differs from the thesis-based MA in the History of Art, Design and Visual Culture. Whereas students in the thesis-based program are preparing for PhD work and research careers, students in this new program will be preparing for professional and managerial careers in the arts. Students in the course-based MA will not spend a full year on the development of a narrowly focused thesis, which will enable them to take more courses and thereby diversify their knowledge of the visual arts. A one–term capstone course taken at the end of their program will pair course-based MA students one-on-one with an academic advisor, providing students with a personalized and intensive research experience.

The course-based MA also differs from the MFA (Master of Fine Arts. Whereas both the course-based and thesis-based MA are seminar-based programs, the MFA is a studio-based program designed for practitioners. Students in the MFA, in contrast to students in the MA programs, are preparing for careers as artists.

3.3 Internal Review and Approval

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

This proposal was developed in consultation with Dr Steven Harris, Acting Chair of the Department of Art and Design; Dr Lianne McTavish, Associate Chair (Graduate Studies) in the Department of Art and Design; Dawn McLean, Graduate Student Advisor in the Department of Art and Design; Sean Caulfield, Centennial Professor and faculty member in charge of Fine Arts in the Department of Art and Design, and all the permanent faculty teaching classes in the History of Art, Design and Visual Culture.

Consultation has also taken place with Dr Nat Kav, Vice-Provost (Programs), Office of the Provost and Vice President (Academic), Kate Peters, Portfolio Initiatives Manager for the Provost and Vice-President (Academic); Dr Deborah Burstyn, Vice Dean, Faculty of Graduate Studies and Research (FGSR); Dr Bryan Hogeveen, Associate Dean, FGSR; and Janice Hurlburt, Governance & Policy Coordinator, FGSR. FGSR has also liaised with the Registrar's Office. Consultation on issues of budget have taken place with Edith Finczak, Director, Academic Budgeting and Programming. Dr Thomas Spalding, Associate Dean (Graduate Studies) and Rose Yu, Director, Strategy, Initiatives, Facilities and Finance in the Faculty of Arts also provided important information on drafting this proposal.

Internal Review also stipulates Department Council, Arts Academic Committee, Arts Executive Committee, Arts Faculty Council, and FGSR Council, as well as the ASC Subcommittee on Standards (SOS), the Academic Standards Committee (ASC), and the Academic Planning Committee of the General Faculty Council (GFC). Consultation with all these bodies is taking place.

3.4 Campus Alberta Programs/Initiatives

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

This program does not duplicate, but rather complements and expands, existing programs in Campus Alberta.

The Department of Art and Design already has strong ties with colleges and universities throughout the province, maintained by participating at jointly-sponsored conferences and hosting visiting speakers, and also by the regular application of students from those universities for entry into both undergraduate and graduate programs at the University of Alberta. In particular, we receive many applications and regularly accept students from MacEwan University, Red Deer College, Keyano College, Grand Prairie Regional College, and Medicine

Hat College into our Bachelor's programs. Furthermore, a number of our graduates teach at these universities and colleges.

Campus Alberta institutions that offer Bachelor's degrees graduating students who would be interested in the course-based MA include the University of Calgary, the University of Lethbridge, and the Alberta College of Art and Design. These institutions also offer MFA programs graduating students who might seek to upgrade their credentials by pursuing a course-based MA. Most of the undergraduate programming offered by other universities and colleges in Alberta similarly emphasizes the key areas identified as specializations for the proposed program, especially modern and contemporary art and visual culture. Letters of support from many of these institutions have been included with this proposal in Appendix B.

The proposed program thus builds on strengths, expanding opportunities for specialized study within Alberta and the region.

3.5 Consultation

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

Our already strong relationships with other Campus Alberta campuses, from which our students come and for which our graduates teach, ensures inter-institutional collaboration. The following independent experts beyond the University of Alberta's Faculty of Arts have consulted with us, provided feedback, and expressed explicit support for this proposal:

Dr. Kathryn Shailer, Acting Research Officer and Special Advisor for Graduate Studies and
        Internationalization, Alberta College of Art and Design
Dr. Kenneth Allen, Associate Professor of Art History, University of Lethbridge
Dr Anne Dymond, Associate Professor, Art History and Museum Studies, University of Lethbridge
Dr. Allan Gilliland, Dean, Faculty of Fine Arts, MacEwan University
Dean Smale, Coordinator of Visual Communications, Medicine Hat College
Jason Frizzell, Dean, School of Creative Arts, Red Deer College
Jia Wang, Acting Director, China Institute, University of Alberta
Dr. Randolph Wimmer, Interim Dean, Faculty of Education, University of Alberta

Copies of their letters are attached to this proposal as Appendix B.

3.6 Learner Pathways

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

Community members: This degree will be useful to community members working in museums and historic sites. Because the degree offers a part-time option, these individuals will not need to leave their current jobs in order to upgrade their skills.

Primary and secondary art teachers: Teachers regularly take, and look for, accessible and flexible graduate programs for reasons of personal and professional development, salary increases, and to meet changing government standards for teachers and school leaders. The degree will therefore be of interest to art teachers, who can take advantage of both the part time and, during a sabbatical year, the full time option.

Artists: Working artists both with and without the MFA degree would be able to enroll in this program to advance their knowledge of modern art and its histories.

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

MFA students: The MFA, which is a terminal degree, is required for artists who plan to teach at the post-secondary level. At many two-year colleges and some small four-year universities, artists also teach introductory art history classes as part of their teaching assignment. Students with an MFA and an MA degree will be especially well prepared for the competitive post-secondary job market.

International students: We receive a number of inquiries from international students every year, asking about the possibility of doing a thesis-based MA or a PhD after completing study in their home country. The course-based MA will serve those students who want a bridge year, during which they can improve their English skills and adjust to the North American learning environment, before entering into a thesis-based degree programs in HADVC.

Recently completed BA students: Students who have completed a Bachelor's degree in the history of art or a related field may expand their knowledge of art and visual culture by completing a one-year course-based MA.

We have no formal agreements for internal or inter-institutional transfers.

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

We estimate that half the students will be international. The majority of course-based MA students will not pursue further advanced education, although a few may choose to pursue research degrees (the thesis-based MA or the PhD).

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

4.1 Annual Budget and Funding Sources

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

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

The implementation of this course-based MA option will make the current thesis-based MA less expensive to offer. Resources which are currently being used to deliver courses to the thesis-based MA students will now be used to fund courses taken by both thesis and course-based MA students. This

new option will bring costs down and more students will be served because the course-based MA students will be added to already existing courses taken by thesis-based MA students.

Course Based Master of Arts - History of Art, Design and Visual Culture (HADVC)		Ongoing
EXPENDITURES		
Academic Salaries		
	Professoriate (including benefits)	33,447
	Faculty Service Officers (including benefits)	0
	Administrative Professional Officers (including benefits)	1,975
	Total Academic Costs	**35,422**
Service Teaching Costs		
	Service Teaching Costs	0
	Total Service Teaching Costs	**0**
Graduate Assistants		
	Other Academic Staff (including benefits)	0
	Total GA Costs	**0**
Non-Academic Salaries		
	Support Staff	10,136
	Total Non-Academic Costs	**10,136**
Non-Salary Costs		
	Non-Salary Costs (supplies, sundries, communications, etc.)	1,189
	Total Non-Salary Costs	**1,189**
Other Operating Costs		
	Faculty Overhead (accounting and human resources)	1,074
	Institutional Costs (central finance and HR, registrar, libraries, facility costs, etc.)	17,358
	Total Other Costs	**18,432**
	Gross Operating Costs	**65,179**
REVENUES		
	Domestic Tuition - 2.5 students (24 credits) $5,783.96	14,460
	International Tuition - 2.5 students (24 credits) $28,450	28,450
	Other: Grants	0
	Other: Endowment Proceeds	0
	Campus Alberta Operating Grant	22,269
		0
		0
	Total Revenues	**65,179**

NET PROFIT/LOSS	0

Notes:

Professoriate salaries are based on 50% teaching 50% research

Support staff costs and other departmental costs were allocated to the program on the basis of student headcount numbers.

Indirect faculty costs were easily identified as the Faculty of Arts maintains separate departments that relate to the provision of faculty wide services (student services, HR, finance, etc.). These were allocated based on student headcount numbers.

4.2 Impact

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

Course-based MA students will pay the standard course-based graduate tuition at the University of Alberta. There will be no extra costs for the students.

Course-based MA students would pay $6,789.07 (Canadian students) and $12,384.91 (International students) for eight 3-credit courses to complete the degree. In comparison, thesis-based MA students pay for two years of full-time study, which is $11,200.36 (Canadian students) and $17,577.64 (International students).

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

The course-based MA option is designed to cost less than the thesis-based MA. Students in the thesis-based MA program will be offered GTA and GRA funding before the course-based MA students, however both course-based and thesis-based students may apply for internal and external scholarships. Students who are teachers working to upgrade may be eligible for Professional Development funds from their home institutions. Students working in government-sponsored cultural industries jobs may also have Professional Development funds available. The costs for the course-based MA will make this option attractive to students concerned about the costs of education and their potential debt burden relative to post-graduation earning capacity. Upgraded credentials will, moreover, enable these individuals to more easily move up the salary scale in the workplace.

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

The course-based MA differs from the thesis-based MA in the History of Art, Design and Visual Culture. Whereas students in that program are preparing for PhD work and research careers, students in this new program will be preparing for professional and managerial careers in the arts. Students in the course-based MA will not spend a full year on the development of a narrowly focused thesis, enabling them to take more courses and thereby diversifying their knowledge of the visual arts instead. A one–term capstone course taken at the end of their program will pair course-based MA students one-on-one with an Academic Advisor, providing students with a personalized and intensive research experience.

The costs that are currently allocated for thesis-based MA students will now be used for both course-based and thesis-based MA students. The current faculty has the capacity to advise these additional students. We will also be able to continue supervising the same number of thesis-based students.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

<u>Part B.1</u>: Campus Alberta Quality Council Review

<u>Degree Programs that</u>
<u>Are Similar to Existing Programming</u>

For proposals that are <u>not</u> significant departures from existing programming, institutions may complete *Part B.1: Degree Programs that are Similar to Existing Programming*. This is in keeping with the principle that the extent of review and the amount of information required for approval should in each case reflect the type of proposal and the maturity of the applicant institution.

When a new degree program is being proposed that is a significant departure from existing programming at the applicant institution, the full Part B template must be completed. Part B.1 requires less information than the full Part B template, and applies to:

- **Degrees and/or new majors/specializations within existing degrees that are built on existing program structures (i.e., with only modest changes to existing programs) and are offered primarily from existing course offerings, faculty, and other resources and where only modest changes in learning outcomes are proposed.**

  Examples where less information was needed by Council (with relevant considerations for using this template):
  o SPLITTING AN EXISTING CROP SCIENCE MAJOR INTO TWO NEW MAJORS: PLANT BIOTECHNOLOGY AND AGRONOMY
    ▪ no new courses, instructors, or additional resources required
    ▪ fewer core courses required for each of the new majors compared to the original single major, but this difference is compensated for in the requirements for the individual majors
    ▪ used to be two streams
    ▪ no new requirements for designation

  o ADDING ITALIAN STUDIES TO AN EXISTING BA PROGRAM THAT HAS OTHER ITALIAN PROGRAMMING
    ▪ Italian language minor exists in a department having French and Spanish majors
    ▪ built on aspects of Italian language and culture which draw on other areas
    ▪ creating a major where only a minor existed before
    ▪ additional staffing requirements are identified
    ▪
    ▪ although institution has substantial existing capacity in this area, five new courses need to be created

  o RESTRUCTURING AN EXISTING BSc IN AGRICULTURE (SUSTAINABLE AGRICULTURAL SYSTEMS) AS A BSc IN ENVIRONMENTAL AND CONSERVATION SCIENCES (SUSTAINABLE AGRICULTURE)
    ▪ only minimal changes in the courses required for the proposed degree compared to the degree it will replace
    ▪ instructors from the current program will teach the courses required for the proposed

program
- ▪ to more clearly communicate the content and purpose of the degree to prospective students, proposed change will merely reposition the degree as a BSc in Environmental and Conservation Sciences instead of a BSc Agriculture

- o NEW MA AND PHD PROGRAM IN COMMUNICATION AND CULTURE BASED ON RESTRUCTURING OF TWO EXISTING MA AND PHD PROGRAMS – CULTURE AND SOCIETY AND COMMUNICATION STUDIES
  - ▪ amalgamation of two programs whose respective subject matters have tended to converge in recent years
  - ▪ no changes to program structure for the MA, and the only change for the PhD program is addition of a single course
  - ▪ no new quality assessment issues as existing courses and resources (including instructors) will be used

- **Renamed degree programs that also include changes to curriculum or other changes (i.e. more substantive than what would be submitted on the PAPRS *Program/Specialization Name Changes* template).**

  Examples where less information was needed by Council (with relevant considerations for using this template):
  - o RENAMING BACHELOR OF KINESIOLOGY (PEDAGOGY) TO A BACHELOR OF KINESIOLOGY (LEADERSHIP IN PEDAGOGY AND COACHING)
    - ▪ program already has leadership curriculum embedded in course content
    - ▪ proposed change extends beyond nomenclature as the proposed program will offer a choice between two concentrations – pedagogy or coaching; current program only offers a pedagogy concentration (which contains significant coaching content)

  - o RENAMING MSC PHYSICAL THERAPY TO MSC REHABILITATION SCIENCE
    - ▪ as the institution already offers a PhD in Rehabilitation Science, the name change is not controversial
    - ▪ proposal is to combine three masters-level therapy programs into one, taught by the current complement of instructors

Applicants should consult with the CAQC Secretariat before beginning to complete the template if they are unsure as to which template may be appropriate. The default template is the full Part B template. Please add a brief rationale to your request for fully expedited review that explains why the PART B1 template is being chosen rather than the full Part B template.

Instructions for completing this template: Please note that although the questions below are the same as those in the full Part B, guidelines for answering each question or set of questions in the context of the type of proposal that should be submitted on Part B.1 are provided throughout in red text. In general, applicants should focus on those elements of the proposed program that are distinctive, unique, or enhanced.

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

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

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

When noting pre-existing material, please provide a reference or web link to the relevant materials.

SECTION 5: PROGRAM SPECIFICS

The Office of Provost and Vice-President Academic was informed by the CAQC that Template B1 was the appropriate format for this proposal. Accordingly, we have followed the guidelines for expedited review. This proposal is for a Degree Program that is Similar to Existing Programming.

5.1 Program Structure and Learning Outcomes

Instructions: Since the proposal is for programming that is closely related to existing approved programming, the responses to questions should describe the proposed program learning outcomes and identify how the learning outcomes and other features of the proposed program will differ from existing offerings. For example, it may be possible to reference existing degree structures to satisfy the requirements of s. 5.1.3 and much of 5.1.4. Attach as an appendix proposed changes to calendar descriptions.

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

The learning outcomes for this program were established in consultation with all faculty currently teaching in HADVC graduate programs on how to serve the new course-based curriculum and its students.

Coursework that both course-based and thesis-based MA students undertake is a primary means for students both to learn and to improve a number of skills. Whereas course-based students will

take more classes and thus gain depth in multiple subject areas, thesis-based MA students take fewer classes and develop more depth in a single area. The skills acquired in coursework by both sets us students include the following:

1) close visual analysis. Students will be trained to perform visual analyses that draw from a range of methods informed by formalism, semiotics, post-colonial theory, and feminism, to name only a few possible approaches. Students should be able to identify what kinds of approaches work best for the kinds of problems, images and concepts they wish to address in their own research. Their abilities will be assessed in course assignments which require students to apply and test various interpretive methods, defending the one(s) they eventually select. All courses contribute to this outcome. Course-based MA students will take more classes and therefore have opportunities to develop these skills in more subject areas than do thesis-based students.

2) clear expression of ideas in relation to the study of visual and material culture. Students will be trained to express themselves in both oral and written formats, adapting their presentations to different audiences. Students will write coherent research papers that are thoroughly researched and supported by both evidence and logic, paying particular attention to the convincing use of visual evidence; they will teach specific lessons to undergraduates as part of their coursework, testing their abilities in numerous settings, including formal essay writing activities and giving guest lectures, productions that can be observed and evaluated by faculty members. All courses contribute to this outcome. Course-based MA students will take more classes and therefore have opportunities to develop these skills in more subject areas than do thesis-based students.

