

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, December 14, 2017 meeting:

Agenda Title: **Approval of Proposed Transfer Credits for December 2017, Office of the Registrar**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the Proposed Transfer Credits for December 2017 as amended, Office of the Registrar.

Final Item: 4A.

Agenda Title: **Proposed Changes to existing Admission requirements for Major in Music and Bachelor of Music, Augustana Faculty**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the Proposed Changes to existing Admission requirements for Major in Music and Bachelor of Music, Augustana Faculty.

Final Item: 4B.

Agenda Title: **Proposed Changes to Existing Regulations regarding Research Project Registration, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the Proposed Changes to Existing Regulations regarding Research Project Registration, Faculty of Graduate Studies and Research

Final Item: 4C.

Agenda Title: **Proposed Changes to Existing Regulations on Progress Requirements, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the Proposed Changes to Existing Regulations on Progress Requirements, Faculty of Graduate Studies and Research

Final Item: 4D.

Agenda Title: **Proposal from the Faculty of Arts, Department of Modern Languages and Cultural Studies (MLCS), to suspend admission/transfer to the following Bachelor of Arts programs in MLCS: combined major in French and Spanish; Honors in Romance Languages; Comparative Literature major, Honors in Comparative Literature, Combined Honors in Comparative Literature; French major, Honors in French, Combined Honors in French; German major, Honors in German, Combined Honors in German; Latin American Studies major, Honors in Spanish and Latin American Studies; Scandinavian Studies major, Combined Honors in Scandinavian Studies; Spanish major, Combined Honors in Spanish**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admission/transfer to the following programs in the Faculty of Arts: - Combined major in French and Spanish - Honors in Romance Languages - Comparative Literature major, Honors in Comparative Literature, Combined Honors in Comparative Literature - French major, Honors

in French, Combined Honors in French - German major, Honors in German, Combined Honors in German

Final Item: 5.

Agenda Title: Proposed changes to Academic Standing Regulations for the Doctor of Pharmacy (PharmD) and Doctor of Pharmacy (PharmD) for Practicing Pharmacists, Faculty of Pharmacy and Pharmaceutical Sciences

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to academic standing regulations for the Doctor of Pharmacy (PharmD) and Doctor of Pharmacy (PharmD) for Practicing Pharmacists, as submitted by the Faculty of Pharmacy and Pharmaceutical Sciences, and as set for in Attachment 1 and Attachment 2, to take effect Fall 2018.

Final Item: 6.

Agenda Title: Proposal for the approval and addition of admission/transfer and academic standing regulations to the University of Alberta Calendar that currently resides in the Graduate Program Manual, Faculty of Graduate Studies and Research

CARRIED MOTION 1: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed Time Limit for Completion of Graduate Programs policy, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1. To be effective upon approval, to be published in the 2018-2019 Calendar.

CARRIED MOTION 2: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed Program Extension and Doctoral Program Three-year Progress Extension policy, as submitted by the Faculty of Graduate Studies and Research as set forth in Attachment 2 as amended. To be effective upon approval, to be published in the 2018-2019 Calendar.

CARRIED MOTION 3: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment policy, as submitted by the Faculty of Graduate Studies and Research as set forth in Attachment 2. To be effective upon approval, to be published in the 2018-2019 Calendar.

Final Item: 7.

Agenda Title: Proposed Addition of AP Capstone Diploma to Advanced Placement Courses accepted for advanced standing, Office of the Registrar

CARRIED MOTION: THAT the Academic Standards Committee approve, with delegated authority from the General Faculties Council, the proposed change to include the AP Capstone Diploma in the Advanced Placement courses for advanced standing reflected in Admissions Chart 5 within the University Calendar, as set forth in Attachment 2, to take effect upon approval.

Final Item: 8.

OUTLINE OF ISSUE
Action Item

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

4A. Office of the Registrar: Proposed Approval of Transfer Credit for December 2017

4B. Augustana Faculty: Proposed Changes to Existing Admission Regulations for Major in Music and Bachelor of Music

4C. Faculty of Graduate Studies and Research: Proposed Changes to Existing Regulations regarding Research Project Registration

4D. Faculty of Graduate Studies and Research: Proposed Changes to Existing Regulations on Progress Requirements

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice-Provost and Registrar; Karsten Mundel, Associate Dean Academic, Augustana Faculty; 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 4A: To take effect upon approval Item 4B: To take effect 2018/19 Item 4C: To take effect 2018/19 Item 4D: 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).

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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 – December 14, 2017
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<i>For the Public Good</i> , Comprehensive Institutional Plan, Institutional values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment of students to take courses.</p> <p>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.</p> <p>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.”</p> <p>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.”</p> <p>5. GFC Academic Standards Committee Terms of Reference (Mandate of the Committee) “A. Definitions</p>

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

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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 December 2017
2. Attachment B: Augustana Faculty – Admission requirements Music Major and Bachelor of Music
3. Attachment C: Faculty of Graduate Studies and Research – Regulations on Research Project Registration
4. Attachment D: Faculty of Graduate Studies and Research – Regulations on Progress Requirements

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

November 30, 2017

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on December 14, 2017

Item 4A

Sending Institution	Sending Institution Courses/ Programs	UofA Courses/ Programs	Transfer Agreement Footnotes	Comments
Burman University	EDPS450 (3)	EDPS3XX (3)		
University nuhelot'ine tthaiyots'i nistameymakanak Blue Quills	HLTH 200	HE ED 1XX (3) OR AUPED 245 (3)	Student will not also receive credit for HE ED 110 at UofA.	

**Augustana Faculty
Program Changes
For Normal Implementation in Fall 2018**

Current	Proposed
<p>Music</p> <p>Bachelor of Arts, Music Major</p> <p>Overview</p> <p>The Bachelor of Arts, Music Major is more general and flexible than the BMus degree program, as it is less performance-oriented and a much broader base of academic study. A Music Minor is also available for the student having a major in another discipline. More information on the BMus is available in Bachelor of Music (BMus).</p> <p>Major in Music</p> <p>Admission Requirements</p> <p>See Augustana Faculty. Each student must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.</p> <p>Requirements</p> <p>[...]</p>	<p>Music</p> <p>Bachelor of Arts, Music Major</p> <p>Overview</p> <p>The Bachelor of Arts, Music Major is more general and flexible than the BMus degree program, as it is less performance-oriented and a much broader base of academic study. A Music Minor is also available for the student having a major in another discipline. More information on the BMus is available in Bachelor of Music (BMus).</p> <p>Major in Music</p> <p>Admission Requirements</p> <p>See Augustana Faculty. Each student who wishes to be exempt from taking AUMUS 100 must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.</p> <p>Requirements</p> <p>[...]</p>
<p>Bachelor of Music (BMus)</p> <p>[...]</p> <p>Admission Requirements</p> <p>See Augustana Faculty. Each student must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70%</p>	<p>Bachelor of Music (BMus)</p> <p>[...]</p> <p>Admission Requirements</p> <p>See Augustana Faculty. Each student who wishes to be exempt from taking AUMUS 100 must complete the Music Theory Placement Exam</p>

must register in AUMUS 100. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

Program Requirements

[...]

(MTPE); a student who scores lower than 70% must register in AUMUS 100. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

Program Requirements

[...]

Justification: This removes the mandatory requirement for all students entering an Augustana BS, Music, or B.Mus program to complete the Music Theory Placement Exam. Students will only be required to complete an exam if they desire to be exempt from AUMUS 100 – students who recognize their need for a better Music Theory foundation in preparation for a Music program can register in AUMUS 100 without having to take the Placement exam.

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

November 8, 2017

2018-2019 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Faculty of Graduate Studies and Research</p> <p>Regulations of the Faculty of Graduate Studies and Research</p> <p>Registration</p> <p>Students are responsible for the completeness and accuracy of their registration. They are also responsible for adjustments in registration. [...]</p> <p>Registration Procedure</p> <p>Note: Effective September 2011, students who are admitted to thesis-based programs will follow a program-based registration and tuition model. Refer to the Faculty of Graduate Studies and Research website www.gradstudies.ualberta.ca for more information. [...]</p> <p>In order to register at the University of Alberta, graduate students must:</p> <p>Step 1. Consult and Receive Counselling [...]</p> <p>Research Project Registration for students in the course-based master's route normally involves registering in the appropriate 900-level course. Registration in this is restricted to students in a course-based graduate degree program. Consult the department course listings in the University Calendar for the appropriate section. [...]</p>	<p>Faculty of Graduate Studies and Research</p> <p>Regulations of the Faculty of Graduate Studies and Research</p> <p>Registration</p> <p>Students are responsible for the completeness and accuracy of their registration. They are also responsible for adjustments in registration. [...]</p> <p>Registration Procedure</p> <p>Note: Effective September 2011, students who are admitted to thesis-based programs will follow a program-based registration and tuition model. Refer to the Faculty of Graduate Studies and Research website www.gradstudies.ualberta.ca for more information. [...]</p> <p>In order to register at the University of Alberta, graduate students must:</p> <p>Step 1. Consult and Receive Counselling [...]</p> <p>Research Project Registration for students in the course-based master's route normally involves registering in the appropriate 900-level course. Registration in this is restricted to students in a course-based graduate degree program. Consult the department course listings in the University Calendar for the appropriate section. Qualifying graduate students may not register in graduate-level project courses. [...]</p>
<p>Justification: Added from Graduate Program Manual 6.12; the Policy Review Committee added "graduate-level". Approved by: FGSR Council November 29, 2017</p>	

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Current	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research [...] Doctoral Degrees [...] Program Requirements A doctoral degree is awarded upon successful completion of a doctoral degree program. All departments are responsible for developing and publishing a clear statement of all program requirements to be completed by the student in addition to the thesis. These requirements will vary from department to department, but will likely include a number of required and optional course requirements, the academic integrity and ethics requirement, a candidacy examination requirement, and in some disciplines, written comprehensive examinations.</p> <p>All program requirements, other than the thesis, must be completed within three years of the commencement of a student's program. For students who change from a master's program to a doctoral program, without the need to complete the master's program as part of an acceleration or fasttrack, the counting of time runs from the beginning of the student's second year in the master's program. For part-time doctoral students who change to a fulltime doctoral program, or who remain as part-time doctoral students throughout the program, the department will determine the appropriate time period. The three-year rule does not apply to doctoral programs offered by the Departments of Educational Psychology, English and Film Studies, and Philosophy; nor to the doctoral program in Medical Sciences (Orthodontics) offered by the Department of Dentistry: students in these programs must consult the published department specific regulations. For doctoral students in individualized interdisciplinary programs, the time limit for the completion of all program requirements, other than the thesis, must be specified in the individualized program proposal. For all doctoral programs, the time limit for completion remains six years.</p>	<p>Regulations of the Faculty of Graduate Studies and Research [...] Doctoral Degrees [...] Program Requirements A doctoral degree is awarded upon successful completion of a doctoral degree program. All departments are responsible for developing and publishing a clear statement of all program requirements to be completed by the student in addition to the thesis. These requirements will vary from department to department, but will likely include a number of required and optional course requirements, the academic integrity and ethics requirement, a candidacy examination requirement, and in some disciplines, written comprehensive examinations.</p> <p>Doctoral Program Three-year Progress Requirement All program requirements, other than the thesis, must be completed within three years of the commencement of a student's program. Students who change from a master's program to a doctoral program, without the need to complete the master's program as part of an acceleration or fast-track, have four years to complete the doctoral program progress requirements from the term of initial registration in the master's program. For part-time doctoral students who change to a fulltime doctoral program, or who remain as part-time doctoral students throughout the program, the department will determine the appropriate time period. The three-year rule does not apply to doctoral programs offered by the Departments of Educational Psychology, English and Film Studies, and Philosophy; nor to the doctoral program in Medical Sciences (Orthodontics) offered by the Department of Dentistry: students in these programs must consult the published department specific regulations. For doctoral students in individualized interdisciplinary programs, the time limit for the completion of all program requirements, other than the thesis, must be specified in the individualized program proposal. For all doctoral programs, the time limit for completion remains six years.</p>
<p>Justification: Adding a header for the Doctoral Program Requirements. The sentence on students who change from master's program is clarification of the original statement as the original had been causing problems.</p> <p>Approved by: FGSR Council November 29, 2017</p>	

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal from the Faculty of Arts, Department of Modern Languages and Cultural Studies (MLCS), to suspend admission/transfer to the following Bachelor of Arts programs in MLCS: combined major in French and Spanish; Honors in Romance Languages; Comparative Literature major, Honors in Comparative Literature, Combined Honors in Comparative Literature; French major, Honors in French, Combined Honors in French; German major, Honors in German, Combined Honors in German; Latin American Studies major, Honors in Spanish and Latin American Studies; Scandinavian Studies major, Combined Honors in Scandinavian Studies; Spanish major, Combined Honors in Spanish**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admission/transfer to the following programs in the Faculty of Arts:

- Combined major in French and Spanish
- Honors in Romance Languages
- Comparative Literature major, Honors in Comparative Literature, Combined Honors in Comparative Literature
- French major, Honors in French, Combined Honors in French
- German major, Honors in German, Combined Honors in German
- Latin American Studies major, Honors in Spanish and Latin American Studies
- Scandinavian Studies major, Combined Honors in Scandinavian Studies
- Spanish major, Combined Honors in Spanish

as submitted by the Faculty of Arts, and as set forth in Attachments 1-8, to take effect upon implementation of the new Bachelor of Arts in Modern Languages and Cultural Studies.