3) the ability to formulate an original research problem relevant to the study of visual culture. This skill is developed during the process of essay writing and the assessment of that writing, at which time the development of a research question, as well as the appropriate theoretical and methodological approaches to investigate it, will be discussed and evaluated. This skill is particularly targeted for thesis-based students in the MA thesis, and it will be targeted for course-based students in the capstone course. Thesis-based MA students write a more extensive individualized research project than course-based students, thereby developing greater depth in a single subject area.

4) the ability to make a research plan that contributes to the diverse and expanding fields of art, design and visual culture. This conceptual ability is developed by students during various courses, but also receives direct and sustained attention during the thesis year (for thesis-based MA students) and in the capstone (for course-based students). Thesis-based MA students write a more extensive individualized research project than course-based students, thereby developing greater depth in a single subject area.

5) the ability to deliver a conference paper and write a grant proposal, highlighting the unique and specific demands of the study of art and visual culture. The more practical aspects of these skills will be practiced and evaluated in Professional Development workshops, with students delivering mock papers in front of their peers, for example. Particular attention will be paid to the convincing display and pedagogical use of visual images, and the standards of professionalization within museums and the art world. All courses contribute to this outcome. Both course-based and thesis-based MA students receive this training.

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

University of Alberta programs in HADVC conform to most North American art history programs in terms of required course load, length of program, and capstone experiences. Our program is organized around three areas of specialization: i) Modern and Contemporary Visual Art and Theory from the nineteenth-century to the present; ii) Modern and Contemporary Design and Design Theory; iii) The Visual and Material Cultures of East Asia. These three areas are united in their broad international and interdisciplinary commitment to visual and material culture, rather than only to objects designated as art. In that sense, the program in HADVC is unified by the faculty members' consistent dedication to critical theory, visuality, and the exploration of cultural and material interaction in the context of their particular areas of specialization.

All faculty members in HADVC are active researchers and successful teachers who regularly integrate their specializations into their pedagogical practices. Courses offered at the graduate level are organized with the needs of students in mind, in addition to being closely related to the scholarly work of individual professors in HADVC. See the attached course listings in Appendix A for a listing of graduate courses offered during the 2015-16 and 2016-17 academic years.

Independent scholarly activity in this new program will be primarily assessed through the capstone course (3 credits), which will usually be taken during the final term of the student's program. Thesis-based MA students take fewer classes and work with a faculty supervisor over the course of a year to develop a highly-focused research project, which is then defended through an oral exam in front of the supervisor, a second reader, and an external examiner. In contrast, the course-based MA students take more classes (thus acquiring depth in more subjects) and work over one semester with a faculty advisor to write capstone paper. The capstone of the course-based MA degree program provides students with an opportunity to engage in independent research and explore an original topic in which they are interested. The faculty advisor for each student's capstone will be selected by the student in consultation with the HADVC Graduate Advisor. The student will work closely with the advisor to undertake research related to a topic that has been initially explored in earlier coursework. In addition to research skills, the student will develop analytical, methodological, interpretive and expository skills appropriate to the field of art and visual culture. The culminating research paper, of approximately 30-40 pages in length, will be evaluated by the advisor and a second faculty member in HADVC.

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

Not applicable; this is a graduate degree.

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

guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).

Whereas the thesis-based MA consists of *18 total, plus the writing of a thesis, the course-based MA will consist of the following:

> *24 total, composed of
> *21 coursework
> plus *3 capstone
> HADVC 600 Theory & Methods is required, if not taken previously, and counts toward the *21
> Professional Development and Ethics Training (non-credit)
> Up to *6 may be taken outside the History of Art, Design and Visual Culture

Students who wish to complete the degree in one year may enroll in 4 courses (12 credits) in each of their two terms (fall and winter). Upon completion of their first term of coursework, they will meet with the HADVC Graduate Advisor to select a faculty member with whom to complete the capstone. The second term of coursework will consist of 3 additional courses (9 credits) and the capstone (3 credits), which will be available during all academic terms. The Professional Development and Ethics Training may also be completed during the course of fall and winter terms. Course outlines for all courses are available upon request.

Students who wish to complete the degree part time, will work with the Graduate Advisor to develop a schedule of courses that will ensure completion of the degree in the FSGR allowed time frame of six years. All graduate courses meet once a week as 3-hour seminars, which allows most working students the flexibility to complete the degree part time. The capstone may be taken after completion of at least 4 courses (12 credits).

All classes chosen will be on the graduate level, taken primarily with faculty in the HADVC. Up to two courses (6 credits) may be outside the HADVC division. These courses may include offerings, all of which would be accessible to working professionals, from Anthropology, Drama, Education, English & Film Studies, History & Classics, Music, Philosophy, Sociology, Women & Gender Studies, among others. Students from the field of Education, for example, may elect to take such Secondary Education courses as Media and Popular Culture in the Curriculum (EDSE 508) or Hands on History (EDSE 501), among other options. Students with a graduate degree in fine arts, the MFA may also take up to two courses in a studio discipline other than that named in their degree. For example, a student with an MFA in Printmaking may take up to two Art courses in any studio area other than printmaking. Courses from outside the division must be approved by the Graduate Advisor.

In addition to the required coursework, graduate students will participate in Professional Development and Ethics Training organized by the Department of Art and Design and the Faculty of Graduate Studies and Research. These seminars are designed to provide graduate students with training in the

practical aspects of the field. Sessions, which often include invited experts from both within and outside the University of Alberta, are held on a monthly basis throughout both semesters, offering advice about such practical topics as photographing works of art; using digital images and questions of copyright; constructing a syllabus in visual culture courses (a skill that will be useful for future employment); pedagogical theories and practices; practical methods of course preparation and delivery; grant writing and budget preparation; and constructing a curriculum vitae and cover letter.

Program structure

Component [1]		Graduate courses (maximum)	Credits
Requirements	HADVC 600	Theory & Methods	3 credits
	HADVC 900	Capstone	3 credits
	Electives*	6 courses	18 credits
Required courses outside HADVC		0 courses	0 credits
Additional requirements (please specify)		Ethics Training and Professional Development	0 credits
Total		8 courses	24 credits

* Up to two elective courses (6 credits) may be taken outside HADVC.

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

Typical student program

	FALL				
	Course number	Course title	Course level	Role in program	Credits
1st YEAR	HADVC 600	Theory & Methods	Grad	Required	3
	HADVC 503	Advanced Studies in Early Modern Art, Design and Visual Culture	Grad	Elective	3
	HADVC 506	Advanced Studies in Art, Design and Visual Culture in the Early 20th Century	Grad	Elective	3
	HADVC 511	Advanced Special Topics in Art, Design and Visual Culture	Grad	Elective	3
	WINTER				
	HADVC 511	Advanced Special Topics in Art, Design and Visual Culture	Grad	Elective	3
	HADVC 512	Advanced Studies in Asian Art, Design and Visual Culture	Grad	Elective	3
	HADVC 555	Advanced Studies in in Art, Design and Visual Culture in the Second Half of the	Grad	Elective	3

		19th Century			
	HADVC 900	Capstone	Grad	Required	3

5.2 Criteria / Requirements for Admission and Academic Progression

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

Instructions: If there are no changes from existing requirements for the degree in which the major/specialization is situated, this may simply be noted.

The admission requirements listed in the University of Alberta Calendar will be the same as those for the thesis-based MA, as follows: "Applicants to the Master of Arts (MA) History of Art, Design, and Visual Culture program must hold a four-year degree, normally a Bachelor of Arts degree, with a major in the History of Art or a closely related subject. A broad course background is required to demonstrate exposure to periods in art history from the Renaissance to the present time."

Thesis-based MA students take fewer classes and write a thesis, which is orally examined by the supervisor, a second reader, and an external examiner. In contrast, the course-based MA students take more classes (thus acquiring depth in more subjects) and work over one semester with a faculty advisor to write a capstone paper. Rigor is maintained for the thesis-based MA students by requiring a thesis, and it is maintained for the course-based MA students by requiring more courses.

Whereas the thesis-based MA (thesis) degree is offered only full time, the course-based MA will be offered both full time and part time. All other academic progression requirements remain the same.

5.3 Engaged and Active Learning / Delivery Methods

Instructions: In completing this section, please consult Council's expectation with respect to engaged and active learning and standards for programs in blended/distributed/distance modes. Responses should focus on any differences relative to existing offerings.

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

This program will concentrate on areas of strength in the Department, Faculty and University. The paramount strength of the proposed course-based MA in the History of Art, Design and Visual Culture is the complement of faculty members who engage with recent scholarship and actively publish in the fields of art history, history of design and visual culture. These faculty members focus on the visual and material culture of Europe, North America and East Asia from the sixteenth century to the present. Viewed together, these areas of faculty research enable the division to offer a coherent program of study. Courses based on these research areas are offered

seminar-style, providing students with an engaged and active atmosphere in which to develop skills in critical reading, writing, and oral presentation.

What distinguishes the University of Alberta in this program of study is the breadth of material addressed by this research: in addition to the traditional study of painting and sculpture offered by most art history departments, the History of Art, Design and Visual Culture makes the study of design, photography, the graphic arts, and museum practices a core component of its curriculum. As such it is on the cutting edge of visual and material culture research and offers a program that is unique in Canada. Departmental strengths in Modern and Contemporary Art and Design (including recent and existing Canada Research Chairs in Fine Arts and Design Studies) support the research and teaching of faculty members in HADVC. The thriving research culture of the Faculty of Arts encourages the kind of critical interdisciplinary thinking that marks advanced university-based research programs.

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

The curriculum in the History of Art, Design and Visual Culture is linked to various forms of modernity, attention to critical theory, and emphasis on the global exchange of material things and ideas. They are furthermore supported by excellent faculty in other departments, existing library resources, and the visual collections held by the University of Alberta. The study of art at the University is fostered by excellent collections of art and design, among them the Mactaggart collection of rare Chinese paintings and textiles, the Print Study Centre, the Bruce Peel Special Collections Library, and the Rawlinson Rare Medical Books Collection. Graduate classes offer students advanced skills in critical reading, thinking and writing, and the opportunity to work with original objects in these and other Alberta-based collections. The program does not make use of blended, distributed or distance modes of teaching/learning.

5.4 Program Comparison

Instructions: The amount of information provided on the exemplars or benchmarks used by the institution should be commensurate with the degree of change being proposed. Please provide a comparative analysis with similar programs offered elsewhere to help Council determine whether the proposed program meets national and international standards.

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

There are no comparable programs in the prairie provinces of Alberta, Saskatchewan and Manitoba.

Carleton University offers two MA streams, one of which is called the "course-work stream;" their program is almost identical to our proposed program. The University of Western Ontario also has two MA streams, one of which is course-based like this proposed program. The program at Western requires fewer credits (18 versus 24) and a language other than English (LOE), which may be satisfied through exam or additional courses. The program at the University of New Brunswick, which also offers two streams, also requires fewer credits and proficiency in French. All these programs require a capstone research project.

These schools were chosen because they are Canadian universities that offer, like the University of Alberta, a full range of undergraduate and graduate programs (BA, MA and PhD).

Program component	University of Alberta	Carleton University	University of Western Ontario	University of New Brunswick*
Name of degree	MA (course-based) in the History of Art, Design and Visual Culture	MA in Art History (course-work stream)	MA (course-based) in Art History	MA in History (by Course and Report)
Entrance requirements	Applicants must hold a four-year degree, normally a Bachelor of Arts degree, with a major in the History of Art or a closely related subject.	The minimum requirement is an Honours bachelor's degree (or equivalent) in art history or a related discipline.	Applicants must hold a BA Honours (or equivalent) with a minimum B+ standing, normally in Art History or Visual Arts.	Applicants must hold a BA, normally in History, Art History or a related field.
Areas of study / Curriculum	History of Art, Design and Visual Culture in Europe, North America, and East Asia from the early modern period to the present	Visual culture and critical approaches, engaging the dynamic nature of the discipline at the beginning of the 21st century	Histories and theories of art and visual culture	Canadian history, international and military history, women & gender history, early modern history, and other fields based on faculty research interests and resources
Graduation requirements	21 credits in course-work; 3 credit capstone paper; ethics & professional development (no credit)	4 credits (the equivalent of 24 credits) in course-work; Carleton Art Forum (no credit)	18 credits in course-work; 30-page research paper; reading proficiency in LOE	15 credits; reading proficiency in French
Total credits	24	24	18 to 24	15 to 21

* At the University of New Brunswick, art and visual culture studies are offered through the Department of History.

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

> *Instructions:* Regardless of whether the example table below is used, the ways in which the structure, admission requirements and learning outcomes of the proposed program differ from any similar program(s) offered at the institution must be clearly identified.

Several other departments within the Faculty of Arts offer comparable course-based MA degrees, although none of these focus on the visual arts and culture. The course-based MA in English and the course-based MA in History and are the closest to our proposal. These degree programs require, as will ours, 24 graduate level

course weights, a capstone project (included as part of those 24 course weights), as well as an ethics and professional development requirements. Admission requirements are also similar.

5.5 Other elements affecting quality

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

None identified.

SECTION 6: IMPLEMENTATION AND RESOURCES

6.1 Program Implementation Plan

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

Instructions: The focus should be on new courses and features, on integration of existing program elements and the plans for winding down existing offerings (if applicable) while preserving quality.

The only new course for this program is HADVC 900, which is independent supervision of the student capstone projects. This course will be offered beginning the second term of program implementation. Individual faculty already accommodate independent supervision of student projects every term, and we do not anticipate a significant workload impact on faculty as the number of students entering this program will be small. Assuming five new students enter each year, each individual faculty member will be assigned to no more than one new student. No new academic staff hires will be necessary to accommodate this program.

No programs will be phased out.

6.2 Staffing Plan

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

Instructions: Whether you choose to complete the table below or use a narrative, provide evidence for an adequate core of appropriate faculty resources who carry responsibility for the overall quality and delivery of the program.

Courses taught by academic staff by credential and specialization

The faculty teaching classes to be taken by students in the course-based MA all hold the PhD in either art history of a related field. No new faculty hires are anticipated. Each of these faculty members constitutes 1 person and 1 FTE, and each currently teaches (and will continue to teach) one graduate course per year. These faculty members include:

Dr. M. Elizabeth Boone, PhD City University of New York (full professor): U.S. and Latin American art in the 19th-and early 20th-centuries; transnational relations in Europe and the Americas; world's fairs and the politics of display

Dr Lisa Claypool, PhD Stanford University (associate professor): Chinese art and visual culture from the Qing dynasty to now, with a focus on painting practice, urban art production, and the cultural politics of display

Dr Walter Davis, PhD Ohio State University (associate professor): Late-imperial Chinese painting, prints, and calligraphy; 20th-century Chinese and Japanese art; modern Sino-Japanese artistic exchange

Dr Joan Greer, PhD Free University of Amsterdam (full professor): 19th- and early 20th-century European art and design; the convergence of the fine and applied arts; art and religion; sustainable design; constructs of nature

Dr Steven Harris, PhD University of British Columbia (associate professor): Anti-formal tendencies in 20th-century art; surrealism; avant-garde movements; postwar European art

Dr Natalie Loveless, PhD University of California, Santa Cruz (assistant professor): Contemporary art and theory; feminist art and theory; visual, performance and cultural studies; practice-led research and research-creation in the arts

Dr Lianne McTavish, PhD, Rochester University (full professor): Early modern visual culture, with a specialization in images of health, healing, childbirth and anatomical dissection; history and theory of museums; contemporary fitness and bodybuilding culture

A list of courses offered may be found in Appendix A. CVs are available upon request.

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

Instructions: Reference to an institutional document may suffice.

All faculty offering courses in this program are continuing faculty who teach a full load of courses (4 HCE) each year.

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

Instructions: The focus should be on the aspects that provide coherence and structure to the proposed degree. Demonstrate that the course rotation and staffing capacity are sufficient to deliver the proposed program to a full-time student.

The course rotation listed below is based on the courses delivered during academic year 2015-2016 and 2016-17. The specific topics for HADVC 511 (Advanced Special Topics in Art, Design and Visual Culture) change depending upon who teaches the course. The only classes that are cycled (repeated during years 1 and 2) are HADVC 600 (Theory & Methods, which is offered every fall) and HADVC 900 (Capstone, which will be offered every term).

Proposed teaching rotation for required courses in the major/specialization

Fall Year 1	Instructor	Winter Year 1	Instructor
HADVC 600	McTavish	HADVC 506	Boone
HADVC 512	Davis	HADVC 511	Loveless
HADVC 555	Greer	HADVC 511	Claypool
*HADVC 900	All faculty	HADVC 511	McTavish
		HADVC 900	All faculty
Fall Year 2	**Instructor**	**Winter Year 2**	**Instructor**
HADVC 600	Boone	HADVC 511	Harris
HADVC 503	McTavish	HADVC 512	Davis
HADVC 556	Loveless	HADVC 555	Greer
*HADVC 900	All faculty	HADVC 900	All faculty

N.B. HADVC 900 is the only new course. All others are already currently offered.

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

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

Name	Earned Credential[1]	Supervision of undergraduate research projects	Graduate teaching experience	Master's committee work / supervision		PhD supervision
				Project	Thesis	
Boone, M. Elizabeth	PhD	√	√		Sup	Sup / Ext
Claypool, Lisa	PhD	√	√		Sup	Ext
Davis, Walter	PhD	√	√		Sup	Ext
Greer, Joan	PhD	√	√		Sup	Sup / Ext
Harris, Steven	PhD	√	√		Sup	Sup / Ext
Loveless, Natalie	PhD	√	√		Sup	Sup / Ext
McTavish, Lianne	PhD	√	√		Sup	Sup / Ext

[1] Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote along with expected completion date.

Key
PhD   = Doctor of Philosophy   Com   = Committee Member
DMA   = Doctor of Musical Arts   Sup   = Supervisor or Co-supervisor
EdD   = Doctor of Education   Ext   = PhD External Examiner

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

Instructions: Normally not required for the type of proposal envisioned by the Part B1 template but should be available upon request.

CVs for all academic faculty teaching in this area are available on request.

6.3 Scholarly and Creative Activity

Instructions: Reference to institutional documents should suffice for the level of change handled by this document.

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

The paramount strength in the History of Art, Design and Visual Culture is the complement of faculty members who engage with recent scholarship and actively publish in the history of art, design and visual culture.

All faculty actively disseminate their research and regularly obtain external research funding. Dr. M. Elizabeth (Betsy) Boone, an expert in nineteenth and early twentieth-century U.S., Spanish and Latin American art, published her first monograph with Yale in 2007 and received SSHRC Standard Research Grant from 2010 to 2014 to complete her second one, which is currently under review by a major academic publisher. Dr. Lisa Claypool has published book chapters, scholarly articles, and exhibition catalogues; she held a SSHRC Insight Development Grant from 2014 to 2016 and is currently a Senior Fellow at the Center for Advanced Study in the Visual Arts in Washington DC. Dr. Walter Davis, who studies Sino-Japanese relations in the early twentieth century, has curated exhibitions and produced book essays; he is publishing his first book with Brill. Dr. Joan Greer publishes scholarly articles on constructions of artistic identity and the relations between artistic and religious discourses in late nineteenth- and early twentieth-century European art and design, with a focus on Holland and Belgium; she held a SSHRC Standard Research Grant from 2006 to 2010. Dr. Steven Harris is an expert in surrealism, avant-garde movements and post-war European art, having published a book on Surrealist art and thought in the 1930s with Cambridge in 2004; he too held a SSHRC Standard Research Grant from 2006 to 2010. Dr. Natalie Loveless is an artist and scholar who works on feminist art and gender, performance, art as social practice, as well as psychoanalytic and literary theory. She held a SSHRC Insight Connection Grant in 2016 and a SSHRC Insight Development Grant from 2014 to 2016; her first book, on research-creation in the North American university, has been submitted for publication. Dr. Lianne McTavish has produced refereed articles on critical museum theory, nineteenth-century Canadian museums, and visuality, in addition to her 2005 monograph on the visual culture of early modern childbirth, her 2013 book on the modern museum in Canada, and 2015 book on feminist body building; she has received three SSHRC Standard Research Grants, the most recent of which is supporting research for a book on non-professional museums in Alberta.

All faculty are evaluated annually by the Chair of their department and by a committee of their peers. The University of Alberta provides ample support through workshops and internal funding opportunities for faculty preparing external grant applications.

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

Not applicable.

6.4 Physical and Technical Infrastructure

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

Instructions: Normally not required unless the proposed program places substantial new demands on infrastructure.

This program makes no new demands on infrastructure.

6.5 Information Services

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

Instructions: Normally not required unless the proposed program places substantial new demands on information services.

This program makes no new demands on Information Services. A Library Impact Statement is included with this proposal as Appendix C.

SECTION 7: CONSULTATION AND ASSESSMENT

Instructions: Not all of the questions in Section 7 may be relevant to the proposed program. Complete as appropriate, i.e., much of s. 7.1 might be addressed by reference to existing documents, and s. 7.2 should only be completed if it is relevant. With respect to 7.3, report(s) of external independent academic experts are normally expected unless a compelling case is provided.

7.1 Program Evaluation

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

The University of Alberta performs regular periodic review of all its degree programs, and the course-based MA will be evaluated at the same time as the other graduate programs in the Department of Art and Design. The success of the program will be evaluated based on admission and acceptance numbers, graduation rates, alumni employment, and external assessment by professionals in the field. The current cycle of review is every 5 to 7 years.

7.2 Consultation / Accreditation or Regulatory Approval

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

The following independent academic experts beyond the University of Alberta's Faculty of Arts have consulted with us, provided feedback, and expressed support for this proposal:

Dr. Kathryn Shailer, Acting Research Officer and Special Advisor for Graduate Studies and Internationalization, Alberta College of Art and Design
Dr. Kenneth Allen, Associate Professor of Art History, University of Lethbridge
Dr Anne Dymond, Associate Professor, Art History and Museum Studies, University of Lethbridge
Dr. Allan Gilliland, Dean, Faculty of Fine Arts, MacEwan University
Dean Smale, Coordinator of Visual Communications, Medicine Hat College
Jason Frizzell, Dean, School of Creative Arts, Red Deer College
Dr. Jia Wang, Acting Director, China Institute, University of Alberta
Dr. Randolph Wimmer, Interim Dean, Faculty of Education, University of Alberta

In addition, consultation with other organizations and prospective employers has resulted in letters of support from the following:

Jacek Malec, Executive Director, Harcourt House Artist Run Centre, Edmonton
Deborah Herringer Kiss, Director, Herringer Kiss Gallery, Calgary
Heather Hamel, Director, Scott Gallery, Edmonton
Janine Andrews, Executive Director, University of Alberta Museums, Edmonton
Chelsea Boida, Public Art Officer, Edmonton Arts Council

These letters are attached as Appendix B.

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

Not applicable.

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

Not applicable.

7.3 Reports of Independent Academic Experts
CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from

outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution's response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).

SECTION 8: OTHER

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

No known adverse claims or allegations affect this application.

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

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

The University of Alberta Graduate Program Handbook is available here: https://www.ualberta.ca/graduate-studies/about/graduate-program-manual

Information about "Master's Studies—Course-Based" at the University of Alberta is available here: https://www.ualberta.ca/graduate-studies/current-students/masters-course-based

The University of Alberta Calendar is available here: http://calendar.ualberta.ca/

Appendix A.

Part I. Complete list of courses, including credit values, instructional hours and brief (calendar style) courses descriptions. These courses, with the exception of HADVC 900, are in the 2017-18 University of Alberta Calendar.

HADVC 600 Advanced Theory/ Methods in Art, Design and Visual Culture (offered every fall)
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 503 Advanced Studies in Early Modern Art, Design and Visual Culture
3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 506 Advanced Studies in Art, Design and Visual Culture in the Early 20th Century
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 512 Advanced Studies in Asian Art, Design and Visual Culture
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 512 Advanced in Asian Art, Design and Visual Culture
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 512 Advanced Studies in Asian Art, Design and Visual Culture
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 555 Advanced Studies in in Art, Design and Visual Culture in the Second Half of the 19th Century
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 555 Advanced Studies in in Art, Design and Visual Culture in the Second Half of the 19th Century
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

HADVC 556 Advanced Studies in in Art, Design and Visual Culture from the Mid-20th Century to the Present
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.

Part 2. New courses, including credit values, instructional hours and brief (calendar style) courses descriptions.

HADVC 900 Directed Research Project
*3 (fi 6) (either term, unassigned).
Students enrolled in this capstone for the course-based MA program work independently with a supervisor to develop a research topic of their choosing.

Part 3. These specific topics have all been offered in 2015-16 and 2016-17. Courses containing content related to indigenous peoples are indicated with +. Syllabi are available upon request.

+HADVC 600 Advanced Theory/ Methods in Art, Design and Visual Culture (offered every fall)
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
This course provides students with an introduction to theories and methodologies employed in the study of art, design, and visual culture. Students examine a wide range of approaches, covering both historical and contemporary materials and debates.

+HADVC 503 Advanced Studies in Early Modern Art, Design and Visual Culture: The Early Modern Body in Europe, 1450–1800
3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
Scholars increasingly examine how early modern bodies were produced in a range of representations, including literary texts, medical engravings, theatrical performances, and portraiture. The study of these bodies has become a distinctive field of inquiry, and this seminar introduces students to its historiography, major debates, and dominant themes, with an emphasis on visual articulations of the body. Students analyze, for example, the gendered rituals of anatomical dissection, the ways in which monstrous bodies communicated conceptions of self, sex, and "race," and the social construction of disease.

+HADVC 506 Advanced Studies in Art, Design and Visual Culture in the Early 20th Century: Murals and Public Art in North America, 1910-1945
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
This course examines murals and public art produced in Mexico, the United States, and Canada during the 1920s, 30s and 40s. Readings explore work produced for the Mexican Mural Movement, as well as work produced in the United States and Canada.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture: Feminist Art and the Maternal
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
Forty years after the intervention of feminist art, what is the experience of the daughters of that era who have since become mothers? How is that experience expressed in their artwork, and how does this artwork relate to the work being done in the 70s? This course draws upon a variety of academic disciplines, including feminist theory, art history, and psychoanalysis, to study the maternal in the context of feminism today. Reading of theoretical texts are interwoven with analysis of historical and contemporary art practice.

+HADVC 511 Advanced Special topics in Art, Design and Visual Culture: The History of Museums
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
Museums are no longer considered "neutral" spaces that simply preserve valuable objects for the education and enjoyment of the public. Questions have been raised about the social function of museums: Do these institutions reinforce class distinctions? Do organized exhibition spaces guide the visitor through a narrative of national identity? Whose (hi)story is told in museums and who gets to tell it? Who benefits, financially or otherwise, from museum exhibits? Students will analyze different approaches to these questions by reading historical and theoretical texts about the earliest cabinets of curiosities, the "universal survey museum" of the nineteenth century, and contemporary organizations. Case studies are based on museums and display areas in Alberta, mostly local ones, with a few corresponding readings on these organizations.

HADVC 511 Advanced Special topics in Art, Design and Visual Culture: Æsthetics and Materiality
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
In this course, we investigate the renewed interest in æsthetics in recent years, in conjunction with an investigation of those practices in the visual arts that foreground their materials. The focus of the course is on the æsthetic thought of Jacques Rancière, Peter Osborne and others in its relation to artistic practice, but students first consider the modern history of æsthetics more generally, before turning to contemporary æsthetics and to examples of artistic practice —and the thinking about it by artists, critics and— from the 1930s to the present.

HADVC 512 Advanced Studies in Asian Art, Design and Visual Culture: Orthodoxy and Eccentricity in Chinese Painting of the 17th and 18th Centuries
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
This seminar examines two of the most important artistic movements of China's Qing dynasty (1644-1911): the Orthodox School and the Yangzhou Eccentrics. In the 17th and 18th centuries, highly placed scholar officials and painters at the Manchu court in Beijing espoused the creative theories of Dong Qichang (1555-1636) and established an extremely conservative mode of painting that would dominate Chinese criticism and artistic practice for centuries. However, in China's leading eighteenth--century commercial centre, the southern city of Yangzhou, amateur and professional masters operated in a dramatically different environment, responding to novel social and economic developments with innovations what would challenge the strictures of orthodox painting and, in the modern era, contribute to its demise. Seminar sessions include firsthand viewings of works in the university's Mactaggart Art Collection.

HADVC 512 Advanced in Asian Art, Design and Visual Culture: China's Design Revolution
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
This course raises the question: when will China stop manufacturing and start designing? After briefly exploring the historical development of the modern factory system through the lens of education, socio-economic development, lifestyle, the environment, and politics, students will study the dynamic new generations of designers emerging in China since the end of the Cultural Revolution in the late 1970s. Design will be examined in a broad compass: from fashion, cars, toys and tea cups, to graphic design, design of mega events (the 2008 Beijing Olympics, the

2010 Shanghai World Expo), and urban design and architecture. Students are not expected to have any prior experience in Chinese Studies.

HADVC 512 Advanced Studies in Asian Art, Design and Visual Culture: Traditionalist Modernities of China and Japan
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
This seminar considers traditionalism in the art, design, and visual cultures of China and Japan in the late-19th and early-20th centuries. We will examine how and why, as industrialization, commercialization, colonialism, and nationalism profoundly reshaped East Asia, artists, designers, intellectuals, art-world organizers, businesspeople, and consumers related the visual, material, and social realities of their modern era to ones of the past. By what means and to what ends did they preserve, advance, and invent traditions? Focusing on painting and calligraphy but also taking into account such modes of expression as architecture and fashion, we will investigate the articulation and practice of traditionalist art and design within such modern, transnational contexts as artistic societies, exhibitions, department stores, publishing ventures, and museums. Seminar sessions will include discussions of readings, student reports, and viewings of primary objects and texts in the Mactaggart Art Collection and University of Alberta Libraries.

HADVC 555 Advanced Studies in in Art, Design and Visual Culture in the Second Half of the 19th Century: Visualizing "Nature"
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
In this course students examine how "nature" was theorized and represented in the visual and applied arts from 1848-1914. On the one hand, this includes investigating Realist, Impressionist and Symbolist works focusing, in particular on landscape, botanical and zoological subject matter. On the other, it includes nature motifs in Arts and Crafts and Art Nouveau design. How such representations relate to early environmental and scientific discourses are considered. Theories of the Anthropocene, Animal Studies and Environmental History also inform student enquiries.

HADVC 555 Advanced Studies in in Art, Design and Visual Culture in the Second Half of the 19th Century: Religion and Art (1848 – 1914)
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
This seminar examines religion and art in the second half of the nineteenth and early twentieth century, focusing on Realist and Symbolist artistic production (primarily painting, sculpture, photography and the graphic arts) in Europe and North America.

+HADVC 556 Advanced Studies in in Art, Design and Visual Culture from the Mid-20th Century to the Present: Ephemerality and Sustainability in Contemporary Art
*3 (fi 6) (either term, 0-3s-0). Prerequisite: consent of Department.
James Lovelock, known for having co-created the Gaia hypothesis with Lynn Margulis, was recently quoted as saying that "saving the planet is a foolish, romantic extravagance." This course will examine how perspectives such as Lovelock's reorient artistic production in the 21st century, with particular attention to debate surrounding the so-called 'anthropocene.' The anthropocene, as a political term, has increasingly found itself at the center of contemporary discourse in the arts, with numerous books, exhibitions, articles and journals devoted to it.

Readings will examine contemporary debates surrounding the anthropogenic climate change and examine the impact of such debates on art practice and scholarship. Students are expected to engage with the course "research-creationally," bringing scholarly attention to arts practice and artistic attention to academic scholarship.

HADVC 900 Directed Research Project
*3 (fi 6) (either term, unassigned).
Students enrolled in this capstone course work independently with a supervisor to develop a research topic of their choosing.