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Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter	Carrie Smith-Prei, Chair, Modern Languages and Cultural Studies; Claudia Kost, Associate Chair, Undergraduate Studies, Modern Languages and Cultural Studies

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To seek approval of the suspension of admission/transfer to the following majors in the Bachelor of Arts (BA) offered by the Department of MLCS to be activated upon approval of the proposed new major in MLCS: <ul style="list-style-type: none"> - Combined major in French and Spanish - Honors in Romance Languages - Comparative Literature major, Honors in Comparative Literature, Combined Honors in Comparative Literature - French major, Honors in French, Combined Honors in French - German major, Honors in German, Combined Honors in German - Latin American Studies major, Honors in Spanish and Latin American Studies - Scandinavian Studies major, Combined Honors in Scandinavian Studies - Spanish major, Combined Honors in Spanish
The Impact of the Proposal is	Students will still be able to focus on all the subject areas in the majors being suspended through the proposed major in MLCS. There is no

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	<p>change to the courses available.</p> <p>Active students will be able to finish their studies and receive the Bachelor of Arts in the major that they were admitted into or have the option of switching to the new MLCS program. Assuming the program is approved in time to accept applications for the 2019/2020 academic year, students enrolled in the suspended majors would be asked to complete all program requirements by April 30, 2024.</p> <p>No adverse impact is anticipated for graduates of these programs. The degrees alumni in these majors have earned are valid and official documentation continues to be available.</p>
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	For the 2019/20 academic year, or upon approval by the Ministry of Advanced Education of the proposed major in MLCS.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The suspension proposals will be submitted to the Ministry of Advanced Education for review and to support the proposal for the proposed new major in MLCS. The Ministry will be asked not to suspend programs until the proposed major has been approved.
Supplementary Notes and context	The proposed major in MLCS which has been designed to replace the current programs will be considered by the GFC Academic Planning Committee for approval, with delegated authority from GFC.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ASC-SOS for consultation (Nov. 2, 2017)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Arts Faculty Council (May 25, 2017): voted and passed Students enrolled in the Department of MLCS OASIS – The Faculty of Arts Students Association University of Alberta International Community Service Learning Campus Alberta (Augustana Campus, University of Calgary, University of Lethbridge)
	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> MLCS Curriculum Committee Department of MLCS (proposal Oct./Nov. 2014 passed; course and calendar change request form, Feb. 2017 passed)
Approval Route (Governance) (including meeting dates)	Arts Faculty Council – May 25, 2017 GFC Academic Standards Committee – December 14, 2017
Final Approver	GFC Academic Standards Committee (Note: program suspensions are subject to government approval)

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>For the Public Good: 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. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Comprehensive Institutional Plan (CIP) 2017: The proposed submissions were included in the 2017 CIP.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA): “26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university [...] (3) A general faculties council may delegate any of its powers, duties and functions under this Act [...] as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation.”</p> <p>2. GFC Academic Standards Committee: “B. Admission and Transfer [...] i. All proposals from the Faculties or Administration related to admission and transfer [...] are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.”</p>

Attachments (each to be numbered 1 - 2)

1. Program Suspension – Combined Major in French and Spanish
2. Program Suspension – Honors in Romance Languages
3. Program Suspension – Comparative Literature, Honors in Comparative Literature, Combined Honors in Comparative Literature
4. Program Suspension – French, Honors in French, Combined Honors in French
5. Program Suspension – German, Honors in German, Combined Honors in German
6. Program Suspension – Latin American Studies, Honors in Spanish and Latin American Studies
7. Program Suspension – Scandinavian Studies, Combined Honors in Scandinavian Studies
8. Program Suspension – Spanish, Combined Honors in Spanish

Prepared by: Kate Peters, Portfolio Initiatives Manager, peters3@ualberta.ca, and University Governance

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Combined Major in French and Spanish
Credential awarded	Bachelor of Arts
Proposed start date of suspension	Upon approval of the proposed Bachelor of Arts in Modern Languages and Cultural Studies - Tentative Suspension Date July 1, 2019
Proposed end date of suspension	Five years after the proposed start date of the suspension. Tentative end date June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The rationale for suspending the combined major in French and Spanish in the Department of Modern Languages and Cultural Studies is that the department proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies. The proposed new major will provide a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allow students to engage with more than one area of the

department more effectively than they can in the current language-based and compartmentalized majors, and make it easier for students to study multiple languages.

Students who wish to focus on French and Spanish in the new major will be able to do so in the proposed MLCS major.

The proposed suspension and ultimate termination of the combined major in French and Spanish is a necessary administrative step.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Combined Major in French and Spanish

Enrolment	2012	2013	2014	2015	2016
Total head count	10	16	17	10	7
• Full-Time Year 1	2	7	4	4	3
• Full-Time Year 2	5	2	9	2	0
• Full-Time Year 3	0	5	1	4	1
• Full-Time Year 4	3	2	3	0	3
Total FLE	1	2.8	5.4	3	1
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0.5	0.9	0	0.3
• FLE Year 3	1	1.8	1	0.7	0.3
• FLE Year 4	0	0.5	3.5	2.3	0.4

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Subject to government approval, the proposed major in Modern Languages and Cultural Studies will be available for students in Fall 2019. At that point, there will be no further admission to the combined major in French and Spanish. Active students who entered the combined major in French and Spanish prior to September 2019 will be taught out and able to finish their studies in the current program and receive their Bachelor of Arts. They would be asked to complete all program requirements by April 30, 2024 and the last degree with a combined major in French and Spanish will be granted at Spring Convocation 2024. If any active students in the initial stages of the combined major in French and Spanish would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

1.1.3 Explain how the proposed end date of the suspension was determined.

The proposed end date is dependent on the approval of the MLCS major. We hope that the suspension of the current majors will be implemented by July 1, 2019 with a proposed end date (dependent on government approvals) of June 30, 2024. This allows students who enrolled in the combined major in French and Spanish before Sept. 2019 to finish their degree. At the end date of the suspension, the combined major in French and Spanish will be terminated.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

On May 25, 2017 Arts Faculty Council (AFC) approved the proposed MLCS major and the suspensions of all current majors (item 13.1, see attached minutes).

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Students will be able to focus on French and Spanish in the new major in Modern Languages and Cultural Studies and take the same courses that were available to them as part of the suspended majors. Therefore, it has no implications externally at other Campus Alberta institutions.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Consultation within Campus Alberta occurred as part of the development of the proposal for the new major in MLCS. No consultation regarding the suspension of existing majors was necessary due to the fact that courses in these languages, literatures, and cultures will still be offered within the proposed MLCS major. While the language majors may no longer exist, the institution will

retain the capacity to offer language acquisition experiences in them through the MLCS major. Students' transcripts will allow them to show their language competencies.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

Student feedback was solicited in various ways. In February and November 2016, respectively, the proposed new major in Modern Languages and Cultural Studies was presented to a total of 882 (362 and 520) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: "The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and Cultural Studies" (with one being "strongly disagree" and five indicating "strongly agree"). We received a total of 235 responses to the online questionnaire (26.64% response rate). With respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

Qualitative comments were overwhelmingly positive, emphasizing the focus on study abroad and experiential learning, the opportunity to combine several languages or to take the cross-cultural route, and the new major's increased flexibility and simplification of requirements. Students also perceived the new capstone course as a valuable asset when applying for graduate studies. Moreover, they applauded the new major for buoying the smaller language areas, encouraging increased interconnectedness in MLCS, and creating a community within the department rather than just within certain disciplines.

2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Active students in the combined major in French and Spanish will be able to finish their studies and receive their Bachelor of Arts. Assuming the proposed major in Modern Languages and Cultural Studies goes into effect in September 2019, there will be no further admission to the combined major in French and Spanish effective the 2019 academic year. Subject to government approvals of the proposed MLCS and these suspensions, students who entered the combined major in French and Spanish program prior to September 2019 would then be asked to complete

all program requirements by April 30, 2024 and the last degree with a combined major in French and Spanish will be granted at Spring Convocation 2024. If any active students in the initial stages of the combined major in French and Spanish studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Stop-out students who have started a combined major in French and Spanish prior to September 2019 and return to finish their degree after 2019 may opt to switch to the new major in Modern Languages and Cultural Studies and follow the requirements of the new major.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Advisory Committee(s) |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Employers and Professional Associations | |

Other:

- Division of German, Russian, Arabic Languages and Muslim Cultures (School of Languages, Linguistics, Literatures and Cultures), University of Calgary
- Department of Modern Languages, University of Lethbridge
- Department of East Asian Studies, University of Alberta
- Community Service-Learning, Faculty of Arts, University of Alberta
- University of Alberta International, University of Alberta
- OASIS (Organization of Arts Students and Interdisciplinary Studies), University of Alberta
- Augustana Campus, University of Alberta
- Art Gallery of Alberta

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Faculty consultations:

Following the suspension of ten MLCS majors by the Dean of the Faculty of Arts in August 2013 due to persistently low enrollments, the MLCS curriculum committee prepared a proposal for a new major in Modern Languages and Cultural Studies. After a year-long process to develop and refine the proposal, the curriculum committee presented it to departmental colleagues, both in small groups corresponding to existing major programs and at regular departmental meetings. The chair of the curriculum committee also met with many groups and with individual faculty members to solicit their feedback. This work continued in Fall 2014, resulting in several minor changes to the proposed major, which the department voted to adopt in October and November 2014. Based on feedback from various levels of the university administration (the Faculty of Arts Dean's office, Academic Affairs Committee), the proposal was further refined. The final course and calendar changes were approved at the MLCS department council on February 13, 2017, and by Arts Faculty Council on May 25, 2017.

Other consultations:

Following the approval of the proposal at the MLCS departmental council, letters of support were solicited from external stakeholders within Campus Alberta (U Lethbridge, U Calgary) as well as internal stakeholders at the University of Alberta (Department of East Asian Studies, UAI, CSL, Augustana Campus, OASIS). We also received a letter of support from the Art Gallery of Alberta.

Feedback was unanimously positive and all stakeholders unreservedly endorsed the new major. U Calgary mentioned that they are actually pursuing a very similar avenue for their own programs. U Lethbridge applauded the general requirements of the new major, requiring a common introductory course for all students which equips them with the necessary theoretical tools for their studies, and bringing it all together in the capstone course at the end of their degree. East Asian Studies, having just completed a similar amalgamation of their single language-based majors into a new East Asian Studies major, praised the flexibility of the new MLCS major and its reflection of best practices from other universities across North America to create a new major that is innovative, user-friendly, and marketable to today's students. CSL, UAI, and Augustana Campus enthusiastically commended the formal integration of experiential learning and study abroad opportunities into the new major, promoting deeper academic learning and enhanced intercultural capacities for our graduating students, thus providing them with real life experiences and contacts when they enter the job market. OASIS applauded the increased flexibility of the new major, the benefits of experiential learning, study abroad, and the new capstone course, and explicitly mentioned that sufficient student consultation had taken place. All of the letters consistently acclaimed the increased focus on interdisciplinary analysis, while giving students the choice of focusing either on one language or pursuing a more cross-cultural approach, as well as the integration of experiential learning and study abroad into the new major.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. There will be no impact on classroom or lab space.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Honors in Romance Languages
Credential awarded	Bachelor of Arts
Proposed start date of suspension	Upon approval of the proposed Bachelor of Arts in Modern Languages and Cultural Studies - Tentative Suspension Date July 1, 2019
Proposed end date of suspension	Five years after the proposed start date of the suspension. Tentative end date June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The rationale for suspending the Honors in Romance Languages in the Department of Modern Languages and Cultural Studies is that the department proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies. The proposed new major will provide a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allow students to engage with more than one area of the department

more effectively than they can in the current language-based and compartmentalized majors, and make it easier for students to study multiple languages.

Students who wish to focus on Romance Languages in the new major will be able to do so in the proposed MLCS major.

The proposed suspension and ultimate termination of the combined major in Honors in Romance Languages is a necessary administrative step.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Honors in Romance Languages

Enrolment	2012	2013	2014	2015	2016
Total head count	3	4	4	1	0
• Full-Time Year 1	1	0	0	0	0
• Full-Time Year 2	0	1	0	0	0
• Full-Time Year 3	1	2	1	0	0
• Full-Time Year 4	1	1	3	1	0
Total FLE	3	3.3	4.4	0.5	0
• FLE Year 1	0.5	0	0	0	0
• FLE Year 2	0.4	0.4	0	0	0
• FLE Year 3	1.1	1.6	0.7	0	0
• FLE Year 4	1	1.3	3.7	0.5	0

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Subject to government approval, the proposed major in Modern Languages and Cultural Studies will be available for students in Fall 2019. At that point, there will be no further admission to the Honors in Romance Languages. Active students who entered the Honors in Romance Languages prior to September 2019 will be taught out and able to finish their studies in the current program and receive their Bachelor of Arts. They would be asked to complete all program requirements by April 30, 2024 and the last degree with an Honors in Romance Languages will be granted at Spring Convocation 2024. If any active students in the initial stages of the Honors in Romance Languages would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

1.1.3 Explain how the proposed end date of the suspension was determined.

The proposed end date is dependent on the approval of the MLCS major. We hope that the suspension of the current majors will be implemented by July 1, 2019 with a proposed end date (dependent on government approvals) of June 30, 2024. This allows students who enrolled in the Honors in Romance Languages before Sept. 2019 to finish their degree. At the end date of the suspension, the Honors in Romance Languages will be terminated.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

On May 25, 2017 Arts Faculty Council (AFC) approved the proposed MLCS major and the suspensions of all current majors (item 13.1, see attached minutes).

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Students will be able to focus on Romance Languages in the new major in Modern Languages and Cultural Studies and take the same courses that were available to them as part of the suspended majors. Therefore, it has no implications externally at other Campus Alberta institutions.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Consultation within Campus Alberta occurred as part of the development of the proposal for the new major in MLCS. No consultation regarding the suspension of existing majors was necessary due to the fact that courses in these languages, literatures, and cultures will still be offered within

the proposed MLCS major. While the language majors may no longer exist, the institution will retain the capacity to offer language acquisition experiences in them through the MLCS major. Students' transcripts will allow them to show their language competencies.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

Student feedback was solicited in various ways. In February and November 2016, respectively, the proposed new major in Modern Languages and Cultural Studies was presented to a total of 882 (362 and 520) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: "The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and Cultural Studies" (with one being "strongly disagree" and five indicating "strongly agree"). We received a total of 235 responses to the online questionnaire (26.64% response rate). With respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

Qualitative comments were overwhelmingly positive, emphasizing the focus on study abroad and experiential learning, the opportunity to combine several languages or to take the cross-cultural route, and the new major's increased flexibility and simplification of requirements. Students also perceived the new capstone course as a valuable asset when applying for graduate studies. Moreover, they applauded the new major for buoying the smaller language areas, encouraging increased interconnectedness in MLCS, and creating a community within the department rather than just within certain disciplines.