ACAD

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February 21, 2017

Dr. M. Elizabeth Boone
Professor and Graduate Advisor
History of Art, Design and Visual Culture
betsy.boone@ualberta.ca
and
Dr. Lianne McTavish
Associate Chair (Graduate Studies)
Department of Art and Design
lmctavis@ualberta.ca

Re: Letter of Support for Proposed Course-based MA in the History of Art, Design and Visual Culture (HADVC)

To Whom It May Concern:

I'm writing on behalf of the Alberta College of Art + Design to express our full support for the University of Alberta's proposed course-based MA in the History of Art, Design and Visual Culture. The program as described fills a long overdue need for a flexible Master's program that complements a studio-based degree (MFA, MDes) with greater depth of understanding historical contexts, visual analysis, and research methods, as well as enhanced development of the clear expression of ideas in written and oral formats. This program fills a particular niche for students who have no desire to proceed to a PhD program, as well as teachers and practitioners who would benefit from these skill sets – a niche that no other university in the prairie provinces currently caters to. The pairing of this program with an MFA or MDes should be particularly attractive to those seeking careers in the post-secondary sector.

From a purely practical point of view, it makes complete sense for the University of Alberta's History of Art, Design and Visual Culture division (Department of Art and Design) to offer this course-based program in tandem with its thesis-based MA and thesis-based PhD programs. No new courses are required and I'm prepared to believe the existing faculty complement can manage the few (2-5) additional students each year. The benefits of adding this program clearly outweigh any additional costs.

We would be happy to bring this program, once approved, to the attention of our MFA graduates and faculty.

Sincerely,

Kathryn Shailer, PhD
Acting Chief Research Officer and
 Special Advisor for Graduate Studies and Internationalization

February 13, 2017

Dr. Steven Harris
Acting Chair, Department of Art and Design
Faculty of Arts

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Dear Dr. Steven Harris,

I would like to express my strong support for the course-based MA program proposed by the Department of Art and Design.

As I understand, the existing graduate degree programs (MA and PhD) are thesis-based and designed to prepare students with a career in the academia. While research-oriented programs are important to teaching and learning at the University of Alberta, there is also tremendous value in offering the option of an advanced degree to students, professionals in arts and community members who plan to pursue a different career path.

Some international students, especially those from a culture and language environment distinctively different from Canada, may find a course-based program help them build confidence and knowledge more quickly and efficiently. This could lead them to better assess if further pursuit of an academic career is desirable. The program itself could also serve an excellent bridge for those who decide to enroll in doctoral programs.

The creative industries are bourgeoning in many large emerging economies such as China. There are a growing demand for professionals in arts with advanced knowledge and experience of the global art industry. The proposed MA program will likely help equip candidates with useful tools to advance their future in a senior position in government agencies (i.e. cultural and arts management and exchange), museums, galleries and educational institutions.

Building on the existing strengths of the department in teaching and research, I believe this new and unique graduate learning opportunity will have broader appeal to potential Canadian and international students and help raise the profile of the department among a wider arts and education community.

Sincerely,

Jia Wang
Acting Director, China Institute

February 14, 2017

Dr. Steven Harris, Acting Chair
Department of Art and Design
3-110 Fine Arts Building
University of Alberta
Edmonton, Alberta, T6G 2C9

Dear Dr. Harris,

Re: Course-based MA in the History of Art, Design and Visual Culture

Please accept this letter as indication of my full support for Dr. Elizabeth Boone's proposal to add a course based MA to the Department of Art and Design. As the current Dean of Education, I am particularly interested in this initiative from both a higher education and teacher education perspective.

Because this degree will offer options to participate either part time or full time (during a sabbatical or professional development leave for example) it will be advantageous for educators who regularly take, and look for, accessible and flexible graduate programs for reasons of personal and professional development, salary increases, and to meet changing government standards. As the proposal indicates, this degree will be especially suitable for secondary art teachers, researchers in libraries or archives as well as educators in post secondary settings.

Additionally the Pro-Seminar series of workshops which will be offered as an ancillary to the regular course work will be advantageous to teachers and school leaders as it prepares them with more serviceable aspects of the field such as grant writing, research ethics, pedagogical theories and practical methods of course preparation and delivery.

As further evidence of the Faculty's commitment to this initiative, I have shared with Dr. Boone a few courses from the Faculty of Education that might be advantageous teaching streams in curriculum pedagogy. These could be offered as possible course options for the six credits that are permissible outside of the History of Art, Design and Visual Culture. Examples are EDSE 501 (Theory Youth Culture Curriculum and Teacher Education) as well as EDSE 612 (Arts Based Research). On behalf of the Faculty of Education, I look forward to a possible collaboration with the Department of Art and Design and wish to once again express my sincerest support for Dr. Boone's proposal.

Sincerely,

Dr. Randolph Wimmer, Interim Dean

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February 16, 2017

Dr. Steven Harris
Acting Chair
Department of Art and Design
University of Alberta
3-98 Fine Arts Building
Edmonton, AB, T6G 2C9

Re: Letter of support for a proposed Course-based Master of Art Degree in the History of Art,
Design and Visual Culture (HADVC) Program at the University of Alberta

Dear Dr. Harris,

I am writing on behalf of the management of Harcourt House Artist Run Centre to provide my
support for a proposed Course-based Master of Art Degree in the History of Art, Design and
Visual Culture (HADVC) Program as outlined and prepared by Dr. Elizabeth Boone, Professor
and Graduate Advisor, History of Art, Design and Visual Culture and Dr. Lianne McTavish,
Associate Chair (Graduate Studies), Department of Art and Design.

This proposed project will be a purposely established companion academic program to two
existing graduate degrees at the University of Alberta: the thesis-based MA and the thesis-based
PhD, and attractive to those who are not interested in pursuing an academic/research career. It
will offer flexible degree options and will be primarily aimed at students, visual artists, members
of the cultural communities, art educators, and cultural animators who may wish to upgrade their
professional knowledge of the field, and who are particularly interested in pursuing careers in the
management of arts/cultural organizations, public art galleries, artist-run-centres, museum
institutions, and historic sites.

This program is in high demand. Several inquiries about and recommendations for such a degree
received from students, regular posting of job openings in cultural sector requiring this type of
degree, and the success of such degree programs at the academic institutions in other parts of
Canada provide tangible evidence supporting its establishment and implementation.

Please note there are no comparable programs offering such a degree by the academic institutions
in the Prairie Provinces of Alberta, Saskatchewan and Manitoba. A few universities in Ontario
(University of Western Ontario, Carlton University) have initiated such degrees with great
success. A similar program is currently being offered at the University of New Brunswick. The
scarcity of options in the Prairie region will make this particular program at the University of
Alberta especially attractive to those seeking to continue their education and improve their
professional skills for a highly competitive job market in arts/culture/heritage sectors.

I strongly believe this program will immensely benefit arts and cultural sector in Alberta and across Canada. As such, I am writing to extend my full support for a Course-based M.A. in the History of Art, Design and Visual Culture Program and I sincerely hope that this proposal receives your favourable review and acceptance.

Sincerely Yours,

Jacek Malec
Executive Director

JM:jm

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HERRINGER KISS GALLERY

Dr Steven Harris
Acting Chair, Department of Art and Design
University of Alberta
3-98 Fine Arts Building
Edmonton, AB T6G 2C9

RE: Course-based MA in the History of Art, Design and Visual Culture

Dear Steven Harris,

I am writing in support of a new course-based MA in the History of Art, Design and Visual Culture at the University of Alberta. M. Elizabeth (Betsy) Boone emailed me the summary of proposal for this new course and I think it's fantastic and much needed!

I feel like the Canadian arts community loses a lot of art historians to other countries where Masters degrees in art history are offered and while we many will still want to study abroad, it is wonderful for those you can not to have an option here in Alberta. My only regret is that I won't be able to take advantage of this program myself. I certainly would have when I was younger.

I wish you the best of luck with this new program and hope that you will keep me up to date with your progress in getting it started!

Best regards,

Deborah Herringer Kiss
Director, Herringer Kiss Gallery

University of Lethbridge

Faculty of Fine Arts

Department of Art	4401 University Drive	Phone	403.394.3997	
	Lethbridge, Alberta, Canada	Fax	403.382.7127	www.uleth.ca/finearts
	T1K 3M4			

January 30, 2017

Dr. Steven Harris, Acting Chair
Department of Art and Design
University of Alberta
3098 Fine Arts Building
Edmonton, AB T6G 2C9

Dear Dr. Steven Harris,

As an Associate Professor of Art History at the University of Lethbridge, I am writing a letter of support for the Department of Art and Design's excellent new proposal for a course-based MA in the History of Art, Design and Visual Culture division. The proposed MA appears to be a fine complement to the thesis-based MA already in place.

The courses that would be available to students (in terms of current offerings) are wide-ranging, with an interesting temporal and geographic reach that address the evolving demographics of Alberta. The two additional courses that may be taken outside of HADVC cover a useful number of area studies appropriate to the students' interests and frames of reference. It is suggested that there are additional possibilities for outside courses, and I would hope that philosophy would be one of those areas due to the close relationship between aesthetics and art analysis.

I was interested to see that the capstone element of the course-based MA is very similar to the course-based MA that I took myself at York University. Although I did go on to pursue a research-based PhD at the University of Toronto, I found the research paper option to be more suitable than an MA thesis and defence. It allowed more freedom to pursue my own research inclinations at the time than would have the stricter protocols of the thesis and defence option.

The proposed learning outcomes for the course-based MA are substantial and essential for a full engagement with art history and visual culture. I could not agree more with these aims and the resulting benefits for students.

Section 5 of Learning Outcomes, concerning the practical professional skills developed in the Pro-Seminar, is particularly valuable given the nature of this program and the students to whom it is directed. Making this program more accessible and practical (with its part-time study option) to community members who may wish to upgrade their skills and knowledge is very useful. It

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would allow students to continue with their professional lives outside of the university, while at the same time furthering their studies. This provides greater services and access to the community and potentially brings students into the University of Alberta who might not otherwise attend.

The course-based MA program appears to be well conceived for current secondary school art teachers who may wish to upgrade their skills. The furthering of their studies could in turn assist in raising the standards of art education in the Alberta school system. The same is true of those individuals already working in cultural institutions who wish to continue their art-related education.

With the current challenging economic conditions in Alberta, it is important to note that this program can be assimilated into already existing courses using current faculty. The number of students anticipated to take such a degree is reasonable and appears to be in line with the regional market for employment afterward.

It is valuable for the various art departments in Alberta to have good options for our students who wish to engage in graduate study in their home province and region. The proposed development of this course-based MA program in the University of Alberta's History of Art, Design and Visual Culture division is therefore an important development, not only for Edmonton, but also for the province and region.

Sincerely,

Kenneth R. Allan

Kenneth R. Allan

Associate Professor of Art History

Department of Art
Faculty of Fine Arts
University of Lethbridge
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Faculty of Fine Arts

January 30, 2017

Re: HADVC's Proposed MA

Professor Steven Harris, Ph.D.,
Acting Chair, Department of Art and Design
University of Alberta

Dear Professor Harris,

I am writing in support of the proposed course-based MA in the History of Art, Design and Visual Culture at the University of Alberta. As an Associate Professor of Art History and Museum Studies at the University of Lethbridge, I am well aware of the strong interest from diverse students to continue studies in the province.

The proposed program of study will answer a provincial need. It will provide opportunities for a select number of applicants who are not currently being served by existing programs in the province, which cater to those planning to pursue a doctorate. This course-based MA degree will allow students who do necessarily want to pursue a PhD the opportunity to enrich their studies. I believe the part-time component of the program will be particularly valuable to those who already work in related fields and want to deepen their knowledge.

The course work and capstone project will allow students a rigorous engagement in advanced art historical studies. It also provides an excellent balance of breadth and depth. I wholeheartedly support the development of this new program.

If I can do anything to further support the program, please don't hesitate to get in touch with me.

Sincerely,

Anne Dymond

Anne Dymond, Ph.D.,
Associate Professor, Art History and Museum Studies
University of Lethbridge, Lethbridge AB
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anne.dymond@uleth.ca
403 380 1853

January 31, 2017

This letter is written in support of The University of Alberta's Department of Art and Design's proposal for an MA in the History of Art, Design and Visual Culture.

Their proposal for a one-year degree is well thought out and addresses the needs of community members, teachers and students. The option to complete the degree in either one year, or part-time over many years will make it appealing to those already working in the industry that are seeking to expand their credentials. The in-depth course list is well thought out and will attract students from a variety of backgrounds. I especially like the idea for a capstone course, which will give students the opportunity to engage in a substantial research project. The fact that the research topic can be in an area of their interest will make it all the more meaningful.

I have spoken to the Design and Fine Art faculty here at MacEwan University and they enthusiastically endorse this proposal. They are especially happy to see another opportunity in Edmonton for our students to pursue graduate school.

The Department of Art and Design looks perfectly positioned to offer this new MA. They clearly have the depth of faculty, resources and facilities to achieve their goals, and the fact that it will require no new resources or fees, makes it all the more appealing.

I wholeheartedly support this proposal and wish the faculty all the best as they move forward. If you require any other information, please do not hesitate to contact me.

Sincerely,

Allan Gilliland, PhD
Dean & Professor, Faculty of Fine Arts and Communications
MacEwan University
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Edmonton, Alberta T5P 2P7
C: 780-299-1348
gillilanda@macewan.ca

where wonder meets wisdom

February 15, 2017

Dr. Steven Harris
Acting Chair
Department of Art and Design

Dear Dr. Harris,

I am writing a letter of support for the proposed course-based MA in the History of Art, Design and Visual Culture as proposed by Dr. Betsy Boone. I have reviewed the summary of the proposal and have also had the opportunity to discuss this proposal with Dr. Boone to address some of the questions I had and to discuss opportunities for collaboration.

Dr. Boone had indicated that the proposed course list would include content that addresses issues in Canadian history and art, and topics that relate to our indigenous communities which I feel is critical. I was also interested to learn of the Professional Development requirement of the Faculty of Graduate Studies whereby students can participate in a series of workshops to learn additional skills. My unit is also developing skills-based training related to university museum collections which could provide those students in this program who are interested in art museum careers with that specific context.

I believe that there would be other opportunities to collaborate with Art and Design and the students that this program would attract to provide hands-on training, and work directly with the University of Alberta Art Collection, and our team of museum professionals.

I wish you all the best with this proposal and look forward to working with you and Dr. Boone.

Sincerely,

Janine Andrews, Executive Director
University of Alberta Museums/Museums and Collections Services

cc: Dr. Betsy Boone, Professor, Department of Art and Design

Museums and Collections Services
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17 February 2017

M. Elizabeth Boone, PhD
Professor and Graduate Advisor,
History of Art Design and Visual Culture

Lianne McTavish, PhD
Associate Chair (Graduate Studies), Department of Art and Design
University of Alberta

Dear Drs. Boone and McTavish

I am pleased to write this letter of support for the proposed MA in History of Art, Design, and Visual Culture (HADVC) at the University of Alberta. Given the increasing importance for institutions to provide relevant, flexible degree offerings, this course-based MA will be a welcome addition to your graduate offerings.

I am particularly excited about the rigorousness of the program in that students will work diligently to complete the capstone project over the course of one semester and the entire degree within one year (full time).

Education is about creating opportunities and I can envision a degree program such as this providing excellent opportunities for recent BA graduates, holders of other graduate degrees, community members, and teachers.

Best wishes with this program!

If I can provide clarification or additional information regarding the foregoing, please contact me.

All best

Dean Smale, MFA
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Clint Lawrence, MA
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February 13, 2017

Dr. Steven Harris
Acting Chair
Department of Art and Design
University of Alberta

Letter of Support for Course-Based MA in the History of Art, Design and Visual Culture

Dear Dr. Harris

Please accept this letter of support for adding a course-based MA in the History of Art, Design and Visual Culture to your current roster of graduate level programs. Adding this specific degree seems to be a logical addition to the existing menu of course-based MA degrees.

Overall I believe this is a program that increases the number of pathways and opportunities for students studying art and art history to achieve a graduate level credential. The multiple pathways into the degree and broad audience are a particularly unique strength of the proposal. I believe individuals who currently hold studio-based MFA may see this as a means of gaining a competitive advantage for highly sought after faculty positions. Furthermore, the ability to complete the credential through part-time studies is respectful of individuals who are seeking advancement but cannot commit to a full-time program. Finally, the small size of the anticipated cohort and the ability to deliver the program within existing resources and expertise makes the proposal a fairly easy sell.

Red Deer College supports the proposed degree and views it as a viable option for our students in both BFA and BA University Transfer streams.

Thank you for the opportunity to provide this letter of support. Please do not hesitate to contact me directly if you require further commentary or clarification.

Jason Frizzell
Dean
School of Creative Arts

February 15, 2017

Dr. Steven Harris
Acting Chair
Department of Art and Design
University of Alberta
Edmonton, AB

Re: Letter of support for a proposed course-based MA in the History of Art, Design and Visual Culture.

Dear Dr. Harris:

After carefully reading the summary proposal forwarded by Dr. M. Elizabeth Boone, I am pleased to write a letter of support for a proposed, course-based MA in the History of Art, Design and Visual Culture.

In December 2012, I purchased Scott Gallery and made the transition from a 14-year employment with the Art Gallery of Alberta (AGA) as the manager of AGA Art Rental and Sales. My professional life as a manager and now as a gallerist within the art market, offers a perspective from one of the boundaries between a visual arts community and the general public. To that end, I am interested in an educational program that through its mandate and proposed, flexible timeframe encourages access by the broader community.

I believe that a thriving visual culture within a local context (and beyond) includes active and vital educational institutions; publicly funded galleries and artist-run centres; and, commercial galleries that believe in and reflect the cultural production of that community. The flexible degree option (with a differential from an academic, thesis-based MA) is reasonable. Community members such as commercial gallery directors, cultural workers in the private and public galleries, teachers, etc. who are already committed to long-range projects, could more easily access further learning through such a program.

I would like to draw a parallel *in effect* to the general trend in interdisciplinary studies; specifically those projects that include visual artists within a research group of other academics. It is the knowledge-sharing between different participants across specializations that I feel is the important action. I recognize that the course-based MA in question, would draw a student body from within the visual arts, but the action is still a lateral one outside the closed loop of the academic track. The learning outcomes as listed in the summary and the FGSR Ethics Professional Development requirement are achievable goals and applicable to the work-life of community members.

1

Many professionals within the visual arts do strive to persuade their publics to engage more complexly with the cultural production of their communities. I have worked to improve my understanding of art in general and I have observed its effects on the general audience when I have the knowledge and confidence to both show and explain. Having an institution like the University of Alberta consider such a flexible program of study as a course-based MA in Art History, Design and Visual Culture is a necessary and worthy development.

Sincerely,

Heather Hamel
Director
Scott Gallery
10411-124 Street NW
Edmonton, AB
T5N 3Z5

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February 24, 2016

Dr Steven Harris
Department of Art and Design
University of Alberta
3-98 Fine Arts Building
Edmonton, AB T6G 2C9

Dear Dr Steven Harris,

It was brought to my attention by Betsy Boone that there are plans to add a course-based MA to the graduate offerings in the History of Art, Design and Visual Culture at the University of Alberta. This sounds like a useful and intriguing way to diversify the offerings of your department.

As a past student of your department, and your classes, I have an appreciation for the rigors of art history research and writing. However, those rigors are not necessarily how I engage in art, or envision my future developments in art. Indeed, I had never considered a thesis-based MA or PHD, because I do not think of myself as an academic. As a public art project manager who desires professional development, I seek to upgrade my knowledge of contemporary art and its place in (art) history. This course based MA sounds like a manageable way to do so while I retain my current employment.

If this course-based MA in the HADVC progresses from a plan into an offering, please send me more information. I would seriously consider enrolling, especially if studio courses are included in the eligible courses.

Sincerely,

Chelsea Boida
Public Art Officer

p: 780.424.2787 ext [229]
e: cboida@edmontonarts.ca
10440-108 Avenue
Edmonton, AB CA T5H 3Z9
publicart.edmontonarts.ca

Library Impact Statement

As per GFC Policy 37.3.7, Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. In addition, any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement.

Please contact your subject librarian to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: K-Lee Fraser	Date: 20/09/2017
Library Unit: Humanities and Social Science/ Law	Email: fraser4@ualberta.ca

Program Proposal Contact:

Name: Dr. Elizabeth (Betsy) Boone	Dept./School: Art and Design
Faculty: Faculty of Arts	E-mail: betsy.boone@ualberta.ca

Proposed Program Changes:

Course-based Master of Arts in the History of Art, Design and Visual Culture (HADVC)

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	Instruction related to the course-based Master of Arts (MA) in the History of Art, Design and Visual Culture (HADVC) will be useful for graduate students in the program. Information literacy instruction may include tours of the physical and virtual library, advanced information search/retrieval, and citation management. The Libraries offer a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate subject librarian to discuss.
Reference assistance (e.g., ongoing one-on-one help)	The Art & Design Librarian is available for one-to-one consultations for specialized assistance. General reference assistance is available at all University of Alberta Libraries service desks. Ask us services are also available via chat, email and phone.

Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]	As the proposed program makes use of regularly offered courses, students and faculty will continue to use library resources already provided within the collection. It is particularly important for professionals and part-time students to utilize the Libraries' expansive electronic resources and services in place to support their academic endeavours. The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through Interlibrary Loan. Journals and electronic resources with particular relevance to this program include: • ARTstor • Art Index Retrospective • Oxford Art Online Submit course reading list and reserve requests online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.
Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)	N/A
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Physical facilities are in place to support student research needs. There are bookable group study spaces, as well as collaborative and individual study spaces in all library locations across.
Other (specify)	

☐ Proposal has an impact on the Libraries and can be supported.
☐ Proposal can be supported with additional resources; see attached details.
X Proposal has no impact on the Libraries.

Unit Head Signature: _____ Date: Sept. 25/17

Associate University Librarian Signature: _____ Date: Sept. 25/17

FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM

Department: **Art & Design**

DEADLINE

Implementation: ☒ NORMAL

☐ EARLY (Note: new course offerings only)   October 15 *

Type of Change: ☒ Program Regulation   March 1*

☐ New Course   ☐ Course Change   April 15*

☐ Course Deletion   ☐ Editorial   April 15

<mark>*Documentation is required to verify that other units in the Faculty of Arts (or other Faculties) offering similar courses have no objection to the proposed new course or course change, and to avoid challenges.</mark> _Applicable:_   ☐ *Yes*   ☒ *No*

CURRENT Calendar Section Number (§) *(Use strike out and highlight for **all** deletions)*	**PROPOSED** Calendar Section Number (§) *(Underline and highlight **all** additions)*
Graduate Programs	Graduate Programs
Art and Design [Graduate]	**Art and Design [Graduate]**
General Information	**General Information**
The Department of Art and Design offers graduate programs leading to the Doctor of Philosophy in the History of Art, Design and Visual Culture and a Master of Fine Arts and Master of Design degrees in a wide range of studio disciplines. The Department also offers graduate programs leading to the Master of Arts degree in history of art, design, and visual culture.	The Department of Art and Design offers graduate programs leading to the Doctor of Philosophy in the History of Art, Design and Visual Culture and a Master of Fine Arts and Master of Design degrees in a wide range of studio disciplines. The Department also offers graduate programs leading to the Master of Arts degree in history of art, design, and visual culture.
Programs leading to the MDes degree provide advanced studies in visual communication design or industrial design. Programs leading to the MFA degree are designed to provide advanced studies in painting, sculpture, printmaking, or drawing/intermedia.	Programs leading to the MDes degree provide advanced studies in visual communication design or industrial design. Programs leading to the MFA degree are designed to provide advanced studies in painting, sculpture, printmaking, or drawing/intermedia.
Programs leading to the MA and PhD degrees in the history of art, design, and visual culture provide for advanced study and research.	Programs leading to the MA and PhD degrees in the history of art, design, and visual culture provide for advanced study and research. <mark>The MA can be either course-based or thesis-based.</mark>

[…]

The Degree of MA in the History of Art, Design, and Visual Culture (Art and Design) [Graduate]
Program Requirements

~~Applicants~~ who are accepted will normally require two academic years ~~in residence~~ to complete their program of studies.
Exceptions to this regulation will require the consent of the Department and the Faculty of Graduate Studies and Research.

~~Candidates who, in the view of the Department, need to make up prerequisite courses will normally have to make up the deficiencies prior to acceptance into the graduate program.~~

~~The graduate program consists of two phases:~~

~~Phase I (first year)~~

~~In the first year of the program students will normally be required to take:~~

1. ★18 approved
2. of these ★18 approved, ★12 must be taken from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels
3. up to ★6 of the ★18 required to be taken may, subject to the approval of the thesis or

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[…]

The Degree of MA in the History of Art, Design, and Visual Culture (Art and Design) [Graduate]
Program Requirements

Students who are accepted into the thesis-based MA program will normally require two academic years of full-time enrollment to complete their program of studies. Exceptions to this regulation will require the consent of the Department and the Faculty of Graduate Studies and Research.

Students in the course-based MA will normally require either one academic year in full-time enrollment or two to four years in part-time enrollment.

Students must declare whether they intend to follow the thesis-based or course-based program at the beginning of their graduate studies. Anyone wishing to change their program must obtain the approval of the HADVC Graduate Advisor.

Thesis-based MA:

In addition to satisfying the general requirements of the Faculty of Graduate Studies and Research, students in the thesis-based MA program must complete the following:

1. ★18 approved
2. of these ★18 approved, ★12 must be taken from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels
3. up to ★6 of the ★18 required to be taken may, subject to the approval of the thesis or

graduate advisor, be taken outside the Department.

Students will be required to pass a translation test in a language other than English, or a language reading course or approved equivalent with a minimum grade of C+ before proceeding to thesis.

~~Phase II (second year)~~

~~Admission to Phase II is contingent upon the satisfactory completion of all the requirements in Phase I. Course work from Phase I may not be repeated.~~

~~Phase II~~ consists of the preparation, presentation and defence of a master's thesis on a topic approved by the Department.

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graduate advisor, be taken outside the Department.

4. Students will be required to pass a translation test in a language other than English, or a language reading course or approved equivalent with a minimum grade of C+ before proceeding to thesis.

The second year consists of the preparation, presentation and oral defense of a master's thesis on a topic approved by the department.

Course-based MA:

In addition to satisfying the general requirements of the Faculty of Graduate Studies and Research, students in the course-based MA program must complete the following:

1. ★24 approved by the graduate advisor

2. HADVC 900 (★3), as part of the ★24, in which students will write a research paper on a topic of their choosing

3. of these ★24 approved, ★18 must be taken from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels

4. up to ★6 of the ★24 required to be taken may, subject to the approval of the HADVC graduate advisor, be taken outside HADVC.

Length of Program	Length of Program
~~Applicants who are accepted will normally require two years to complete their program of studies.~~ Candidates who, in the view of the Department, need to make up prerequisite courses will normally spend a longer period of time to complete their graduate program. The Degree of PhD in the History of Art, Design, and Visual Culture [...]	The time required to complete the MA will vary; however, a minimum of 12 months is normally required. Candidates who, in the view of the Department, need to make up prerequisite courses will normally spend a longer period of time to complete their graduate program. The Degree of PhD in the History of Art, Design, and Visual Culture [...]

Justification:
*(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.*

Note 2: In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.

After extensive external consultation with arts organizations and educational institutions in Alberta, the Department has decided to add a course-based MA option to its graduate programming. A thorough review of comparative course-based MA programs was conducted, and this program compares in rigour and scope with others already in place in the Faculty of Arts. The only new course to be created is HADVC 900 for the capstone.

Submitted by: Associate Professor and Department Chair (Acting), Steven Harris	Signature of Department Chair or Designee	Date: February 28, 2017	FACULTY USE ONLY

FACULTY USE ONLY

Approval Process	Date
ÿAcademic Affairs	_____
ÿExecutive Committee	_____
ÿFaculty Council	_____
ASC	_____
GFC Circulation	_____
Other	_____

SUMBIT completed, signed forms by hardcopy to
Jan Zielinski (6-33 Humanities) **and**
SUBMIT Word version to Jan and Robin Cowan by email (jan.zielinski@ualberta.ca, robin.cowan@ualberta.ca)

FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM

Department: **Art & Design**

DEADLINE

Implementation: ☒ NORMAL
☐ EARLY (Note: new course offerings only)   October 15 *

Type of Change: ☐ Program Regulation   March 1*
☒ New Course   ☐ Course Change   April 15*
☐ Course Deletion   ☐ Editorial   April 15

==*Documentation is required to verify that other units in the Faculty of Arts (or other Faculties) offering similar courses have no objection to the proposed new course or course change, and to avoid challenges.== <u>*Applicable:*</u> ☐ *Yes* ☒ *No*

CURRENT Calendar Section Number (§) *(Use strike out and highlight for **all** deletions)*	PROPOSED Calendar Section Number (§) *(Underline and highlight **all** additions)*
NEW COURSE	**HADVC 900 – Directed Research Project** ★ 3 (fi 6) (either term, 3-0-0) Students enrolled in this capstone for the course-based MA program work independently with a supervisor to develop a research topic of their choosing.

==Justification:==

*(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.*

==*Note 2*: *In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.==

This class is needed for the new course-based MA program.

| Submitted by:

Associate Professor and Department Chair (Acting), Steven Harris | Signature of Department Chair or Designee | Date:

February 28, 2017 | FACULTY USE ONLY

Approval Process Date
ÿAcademic Affairs _____
ÿExecutive Committee _____
ÿFaculty Council _____
ASC _____
GFC Circulation _____
Other _____ |

SUMBIT completed, signed forms by hardcopy to
Jan Zielinski ([6-33](#) Humanities) **and**
SUBMIT Word version to Jan and Robin Cowan by email (jan.zielinski@ualberta.ca, robin.cowan@ualberta.ca)

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research for a new combined MSc in Physical Therapy/PhD in Rehabilitation Science (MScPT/PhD) program, Department of Physical Therapy and the Faculty of Rehabilitation Medicine.**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority, Admission/Transfer and Academic Standing regulations for a new combined MSc in Physical Therapy/PhD in Rehabilitation Science (MScPT/PhD) in the Department of Physical Therapy, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1.

Item

Action Requested	☒Approval ☐Recommendation
Proposed by	Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research Bob Haennel, Dean, Rehabilitation Medicine
Presenter	Trish Manns, Associate Dean, Graduate Studies, Rehabilitation Medicine 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 combined MScPT/PhD program brings together two programs to achieve efficiencies that help exceptional students seamlessly complete combined clinical and research studies. Two options for flow of the program are proposed – start in the PhD or start in the MScPT.
The Impact of the Proposal is	The physical therapy profession continues to lack PhD trained clinician-scientists to carry out clinically relevant research to advance the profession. Such individuals are essential for the profession to explore new and effective interventions for our clients, and maintain the quality of training for new clinicians at the universities. The implementation of the MScPT Entry-level Program in 2003 has further diminished the number of physical therapists entering research, partly because of the very long time frame of education (i.e., 4 years of undergraduate studies, 2.5 years PT professional training, 4-5 years of PhD training). We will address this issue by implementing an MScPT/PhD combined training program, in an effort to make it more attractive for highly promising individuals partly by reducing the total number of years required for such a qualification.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Effective immediately upon final approval
Estimated Cost and funding source	There are no resource implications of this program because both programs already exist and are resourced. Students in the program will be assessed doctoral program fees for the entire program.
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	We expect to enroll a maximum of 2 new students each year. Students in the combined program will be included in the regular MScPT cohort – there will not be additional spots held for combined students. Students in

	the program will be assessed PhD program fees, which is the same as the fees students enrolled in the MScSLP/PhD program are assessed. Students enrolled in the combined MScPT/PhD program will not have the option of transferring to the MScPT program or the PhD Rehabilitation Sciences program.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol>	*Those who have been **informed**:* • Physiotherapy Accreditation Canada (they do not accredit this program but we have informed them for information).
	*Those who have been **consulted**:* • Faculty within Physical Therapy and Rehabilitation Medicine at the University of Alberta • Graduate students within physical therapy at the University of Alberta • Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator • Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Kate Peters • Office of the Registrar (Tom Hidson) on fees • Karen Pollock and Tammy Hopper (Communications Sciences and Disorders), for information about their combined program • Tom Overend (School of PT, Western Ontario) • Michael Hunt, Graduate Program Head, Physical Therapy, UBC • Laura Brunton (a graduate of the combined program at Western)
	*Those who are actively **participating**:* • Jaynie Yang, Chair, Physical Therapy • Mark Hall, Associate Chair, Physical Therapy • Trish Manns, Associate Dean, Graduate Studies, Rehabilitation Medicine
Approval Route (Governance) (including meeting dates)	GFC ASC Subcommittee on Standards – October 5, 2017 GFC Academic Standards Committee – October 19, 2017 GFC Academic Planning Committee – November 8, 2017
Final Approver	GFC Academic Standards Committee (Admission/Transfer and Academic Standing) GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan - *For the Public Good* **EXCEL** GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. OBJECTIVE 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society. OBJECTIVE 14: Inspire, model, and support excellence in teaching and

	learning. i) Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels. **ENGAGE** GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. OBJECTIVE 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. i) Identify and remove systemic barriers to interdisciplinary, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	**1. Post-Secondary Learning Act (PSLA):** The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC). **2. PSLA:** GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC). **3. PSLA:** The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). **4. PSLA:** The PSLA gives Faculty Councils the authority to "determine the programs of study for which the faculty is established" (Section 29(1)(a)); to "provide for the admission of students to the faculty" (Section 29(1)(c)); and to "determine the conditions under which a student must withdraw from or may continue the student's program of studies in a faculty" (Section 29(1)(d)). **5. UAPPOL Admissions Policy:** "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition

	of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine." **6. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC's terms of reference provide that "the term 'substantial' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii). Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv) **7. GFC Academic Planning Committee (APC) Terms of Reference (Mandate/Establishment/Termination of Academic Programs):** "NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor. a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions." (3.8.)