2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Active students in the Honors in Romance Languages will be able to finish their studies and receive their Bachelor of Arts. Assuming the proposed major in Modern Languages and Cultural Studies goes into effect in September 2019, there will be no further admission to the Honors in Romance Languages effective the 2019 academic year. Subject to government approvals of the proposed MLCS and these suspensions, students who entered the Honors in Romance Languages

program prior to September 2019 would then be asked to complete all program requirements by April 30, 2024 and the last degree with a Honors in Romance Languages will be granted at Spring Convocation 2024. If any active students in the initial stages of the Honors in Romance Languages studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Stop-out students who have started a Honors in Romance Languages prior to September 2019 and return to finish their degree after 2019 may opt to switch to the new major in Modern Languages and Cultural Studies and follow the requirements of the new major.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Advisory Committee(s) |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Employers and Professional Associations | |

Other:

- Division of German, Russian, Arabic Languages and Muslim Cultures (School of Languages, Linguistics, Literatures and Cultures), University of Calgary
- Department of Modern Languages, University of Lethbridge
- Department of East Asian Studies, University of Alberta
- Community Service-Learning, Faculty of Arts, University of Alberta
- University of Alberta International, University of Alberta
- OASIS (Organization of Arts Students and Interdisciplinary Studies), University of Alberta
- Augustana Campus, University of Alberta
- Art Gallery of Alberta

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Faculty consultations:

Following the suspension of ten MLCS majors by the Dean of the Faculty of Arts in August 2013 due to persistently low enrollments, the MLCS curriculum committee prepared a proposal for a new major in Modern Languages and Cultural Studies. After a year-long process to develop and refine the proposal, the curriculum committee presented it to departmental colleagues, both in small groups corresponding to existing major programs and at regular departmental meetings. The chair of the curriculum committee also met with many groups and with individual faculty members to solicit their feedback. This work continued in Fall 2014, resulting in several minor changes to the proposed major, which the department voted to adopt in October and November 2014. Based on feedback from various levels of the university administration (the Faculty of Arts Dean's office, Academic Affairs Committee), the proposal was further refined. The final course and calendar changes were approved at the MLCS department council on February 13, 2017, and by Arts Faculty Council on May 25, 2017.

Other consultations:

Following the approval of the proposal at the MLCS departmental council, letters of support were solicited from external stakeholders within Campus Alberta (U Lethbridge, U Calgary) as well as internal stakeholders at the University of Alberta (Department of East Asian Studies, UAI, CSL Augustana Campus, OASIS). We also received a letter of support from the Art Gallery of Alberta.

Feedback was unanimously positive and all stakeholders unreservedly endorsed the new major. U Calgary mentioned that they are actually pursuing a very similar avenue for their own programs. U Lethbridge applauded the general requirements of the new major, requiring a common introductory course for all students which equips them with the necessary theoretical tools for their studies, and bringing it all together in the capstone course at the end of their degree. East Asian Studies, having just completed a similar amalgamation of their single language-based majors into a new East Asian Studies major, praised the flexibility of the new MLCS major and its reflection of best practices from other universities across North America to create a new major that is innovative, user-friendly, and marketable to today's students. CSL, UAI, and Augustana Campus enthusiastically commended the formal integration of experiential learning and study abroad opportunities into the new major, promoting deeper academic learning and enhanced intercultural capacities for our graduating students, thus providing them with real life experiences and contacts when they enter the job market. OASIS applauded the increased flexibility of the new major, the benefits of experiential learning, study abroad, and the new capstone course, and explicitly mentioned that sufficient student consultation had taken place. All of the letters consistently acclaimed the increased focus on interdisciplinary analysis, while giving students the choice of focusing either on one language or pursuing a more cross-cultural approach, as well as the integration of experiential learning and study abroad into the new major.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. There will be no impact on classroom or lab space.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Comparative Literature, Honors in Comparative Literature, Combined Honors in Comparative Literature
Credential awarded	Bachelor of Arts
Proposed start date of suspension	Upon approval of the proposed Bachelor of Arts in Modern Languages and Cultural Studies - Tentative Suspension Date July 1, 2019
Proposed end date of suspension	Five years after the proposed start date of the suspension. Tentative end date June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The rationale for suspending the major in Comparative Literature, Honors in Comparative Literature, and Combined Honors in Comparative Literature in the Department of Modern Languages and Cultural Studies is that the department proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies. The

proposed new major will provide a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allow students to engage with more than one area of the department more effectively than they can in the current language-based and compartmentalized majors, and make it easier for students to study multiple languages.

Students who wish to focus on Comparative Literature in the new major will be able to do so in the proposed MLCS major.

The proposed suspension and ultimate termination of the major in Comparative Literature, Honors in Comparative Literature, and Combined Honors in Comparative Literature is a necessary administrative step.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Major in Comparative Literature

Enrolment	2012	2013	2014	2015	2016
Total head count	17	10	6	7	10
• Full-Time Year 1	4	1	1	3	3
• Full-Time Year 2	2	2	2	2	5
• Full-Time Year 3	3	0	1	1	0
• Full-Time Year 4	8	7	2	1	2
Total FLE	15.3	9	5.9	6.1	8.1
• FLE Year 1	3	0.9	0.5	2.9	1.3
• FLE Year 2	2.1	1.8	2	2.1	4.6
• FLE Year 3	3.3	0.4	1.2	0.8	0.8
• FLE Year 4	6.9	5.9	2.2	0.3	1.4

Honors in Comparative Literature

Enrolment	2012	2013	2014	2015	2016
Total head count	0	0	0	1	1
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0
• Full-Time Year 3	0	0	0	0	1
• Full-Time Year 4	0	0	0	1	0
Total FLE	0	0	1	0.8	1
• FLE Year 1	0	0	0	0	0

• FLE Year 2	0	0	0	0	0
• FLE Year 3	0	0	1	0	1
• FLE Year 4	0	0	0	0.8	0

Combined Honors in Comparative Literature: currently no enrolments

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Subject to government approval, the proposed major in Modern Languages and Cultural Studies will be available for students in Fall 2019. At that point, there will be no further admission to the major in Comparative Literature, Honors in Comparative Literature, or Combined Honors in Comparative Literature. Active students who entered the major in Comparative Literature, Honors in Comparative Literature, or Combined Honors in Comparative Literature prior to September 2019 will be taught out and able to finish their studies in the current program and receive their Bachelor of Arts. They would be asked to complete all program requirements by April 30, 2024 and the last degree with a major in Comparative Literature, Honors in Comparative Literature, or Combined Honors in Comparative Literature will be granted at Spring Convocation 2024. If any active students in the initial stages of the major in Comparative Literature, Honors in Comparative Literature, or Combined Honors in Comparative Literature would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

1.1.3 Explain how the proposed end date of the suspension was determined.

The proposed end date is dependent on the approval of the MLCS major. We hope that the suspension of the current majors will be implemented by July 1, 2019 with a proposed end date (dependent on government approvals) of June 30, 2024. This allows students who enrolled in the major in Comparative Literature, Honors in Comparative Literature, and Combined Honors in Comparative Literature before Sept. 2019 to finish their degree. At the end date of the suspension, the major in Comparative Literature, Honors in Comparative Literature, and Combined Honors in Comparative Literature will be terminated.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

On May 25, 2017 Arts Faculty Council (AFC) approved the proposed MLCS major and the suspensions of all current majors (item 13.1, see attached minutes).

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Students will be able to focus on Comparative Literature in the new major in Modern Languages and Cultural Studies and take the same courses that were available to them as part of the suspended majors. Therefore, it has no implications externally at other Campus Alberta institutions.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Consultation within Campus Alberta occurred as part of the development of the proposal for the new major in MLCS. No consultation regarding the suspension of existing majors was necessary due to the fact that courses in these languages, literatures, and cultures will still be offered within the proposed MLCS major.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

Student feedback was solicited in various ways. In February and November 2016, respectively, the proposed new major in Modern Languages and Cultural Studies was presented to a total of 882 (362 and 520) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what

they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: “The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and Cultural Studies” (with one being “strongly disagree” and five indicating “strongly agree”). We received a total of 235 responses to the online questionnaire (26.64% response rate). With respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

Qualitative comments were overwhelmingly positive, emphasizing the focus on study abroad and experiential learning, the opportunity to combine several languages or to take the cross-cultural route, and the new major’s increased flexibility and simplification of requirements. Students also perceived the new capstone course as a valuable asset when applying for graduate studies. Moreover, they applauded the new major for buoying the smaller language areas, encouraging increased interconnectedness in MLCS, and creating a community within the department rather than just within certain disciplines.

2.3 Describe your institution’s plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Active students in the major in Comparative Literature, Honors in Comparative Literature, and Combined Honors in Comparative Literature will be able to finish their studies and receive their Bachelor of Arts. Assuming the proposed major in Modern Languages and Cultural Studies goes into effect in September 2019, there will be no further admission to the major in Comparative Literature, Honors in Comparative Literature, and Combined Honors in Comparative Literature effective the 2019 academic year. Subject to government approvals of the proposed MLCS and these suspensions, students who entered the Comparative Literature program prior to September 2019 would then be asked to complete all program requirements by April 30, 2024 and the last degree with a major in Comparative Literature, Honors in Comparative Literature, or Combined Honors in Comparative Literature will be granted at Spring Convocation 2024. If any active students in the initial stages of their Comparative Literature studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

2.4 Describe your institution’s plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Stop-out students who have started a major in Comparative Literature, Honors in Comparative Literature, or Combined Honors in Comparative Literature prior to September 2019 and return to finish their degree after 2019 may opt to switch to the new major in Modern Languages and Cultural Studies and follow the requirements of the new major.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Advisory Committee(s) |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Employers and Professional Associations | |

Other:

- Division of German, Russian, Arabic Languages and Muslim Cultures (School of Languages, Linguistics, Literatures and Cultures), University of Calgary
- Department of Modern Languages, University of Lethbridge
- Department of East Asian Studies, University of Alberta
- Community Service-Learning, Faculty of Arts, University of Alberta
- University of Alberta International, University of Alberta
- OASIS (Organization of Arts Students and Interdisciplinary Studies), University of Alberta
- Augustana Campus, University of Alberta
- Art Gallery of Alberta

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Faculty consultations:

Following the suspension of ten MLCS majors by the Dean of the Faculty of Arts in August 2013 due to persistently low enrollments, the MLCS curriculum committee prepared a proposal for a new major in Modern Languages and Cultural Studies. After a year-long process to develop and refine the proposal, the curriculum committee presented it to departmental colleagues, both in small groups corresponding to existing major programs and at regular departmental meetings. The chair of the curriculum committee also met with many groups and with individual faculty members to solicit their feedback. This work continued in Fall 2014, resulting in several minor changes to the proposed major, which the department voted to adopt in October and November 2014. Based on feedback from various levels of the university administration (the Faculty of Arts

Dean's office, Academic Affairs Committee), the proposal was further refined. The final course and calendar changes were approved at the MLCS department council on February 13, 2017, and by Arts Faculty Council on May 25, 2017.

Other consultations:

Following the approval of the proposal at the MLCS departmental council, letters of support were solicited from external stakeholders within Campus Alberta (U Lethbridge, U Calgary) as well as internal stakeholders at the University of Alberta (Department of East Asian Studies, UAI, CSL, Augustana Campus, OASIS). We also received a letter of support from the Art Gallery of Alberta.

Feedback was unanimously positive and all stakeholders unreservedly endorsed the new major. U Calgary mentioned that they are actually pursuing a very similar avenue for their own programs. U Lethbridge applauded the general requirements of the new major, requiring a common introductory course for all students which equips them with the necessary theoretical tools for their studies, and bringing it all together in the capstone course at the end of their degree. East Asian Studies, having just completed a similar amalgamation of their single language-based majors into a new East Asian Studies major, praised the flexibility of the new MLCS major and its reflection of best practices from other universities across North America to create a new major that is innovative, user-friendly, and marketable to today's students. CSL, UAI, and Augustana Campus enthusiastically commended the formal integration of experiential learning and study abroad opportunities into the new major, promoting deeper academic learning and enhanced intercultural capacities for our graduating students, thus providing them with real life experiences and contacts when they enter the job market. OASIS applauded the increased flexibility of the new major, the benefits of experiential learning, study abroad, and the new capstone course, and explicitly mentioned that sufficient student consultation had taken place. All of the letters consistently acclaimed the increased focus on interdisciplinary analysis, while giving students the choice of focusing either on one language or pursuing a more cross-cultural approach, as well as the integration of experiential learning and study abroad into the new major.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. There will be no impact on classroom or lab space.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	French, Honors in French, Combined Honors in French
Credential awarded	Bachelor of Arts
Proposed start date of suspension	Upon approval of the proposed Bachelor of Arts in Modern Languages and Cultural Studies - Tentative Suspension Date July 1, 2019
Proposed end date of suspension	Five years after the proposed start date of the suspension. Tentative end date June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The rationale for suspending the major in French, Honors in French, and Combined Honors in French in the Department of Modern Languages and Cultural Studies is that the department proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies. The proposed new major will provide a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allow students to engage with

more than one area of the department more effectively than they can in the current language-based and compartmentalized majors, and make it easier for students to study multiple languages.

Students who wish to focus on French in the new major will be able to do so in the proposed MLCS major.