Attachments (1)

1. UoA Internal Program Approval Template (page(s) 1 - 12)

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

University of Alberta Internal Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Innovation and Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc.

Proposals requiring Ministerial approval should be presented on the appropriate government template.
Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (peters3@ualberta.ca) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies (fgsrgov@ualberta.ca).

This Template is used for the following:
- ☐ Graduate specialization title changes (e.g. History to Historical Studies).
- ☐ Creation of a new graduate specialization (e.g. MSc in the Department of Swedish Fisheries to MSc in the Department of Swedish Fisheries with Specialization in Trout Fishing) – requires the enrolment appendix.
- ■ Combined Degree Proposal
- ☐ Suspension/Termination of a graduate specialization.
- ☐ The addition of an Honours/Specialization stream to an existing undergraduate program.

Basic Information
1. Title of the Program: Master of Science (MSc) in Physical Therapy/Doctor of Philosophy (PhD) in Rehabilitation Science combined degree program (Short Title: MScPT/PhD combined degree program).

2. Proposed effective date: Fall 2017 (or as soon as possible)

3. Length of the program (years): 5

4. Faculty and Academic Unit: Faculty of Rehabilitation Medicine, Department of Physical Therapy

5. Collaborating partners at other institutions (if any): Not applicable

6. Contact person, with telephone number and e-mail address:

    a. PT Chair – Jaynie Yang PhD – jaynie.yang@ualberta.ca
    b. Associate Dean, Graduate Programs – Trish Manns PhD – trish.manns@ualberta.ca

7. Statement indicating completion of departmental and/or Faculty approval processes.
    a. Department of Physical Therapy – approved June 15,2016
    b. Faculty of Rehabilitation Medicine (FRM) – approved May 30, 2017
    c. FGSR Council – approved Sept 13, 2017
    d. Academic Planning Committee (APC)
    e. Alberta Innovation and Advanced Education – for notification

8. Attach proposed Calendar program and/or course changes.

See Appendices

9. Attach letter of support from the Dean of the Faculty (for graduate specialization proposals).

Program Impact and Rationale

10. What is the rationale for the program proposal?

    The physical therapy profession continues to lack PhD trained clinician-scientists to carry out clinically relevant research to advance the profession. Such individuals are essential for the profession to explore new and effective interventions for our clients, and maintain the quality of training for new clinicians at the universities. The implementation of the MScPT Entry-level Program in 2003 has further diminished the number of physical therapists entering research, partly because of the very long time frame of education (i.e., 4 years of undergraduate studies, 2.5 years PT professional training, 4-5 years of PhD training). We will address this issue by implementing an MScPT/PhD combined training program, in an effort to make it more attractive for highly promising individuals partly by reducing the total number of years required for such a qualification. There are currently 2 other similar programs in the country – Western University (Ontario) and University of British Columbia – both reporting excellent application rates, suggesting considerable interest from the students.

11. Provide the expected enrolment (or other) impact on the academic unit(s) offering the program and other affected units if applicable. Include information on the current enrolment.

    We expect to enroll a maximum of 2 new students each year. Students in the combined program will be included in the regular MScPT cohort – there will not be additional spots held for combined students. There will be no impact on other units. There is sufficient capacity amongst faculty members in physical therapy to supervise the students in the combined program (i.e., for their research work).

12. Do you anticipate an enrolment (or other) impact on programs at other institutions or regulatory bodies? Describe any consultations that have occurred with other institutions and professional organizations.

    The addition of a program in Alberta will not have an impact on the other existing combined degree programs in Canada. A combined program will be an option for students in Alberta who wish to combine a clinical and a research degree.

    There are two existing MScPT/PhD programs currently in Canada – one at Western University and the other at UBC. Another, at McMaster University, is slated to accept its first students in Fall 2017 (http://srs-mcmaster.ca/news/new-dual-option-otpt-phd-program/). We have communicated with both existing programs to learn about their experiences. The program at Western University is longstanding – they have 27 students either in progress or complete and applications each year have ranged from 4-11. UBC offers a newer combined program and have seen applications range from 0-5 in their first three years. We have also discussed the program with one of the graduates of the Western program and have learned more about the successes and challenges of a combined program. One of the primary recommendations was to ensure that PhD supervisors of students in the combined program be well aware of the demands of both programs to ensure student success.

13. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar's Office, or IST), as applicable) for the proposed change? If so, please provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

    There are no resource implications of this program because both programs already exist and are resourced. Students in the program will be assessed doctoral program fees for the entire program. Non-instructional fees are assessed at the rates in effect at the time, as approved by the Board of Governors. Students enrolled in the combined MScPT/PhD program will not have the option of transferring to the MScPT program or the PhD Rehabilitation Sciences program.

Appendix – Sample Enrolment Table

Proposed Enrolment	2016-17	2017-18	2018-19	2019-20	2020-21	Annual Ongoing
• **Total Full-Time head count**	2	4	6	8	10	
• **Full-Time Year 1**	2	2	2	2	2	2
• **Full-Time Year 2**		2	2	2	2	2
• **Full-Time Year 3**			2	2	2	2
• **Full-Time Year 4**				2	2	2
• **Full –Time Year 5**					2	2
• **Total Part-Time head count**	0	0	0	0		0
• **Part-Time Year 1**						
• **Part-Time Year 2**						
• **Part-Time Year 3**						
• **Part-Time Year 4**						
• **Total Work Experience hc**	0	0	0	0		0
• **Work Experience Year 1**						
• **Work Experience Year 2**						
• **Work Experience Year 3**						
• **Work Experience Year 4**						
• **Anticipated Number of Graduates**						2/yr starting 2021

The combined MScPT/PhD program brings together two programs to achieve efficiencies that help exceptional students seamlessly complete combined clinical and research studies. Each year, two seats will be held for student admissions into the combined MScPT/PhD program. If fewer than 2 suitable candidates are available, the position may be taken by an MScPT student (enrolled in the first year of their clinical program). The program is expected to take between 5-6 years to complete.

Requirements for acceptance into program

- In order to be accepted in the combined MScPT/PhD program, students must meet the admission requirements (GPA, interview, prerequisites) of both programs. The GPA requirements of the MScPT are usually about 3.5.
- Students must identify a faculty member who is willing to supervise their program, prior to their admission (or early in the first year of the MScPT).

Flow of Program

Two options for flow of the program are proposed – start in the PhD or start in the MScPT (see Table 1). This is similar to the approach taken by the program at UBC, where both options exist (see http://physicaltherapy.med.ubc.ca/programs/.) By contrast, Western University offers one option – to start in the PhD. (see http://uwo.ca/fhs/hrs/programs/combined.html). The advantage and disadvantages of each route is as follows, . Starting in the PhD (i.e., PhD Start in Table) allows the student to do the foundational research work prior to starting in the clinical program, which tends to have more rigid timetabling. The flow of the research studies, however, is interrupted by the clinical program. This could work if the thesis was planned as a series of independent studies, which are not time sensitive. Starting the clinical program first (i.e., MScPT Start in Table) runs the risk that a student might abandon the PhD portion of the program once the clinical portion is completed. The advantage of this sequence, however, is that it allows the student to develop their clinical research questions more effectively so that as they plan their research work. Subsequently, there is greater understanding of clinical practice and potentially relevant research questions that impact clients. With the proposed program at the University of Alberta, flexibility will be allowed and considered on a case-by-case basis. Timing of the candidacy will be built into the program, so that it occurs at the logical time for the particular program rather than the current regulations of the PhD program, which is no later than the 3rd year of the PhD program. It is possible that the student will need an additional ½ to 1 year to complete the requirements for both programs (up to 6 years). See also detailed flow of program below. Space will be reserved in the MScPT program for students in the combined program irrespective of the student's starting stream i.e. PhD or MScPT. The MScPT program will ensure adequate access to clinical placements for students who begin with the PhD. The facilities in Edmonton and our satellite sites have the capacity for a small number (i.e., 2) of students in addition to our full enrolment and will accommodate those in the combined program.

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Time	PhD first	MScPT first
Year 1	PhD course work/research	MScPT
Year 2	PhD research	MScPT
Year 3	MSc PT	PhD course work/research
Year 4	MScPT	PhD research
Year 5	PhD research/MSc clinical	PhD research/MSc clinical
Year 6 (if needed)	PhD Research/Clinical placement	PhD Research/clinical placement

Table 1. Outline of Flow of Combined Degree

Course Work

- Students will complete all academic and clinical requirements of both programs, with efficiencies proposed to integrate common content from each program (see below). Required courses in the PhD Rehabilitation Medicine program are listed in the calendar and include 18 credit units (Rehab 600, 601, 603 at least one advanced statistics course, and 6 credit unit electives). Required courses in the MScPT (96 credit units) are as listed in the calendar.
- Proposed efficiencies for students in the combined MScPT/PhD program
  - THESIS 900 fulfils the research requirement including that contained in PTHER 900 (a course based, group work activity related to evidence based decision making that includes both a written paper and individual oral exam)
  - REHAB 603 (entitled Seminars in Rehabilitation Science) is a course that addresses foundational skills of researchers including library and data management skills, practice of presentation skills (oral, poster, written, powerpoint or other), writing (for awards, research proposals), and introduces concepts around knowledge translation. These concepts are addressed in the first two evidence based practice courses in the MScPT program (PTHER 572 and 573 – Basic and Applied Concepts in Evidence Based Practice), and the three professional issues courses in the MScPT program (PTHER 524, 525, 526). For these reasons, we propose that MScPT/PhD students be exempt from taking Rehab 603.
  - PTHER 574 is the third in the Evidence Based practice series and covers advanced concepts in Evidence based practice including measurement of clinical effectiveness such as program evaluation and quality improvement. For MScPT/PhD students for whom these research areas are especially pertinent, we propose that they be able to use this course to fulfil one of the elective requirements of the Rehab Science portion of the combined program. For the remaining students, we propose that they be exempt from taking PTHER 574 and use the elective requirement in the Rehab Science program to take a course directly applicable to their research project. This flexible approach allows the student to take courses that are most applicable to their individualized research program, while achieving efficiencies in time for program completion.
  - One of the 6 week clinical placements in the clinical program can be research based, provided other clinical education requirements are met.
  - Students in the MScPT program must complete three credits of elective course work. For the students combined MScPT/PhD program we propose that the 3 credits of

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elective course work be dedicated to research activities related to the student's doctoral research project (i.e., they would take a research elective, which is an elective that is also open to student who are not in the combined program).

Residency

The seats for the MScPT/PhD program are located in Edmonton. This allows maximal contact with researchers and fellow graduate students (both clinical and research).

Detailed Flow of Program (Note: individual variability is expected)

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Appendices related to Question 8 – Internal Program Proposal Template MScPT PhD combined degree

Stream	PhD Start	MScPT Start
Year 1 Fall	Rehab 600, 601, Stats	Anatomy (August) Block 1 course work
Winter	PTHER 572, research elective	Block 2 course work
Spring/Summer	PTHER 573 (option to take here or next summer), Thesis/Project work	Block 3 placement and coursework, 3* research elective/independent study
Year 2 Fall	PTHER 899/900 (in lieu of thesis if required), elective if needed, Thesis	Block 4 course work
Winter	Candidacy	Block 5 content minus PTHER 574 EBP III unless elective
Spring/Summer	Candidacy/Thesis till August PTHER 516 (Anatomy)	PTHER 521 (Research placement) Block 5 coursework PTHER 899/900 individual in lieu of thesis Thesis
Year 3 Fall	Block 1 course work	Rehab 600, 601, Stats
Winter	Block 2 Coursework (minus 572), research work in lieu of 572	1 methodological/stats courses, elective course work
Spring Summer	Block 3 course work (minus 573, if taken above) Placement, 3 * research elective/independent study	Thesis/Project work
Year 4 Fall	Block 4 course work	PTHER 900 (completed through thesis work), Thesis
Winter	Block 5 content including PTHER 574 EBP III if used as elective	Candidacy (this is in Year 4 which would require an exception to the timetable for candidacy mandated by FGSR)
Spring Summer	PTHER 521 (Research placement) Block 5 coursework minus PTHER 900 Thesis	Candidacy/Thesis
Year 5 Fall	Thesis	Thesis
Winter	Thesis	Thesis
Spring/Summer	Defense	Defense
Year 6 Fall	Placements – PTHER 522/523 PTHER 901 OSCE PROGRAM COMPLETION	Placements – PTHER 522/523 PTHER 901 OSCE PROGRAM COMPLETION

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Sept 19, 2017

2017-2018 University of Alberta Calendar Graduate Program Changes: proposed MScPT/PhD combined program in Physical Therapy and the Faculty of Rehabilitation Medicine

Current	Proposed
Physical Therapy NEW	<u>The MScPT/PhD Combined Program</u> The Department of Physical Therapy and the Faculty of Rehabilitation Medicine offer a program of combined study which permits highly qualified students to earn both the MSc in Physical Therapy and the PhD in Rehabilitation Sciences after five years of fulltime study. Prospective students will apply to the MScPT/PhD combined program and must meet the entrance requirements of both programs. Students have the option of starting in the clinical MScPT program or in the PhD program and the possible flow of the program is described on the Rehabilitation Medicine website. Applications will be reviewed by both the MScPT Admissions committee and the Rehabilitation Science PhD Program Committee. Admission will be recommended only for those students judged to have the ability and motivation to handle the significant demands of the combined program. At the time of application, students should have an identified area of research study and a PhD supervisor who has agreed to supervise their program. In addition to new applicants, students already admitted to the MScPT or PhD program are eligible to apply for the combined program in the first year of study. <u>Entrance Requirements</u> Applicants to the combined MScPT/PhD program must meet the entrance requirements of both the MScPT program and the PhD in Rehabilitation Science program (see University Calendar). They must have

completed a four-year honours baccalaureate degree or a master's degree in a related field from a recognized academic institution. Interested students must have completed the required prerequisite courses for the MScPT program and show evidence of research potential as demonstrated by scholarly work. In addition, they must meet the GPA and English language proficiency requirements of each program.

<u>Program Requirements</u>
Students in the combined program complete all academic and clinical requirements of both programs, with efficiencies proposed to integrate common content from each program. The Program requirements for the MScPT and the PhD in Rehabilitation Science can be found in the University Calendar. The PhD thesis will fulfill the research capping requirement (PTHER 900) for the MScPT. Content in the MScPT professional issues and evidence based practice courses fulfil the requirement for REHAB 603. PTHER 574, an advanced evidence based practice course may be used as an PhD elective by combined students if the content (program evaluation) is pertinent to their research area – otherwise combined students will be exempt from taking PTHER 574. The sequence of coursework and other requirements will be determined by the candidate's PhD supervisory committee in consultation with the Graduate Program Coordinator and Academic Coordinator of Clinical Education in the Department of Physical Therapy.