The proposed suspension and ultimate termination of the major in French, Honors in French, and Combined Honors in French is a necessary administrative step.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Major in French

Enrolment	2012	2013	2014	2015	2016
Total head count	32	28	27	35	36
• Full-Time Year 1	2	6	4	9	9
• Full-Time Year 2	10	5	6	4	7
• Full-Time Year 3	5	8	8	9	7
• Full-Time Year 4	15	9	9	13	13
Total FLE	26.3	22.9	21.5	26.4	28.2
• FLE Year 1	1.5	4.2	1.3	5.8	6.3
• FLE Year 2	7.2	5.1	4.3	4.4	4.7
• FLE Year 3	4.9	5.6	7.2	7	6.7
• FLE Year 4	12.7	8	8.7	9.2	10.5

Honors in French

Enrolment	2012	2013	2014	2015	2016
Total head count	3	3	2	1	1
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	2	2	0	0	1
• Full-Time Year 3	0	1	1	0	0
• Full-Time Year 4	1	0	1	1	0
Total FLE	2.2	2.5	1.7	0.8	1.2
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0.5	1.4	0.2	0	0

• FLE Year 3	1.3	0.5	0.8	0	0
• FLE Year 4	0.4	0.6	0.7	0.8	0.1

Combined Honors in French: currently no enrolments

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Subject to government approval, the proposed major in Modern Languages and Cultural Studies will be available for students in Fall 2019. At that point, there will be no further admission to the major in French, Honors in French, or Combined Honors in French. Active students who entered the major in French, Honors in French, or Combined Honors in French prior to September 2019 will be taught out and able to finish their studies in the current program and receive their Bachelor of Arts. They would be asked to complete all program requirements by April 30, 2024 and the last degree with a major in French, Honors in French, or Combined Honors in French will be granted at Spring Convocation 2024. If any active students in the initial stages of the major in French, Honors in French, or Combined Honors in French would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

1.1.3 Explain how the proposed end date of the suspension was determined.

The proposed end date is dependent on the approval of the MLCS major. We hope that the suspension of the current majors will be implemented by July 1, 2019 with a proposed end date (dependent on government approvals) of June 30, 2024. This allows students who enrolled in the major in French, Honors in French, and Combined Honors in French before Sept. 2019 to finish their degree. At the end date of the suspension, the major in French, Honors in French, and Combined Honors in French will be terminated.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

On May 25, 2017 Arts Faculty Council (AFC) approved the proposed MLCS major and the suspensions of all current majors (item 13.1, see attached minutes).

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

- To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Students will be able to focus on French in the new major in Modern Languages and Cultural Studies and take the same courses that were available to them as part of the suspended majors. Therefore, it has no implications externally at other Campus Alberta institutions.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Consultation within Campus Alberta occurred as part of the development of the proposal for the new major in MLCS. No consultation regarding the suspension of existing majors was necessary due to the fact that courses in these languages, literatures, and cultures will still be offered within the proposed MLCS major. While the language majors may no longer exist, the institution will retain the capacity to offer language acquisition experiences in them through the MLCS major. Students' transcripts will allow them to show their language competencies.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

Student feedback was solicited in various ways. In February and November 2016, respectively, the proposed new major in Modern Languages and Cultural Studies was presented to a total of 882 (362 and 520) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: "The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and

Cultural Studies” (with one being “strongly disagree” and five indicating “strongly agree”). We received a total of 235 responses to the online questionnaire (26.64% response rate). With respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

Qualitative comments were overwhelmingly positive, emphasizing the focus on study abroad and experiential learning, the opportunity to combine several languages or to take the cross-cultural route, and the new major’s increased flexibility and simplification of requirements. Students also perceived the new capstone course as a valuable asset when applying for graduate studies. Moreover, they applauded the new major for buoying the smaller language areas, encouraging increased interconnectedness in MLCS, and creating a community within the department rather than just within certain disciplines.

2.3 Describe your institution’s plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Active students in the major in French, Honors in French, and Combined Honors in French will be able to finish their studies and receive their Bachelor of Arts. Assuming the proposed major in Modern Languages and Cultural Studies goes into effect in September 2019, there will be no further admission to the major in French, Honors in French, and Combined Honors in French effective the 2019 academic year. Subject to government approvals of the proposed MLCS and these suspensions, students who entered the French program prior to September 2019 would then be asked to complete all program requirements by April 30, 2024 and the last degree with a major in French, Honors in French, or Combined Honors in French will be granted at Spring Convocation 2024. If any active students in the initial stages of their French studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

2.4 Describe your institution’s plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Stop-out students who have started a major in French, Honors in French, or Combined Honors in French prior to September 2019 and return to finish their degree after 2019 may opt to switch to the new major in Modern Languages and Cultural Studies and follow the requirements of the new major.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- Faculty Advisory Committee(s)
 Regulatory and other Accreditation Bodies Other (identify below)
 Employers and Professional Associations

Other:

- Division of German, Russian, Arabic Languages and Muslim Cultures (School of Languages, Linguistics, Literatures and Cultures), University of Calgary
- Department of Modern Languages, University of Lethbridge
- Department of East Asian Studies, University of Alberta
- Community Service-Learning, Faculty of Arts, University of Alberta
- University of Alberta International, University of Alberta
- OASIS (Organization of Arts Students and Interdisciplinary Studies), University of Alberta
- Augustana Campus, University of Alberta
- Art Gallery of Alberta

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Faculty consultations:

Following the suspension of ten MLCS majors by the Dean of the Faculty of Arts in August 2013 due to persistently low enrollments, the MLCS curriculum committee prepared a proposal for a new major in Modern Languages and Cultural Studies. After a year-long process to develop and refine the proposal, the curriculum committee presented it to departmental colleagues, both in small groups corresponding to existing major programs and at regular departmental meetings. The chair of the curriculum committee also met with many groups and with individual faculty members to solicit their feedback. This work continued in Fall 2014, resulting in several minor changes to the proposed major, which the department voted to adopt in October and November 2014. Based on feedback from various levels of the university administration (the Faculty of Arts Dean's office, Academic Affairs Committee), the proposal was further refined. The final course and calendar changes were approved at the MLCS department council on February 13, 2017, and by Arts Faculty Council on May 25, 2017.

Other consultations:

Following the approval of the proposal at the MLCS departmental council, letters of support were solicited from external stakeholders within Campus Alberta (U Lethbridge, U Calgary) as well as internal stakeholders at the University of Alberta (Department of East Asian Studies, UAI, CSL, Augustana Campus, OASIS). We also received a letter of support from the Art Gallery of Alberta.

Feedback was unanimously positive and all stakeholders unreservedly endorsed the new major. U Calgary mentioned that they are actually pursuing a very similar avenue for their own programs. U Lethbridge applauded the general requirements of the new major, requiring a common introductory course for all students which equips them with the necessary theoretical tools for their studies, and bringing it all together in the capstone course at the end of their degree. East Asian Studies, having just completed a similar amalgamation of their single language-based majors into a new East Asian Studies major, praised the flexibility of the new MLCS major and its reflection of best practices from other universities across North America to create a new major that is innovative, user-friendly, and marketable to today's students. CSL, UAI, and Augustana Campus enthusiastically commended the formal integration of experiential learning and study abroad opportunities into the new major, promoting deeper academic learning and enhanced intercultural capacities for our graduating students, thus providing them with real life experiences and contacts when they enter the job market. OASIS applauded the increased flexibility of the new major, the benefits of experiential learning, study abroad, and the new capstone course, and explicitly mentioned that sufficient student consultation had taken place. All of the letters consistently acclaimed the increased focus on interdisciplinary analysis, while giving students the choice of focusing either on one language or pursuing a more cross-cultural approach, as well as the integration of experiential learning and study abroad into the new major.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. There will be no impact on classroom or lab space.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	German, Honors in German, Combined Honors in German
Credential awarded	Bachelor of Arts
Proposed start date of suspension	Upon approval of the proposed Bachelor of Arts in Modern Languages and Cultural Studies - Tentative Suspension Date July 1, 2019
Proposed end date of suspension	Five years after the proposed start date of the suspension. Tentative end date June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The rationale for suspending the major in German, Honors in German, and Combined Honors in German in the Department of Modern Languages and Cultural Studies is that the department proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies. The proposed new major will provide a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allow students to engage with

more than one area of the department more effectively than they can in the current language-based and compartmentalized majors, and make it easier for students to study multiple languages.

Students who wish to focus on German in the new major will be able to do so in the proposed MLCS major.

The proposed suspension and ultimate termination of the major in German, Honors in German, and Combined Honors in German is a necessary administrative step.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Major in German

Enrolment	2012	2013	2014	2015	2016
Total head count	24	22	22	19	19
• Full-Time Year 1	6	2	3	5	0
• Full-Time Year 2	8	5	2	5	8
• Full-Time Year 3	3	6	5	3	7
• Full-Time Year 4	7	9	12	6	4
Total FLE	19.2	19.1	20.1	16.9	18.066
• FLE Year 1	4	1.8	3.4	3.1	0.4
• FLE Year 2	5.3	3.1	1.7	6.8	5.233
• FLE Year 3	4.5	5.5	3.9	1.9	9.433
• FLE Year 4	5.4	8.7	11.1	5.1	3

Honors in German

Enrolment	2012	2013	2014	2015	2016
Total head count	2	1	1	2	2
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	0	0	1	0	0
• Full-Time Year 3	1	0	0	1	0
• Full-Time Year 4	1	1	0	1	2
Total FLE	1.7	0.9	0.9	2	2
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0	0.4	0	0

• FLE Year 3	0.4	0	0.5	1	0
• FLE Year 4	1.3	0.9	0	1	2

Combined Honors in German: currently no enrolments

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Subject to government approval, the proposed major in Modern Languages and Cultural Studies will be available for students in Fall 2019. At that point, there will be no further admission to the major in German, Honors in German, and Combined Honors in German. Active students who entered the major in German, Honors in German, or Combined Honors in German prior to September 2019 will be taught out and able to finish their studies in the current program and receive their Bachelor of Arts. They would be asked to complete all program requirements by April 30, 2024 and the last degree with a major in German, Honors in German, or Combined Honors in German will be granted at Spring Convocation 2024. If any active students in the initial stages of the major in German, Honors in German, or Combined Honors in German would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

1.1.3 Explain how the proposed end date of the suspension was determined.

The proposed end date is dependent on the approval of the MLCS major. We hope that the suspension of the current majors will be implemented by July 1, 2019 with a proposed end date (dependent on government approvals) of June 30, 2024. This allows students who enrolled in the major in German, Honors in German, and Combined Honors in German before Sept. 2019 to finish their degree. At the end date of the suspension, the major in German, Honors in German, and Combined Honors in German will be terminated.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

On May 25, 2017 Arts Faculty Council (AFC) approved the proposed MLCS major and the suspensions of all current majors (item 13.1, see attached minutes).

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Students will be able to focus on German in the new major in Modern Languages and Cultural Studies and take the same courses that were available to them as part of the suspended majors. Therefore, it has no implications externally at other Campus Alberta institutions.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Consultation within Campus Alberta occurred as part of the development of the proposal for the new major in MLCS. No consultation regarding the suspension of existing majors was necessary due to the fact that courses in these languages, literatures, and cultures will still be offered within the proposed MLCS major. While the language majors may no longer exist, the institution will retain the capacity to offer language acquisition experiences in them through the MLCS major. Students' transcripts will allow them to show their language competencies.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

Student feedback was solicited in various ways. In February and November 2016, respectively, the proposed new major in Modern Languages and Cultural Studies was presented to a total of 882 (362 and 520) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: "The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and Cultural Studies" (with one being "strongly disagree" and five indicating "strongly agree"). We received a total of 235 responses to the online questionnaire (26.64% response rate). With

respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

Qualitative comments were overwhelmingly positive, emphasizing the focus on study abroad and experiential learning, the opportunity to combine several languages or to take the cross-cultural route, and the new major's increased flexibility and simplification of requirements. Students also perceived the new capstone course as a valuable asset when applying for graduate studies. Moreover, they applauded the new major for buoying the smaller language areas, encouraging increased interconnectedness in MLCS, and creating a community within the department rather than just within certain disciplines.

2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Active students in the major in German, Honors in German, and Combined Honors in German will be able to finish their studies and receive their Bachelor of Arts. Assuming the proposed major in Modern Languages and Cultural Studies goes into effect in September 2019, there will be no further admission to the major in German, Honors in German, and Combined Honors in German effective the 2019 academic year. Subject to government approvals of the proposed MLCS and these suspensions, students who entered the German program prior to September 2019 would then be asked to complete all program requirements by April 30, 2024 and the last degree with a major in German, Honors in German, or Combined Honors in German will be granted at Spring Convocation 2024. If any active students in the initial stages of their German studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Stop-out students who have started a major in German, Honors in German, or Combined Honors in German prior to September 2019 and return to finish their degree after 2019 may opt to switch to the new major in Modern Languages and Cultural Studies and follow the requirements of the new major.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- Faculty

- Regulatory and other Accreditation Bodies
- Employers and Professional Associations

- Advisory Committee(s)
- Other (identify below)

Other:

- Division of German, Russian, Arabic Languages and Muslim Cultures (School of Languages, Linguistics, Literatures and Cultures), University of Calgary
- Department of Modern Languages, University of Lethbridge
- Department of East Asian Studies, University of Alberta
- Community Service-Learning, Faculty of Arts, University of Alberta
- University of Alberta International, University of Alberta
- OASIS (Organization of Arts Students and Interdisciplinary Studies), University of Alberta
- Augustana Campus, University of Alberta
- Art Gallery of Alberta

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Faculty consultations:

Following the suspension of ten MLCS majors by the Dean of the Faculty of Arts in August 2013 due to persistently low enrollments, the MLCS curriculum committee prepared a proposal for a new major in Modern Languages and Cultural Studies. After a year-long process to develop and refine the proposal, the curriculum committee presented it to departmental colleagues, both in small groups corresponding to existing major programs and at regular departmental meetings. The chair of the curriculum committee also met with many groups and with individual faculty members to solicit their feedback. This work continued in Fall 2014, resulting in several minor changes to the proposed major, which the department voted to adopt in October and November 2014. Based on feedback from various levels of the university administration (the Faculty of Arts Dean's office, Academic Affairs Committee), the proposal was further refined. The final course and calendar changes were approved at the MLCS department council on February 13, 2017, and by Arts Faculty Council on May 25, 2017.

Other consultations:

Following the approval of the proposal at the MLCS departmental council, letters of support were solicited from external stakeholders within Campus Alberta (U Lethbridge, U Calgary) as well as internal stakeholders at the University of Alberta (Department of East Asian Studies, UAI, CSL, Augustana Campus, OASIS). We also received a letter of support from the Art Gallery of Alberta.

Feedback was unanimously positive and all stakeholders unreservedly endorsed the new major. U Calgary mentioned that they are actually pursuing a very similar avenue for their own programs. U Lethbridge applauded the general requirements of the new major, requiring a common introductory course for all students which equips them with the necessary theoretical tools for their studies, and bringing it all together in the capstone course at the end of their degree. East Asian Studies, having just completed a similar amalgamation of their single language-based majors into a new East Asian Studies major, praised the flexibility of the new MLCS major and its reflection of best practices from other universities across North America to create a new major that is innovative, user-friendly, and marketable to today's students. CSL, UAI, and Augustana Campus enthusiastically commended the formal integration of experiential learning and study abroad opportunities into the new major, promoting deeper academic learning and enhanced intercultural capacities for our graduating students, thus providing them with real life experiences and contacts when they enter the job market. OASIS applauded the increased flexibility of the new major, the benefits of experiential learning, study abroad, and the new capstone course, and explicitly mentioned that sufficient student consultation had taken place. All of the letters consistently acclaimed the increased focus on interdisciplinary analysis, while giving students the choice of focusing either on one language or pursuing a more cross-cultural approach, as well as the integration of experiential learning and study abroad into the new major.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. There will be no impact on classroom or lab space.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Latin American Studies, Honors in Spanish and Latin American Studies
Credential awarded	Bachelor of Arts
Proposed start date of suspension	Upon approval of the proposed Bachelor of Arts in Modern Languages and Cultural Studies - Tentative Suspension Date July 1, 2019
Proposed end date of suspension	Five years after the proposed start date of the suspension. Tentative end date June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The rationale for suspending the major in Latin American Studies and Honors in Spanish and Latin American Studies in the Department of Modern Languages and Cultural Studies is that the department proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies. The proposed new major will provide a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allow students

to engage with more than one area of the department more effectively than they can in the current language-based and compartmentalized majors, and make it easier for students to study multiple languages.

Students who wish to focus on Latin American Studies in the new major will be able to do so in the proposed MLCS major.

The proposed suspension and ultimate termination of the major in Latin American Studies and Honors in Spanish and Latin American Studies is a necessary administrative step.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Major in Latin American Studies

Enrolment	2012	2013	2014	2015	2016
Total head count	2	1	3	3	4
• Full-Time Year 1	0	0	0	0	2
• Full-Time Year 2	2	0	0	1	1
• Full-Time Year 3	0	0	1	0	1
• Full-Time Year 4	0	1	2	2	0
Total FLE	2.5	1	2.1	2.4	2.6
• FLE Year 1	0	0	0	0.4	1
• FLE Year 2	1.8	0.1	0.1	0.8	0.9
• FLE Year 3	0.5	0.1	0.8	0	0.2
• FLE Year 4	0.2	0.8	1.2	1.2	0.5

Honors in Spanish and Latin American Studies

Enrolment	2012	2013	2014	2015	2016
Total head count	1	3	5	5	2
• Full-Time Year 1	0	1	1	0	1
• Full-Time Year 2	0	0	0	0	0
• Full-Time Year 3	1	2	1	1	0
• Full-Time Year 4	0	0	3	4	1
Total FLE	0	0	0	0	0
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0	0	0	0

• FLE Year 3	0	0	0	0	0
• FLE Year 4	0	0	0	0	0

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Subject to government approval, the proposed major in Modern Languages and Cultural Studies will be available for students in Fall 2019. At that point, there will be no further admission to the major in Latin American Studies or Honors in Spanish and Latin American Studies. Active students who entered the major in Latin American Studies or Honors in Spanish and Latin American Studies prior to September 2019 will be taught out and able to finish their studies in the current program and receive their Bachelor of Arts. They would be asked to complete all program requirements by April 30, 2024 and the last degree with a major in Latin American Studies or Honors in Spanish and Latin American Studies will be granted at Spring Convocation 2024. If any active students in the initial stages of the major in Latin American Studies or Honors in Spanish and Latin American Studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

1.1.3 Explain how the proposed end date of the suspension was determined.

The proposed end date is dependent on the approval of the MLCS major. We hope that the suspension of the current majors will be implemented by July 1, 2019 with a proposed end date (dependent on government approvals) of June 30, 2024. This allows students who enrolled in the major in Latin American Studies and Honors in Spanish and Latin American Studies before Sept. 2019 to finish their degree. At the end date of the suspension, the major in Latin American Studies and Honors in Spanish and Latin American Studies will be terminated.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

On May 25, 2017 Arts Faculty Council (AFC) approved the proposed MLCS major and the suspensions of all current majors (item 13.1, see attached minutes).

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Students will be able to focus on Latin American Studies in the new major in Modern Languages and Cultural Studies and take the same courses that were available to them as part of the suspended majors. Therefore, it has no implications externally at other Campus Alberta institutions.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Consultation within Campus Alberta occurred as part of the development of the proposal for the new major in MLCS. No consultation regarding the suspension of existing majors was necessary due to the fact that courses in these languages, literatures, and cultures will still be offered within the proposed MLCS major. While the language majors may no longer exist, the institution will retain the capacity to offer language acquisition experiences in them through the MLCS major. Students' transcripts will allow them to show their language competencies.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

Student feedback was solicited in various ways. In February and November 2016, respectively, the proposed new major in Modern Languages and Cultural Studies was presented to a total of 882 (362 and 520) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: "The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and Cultural Studies" (with one being "strongly disagree" and five indicating "strongly agree"). We

received a total of 235 responses to the online questionnaire (26.64% response rate). With respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

Qualitative comments were overwhelmingly positive, emphasizing the focus on study abroad and experiential learning, the opportunity to combine several languages or to take the cross-cultural route, and the new major's increased flexibility and simplification of requirements. Students also perceived the new capstone course as a valuable asset when applying for graduate studies. Moreover, they applauded the new major for buoying the smaller language areas, encouraging increased interconnectedness in MLCS, and creating a community within the department rather than just within certain disciplines.

2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Active students in the major in Latin American Studies and Honors in Spanish and Latin American Studies will be able to finish their studies and receive their Bachelor of Arts. Assuming the proposed major in Modern Languages and Cultural Studies goes into effect in September 2019, there will be no further admission to the major in Latin American Studies and Honors in Spanish and Latin American Studies effective the 2019 academic year. Subject to government approvals of the proposed MLCS and these suspensions, students who entered the Latin American Studies program prior to September 2019 would then be asked to complete all program requirements by April 30, 2024 and the last degree with a major in Latin American Studies or Honors in Spanish and Latin American Studies will be granted at Spring Convocation 2024. If any active students in the initial stages of their Latin American Studies studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Stop-out students who have started a major in Latin American Studies or Honors in Spanish and Latin American Studies prior to September 2019 and return to finish their degree after 2019 may opt to switch to the new major in Modern Languages and Cultural Studies and follow the requirements of the new major.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- Faculty Advisory Committee(s)
 Regulatory and other Accreditation Bodies Other (identify below)
 Employers and Professional Associations

Other:

- Division of German, Russian, Arabic Languages and Muslim Cultures (School of Languages, Linguistics, Literatures and Cultures), University of Calgary
- Department of Modern Languages, University of Lethbridge
- Department of East Asian Studies, University of Alberta
- Community Service-Learning, Faculty of Arts, University of Alberta
- University of Alberta International, University of Alberta
- OASIS (Organization of Arts Students and Interdisciplinary Studies), University of Alberta
- Augustana Campus, University of Alberta
- Art Gallery of Alberta

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Faculty consultations:

Following the suspension of ten MLCS majors by the Dean of the Faculty of Arts in August 2013 due to persistently low enrollments, the MLCS curriculum committee prepared a proposal for a new major in Modern Languages and Cultural Studies. After a year-long process to develop and refine the proposal, the curriculum committee presented it to departmental colleagues, both in small groups corresponding to existing major programs and at regular departmental meetings. The chair of the curriculum committee also met with many groups and with individual faculty members to solicit their feedback. This work continued in Fall 2014, resulting in several minor changes to the proposed major, which the department voted to adopt in October and November 2014. Based on feedback from various levels of the university administration (the Faculty of Arts Dean's office, Academic Affairs Committee), the proposal was further refined. The final course and calendar changes were approved at the MLCS department council on February 13, 2017, and by Arts Faculty Council on May 25, 2017.

Other consultations:

Following the approval of the proposal at the MLCS departmental council, letters of support were solicited from external stakeholders within Campus Alberta (U Lethbridge, U Calgary) as well as internal stakeholders at the University of Alberta (Department of East Asian Studies, UAI, CSL, Augustana Campus, OASIS). We also received a letter of support from the Art Gallery of Alberta.

Feedback was unanimously positive and all stakeholders unreservedly endorsed the new major. U Calgary mentioned that they are actually pursuing a very similar avenue for their own programs. U Lethbridge applauded the general requirements of the new major, requiring a common introductory course for all students which equips them with the necessary theoretical tools for their studies, and bringing it all together in the capstone course at the end of their degree. East Asian Studies, having just completed a similar amalgamation of their single language-based majors into a new East Asian Studies major, praised the flexibility of the new MLCS major and its reflection of best practices from other universities across North America to create a new major that is innovative, user-friendly, and marketable to today's students. CSL, UAI, and Augustana Campus enthusiastically commended the formal integration of experiential learning and study abroad opportunities into the new major, promoting deeper academic learning and enhanced intercultural capacities for our graduating students, thus providing them with real life experiences and contacts when they enter the job market. OASIS applauded the increased flexibility of the new major, the benefits of experiential learning, study abroad, and the new capstone course, and explicitly mentioned that sufficient student consultation had taken place. All of the letters consistently acclaimed the increased focus on interdisciplinary analysis, while giving students the choice of focusing either on one language or pursuing a more cross-cultural approach, as well as the integration of experiential learning and study abroad into the new major.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. There will be no impact on classroom or lab space.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Scandinavian Studies, Combined Honors in Scandinavian Studies
Credential awarded	Bachelor of Arts
Proposed start date of suspension	Upon approval of the proposed Bachelor of Arts in Modern Languages and Cultural Studies - Tentative Suspension Date July 1, 2019
Proposed end date of suspension	Five years after the proposed start date of the suspension. Tentative end date June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The rationale for suspending the major in Scandinavian Studies and Combined Honors in Scandinavian Studies in the Department of Modern Languages and Cultural Studies is that the department proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies. The proposed new major will provide a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allow students

to engage with more than one area of the department more effectively than they can in the current language-based and compartmentalized majors, and make it easier for students to study multiple languages.

Students who wish to focus on Scandinavian Studies in the new major will be able to do so in the proposed MLCS major.

The proposed suspension and ultimate termination of the major in Scandinavian Studies and Combined Honors in Scandinavian Studies is a necessary administrative step.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Major in Scandinavian Studies

Enrolment	2012	2013	2014	2015	2016
Total head count	3	3	3	5	3
• Full-Time Year 1	1	0	2	1	1
• Full-Time Year 2	1	2	0	1	1
• Full-Time Year 3	1	1	1	0	0
• Full-Time Year 4	0	0	0	3	1
Total FLE	2.1	2.3	2.7	5.1	2.1
• FLE Year 1	0.9	0	0.8	0.5	0.5
• FLE Year 2	0.6	1.1	0.7	1.5	0.9
• FLE Year 3	0.6	0.6	1.1	0.2	0
• FLE Year 4	0	0.6	0.1	2.9	0.7

Combined Honors in Scandinavian Studies

Enrolment	2012	2013	2014	2015	2016
Total head count	0	0	0	1	1
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0
• Full-Time Year 3	0	0	0	1	0
• Full-Time Year 4	0	0	0	0	1
Total FLE	0	0	0	1.1	1.4
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0	0	0	0

• FLE Year 3	0	0	0	0.6	0
• FLE Year 4	0	0	0	0.5	1.4

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Subject to government approval, the proposed major in Modern Languages and Cultural Studies will be available for students in Fall 2019. At that point, there will be no further admission to the major in Scandinavian Studies or Combined Honors in Scandinavian Studies. Active students who entered the major in Scandinavian Studies or Combined Honors in Scandinavian Studies prior to September 2019 will be taught out and able to finish their studies in the current program and receive their Bachelor of Arts. They would be asked to complete all program requirements by April 30, 2024 and the last degree with a major in Scandinavian Studies or Combined Honors in Scandinavian Studies will be granted at Spring Convocation 2024. If any active students in the initial stages of the major in Scandinavian Studies or Combined Honors in Scandinavian Studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

1.1.3 Explain how the proposed end date of the suspension was determined.

The proposed end date is dependent on the approval of the MLCS major. We hope that the suspension of the current majors will be implemented by July 1, 2019 with a proposed end date (dependent on government approvals) of June 30, 2024. This allows students who enrolled in the major in Scandinavian Studies and Combined Honors in Scandinavian Studies before Sept. 2019 to finish their degree. At the end date of the suspension, the major in Scandinavian Studies and Combined Honors in Scandinavian Studies will be terminated.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

On May 25, 2017 Arts Faculty Council (AFC) approved the proposed MLCS major and the suspensions of all current majors (item 13.1, see attached minutes).

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Students will be able to focus on Scandinavian Studies in the new major in Modern Languages and Cultural Studies and take the same courses that were available to them as part of the suspended majors. Therefore, it has no implications externally at other Campus Alberta institutions.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Consultation within Campus Alberta occurred as part of the development of the proposal for the new major in MLCS. No consultation regarding the suspension of existing majors was necessary due to the fact that courses in these languages, literatures, and cultures will still be offered within the proposed MLCS major.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

Student feedback was solicited in various ways. In February and November 2016, respectively, the proposed new major in Modern Languages and Cultural Studies was presented to a total of 882 (362 and 520) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: "The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and Cultural Studies" (with one being "strongly disagree" and five indicating "strongly agree"). We received a total of 235 responses to the online questionnaire (26.64% response rate). With respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

Qualitative comments were overwhelmingly positive, emphasizing the focus on study abroad and experiential learning, the opportunity to combine several languages or to take the cross-cultural route, and the new major's increased flexibility and simplification of requirements. Students also perceived the new capstone course as a valuable asset when applying for graduate studies. Moreover, they applauded the new major for buoying the smaller language areas, encouraging increased interconnectedness in MLCS, and creating a community within the department rather than just within certain disciplines.