Students enrolled in the combined MScPT/PhD program will not have the option of transferring to the MScPT program or the PhD Rehabilitation Sciences program.

<u>Length of Program</u>
A minimum of five calendar years will normally be required to complete the combined MScPT/PhD program. The time

	required to complete the program may vary for individual candidates but cannot exceed the statutory limits of the Faculty of Graduate Studies and Research.
Rehabilitation Science NEW	The MScPT/PhD Combined Program The Faculty of Rehabilitation Medicine and the Department of Physical Therapy offer a program of combined study which permits highly qualified students to earn both the MSc in Physical Therapy and the PhD in Rehabilitation Sciences after five years of full-time study. Refer to the Physical Therapy section of the calendar for details of the combined program.

New Academic Program Library Impact Statement
Proposal for MScPT/PhD Combined Degree program

The Associate Dean for Graduate Studies and Research, Faculty of Rehabilitation Medicine, Dr Tammy Hopper, and the Chair of the Department of Physical Therapy, Dr Jaynie Yang, plan to offer a combined degrees program (MScPT and PhD) in Physical Therapy, with a proposed effective date of Winter 2017.

The combined MScPT/PhD program brings together the course, clinical and thesis components of two programs and proposes efficiencies to help exceptional students complete combined clinical and research studies. Each year, two seats will be held for student admissions into the combined MScPT-PhD program. If fewer than 2 suitable candidates are available, the position may be taken by an MScPT student (enrolled in the first year of their clinical program). Students in the combined program will be included in the regular MScPT cohort – there will not be additional spots held for combined students. The program is expected to take between 5-6 years to complete. There are currently 2 other similar programs in the country – Western University (Ontario) and University of British Columbia – both reporting excellent application rates, suggesting considerable interest from the students.

There are no new courses in this program. The JW Scott Health Sciences Library currently holds sufficient monographs, journals, and databases to support the existing courses.

The documentation supplied indicates that two students will be admitted in the first year and two per year thereafter. In each year of the program, one consultation request with a librarian can be expected from each student to assist with their research. As new students enrol each year, the total number of consultation hours will accumulate, at a cost of $100.00 per hour of consultation.

Academic year 2017-2018:	2 hours	$ 200
Academic year 2018-2019:	4 hours	$ 400
Academic year 2019-2020:	6 hours	$ 600
Academic year 2020-2021	8 hours	$ 800
Academic year 2021-2022(and thereafter)	10 hours	$1000

As the program is not adding any additional students (students are part of the regular MScPT cohort), there will be no additional fee occurred for the Library's electronic resources incurs.

There will be no impact on Library space or equipment.

New Academic Program Library Impact Statement Certification

Submitted to the Academic Development Committee

The Library has examined the proposal for the MScPT/PhD combined degrees program in the Faculty of Rehabilitation Medicine. We anticipate that the new program will incur some additional costs for Library staffing.

The attached commentary outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program and any additional costs it might entail.

We support the changes proposed by the Faculty and look forward to working with the faculty members and students.

Executive summary of costs:

Total costs	Start up	Ongoing (anticipated annual maintenance)
1. Capital budget	$ ---	$ --
2. Operating/staffing budget	$ 200	$1000 after 5 years (librarian consultation time)

Total costs : Summary	$ 200	$1000 after 5 years

Submitted by

Kathleen DeLong
Acting Chief Librarian

Marlene Dorgan
Head, John W. Scott Health Sciences Library

12 Sept 2016

Item No. 9

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to Existing Admission Requirements for the MSc in Occupational Therapy, Faculty of Graduate Studies & Research**

Motion: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to existing admission requirements for the MSc in Occupational Therapy, as proposed by the Faculty of Graduate Studies & Research, as set forth in Attachment 1, to be effective in Spring term 2018.

Item

Action Requested	☒Approval ☐Recommendation
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research Bob Haennel, Dean, Faculty of Rehabilitation Medicine
Presenter	Shaniff Esmail, Associate Chair, Department of Occupational Therapy

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Department of Occupational Therapy updated the entrance requirements for the Master of Science degree in Occupational Therapy (MScOT) to: (1) Communicate minimum scores for the English Language Requirement as per FGSR standards. (2) Add an online situational judgment test (CASPer) to assess for non-cognitive skills and interpersonal characteristics that the Department of Occupational Therapy believes are important for students to be successful in the MScOT program and for graduates to be excellent occupational therapists. The CASPer results will complement the other tools that are used for screening applicants. In implementing CASPer, the Department is trying to further enhance fairness and objectivity in the selection process. The CASPer test is comprised of 12 sections of video and written scenarios. Following each scenario, applicants will be required to answer a set of probing questions under a time limit. Each response is graded by different raters, giving a robust and reliable view of personal and professional characteristics important to the MScOT program. (3) Remove extraneous information to simplify this section of the calendar for applicants.
The Impact of the Proposal is	The introduction of an online situational judgment test to the entrance requirements of the MScOT program will enable the Department to more effectively screen applicants for non-cognitive skills deemed important for success in the program as well as the profession of occupational therapy.

	The impact to applicants is the addition of an online test that comes with a minimal personal cost ($40) and limited time commitment (75-90 minutes). In order to complete the CASPer test, applicants will be responsible for securing access to a computer with audio capabilities, a webcam, and a reliable internet connection on a selected test date. The test can be taken practically anywhere that satisfies the aforementioned requirements. There is technical support available leading up to and at the time of the test and applicants are provided with several test date options to choose from.
Replaces/Revises (eg, policies, resolutions)	Current admission requirements for the MSc in Occupational Therapy as found in the 2017-2018 Calendar.
Timeline/Implementation Date	For early implementation Spring term 2018 (to be published in the 2018-2019 Calendar)
Estimated Cost and funding source	No additional resources are required, and no additional fees will be charged to students.
Next Steps (ie.: Communications Plan, Implementation plans)	An information package has been developed for the MScOT program admissions website that outlines the rationale for the online situational judgment test as well as instructions for its successful completion. Should the requested changes to the entrance requirements be approved before November 1, 2017, this content can be loaded to the website ahead of the 2018 admissions cycle for the MScOT program.
Supplementary Notes and context	*< Please use this field only if necessary; this field can include reference to a briefing note which includes further detail, and is also used by University Governance to provide members with relevant background information on an item from a governance perspective.>*

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol>	*Those who have been **informed**:* • Department of Occupational Therapy faculty and staff • Faculty of Rehabilitation Medicine Executive Committee members • John Nychka, Associate Dean, Faculty of Graduate Studies and Research
	*Those who have been **consulted**:* • Debby Burshtyn, Vice Dean, FGSR • Janice Hurlburt, Graduate Governance and Policy Coordinator • John Nychka, Associate Dean, Faculty of Graduate Studies and Research
	*Those who are actively **participating**:* • Department of Occupational Therapy faculty and staff • Associate Chair, Department of Communication Sciences and Disorders
Approval Route (Governance) (including meeting dates)	Department of Occupational Therapy Committee: August 28, 2017 Faculty Executive Committee, Rehabilitation Medicine: September 15, 2017

	GFC ASC Subcommittee on Standards – October 5, 2017
	GFC Academic Standards Committee – October 19, 2017
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan – *For the Public Good* GOAL: EXPERIENCE…opening doors to a lifetime of learning experiences. 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. 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. 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 education.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	***1. Post-Secondary Learning Act (PSLA):*** The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). ***2. PSLA:*** GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC). ***3. PSLA***: The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). ***4. PSLA***: The PSLA gives Faculty Councils the authority to "determine the programs of study for which the faculty is established" (Section 29(1)(a)); to "provide for the admission of students to the faculty" (Section 29(1)(c)); and to "determine the conditions under which a student must withdraw from or may continue the student's program of studies in a faculty" (Section 29(1)(d)). ***5. UAPPOL Admissions Policy***: "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty

	Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine."
	6. ASC-SOS Terms of Reference:
	3. Mandate of the Committee To review and make recommendations to the GFC Academic Standards Committee (ASC) with respect to a number of issues which affect all students at the University of Alberta. These include, but are not limited to: a. examination policy b. academic definitions c. academic standing regulations d. admission/transfer requirements
	7. ASC Terms of Reference:
	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. Admission requirement and Calendar change request (page(s) 1 - 2)

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR, jhurlbur@ualberta.ca

September 19, 2017

2018-2019 University of Alberta Proposed Calendar Graduate Program Changes: to existing Entrance Requirements for the MSc in Occupational Therapy, Department of Occupational Therapy, Faculty of Graduate Studies and Research.

Current	Proposed
Graduate Programs **Occupational Therapy [Graduate]** […] **Entrance Requirements** The deadline for receipt of applications for the entry-level stream is February 1 for September admission. Contact the Department for application deadline information on the postprofessional stream. Minimum requirements include a four-year baccalaureate degree (see Note) or equivalent from a recognized academic institution with a grade point average of at least 3.0 in the most recent ★60. Activity courses in Physical Education, studio courses in Fine Arts, and practicum courses are not considered part of the required ★60 admission requirements and are not included in the calculation of the admission GPA. One Statistics course (★3) and one human anatomy course (★3) are required prerequisites. Students may find it to their advantage to have taken a human physiology course prior to entering the program. Where applicable, applicants should refer to the English language requirement of the Faculty of Graduate Studies and Research (English Language Requirement of the University Calendar). Applicants who use the TOEFL examination to fulfill the English language proficiency requirement of the Faculty of Graduate Studies and Research must present a minimum score of 600 (paper-based) or 100 with a score of at least 25 on each of the individual skill areas (Internet-based). Applicants are required to submit a curriculum vitae in a pre-set format (available for download with the Online Application for Graduate Admission), two letters of	**Graduate Programs** **Occupational Therapy [Graduate]** […] **Entrance Requirements** The deadline for receipt of applications for the entry-level stream is February 1 for September admission. Contact the Department for application deadline information on the postprofessional stream. Minimum requirements include a four-year baccalaureate degree (see Note) or equivalent from a recognized academic institution with a grade point average of at least 3.0 in the most recent ★60. Activity courses in Physical Education, studio courses in Fine Arts, and practicum courses are not considered part of the required ★60 admission requirements and are not included in the calculation of the admission GPA. One Statistics course (★3) and one human anatomy course (★3) are required prerequisites. Students may find it to their advantage to have taken a human physiology course prior to entering the program. Where applicable, applicants should refer to the English language requirement of the Faculty of Graduate Studies and Research (English Language Requirement of the University Calendar). Applicants who use the TOEFL examination to fulfill the English language proficiency requirement of the Faculty of Graduate Studies and Research must present a minimum score of 600 (paper-based) or 100 with a score of at least 25 on each of the individual skill areas (Internet-based). The International English Language Testing System (IELTS) requirements are a minimum overall band score of 6.5, with at least 5 on each band (Academic). The Pearson Test of English Academic (PTE Academic) requirements are an overall minimum score of 59. Applicants are required to submit a curriculum vitae in a pre-set format (available for download with the Online Application for Graduate Admission), two letters of

recommendation, and ~~a personal statement letter describing the applicant's knowledge of occupational therapy and how their academic studies and personal experiences have prepared them to become an occupational therapist.~~

The selection process is competitive and will be based on the GPA in the most recent ★60 taken prior to January of the admission year. Applicants are initially rank ordered according to their Admission GPA. Applicants who have completed ★30 over two consecutive terms will be ranked above those who have taken fewer than ★30.

~~All aspects of a student's record, including failures and withdrawals, are considered by the Admissions Committee. Students who have received a failing grade in any postsecondary course or courses may submit a letter to the Admissions Committee explaining the extenuating circumstances which contributed to an unsatisfactory standing.~~

~~Students with a very competitive GPA will normally be recommended for acceptance or conditional acceptance by March 15 of the admission year. The remaining applicants will be advised of their status by June 30 of the admission year.~~

~~Applicants who are admitted into the program but wish to defer their admission due to extenuating circumstances may at the discretion of the Department be granted this request for a period of one academic year. A written request must be sent to the Graduate Admissions Chair by August 15 of the academic year in which they are admitted. For those applicants who are granted a deferral, they must also notify the Graduate Admissions Chair of their intention to confirm their admission by June 15 following the deferred year.~~

~~**Note:** Courses completed 10 or more years prior to application will be reviewed.~~

recommendation, and a description/evidence of suitability for this program and profession. In addition, applicants are required to complete an online situational judgement test as part of the application package.

The selection process is competitive and will be based on the GPA in the most recent ★60 taken prior to January of the admission year. Applicants are initially rank ordered according to their Admission GPA. Applicants who have completed ★30 over two consecutive terms will be ranked above those who have taken fewer than ★30.

All components of the application package will be considered in the admission decision. Outstanding applicants will be recommended for early acceptance. The remaining applicants will be advised of their status by June 30 of the admission year.

Justification: The Department updated the entrance requirements to include minimum scores for the English Language Requirement as well as the addition of an online situational judgment test to the application package. Extraneous information was removed to simplify this section of the calendar for applicants.

Approved by:
Department Committee, Occupational Therapy: August 28, 2017
Faculty Executive Committee, Rehabilitation Medicine: September 15, 2017

FINAL   Item No. 10

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal to Waive English Language Proficiency Requirement for the Master of Financial Management (MFM) and the Master of Business Administration (MBA) programs delivered in Mandarin by the Alberta School of Business, Faculty of Graduate Studies and Research**

Motion: THAT the GFC Academic Standards Committee recommend that General Faculties Council approve the proposed waiver of the English Language Proficiency requirement for the Master of Financial Management (MFM) and the Master of Business Administration (MBA) programs delivered in Mandarin by the Alberta School of Business

Item

Action Requested	☒Approval ☒Recommendation
Proposed by	Heather Zwicker, Dean and Vice Provost, Faculty of Graduate Studies and Research
	Joseph Doucet, Dean, Alberta School of Business
Presenter	Michael Maier, Associate Dean, Master's Programs, Alberta School of Business
	Debby 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)	To allow the Alberta School of Business to waive the English Language Proficiency (ELP) requirement which will enable them to offer a degree where the language of instruction is in Mandarin without determining the English Language Proficiency of the applicants.
The Impact of the Proposal is	The benefits of Chinese delivery of the MFM and MBA programs in China would create the following benefits to the School and the University: ☐ Enhanced global reach and branding of the School; ☐ Greater effectiveness in attracting quality international students; ☐ Enhanced learning experience for students in their native language; ☐ Internationalization of School culture and student experience; ☐ Internationalization and expansion of alumni network; and ☐ Increased potential for external development.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Effective upon final approval and for publication in the 2018-2019 Calendar. If approved, the waiving of the ELP requirement would apply to applicants to the MFM (in Chinese) and the MBA (in Chinese) for 2018 admission.
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	In 2014 the Alberta School of Business started offering a Master of Financial Management (MFM) degree in Shenzhen, China. This degree is offered in partnership with Xi'an Jiaotong University (XJTU) and the Research Institute of Tsinghua University) and is taught in English. The partnership agreement between UA and XJTU contemplated that the degree could be offered in Mandarin in the future.