2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Active students in the major in Scandinavian Studies and Combined Honors in Scandinavian Studies will be able to finish their studies and receive their Bachelor of Arts. Assuming the proposed major in Modern Languages and Cultural Studies goes into effect in September 2019, there will be no further admission to the major in Scandinavian Studies and Combined Honors in Scandinavian Studies effective the 2019 academic year. Subject to government approvals of the proposed MLCS and these suspensions, students who entered the Scandinavian Studies program prior to September 2019 would then be asked to complete all program requirements by April 30, 2024 and the last degree with a major in Scandinavian Studies or Combined Honors in Scandinavian Studies will be granted at Spring Convocation 2024. If any active students in the initial stages of their Scandinavian Studies studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Stop-out students who have started a major in Scandinavian Studies or Combined Honors in Scandinavian Studies prior to September 2019 and return to finish their degree after 2019 may opt to switch to the new major in Modern Languages and Cultural Studies and follow the requirements of the new major.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

Faculty

Regulatory and other Accreditation Bodies

Employers and Professional Associations

Advisory Committee(s)

Other (identify below)

Other:

- Division of German, Russian, Arabic Languages and Muslim Cultures (School of Languages, Linguistics, Literatures and Cultures), University of Calgary
- Department of Modern Languages, University of Lethbridge
- Department of East Asian Studies, University of Alberta
- Community Service-Learning, Faculty of Arts, University of Alberta
- University of Alberta International, University of Alberta
- OASIS (Organization of Arts Students and Interdisciplinary Studies), University of Alberta
- Augustana Campus, University of Alberta
- Art Gallery of Alberta

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Faculty consultations:

Following the suspension of ten MLCS majors by the Dean of the Faculty of Arts in August 2013 due to persistently low enrollments, the MLCS curriculum committee prepared a proposal for a new major in Modern Languages and Cultural Studies. After a year-long process to develop and refine the proposal, the curriculum committee presented it to departmental colleagues, both in small groups corresponding to existing major programs and at regular departmental meetings. The chair of the curriculum committee also met with many groups and with individual faculty members to solicit their feedback. This work continued in Fall 2014, resulting in several minor changes to the proposed major, which the department voted to adopt in October and November 2014. Based on feedback from various levels of the university administration (the Faculty of Arts Dean's office, Academic Affairs Committee), the proposal was further refined. The final course and calendar changes were approved at the MLCS department council on February 13, 2017, and by Arts Faculty Council on May 25, 2017.

Other consultations:

Following the approval of the proposal at the MLCS departmental council, letters of support were solicited from external stakeholders within Campus Alberta (U Lethbridge, U Calgary) as

well as internal stakeholders at the University of Alberta (Department of East Asian Studies, UAI, CSL, Augustana Campus, OASIS). We also received a letter of support from the Art Gallery of Alberta.

Feedback was unanimously positive and all stakeholders unreservedly endorsed the new major. U Calgary mentioned that they are actually pursuing a very similar avenue for their own programs. U Lethbridge applauded the general requirements of the new major, requiring a common introductory course for all students which equips them with the necessary theoretical tools for their studies, and bringing it all together in the capstone course at the end of their degree. East Asian Studies, having just completed a similar amalgamation of their single language-based majors into a new East Asian Studies major, praised the flexibility of the new MLCS major and its reflection of best practices from other universities across North America to create a new major that is innovative, user-friendly, and marketable to today's students. CSL, UAI, and Augustana Campus enthusiastically commended the formal integration of experiential learning and study abroad opportunities into the new major, promoting deeper academic learning and enhanced intercultural capacities for our graduating students, thus providing them with real life experiences and contacts when they enter the job market. OASIS applauded the increased flexibility of the new major, the benefits of experiential learning, study abroad, and the new capstone course, and explicitly mentioned that sufficient student consultation had taken place. All of the letters consistently acclaimed the increased focus on interdisciplinary analysis, while giving students the choice of focusing either on one language or pursuing a more cross-cultural approach, as well as the integration of experiential learning and study abroad into the new major.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. There will be no impact on classroom or lab space.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Spanish, Combined Honors in Spanish
Credential awarded	Bachelor of Arts
Proposed start date of suspension	Upon approval of the proposed Bachelor of Arts in Modern Languages and Cultural Studies - Tentative Suspension Date July 1, 2019
Proposed end date of suspension	Five years after the proposed start date of the suspension. Tentative end date June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The rationale for suspending the major in Spanish and Combined Honors in Spanish in the Department of Modern Languages and Cultural Studies is that the department proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies. The proposed new major will provide a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allow students to engage with more than one

area of the department more effectively than they can in the current language-based and compartmentalized majors, and make it easier for students to study multiple languages.

Students who wish to focus on Spanish in the new major will be able to do so in the proposed MLCS major.

The proposed suspension and ultimate termination of the major in Spanish and Combined Honors in Spanish is a necessary administrative step.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Major in Spanish

Enrolment	2012	2013	2014	2015	2016
Total head count	24	21	21	24	20
• Full-Time Year 1	6	5	3	3	3
• Full-Time Year 2	8	6	6	6	4
• Full-Time Year 3	1	6	5	7	3
• Full-Time Year 4	9	4	7	8	10
Total FLE	19.1	15.3	18.6	21.2	17.7
• FLE Year 1	5	2.6	1.9	1.4	1.8
• FLE Year 2	5.6	5	5.3	4.9	3.6
• FLE Year 3	1.5	4.1	4.3	6.4	3.7
• FLE Year 4	7	3.6	7.1	8.5	8.6

Combined Honors in Spanish: currently no enrolments

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Subject to government approval, the proposed major in Modern Languages and Cultural Studies will be available for students in Fall 2019. At that point, there will be no further admission to the major in Spanish or Combined Honors in Spanish. Active students who entered the major in Spanish or Combined Honors in Spanish prior to September 2019 will be taught out and able to finish their studies in the current program and receive their Bachelor of Arts. They would be asked to complete all program requirements by April 30, 2024 and the last degree with a major in Spanish or Combined Honors in Spanish will be granted at Spring Convocation 2024. If any active students in the initial stages of the major in Spanish or Combined Honors in Spanish would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

1.1.3 Explain how the proposed end date of the suspension was determined.

The proposed end date is dependent on the approval of the MLCS major. We hope that the suspension of the current majors will be implemented by July 1, 2019 with a proposed end date (dependent on government approvals) of June 30, 2024. This allows students who enrolled in the major in Spanish and Combined Honors in Spanish before Sept. 2019 to finish their degree. At the end date of the suspension, the major in Spanish and Combined Honors in Spanish will be terminated.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

On May 25, 2017 Arts Faculty Council (AFC) approved the proposed MLCS major and the suspensions of all current majors (item 13.1, see attached minutes).

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Students will be able to focus on Spanish in the new major in Modern Languages and Cultural Studies and take the same courses that were available to them as part of the suspended majors. Therefore, it has no implications externally at other Campus Alberta institutions.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

Consultation within Campus Alberta occurred as part of the development of the proposal for the new major in MLCS. No consultation regarding the suspension of existing majors was necessary due to the fact that courses in these languages, literatures, and cultures will still be offered within the proposed MLCS major. While the language majors may no longer exist, the institution will retain the capacity to offer language acquisition experiences in them through the MLCS major. Students' transcripts will allow them to show their language competencies.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

Student feedback was solicited in various ways. In February and November 2016, respectively, the proposed new major in Modern Languages and Cultural Studies was presented to a total of 882 (362 and 520) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: "The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and Cultural Studies" (with one being "strongly disagree" and five indicating "strongly agree"). We received a total of 235 responses to the online questionnaire (26.64% response rate). With respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

Qualitative comments were overwhelmingly positive, emphasizing the focus on study abroad and experiential learning, the opportunity to combine several languages or to take the cross-cultural route, and the new major's increased flexibility and simplification of requirements. Students also perceived the new capstone course as a valuable asset when applying for graduate studies. Moreover, they applauded the new major for buoying the smaller language areas, encouraging increased interconnectedness in MLCS, and creating a community within the department rather than just within certain disciplines.

2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Active students in the major in Spanish and Combined Honors in Spanish will be able to finish their studies and receive their Bachelor of Arts. Assuming the proposed major in Modern

Languages and Cultural Studies goes into effect in September 2019, there will be no further admission to the major in Spanish and Combined Honors in Spanish effective the 2019 academic year. Subject to government approvals of the proposed MLCS and these suspensions, students who entered the Spanish program prior to September 2019 would then be asked to complete all program requirements by April 30, 2024 and the last degree with a major in Spanish or Combined Honors in Spanish will be granted at Spring Convocation 2024. If any active students in the initial stages of their Spanish studies would like to switch to the new major in Modern Languages and Cultural Studies, they may opt to do so and follow the requirements of the new major.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

Stop-out students who have started a major in Spanish or Combined Honors in Spanish prior to September 2019 and return to finish their degree after 2019 may opt to switch to the new major in Modern Languages and Cultural Studies and follow the requirements of the new major.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Advisory Committee(s) |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Other (identify below) |
| <input type="checkbox"/> Employers and Professional Associations | |

Other:

- Division of German, Russian, Arabic Languages and Muslim Cultures (School of Languages, Linguistics, Literatures and Cultures), University of Calgary
- Department of Modern Languages, University of Lethbridge
- Department of East Asian Studies, University of Alberta
- Community Service-Learning, Faculty of Arts, University of Alberta
- University of Alberta International, University of Alberta
- OASIS (Organization of Arts Students and Interdisciplinary Studies), University of Alberta
- Augustana Campus, University of Alberta

- Art Gallery of Alberta

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Faculty consultations:

Following the suspension of ten MLCS majors by the Dean of the Faculty of Arts in August 2013 due to persistently low enrollments, the MLCS curriculum committee prepared a proposal for a new major in Modern Languages and Cultural Studies. After a year-long process to develop and refine the proposal, the curriculum committee presented it to departmental colleagues, both in small groups corresponding to existing major programs and at regular departmental meetings. The chair of the curriculum committee also met with many groups and with individual faculty members to solicit their feedback. This work continued in Fall 2014, resulting in several minor changes to the proposed major, which the department voted to adopt in October and November 2014. Based on feedback from various levels of the university administration (the Faculty of Arts Dean's office, Academic Affairs Committee), the proposal was further refined. The final course and calendar changes were approved at the MLCS department council on February 13, 2017, and by Arts Faculty Council on May 25, 2017.

Other consultations:

Following the approval of the proposal at the MLCS departmental council, letters of support were solicited from external stakeholders within Campus Alberta (U Lethbridge, U Calgary) as well as internal stakeholders at the University of Alberta (Department of East Asian Studies, UAI, CSL, Augustana Campus, OASIS). We also received a letter of support from the Art Gallery of Alberta.

Feedback was unanimously positive and all stakeholders unreservedly endorsed the new major. U Calgary mentioned that they are actually pursuing a very similar avenue for their own programs. U Lethbridge applauded the general requirements of the new major, requiring a common introductory course for all students which equips them with the necessary theoretical tools for their studies, and bringing it all together in the capstone course at the end of their degree. East Asian Studies, having just completed a similar amalgamation of their single language-based majors into a new East Asian Studies major, praised the flexibility of the new MLCS major and its reflection of best practices from other universities across North America to create a new major that is innovative, user-friendly, and marketable to today's students. CSL, UAI, and Augustana Campus enthusiastically commended the formal integration of experiential learning and study abroad opportunities into the new major, promoting deeper academic learning and enhanced intercultural capacities for our graduating students, thus providing them with real life experiences and contacts when they enter the job market. OASIS applauded the increased flexibility of the new major, the benefits of experiential learning, study abroad, and the new capstone course, and explicitly mentioned that sufficient student consultation had taken place. All of the letters consistently acclaimed the increased focus on interdisciplinary analysis, while

giving students the choice of focusing either on one language or pursuing a more cross-cultural approach, as well as the integration of experiential learning and study abroad into the new major.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. There will be no impact on classroom or lab space.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed changes to Academic Standing Regulations for the Doctor of Pharmacy (PharmD) and Doctor of Pharmacy (PharmD) for Practicing Pharmacists, Faculty of Pharmacy and Pharmaceutical Sciences.**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to academic standing regulations for the Doctor of Pharmacy (PharmD) and Doctor of Pharmacy (PharmD) for Practicing Pharmacists, as submitted by the Faculty of Pharmacy and Pharmaceutical Sciences, and as set for in Attachment 1 and Attachment 2, to take effect Fall 2018.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty of Pharmacy and Pharmaceutical Sciences
Presenter	Dion Brocks, Associate Dean Academic and Student Services, Faculty of Pharmacy and Pharmaceutical Sciences

Details

Responsibility	Provost and Vice President (Academic)
The Purpose of the Proposal is (please be specific)	<p>To provide clarity to the Academic Standing "Promotion and/or Continuation" regulations in the Doctor of Pharmacy (PharmD) for Practicing Pharmacists program.</p> <p>To specify the maximum number of courses that students can fail before being Required to Withdraw. This change communicates the Faculty's standard of achievement for students to meet required outcomes for professional education.</p> <p>To establish a consistent policy between the Doctor of Pharmacy (PharmD) for Practicing Pharmacists and the entry to practice Doctor of Pharmacy (PharmD) programs.</p>
The Impact of the Proposal is	Students will be informed about how many experiential courses they are allowed to fail before being placed in the Required to Withdraw category.
Replaces/Revises (eg, policies, resolutions)	Academic Standing approved by GFC Academic Standards Committee March 20, 2014 (PharmD for Practicing Pharmacists) and September 17, 2015 (PharmD)
Timeline/Implementation Date	Fall 2018
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Information will be made available to the standards in written form in the Calendar, the student handbook and on our Faculty website. Already admitted students will be made aware of this change to Academic Standing Regulations during orientation sessions.
Supplementary Notes and context	The Doctor of Pharmacy (PharmD) program was approved by Government in August 2016 and was first implemented in a bridging form for students already in the Bachelor of Science in Pharmacy program in Spring 2017. This bridging program will be available until all of the students in the BSc in Pharmacy program have completed their program. Applications for the Fall 2018 admission into the PharmD program are currently being accepted. The PharmD for Practicing Pharmacists launched in Fall 2013.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><i>Those who have been informed:</i></p> <ul style="list-style-type: none"> • Meg Brolley, October 24, 2017 and November 15, 2017 • Claire Burke, October 24, 2017
	<p><i>Those who have been consulted:</i></p> <ul style="list-style-type: none"> • Rene Breault, Clinical Associate Professor & Director, Doctor of Pharmacy for Practicing Pharmacists program • Ann Thompson, Clinical Associate Professor and Assistant Dean, Experiential Education • Faculty Council, October 24, 2017 Faculty of Pharmacy and Pharmaceutical Sciences
	<p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> • Jill Hall, Assistant Dean Professional Programs • Ann Thompson, Assistant Dean Experiential Education • Dion Brocks, Academic and Student Services
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty Council – October 24, 2017 ASC Subcommittee on Standards – December 7, 2017 Academic Standards Committee – December 14, 2017</p>
<p>Final Approver</p>	<p>Academic Standards Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>For the Public Good</p> <p>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.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. 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. The Board has delegated its authority over these areas to GFC. GFC has thus established, and delegated certain powers to, an Academic Standards Committee.</p> <p>2. PSLA “29(1) A faculty council may: [...] (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.</p> <p>3. GFC Academic Standards Committee Terms of Reference (Mandate of the Committee) “A. Definitions i. “Routine and/or Editorial</p>

[...]
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”

4. PSLA: The PSLA gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

5. UAPPOL Academic Standing Policy: “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”

6. UAPPOL Academic Standing Regulations Procedures: “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation. If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

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

Item No. 6

Attachments (each to be numbered 1 – 2)

1. Attachment 1 (1 page) Faculty of Pharmacy and Pharmaceutical Sciences – Proposed Calendar Change Doctor of Pharmacy (PharmD) for Practicing Pharmacists
2. Attachment 2 (2 pages) Faculty of Pharmacy and Pharmaceutical Sciences – Proposed Calendar Change Doctor of Pharmacy (PharmD)

Prepared by: Jill Hall, Assistant Dean, Professional Programs, Faculty of Pharmacy and Pharmaceutical Sciences, jhall@ualberta.ca

3-171 Edmonton Clinic Health Academy
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Calendar Change Request Form

Implementation Type: Normal Early Implementation Calendar Year: 2018-2019

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

Current	Proposed
<p>Faculty Regulations/ Academic Standing Doctor of Pharmacy (PharmD) for Practicing Pharmacists 3. Promotion and/or Continuation a. b. c. d. e. Required to Withdraw: Students who fail to achieve a minimum grade of B- or a grade of CR in credit/non-credit courses a second time will be required to withdraw from the program. Failure to provide documentation of current licensure and authorization to administer drugs by injection with the Alberta College of Pharmacists will necessitate withdrawal from the program.</p>	<p>Faculty Regulations/ Academic Standing Doctor of Pharmacy (PharmD) for Practicing Pharmacists 3. Promotion and/or Continuation a. b. c. d. e. Required to Withdraw: <ul style="list-style-type: none"> i. Students who fail to achieve a minimum grade of B- or a grade of CR in credit/non-credit courses a second time will be Required to Withdraw from the program. ii. Any student who fails to achieve a grade of CR in more than two of the required experiential courses on the first attempt will be Required to Withdraw from the PharmD program. iii. Failure to provide documentation of current licensure and authorization to administer drugs by injection with the Alberta College of Pharmacists will necessitate withdrawal from the program. </p>

Rationale: Clarification of prior Required to Withdraw policy. Will be aligned with the Doctor of Pharmacy (PharmD) program.

Notes: For the 2018-19 Calendar

<p>Submitted by: Jill Hall, Assistant Dean, Professional Programs</p>	
<p>Faculty Approval:</p>	<p>Curriculum Committee Original Date:</p> <p><input checked="" type="checkbox"/> Faculty Council Date: October 24, 2017</p>

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Calendar Change Request Form

Implementation Type: Normal Early Implementation Calendar Year: 2018-2019

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

Current	Proposed
<p>Faculty Regulations/Academic Standing</p> <p>BSc in Pharmacy</p> <p>...</p> <p>Doctor of Pharmacy (PharmD)</p> <p>1. Grades</p> <p>....</p> <p>3. Promotion and/or Continuation</p> <p>---</p> <p>d. Conditional Standing: Assigned to a student who achieves a GPA of 2.1 or above but has failed one or more courses. A student who is assigned Conditional Standing will be placed on Academic Warning and must retake and pass all failed courses. Other courses are to be taken, up to a normal course load, as scheduling permits and as approved by the Faculty. Students on Academic Warning as a result of acquiring Conditional Standing will clear their Academic Warning upon passing the repeated courses and will qualify for promotion if they achieve Satisfactory Standing on the basis of all courses taken during the Year of Study. Students who fail a course a second time will be required to withdraw from the program.</p> <p>e. Required to Withdraw: Any student failing to obtain a minimum GPA of 2.1 in any academic year is required to withdraw from the program.</p>	<p>Faculty Regulations/Academic Standing</p> <p>BSc in Pharmacy</p> <p>...</p> <p>Doctor of Pharmacy (PharmD)</p> <p>(These Faculty Regulations also apply to the Doctor of Pharmacy (PharmD) for BSc in Pharmacy Students program)</p> <p>1. Grades</p> <p>...</p> <p>3. Promotion and/or Continuation</p> <p>---</p> <p>d. Conditional Standing: Assigned to a student who achieves a GPA of 2.1 or above but has failed one or more courses. A student who is assigned Conditional Standing will be placed on Academic Warning and must retake and pass all failed courses. Other courses are to be taken, up to a normal course load, as scheduling permits and as approved by the Faculty. Students on Academic Warning as a result of acquiring Conditional Standing will clear their Academic Warning upon passing the repeated courses and will qualify for promotion if they achieve Satisfactory Standing on the basis of all courses taken during the Year of Study.</p> <p>e. Required to Withdraw:</p> <p>i. Any student failing to obtain a minimum GPA of 2.1 in any academic year is Required to Withdraw from the program.</p> <p>ii. Students who fail a course a second time</p>

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<p>Such students are not normally readmitted to the program. Students who fail to provide satisfactory criminal record checks in connection with any practicum placement or who fail to complete their degree requirements within 5 calendar years may be required to withdraw from the program.</p> <p>...</p> <p>Doctor of Pharmacy (PharmD) for Practicing Pharmacists</p> <p>---</p>	<p><u>will be Required to Withdraw from the program.</u></p> <p><u>iii. Any student who fails to achieve a grade of CR in more than two of the required experiential courses on the first attempt will be Required to Withdraw from the PharmD program.</u></p> <p><u>iv. Students who are Required to Withdraw are not normally readmitted to the program.</u></p> <p><u>v. Students who fail to provide satisfactory criminal record checks in connection with any practicum placement or who fail to complete their degree requirements within 5 calendar years may be required to withdraw from the program.</u></p> <p>---</p> <p>Doctor of Pharmacy (PharmD) for Practicing Pharmacists</p> <p>---</p>
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Rationale:

The Doctor of Pharmacy (PharmD) program was approved in August 2016. Part of the proposal was a bridging program that would allow current BSc in Pharmacy students to transfer into the PharmD degree program. The bridging program is formally called the Doctor of Pharmacy (PharmD) for BSc in Pharmacy Students and was implemented in Spring 2017.

Revised academic regulations are provided here for the PharmD program. These regulations are based on the existing BSc in Pharmacy and PharmD for Practicing Pharmacist degrees.

Notes:

Submitted by: Jill Hall, Assistant Dean, Professional Programs		Approved by: 	
Faculty Approval:	Curriculum Committee Original Date:	<input checked="" type="checkbox"/> Faculty Council Date: October 24, 2017	

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for the approval and addition of admission/transfer and academic standing regulations to the University of Alberta Calendar that currently resides in the Graduate Program Manual, Faculty of Graduate Studies and Research**

Motion 1: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed Time Limit for Completion of Graduate Programs policy, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1. To be effective upon approval, to be published in the 2018-2019 Calendar.

Motion 2: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed Program Extension and Doctoral Program Three-year Progress Extension policy, as submitted by the Faculty of Graduate Studies and Research as set forth in Attachment 2 as amended. To be effective upon approval, to be published in the 2018-2019 Calendar.

Motion 3: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment policy, as submitted by the Faculty of Graduate Studies and Research as set forth in Attachment 2. To be effective upon approval, to be published in the 2018-2019 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research
Presenter	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)	These are existing policies that currently reside in the Graduate Program Manual but are not explicitly stated in the Calendar. There has been some re-wording done for to improve clarity. The intention is to have these policies reside in the Calendar.
The Impact of the Proposal is	Once published in the Calendar, these policies will be removed from the Graduate Program Manual and a link will be provided to the policy in the Calendar. There will then be one authoritative source for the policies.
Replaces/Revises (eg, policies, resolutions)	Policy in the Regulations of the Faculty of Graduate Studies and Research section of the Calendar: <ul style="list-style-type: none"> • Time Limit for Completion of Graduate Programs • Extensions • Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment
Timeline/Implementation Date	Effective immediately upon approval. The changes will be published in the 2018-2019 Calendar.
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	Upon final approval, a report will be sent to all members of FGSR Council that includes all Associate Deans Graduate and Graduate Coordinators of graduate programs. The Department/Faculty Graduate Program Administrators will be informed, by email and/or at their monthly

Item No. 7

	Graduate Program Administrators Committee meeting. There will be internal communication to front-end FGSR staff.
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 the Governance Toolkit section Student Participation Protocol >	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • Department/Faculty Graduate Program Administrators
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Dean and Associate Deans, FGSR • FGSR Program Services staff
	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • FGSR Policy Review Committee (PRC) • Brent Epperson, Graduate Ombudsperson (as a member of PRC) • Graduate Students Association (GSA)—(represented on PRC and FGSR Council) • Vice Dean, FGSR • Graduate Governance and Policy Coordinator, FGSR
Approval Route (Governance) (including meeting dates)	FGSR Council – November 29, 2017 GFC Academic Standards Committee – December 14, 2017
Final Approver:	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>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.</p> <p>21. OBJECTIVE</p> <p>Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>i. Strategy: Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.</p> <p>ii. Strategy: Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.</p> <p>iii. Strategy: Consolidate unit review and strategic planning processes, and where possible, align with accreditation processes, to ensure efficient assessment practices.</p> <p>iv. Strategy: Facilitate easy access to and use of university services and systems, reduce duplication and complexity, and encourage cross-institutional administrative and operational collaboration.</p>
Compliance with Legislation, Policy and/or Procedure	<p>1. <i>Post-Secondary Learning Act (PSLA):</i></p> <p>“26(1) Subject to the authority of the board, a general faculties council is</p>

<p>Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>responsible for the academic affairs of the university [...] (3) A general faculties council may delegate any of its powers, duties and functions under this Act [...] as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation.”</p> <p>2. GFC Academic Standards Committee: “B. Admission and Transfer [...] i. All proposals from the Faculties or Administration related to admission and transfer, to the academic standing of students [...] 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”</p> <p>3. UAPPOL Academic Standing Policy</p> <p>4. UAPPOL Academic Standing Regulations Procedures</p>
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Attachments (each to be numbered 1 - <>)

1. Proposal for revision to the Time Limit for Completion of Graduate Programs policy (page 1-1)
2. Proposal for revision to the Program Extension and Doctoral Program Three-year Progress Extension policy (page 1-2)
3. Proposal for revision to the Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment policy (page 1-3)

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

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November 8, 2017

2018-2019 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research [...]</p> <p>Time Limit for Completion of Graduate Programs</p> <p>The time limit (or the maximum period of time permitted to complete the requirements for a degree) is calculated from the start of the term in which the student first registers in that specific program or, if transferring from another program, the start of the first term of the first program.</p> <p>Thesis-based Master's: Candidates must complete all the requirements within four years of the term in which they first register as candidates in the master's program. In the case of students transferring from a course-based or other program, the beginning of the program is the term of initial registration in the first program. [...]</p> <p>Doctoral degree: Candidates must complete all the requirements within six years of the term in which they first register in a doctoral program. In the case of master's students who are reclassified as doctoral students, all degree requirements must be completed within six years of the time they first register as master's candidates. [...]</p>	<p>Regulations of the Faculty of Graduate Studies and Research [...]</p> <p>Time Limit for Completion of Graduate Programs</p> <p>The time limit (or the maximum period of time permitted to complete the requirements for a degree) is calculated from the start of the term in which the student first registers in that specific program or, if transferring from another program, the start of the first term of the first program.</p> <p>Any time spent registered in Maintaining Registration (M REG 800) is counted in the time limit for completion. Any time spent as a qualifying graduate student is not counted in the time limit for completion. The time limit for completion of the degree will be extended by the duration of any Faculty of Graduate Studies and Research (FGSR)-approved leave of absence.</p> <p>Thesis-based Master's: Candidates must complete their program within four years of the term in which they first register as candidates in the master's program. In the case of students transferring from a course-based or other program, the beginning of the program is the term of initial registration in the first program. [...]</p> <p>Doctoral degree: Candidates must complete their program within six years of the term in which they first register in a doctoral program. In the case of master's students who are reclassified as doctoral students, all degree requirements must be completed within six years of the time they first register as master's candidates. [...]</p>
<p>Justification: Added from Graduate Program Manual 7.9 "Time Limit for Completion of a Degree or Diploma" Approved by: FGSR Council November 29, 2017</p>	

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

November 8, 2017

2018-2019 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research [...]</p> <p>Program Extensions</p> <p>In exceptional circumstances a student who has failed to complete all the requirements for the degree within the appropriate period specified in Time Limit for Completion of Graduate Programs and Appeals and Grievances may be considered for an extension, provided that the department so recommends and the Faculty of Graduate Studies and Research approves.</p> <p>Requests for extensions will only be considered if there are well-documented reasons specific to a particular type of research that precludes completion within the time limit, if there are sufficient and substantial unforeseen circumstances beyond the control of the student and/or supervisor which prevent completion of the program within the time limits. Extensions may also be given for such considerations as parental leave.</p> <p>A student's program may be considered for an extension of up to one year at the time of initial request. Under exceptional circumstances an additional extension of up to one year may be granted by the Faculty of Graduate Studies and Research.</p>	<p>Regulations of the Faculty of Graduate Studies and Research [...]</p> <p>Extensions</p> <p>Program Extensions</p> <p>In exceptional circumstances a student who has failed to complete all the requirements for the degree within the appropriate period specified in Time Limit for Completion of Graduate Programs may be considered for a program extension.</p> <p><u>The Department has the delegated authority to approve the first program extension.</u></p> <p><u>Authority for the approval of a second and subsequent program extensions rests with the Dean, FGSR.</u></p> <p>All requests for program extensions will only be considered if there are well-documented reasons specific to a particular type of research that precludes completion within the time limit, or if there are sufficient and substantial unforeseen circumstances beyond the control of the student and/or supervisor which prevent completion of the program within the time limits.</p> <p>Program extensions may be considered for up to one year at a time.</p> <p>Doctoral Program Three-year Progress Requirement Extensions</p> <p><u>In exceptional circumstances a student who has failed to meet the doctoral program three-year progress requirement, as specified in Doctoral Program Three-Year Progress Requirements, may be considered for an extension.</u></p>

The Department has the delegated authority to approve the first extension to the doctoral program three-year progress requirement.