Item No. 10

	Given the success of our program in Shenzhen, we want to expand the MFM degree to Shanghai and offer an MBA degree in Shenzhen. Both of the programs will be delivered in Mandarin. Instructors from our partner universities (XJTU and Tsinghua) will be utilized for part of the instruction with simultaneous translation being used for courses taught by our English-speaking instructors. Program standards conform with our existing degrees as well as the Government of Alberta guidelines for Off-Shore Program Delivery. In addition, as the first and longest continuously AACSB accredited business school in Canada this program will be subject to external review as well as our internal Quality Assurance processes mandated by CAQC.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the [Governance Toolkit section Student Participation Protocol]>	*Those who have been **informed**:* •
	*Those who have been **consulted**:* • Steven Dew, Provost and Vice-President (Academic) • Heather Zwicker, Dean FGSR • Amy Dambrowitz, Assistant Dean (Administration) FGSR • Thomas Hidson, Assistant Registrar (Records), Office of the Registrar has confirmed that the transcript can designate that the language of instruction is in Mandarin. • Danielle Scott, Assistant Director (International Relations) UAI has reviewed the agreements between UA and our international partner institutions and provided feedback to ensure compliance with existing UA policy standards.
	*Those who are actively **participating**:* • Michael Maier, Associate Dean, Master's Programs, Alberta School of Business (ASOB) • Edy Wong, Associate Dean/International, ASOB • Stefanie Claro, International Partnerships Coordinator, ASOB • Chris Lynch, Senior Director, Recruitment, Admissions & Marketing, Master's Programs, ASOB • Janice Hurlburt, Governance and Policy Coordinator FGSR • Deborah Burshtyn, Vice-Dean FGSR • Tammy Hopper, Vice-Provost (Programs), Office of the Provost and Vice-President (Academic) confirmed on July 5, 2017 that the Provost has approved the offering of the program in a language other than English and that the language of instruction may be identified on the transcript. • Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
Approval Route (Governance) (including meeting dates)	Alberta School of Business Graduate Students Policy Committee -- August 17, 2017

	Alberta School of Business Faculty Council -- September 1, 2017 FGSR Council – September 13, 2017 GFC ASC Subcommittee on Standards – October 5, 2017 GFC Academic Standards Committee – October 19, 2017 GFC Executive Committee – November 20, 2017 General Faculties Council – November 27, 2017
Final Approver	

Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan - *For the Public Good* **BUILD** GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. iii. Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university. **ENGAGE** GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. OBJECTIVE 18: Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations. iii. Encourage municipal, provincial, national, and international collaborations, partnerships, and MOUs at institutional, faculty, department, unit, and individual levels.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	**1. *Post-Secondary Learning Act (PSLA):*** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC). 2. PSLA: The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). 3. UAPPOL Admissions Policy: "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may

consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine."

2. 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."

3. GFC Academic Standards Committee (ASC) Terms of Reference

"3 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 - 2)

1. Background information/briefing note (page(s) 1 - 2)
2. Calendar change request

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

Business schools in today's global environment face two challenges. The first is internationalization of their curricula and the other is globalization of its brand and reputation. Both of these challenges entail engagement in international activities to enable student acquisition of international experience and exposure through global partnerships. Like other faculties, business schools must be mindful of international developments and how they may impact on our curriculum, reputational and recruitment efforts. There is however one development that affects business schools most immediately.

Business schools are vulnerable to certain global education trends because of the nature of business education. Economic growth and development usually augments the demand for business education in an exponentially fashion. The rapid growth in the Middle East and Asia have led to increased demand for MBA and other business related master programs and made them popular degrees for overseas delivery by Western universities. Consequently, overseas degree delivery, either stand alone or joint programs with local institutions, has become a popular vehicle for Western business to cultivate a global reputation, compete for quality students and create additional revenues in recent years. This trend has led to the emergence of education hubs in the Middle East and Asia where foreign and local universities have set up branch campuses as an alternative to programs offered in the West. Today, China is the largest host country to foreign branch campuses[1] and has joined India and South Korea, along with many Western universities, in establishing branch campuses abroad[2]. Indeed, China and Japan have begun to compete for international students with regional education HUBs such as Dubai, Malaysia, and Singapore in recent years[3]. One of China's strategies is to utilize foreign programs in China to attract international students who may be averse to enrolling in a domestic Chinese institution.

Developments in China are of particular interest to the Alberta School of Business as it has been an important driver of our international initiatives since 1984. China is not only the largest source of international students for the University of Alberta; it

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[1] SI News, *China is now home to the most international branch campuses in the world – report*, Nov 2016, https://www.studyinternational.com/news/china-is-now-home-to-the-most-international-branch-campuses-in-the-world-report/

[2] http://monitor.icef.com/2014/09/oecd-releases-detailed-study-global-education-trends-2014/

[3] SI News, *South Korea: Gov't promotes overseas expansion in higher education*, April 12, 2016; http://studyinternational.com/news/south-korea-govt-promotes-overseas-expansion-in-higher-education/

is also a crucial new source of trade and investment for Alberta. The rising economic influence of China and the growing demand for Western education by Chinese students have made China a central strategic consideration for any globally minded business schools.

The School's decision to offer the Master of Financial Management (MFM) in China was driven by our desire to create a global brand, internationalize the School culture, globalize the learning experience for our Canadian students (through study tours and in-country delivery of regular program classes in China), and to create an extra revenue stream. China is an indispensable element of the School's internationalization strategy.

However, in order to capitalize on the growing reputation the MFM program has created for the School and to create long-term viability through economies of scale, an expansion of program activities is called for. Efficiency in operations, student recruitment and curriculum development requires certain critical mass that does not currently exist. Market research suggests that Chinese language delivery of the MFM or an MBA program would allow the School to penetrate a very large market of senior executives or managers who are outside of our existing target market because of the English language requirement. In addition, by teaching courses in the native language we believe that learning outcomes will be enhanced. Inclusion of this market segment would allow the School to also expand its external and alumni development activities in China over time.

All programs in the Alberta School of Business are subject to both our external accreditation (AACSB) as well as internal quality assurance processes. Our last AACSB report (2015) gave our programs high marks in ensuring quality program delivery. The new programs in China will also be subject to these same reviews.

In summary, the benefits of Chinese delivery of the MFM and MBA programs in China would create the following benefits to the School and the University:

- Long-term economic viability of MFM (China) program;
- Enhanced global reach and branding of the School;
- Greater effectiveness in attracting quality international students;
- Enhanced learning experience for students in their native language;
- Internationalization of School culture and student experience;
- Additional revenue source in a fiscally challenged environment;
- Internationalization and expansion of alumni network; and
- Increased potential for external development.

Justification: We will be delivering the MBA and MFM degree programs in China in the Mandarin language. The Provost has approved the offering of the program in a language other than English.

All students may not have proficiency in the English language. This change to the calendar will allow the University to offer such a degree.

Approved by: Alberta School of Business Graduate Students Policy Committee (August 17, 2017); Alberta School of Business Faculty Council (September 1, 2017)

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal to add the Canadian Academic English Language Computer Edition (CAEL CE) examination as a way to fulfill the English Language Proficiency Requirement**

Motion: THAT the Academic Standards Committee approve, under delegated authority from General Faculties Council, the addition of the Canadian Academic English Language Computer Edition (CAEL CE) examination as a way to fulfill the English Language Proficiency Requirement, as set forth in Attachment 2, to be included in the 2017/2018 *University Calendar*, and to take effect for the 2018-2019 admissions cycle.

Item

Action Requested	☐Approval ☒Recommendation
Proposed by	Lisa Collins, Vice-Provost and University Registrar
Presenter	Melissa Padfield, Deputy Registrar, Michele Moroz, Assistant Registrar - Admissions

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To make updates to the relevant University Calendar sections related to admissions that will reflect the proposed changes put forward by the Office of the Registrar to add the CAEL CE, a new language assessment examination, as an acceptable way to fulfill the English Language Proficiency requirements. Please see attached for more information on the adjustment.
The Impact of the Proposal is	Potential applicants are informed about the CAEL CE option and the minimum CAEL CE score to meet the English Language Proficiency requirements
Replaces/Revises (eg, policies, resolutions)	Revises the *University Calendar* Undergraduate Admissions - Language Proficiency Requirements section
Timeline/Implementation Date	2017-2018 University Calendar (For implementation in the 2018-2019 admissions cycle).
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Updates to Website and printed materials
Supplementary Notes and context	N/A

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on	*Those who have been **informed**:* • UAI • Admissions • Student Connect
	*Those who have been **consulted**:* •

Item No. 11

the Governance Toolkit section Student Participation Protocol>	*Those who are actively **participating**:* • Paragon Testing Enterprises (CAEL developer) • Peer Institutions (e.g. Brock University)
Approval Route (Governance) (including meeting dates)	GFC ASC Subcommittee on Standards – October 5, 2017 GFC Academic Standards Committee – October 19, 2017
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	***For the Public Good*** **GOAL: EXCEL** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. **GOAL: SUSTAIN** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	1. ***Post-Secondary Learning Act (PSLA***): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)). 2. **GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee)**: **A. Definitions** ii. "*Substantial*" […]"the term "substantial" refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept." **B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)** iv. "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing 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.)

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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."
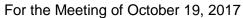
3. *UAPPOL Admissions Procedure*:

"**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."

4. GFC Academic Standards Committee Subcommittee on Standards (SOS) Terms of Reference (3. Mandate of the Committee):

 "To review and make recommendations to the GFC Academic Standards Committee (ASC) with respect to a number of issues which affect all students at the University of Alberta. These include, but are not limited to:
a. examination policy
b. academic definitions
c. academic standing regulations
d. admission/transfer requirements

Consideration of areas in which greater standardization would benefit the University could result in:
a) the institution being more easily understood by students, staff, and the general public, and
b) the introduction of more efficient practices that may result in economies."

Attachments (each to be numbered 1 - <>)

1. CAEL CE: An Introduction
2. Calendar - Undergraduate Admissions - Language Proficiency Requirements: CAEL CE

Prepared by: Michele Moroz, Assistant Registrar - Admissions, Michele.Moroz@ualberta.ca

Appendix 1: CAEL CE: An Introduction

CAEL CE (Canadian Academic English Language Computer Edition) is an improved version of the CAEL Assessment that is available to test takers in the Fall of 2017. CAEL CE is a fully computerized language test with a number of improvements over the paper based CAEL but many key features stay the same. The paper-based CAEL Assessment continues to be administered alongside CAEL CE as it is gradually introduced in 2017.

Features that remain the same
- Integrated and topic-based test;
- Represents language use in an academic context;
- Individual scores for each language component plus an overall score;
- Canadian accents;
- Test taker responses scored by expertly trained human raters.
- The test continues to report separate scores for the Listening, Reading, Writing, and Speaking components, as well as an overall score on a scale from 10 to 90

Improvements with the new version
- A fully computer delivered test
- A score and identity verification system (on test day, valid passport, travel document, electronic signature, digital photograph - voice sample and video sample as needed
- Single test sitting period (3.5 hours total)
- Variety of of new topics - 2 primary academic topics - one more arts based and one more science based - this reduces any potential effect of topic familiarity
- New supporting academic activities
- Integrated speaking component
- Modified overall score (the overall score will now be calculated as an equally weighted average of the four component scores rounded to the nearest ten-point interval)

Source:
CAEL.(2017).Introducing CAEL CE (Computer Edition). Retrieved from
https://www.cael.ca/cael-ce/# .July 13, 2017.

CURRENT	PROPOSED
## English Language Proficiency	## English Language Proficiency
English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.	English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin.
The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.	The University of Alberta reserves the right to use discretion in determining adequate levels of language proficiency to ensure success in academic programs. In some cases, additional English language testing, conducted by the Faculty of Extension, may be required to confirm English proficiency.
Proficiency in English may be fulfilled in one of the following ways:	Proficiency in English may be fulfilled in one of the following ways:

1. Successful completion of three years of full-time education in English
 	
   a. In Canada (see Notes 1, 2, 3 and 8).
   b. In another country where English is recognized as an official language of instruction (see Notes 1, 2, 3, 5 and 8).
   c. At a recognized secondary school which uses English as the primary language of
	1. Successful completion of three years of full-time education in English
	
	   a. In Canada (see Notes 1, 2, 3 and 8).
	   b. In another country where English is recognized as an official language of instruction (see Notes 1, 2, 3, 5 and 8).
	   c. At a recognized secondary school which uses English as the primary language of

instruction (see Notes 1, 2, 3, 5 and 8).

   d. At a recognized postsecondary institution which uses English as the primary language of instruction (see Notes 1, 2, 3, and 5).

2. Successful completion of the equivalent of three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada.

3. Completion of one of the following:

   a. A final blended grade of 75% or better in English Language Arts 30-1 from Alberta or English 12 from British Columbia. The blended grade is the final mark from the provincial Ministry of Education which includes the diploma or provincial examination mark,

   b. A final or predicted grade of 5 or better on the International Baccalaureate English A1, A2, or a grade of 6 or better on English B,

   c. A final or predicted grade of 5 or better on the International Baccalaureate English A: Literature or English A: Language and Literature

   d. A grade of 4 or better on the Advanced Placement English College Board

examination,

    e. A grade of B or better in a GCE Advanced Level (A-level) or Advanced Subsidiary Level (AS-level), GCSE, IGCSE or O-level English Language or Literature course,

    f. A grade of B+ or better in ★6 of university-level English studies completed at a recognized English language institution which must be transferable as ★6 of English at the University of Alberta.

4. Graduation from a recognized degree program offered by an accredited university at which English is the primary language of instruction or in a country where English is the primary language (see Note 5).

5. One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;

    a. Internet-based TOEFL (iBT) of at least 86, with no less than 21 on each band (see Note 4).

    b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4).

6. A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4).

7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4).

8. A score of at least 70 on the ~~CAEL (the Canadian Academic English~~

Left Column

~~Language assessment exam)~~ (see Note 4).

9. A score of at least 59 on the PTE Academic (Pearson Test of English Academic) (see Note 4).
10. A total score of at least 4.5 on all four sections (Reading, Writing, Speaking and Listening) on the CanTEST (Canadian Test of English for Scholars and Trainees) with no part lower than 4 (see Note 4).
11. A score of at least B on the CAE (Certificate in Advanced English) (see Note 4).
12. A score of at least C on the CPE (Certificate of Proficiency in English) (see Note 4).
13. Successful completion of the University of Alberta's EAP 140/145.

Bridging Program Stages 1 and 2

Applicants with superior academic standing who meet all other Faculty specific program requirements but do not meet the English language requirements may be considered for admission to the Bridging Program with the following scores:

Stage 1:

- A score of at least 5.0 on the IELTS Academic (International English Language Testing System) with no band less than 4.5 (see Note 4).

- Internet-based TOEFL (iBT) of at least 65, with no score less than 16 on any band (see Note 4).

Stage 2:

- A score of at least 5.5 on the IELTS Academic (International English Language Testing System) with no band

Right Column

Language assessment: CAEL (paper) or CAEL CE (computer) (see Note 4).

9. A score of at least 59 on the PTE Academic (Pearson Test of English Academic) (see Note 4).
10. A total score of at least 4.5 on all four sections (Reading, Writing, Speaking and Listening) on the CanTEST (Canadian Test of English for Scholars and Trainees) with no part lower than 4 (see Note 4).
11. A score of at least B on the CAE (Certificate in Advanced English) (see Note 4).
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Stage 1:

- A score of at least 5.0 on the IELTS Academic (International English Language Testing System) with no band less than 4.5 (see Note 4).

- Internet-based TOEFL (iBT) of at least 65, with no score less than 16 on any band (see Note 4).

Stage 2:

- A score of at least 5.5 on the IELTS Academic (International English

less than 5.0 (see Note 4).	Language Testing System) with no band less than 5.0 (see Note 4).
- Internet-based TOEFL (iBT) of at least 70, with no score less than 17 on any band (see Note 4).	- Internet-based TOEFL (iBT) of at least 70, with no score less than 17 on any band (see Note 4).
For more information, students should contact the Office of the Registrar.	For more information, students should contact the Office of the Registrar.
Notes	**Notes**

1. Enrolment in English as a second language courses or programs will not be included in the calculation of three years of full time study. Enrolment must be in a regular high school or postsecondary for-credit program. Where students are registered in both EAP and regular programs, the EAP hours will be deducted from the total educational hours.
2. Proof of three years of education must be submitted in the form of official transcripts (including details on course enrolment and hours of instruction).
3. Failing grades/courses will not be counted when calculating full time attendance. Only courses with passing grades will be considered.
4. Standardized test results must be issued directly from the testing office. Photocopies will not be accepted. Test scores must be valid and verifiable.
5. For a list of countries and institutions that are recognized as having met the University of Alberta's English language proficiency requirement, visit our website at: www.studyincanada.ualberta.ca

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5. For a list of countries and institutions that are recognized as having met the University of Alberta's English language proficiency requirement, visit our website

/ELPExemptions.

6. When requesting official TOEFL test results to be forwarded to the University of Alberta, applicants should indicate institution code 0963 and department code 00.

7. Applicants who are asked to provide English Language Proficiency and who can demonstrate by other means that their proficiency exceeds the specified minimum levels, should direct inquiries to the Assistant Registrar, Admissions, Office of the Registrar.

8. The three years of full-time education in English must include Alberta grade 12 year (or equivalent) if secondary education is the highest level completed or if combination of secondary and postsecondary education is used.

at: www.studyincanada.ualberta.ca/ELPExemptions.

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