Under exceptional circumstances an additional extension may be granted. Authority for the approval of a second and subsequent doctoral program three-year progress requirement extensions rests with the Dean, FGSR.

All requests for an extension to the doctoral program three-year progress requirement will only be considered if there are sufficient, and substantial unforeseen circumstances beyond the control of the student and/or supervisor which prevent completion of the program within the time limits.

The doctoral program three-year progress requirement extension may be considered for up to one year at a time.

Justification: Separated out Program extensions and Doctoral Program Three-year Progress Requirement extensions. Departments have delegated authority to approve the first program extension. Extensions for parental leave is left-over from when the time limit for completion of the degree was not extended by the duration of an approved leave of absence. A better name for the (Three-year) Doctoral Program (all but thesis) Requirement was established by Council.

Approved by: FGSR Council November 29, 2017

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June 12, 2017

2018-2019 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Faculty of Graduate Studies and Research</p> <p>Regulations of the Faculty of Graduate Studies and Research [...] Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment</p> <p>Transfer Credit refers to the formal transfer of credit for a course(s) which has been earned outside the program. Transfer credit for certain courses may be granted by the Faculty of Graduate Studies and Research, provided the courses have not been counted toward a previous degree or program and were not used to satisfy admission requirements of the Faculty of Graduate Studies and Research.</p> <p>Course Exemption refers to the reduction in required credit weights of a student's program by removal of specific courses normally required. In special circumstances the Faculty of Graduate Studies and Research may approve exemption of certain courses if the student has completed appropriate equivalent coursework here or elsewhere, but the program will not be reduced by more than the value set out below.</p> <p>Course Substitution. It is more normal for departments which exempt specific required courses from a student's program to substitute more appropriate courses equivalent in weight to the courses exempted. This is called Course Substitution and is a departmental prerogative.</p> <p>Limits. The description of each program in Graduate</p>	<p>Faculty of Graduate Studies and Research</p> <p>Regulations of the Faculty of Graduate Studies and Research [...] Transfer Credit, Course Exemption/Substitution, and Credit by Special Assessment</p> <p>Transfer Credit refers to the formal transfer of credit for a course(s) which has been earned outside the program. Transfer credit for certain courses may be granted by the Faculty of Graduate Studies and Research, provided the courses have not been counted toward a previous degree or program and were not used to satisfy admission requirements of the Faculty of Graduate Studies and Research. Transfer credit can be granted for both graded courses and for courses with grades of Credit (CR).</p> <p>Course Exemption refers to the reduction in required credit weights of a student's program by removal of specific courses normally required. In special circumstances the Faculty of Graduate Studies and Research may approve exemption of certain courses if the student has completed appropriate equivalent coursework here or elsewhere, but the program will not be reduced by more than the value set out below.</p> <p>Course Substitution. It is more normal for departments which exempt specific required courses from a student's program to substitute more appropriate courses equivalent in weight to the courses exempted. This is called Course Substitution and is a departmental prerogative.</p>

[Programs](#) contains a listing of the required and optional courses.

Thesis-based programs: The total credit weight required for any thesis-based program will not be reduced by any combination of Transfer Credit and Course Exemption from the requirement set out in [Graduate Programs](#) by more than ★6 (except as noted below).

Course-based programs: The number of courses nearest to, but not exceeding, 1/3 of the total units of course weight of a student's program can be met through transfer credit and/or course exemption if recommended by the department and approved by the Faculty of Graduate Studies and Research on a case-by-case basis.

In exceptional circumstances and with the explicit prior approval of the Faculty of Graduate Studies and Research, up to 1/2 of the total units of course weight for the program may be met through transfer credit and/or course exemption.

Limits. The description of each program in [Graduate Programs](#) contains a listing of the required and optional courses.

Thesis-based programs: The total credit weight required for any thesis-based program will not be reduced by any combination of Transfer Credit and Course Exemption from the requirement set out in [Graduate Programs](#) by more than ★6 (except as noted below).

Course-based programs: The number of courses nearest to, but not exceeding, 1/3 of the total units of course weight of a student's program can be met through transfer credit and/or course exemption if recommended by the department and approved by the Faculty of Graduate Studies and Research on a case-by-case basis.

In exceptional circumstances and with the explicit prior approval of the Faculty of Graduate Studies and Research, up to 1/2 of the total units of course weight for the program may be met through transfer credit and/or course exemption.

For students participating in formal exchange programs which have been ratified by the University of Alberta, consideration will be given for transfer of credit earned during the exchange and approved in principle by the department in advance, even if the credit value transferred exceeds the limit stated above.

Criteria for Transfer Credit and Course Exemption

The criteria that must be met before transfer credit will be considered are:

- the department agrees that the course in question is applicable to the degree program;
- the student achieves a grade acceptable to the department and the FGSR;
- the course has not been used as a part of the basis for admission to the program; and
- the course has not been taken as part of any previously awarded degree, diploma, certificate, etc.

For the laddering of graduate certificates and diplomas into a course-based Master's degree see [Laddering \[link\]](#).

Courses taken as a qualifying graduate student are

Exceptions: For students who have commenced an equivalent graduate program at a recognized university and are relocating to the University of Alberta, consideration will be given to departmental recommendations for transfer credit which exceeds the limit stated above. Other exemptions specific to individual programs are discussed in [Graduate Programs](#). Students should note that they cannot apply directly for transfer credit or course exemption; the department must petition the Faculty of Graduate Studies and Research on the student's behalf. Transfer credit and course exemption are granted at the discretion of the Faculty of Graduate Studies and Research. The Faculty of Graduate Studies and Research does not accept credit by special assessment.

therefore not acceptable for transfer credit since the qualifying period is, by definition, a basis for admission.

The FGSR reserves the right to deny transfer credit for courses taken far enough in the past that the material could be considered out of date. The maximum number of years will depend on individual circumstances; however, in a number of cases credit has been considered for courses taken up to but not exceeding six years prior to the date of application for transfer credit.

Exceptions: For students who have commenced an equivalent graduate program at a recognized university and are relocating to the University of Alberta, consideration will be given to departmental recommendations for transfer credit which exceeds the limit stated above. Other exemptions specific to individual programs are discussed in [Graduate Programs](#). Students should note that they cannot apply directly for transfer credit or course exemption; the department must petition the Faculty of Graduate Studies and Research on the student's behalf. Transfer credit and course exemption are granted at the discretion of the Faculty of Graduate Studies and Research. The Faculty of Graduate Studies and Research does not accept credit by special assessment.

Justification: Added from the Graduate Program Manual 6.3 "Transfer Credit". The paragraph on formal exchange was approved by FGSR Council, 1996/03/14. The statement on Laddering is a new addition.
Approved by: FGSR Council November 29, 2017

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Change to include the AP Capstone Diploma in the Advanced Placement courses for advanced standing reflected in Admissions Chart 5 of the University Calendar**

Motion: THAT the Academic Standards Committee approve, with delegated authority from the General Faculties Council, the proposed change to include the AP Capstone Diploma in the Advanced Placement courses for advanced standing reflected in Admissions Chart 5 within the University Calendar, as set forth in Attachment 2, to take effect upon approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice Provost & University Registrar, Office of the 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 add relevant University of Alberta equivalent course credit for the Advanced Placement (AP) Capstone Diploma.
The Impact of the Proposal is	To grant credit to students who present the AP Capstone diploma. This new AP course work mirrors offerings through the International Baccalaureate Diploma and as such we wish to recognize the completion of AP Capstone Diploma with equivalent credit of one 3 credit open elective (OPT 1XX).
Replaces/Revises (eg, policies, resolutions)	Revise current transfer credit policies.
Timeline/Implementation Date	Upon Approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Updates to Website, printed material and ACAT agreements.
Supplementary Notes and context	See attachment 1: AP Capstone Diploma Background

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 >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • Office of the Registrar, National Recruitment Unit <ul style="list-style-type: none"> ○ Involved in the initial discussions with AP High School coordinators ○ assisted with sourcing support material in the 2016-2017 high school year from participating schools in Edmonton • Admissions <ul style="list-style-type: none"> ○ Involved in the initial discussions with AP High School Coordinators • Researched and organized support material from the College Board, USA.
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	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Faculty of Arts <ul style="list-style-type: none"> ○ Dr. Rebecca Nagel, Associate Dean, Student Programs and Robin Cowan, Senior Officer Student Programs and Services ○ Proposal sent to faculty October 6, 2017, with follow up, and a final decision made October 17, 2017 • Faculty of Science <ul style="list-style-type: none"> ○ Dr. Gerda de Vries, Associate Dean (Undergraduate) and Julie Naylor, Assistant Dean, Programs and Operations ○ Proposal sent to faculty, with follow up, and a final decision made October 24, 2017 • Faculty of Engineering <ul style="list-style-type: none"> ○ Dr. Jason Carey, Associate Dean Programs & Planning and Torrey Dance, Strategic Advisor to the Associate Dean ○ Proposal sent to faculty October 19, 2017 ○ Initial support provided October 20, 2017, however faculty is running proposal through APC as part of a larger conversation around elective credits within their own faculty. ○ On November 14, 2017, Engineering expressed support for the decision made by Arts and Science to grant an elective credit towards degree requirements in those faculties. <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Faculty of Arts • Faculty of Science • Faculty of Engineering
Approval Route (Governance) (including meeting dates)	Academic Standards Committee- Sub-Committee on Standards- December 7, 2017 Academic Standards Committee- December 14, 2017
Final Approver	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. “To begin, we will attract outstanding students.”
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs.</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference</p> <p>(3. Mandate of the Committee):</p> <p>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>“ii. ASC [...] acts for GFC in approving all proposals for [...] b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures”</p>

Attachments (each to be numbered 1 - <>)

1. Background on AP Capstone Diploma
2. Calendar Changes

Prepared by: Melissa Padfield, Deputy Registrar mpadfiel@ualberta.ca and Lisa Wall Specialist, Admissions lisa.wall@ualberta.ca

AP Capstone Diploma Background

The AP Capstone Diploma program was approved in Fall 2015 by the [College Board](#), a higher education organization that prepares students for College and University, after two years as a pilot project. Like the IB Diploma program, AP Capstone is intended to prepare high achieving students for University. In 2016, a request from High School AP counsellors in Alberta was brought forward to the University of Alberta to review the program for transfer credit potential. After a full review by the Faculties of Arts and Science and consultation with the Faculty of Engineering, it was deemed acceptable to offer credit in a 100-level open elective worth 3 units of course weight.

The AP Capstone Diploma program consists of three components:

1. Writing four AP final subject exams
2. Completing the AP Seminar
3. Completing a research project with a 4000 word paper and oral defence

Completion of the three components marked as high (graded a 3 on a 5 scale), is mandatory for the awarding of the diploma.

As the University of Alberta has already assessed the rigor and outcomes of the 4 AP subject exams, it was not necessary to review them again. Agreements for AP subject exams have been in place for many years and are reviewed annually when curriculum changes are provided to us from the College Board, changes are presented to ASC under separate cover. The review process for this proposal was to assess the rigor and outcomes of the seminar and research project, and the scoring rubric used. The full course outline for the research project and seminar was provided to faculties, as well as grading guidelines with examples of work scored high, medium, and low.

The College Board's description of the research project:

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000—5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Full course description and grading rubric for AP Research:

<https://apcentral.collegeboard.org/courses/ap-research?course=ap-research>

Full course description and grading rubric for AP Seminar:

<https://apcentral.collegeboard.org/courses/ap-seminar?course=ap-seminar>

The decision by faculties to support this proposal is supported by the quality of the curriculum offered by the College Board and the success of AP students at the University of Alberta.

Proposed Changes to University Calendar for Admissions Chart 5 - AP Capstone

Current			Proposed		
Advanced Placement Courses	University of Alberta Equivalents	Augustana Faculty Equivalents (Camrose)	Advanced Placement Courses	University of Alberta Equivalents	Augustana Faculty Equivalents (Camrose)
Art History	ART H 101 (★3) ART H 102 (★3)	AUART 100 (★3) <u>AUART 102</u> (★3)	Successful completion of all components of the AP Capstone Diploma program	100-level Open Elective (★)	AU 100-level Open Elective (★)
Biology	BIOL 100-level (★3) (not to take <u>BIOL 107</u>)	AUBIO 100-level (★3) (not to take AUBIO 130)			
Calculus AB	<u>MATH 113</u> (★3)	<u>AUMAT 110</u> (★3)			
Art History	ART H 101 (★3) ART H 102 (★3)	AUART 100 (★3) <u>AUART 102</u> (★3)			