

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, April 18, 2019 meeting:

Agenda Title: **Transfer Credit Approvals/Denials for April 2019, Office of the Registrar**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the transfer credit approvals and denials for April 2019.

FINAL Item: 4A

Agenda Title: **Proposed Non Credit Certificate in Artificial Intelligence Engineering, Faculty of Engineering**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the Non-Credit Certificate in Artificial Intelligence Engineering, as proposed by the Faculty of Engineering, and as outlined in Attachment 1, to be effective immediately.

FINAL Item: 5

Agenda Title: **Proposed Name Change to Graduate Embedded Certificates for: Community Based Research and Evaluation, School Administration Leadership, Data Science, Teaching and Learning in Nursing Education, and Communicable Diseases, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve the renaming of the following embedded Graduates Certificates to Graduate Embedded Certificates:

- Graduate Embedded Certificate in Community Based Research and Evaluation
- Graduate Embedded Certificate in School Administration Leadership
- Graduate Embedded Certificate in Data Science
- Graduate Embedded Certificate in Teaching and Learning in Nursing Education
- Graduate Embedded Certificate in Communicable Diseases

as set forth in attachments 1-5, to be effective January 1, 2019.

FINAL Item: 6

Agenda Title: **Proposed Increases to Minimum English Language Proficiency Entrance Requirements for Graduate Program, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve the proposed increases to the minimum English Language Proficiency scores as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, for implementation for Fall 2020 admissions and to be published in the 2020-2021 Calendar.

FINAL Item: 7

Agenda Title: **Proposed Changes to English Language Proficiency Entrance Requirements for Graduate Programs in Educational Policy Studies, Faculty of Education, and Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the English Language Proficiency entrance requirements for graduate programs in the Department of Educational Policy Studies as submitted by the Faculty of Graduate Studies and Research and the Faculty of Education, and as set forth in Attachment 1, for implementation for Fall 2020 admissions and to be published in the 2020-2021 Calendar.

FINAL Item: 8

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Governance Executive Summary
Action Item

Agenda Title	Items Deemed Minor/Editorial to be approved under an Omnibus Motion
	4A. Transfer Credit Approvals and Denials for April 2019, Office of the Registrar

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost and Registrar
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	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).
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
<For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> •
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> • See individual item for Faculty approval information • GFC ASC April 18, 2019

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success

1. Attachment A: Transfer Credit Approvals and Denials, April 18, 2019

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca

DATE: April 4, 2019

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
 Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on April 18, 2019

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
Maskwacis Cultural College	COMP 2502 (3)	EDU 210 (3)		
Medicine Hat College	ENGL 199 (3)	ENGL 199 (3)		
Grande Prairie Regional	DA 1250 (3)	AROPT 1XX (3)		
	PY 4580 (3)	PSYCO 3XX (3) Science AUPSY 4XX (3) Science		
NAIT	COMM 3321 (3)	ENGL 2XX (3)		
King's University	CMPT/MATH 460 (3)	CMPUT 2XX AUCSC 3XX (3) or AUMAT (3)		Student will not also receive credit for CMPUT 210 at U of A
	GEOG 300 (3)	HGP 3XX (3)		
Concordia University	ARAB 101 (3) ARAB 102 (3)	ARAB 111 (3) ARAB 112 (3)		

April 4, 2019

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Summary of Transfer Credit Proposals DENIED

Circulated for Information Only at the Academic Standards Committee Meeting on April 18, 2019

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course Requested	Denial Date	Reason for Denial
Grande Prairie Regional	DA 1105 (3)	AROPT 1XX (3)	March 25, 2019	
	CS 2210 (3)	CMPUT 2XX (3)	March 25, 2019	This is a physical activity course and not appropriate as an Arts Option. KRS will also not approve as it is not aligned with their offerings
	CC 2200 (3)	CMPUT 2XX (3)	March 25, 2019	There is no equivalent course in the Dept of Computing Science. The textbook and content of the course are closer to a course at a polytechnical school than a university. There is no equivalent course in the Dept of Computing Science. The textbook and content of the course are closer to a course at a polytechnical school than a university. Lacks a pre-requisite.

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Non Credit Certificate in Artificial Intelligence Engineering, Faculty of Engineering
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Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the Non-Credit Certificate in Artificial Intelligence Engineering, as proposed by the Faculty of Engineering, and as outlined in Attachment 1, to be effective immediately.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Marek Reformat, Professor, Department of Electrical & Computer Engineering, Faculty of Engineering

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To seek GFC ASC's approval of the Faculty of Engineering's non-credit certificate in Artificial Intelligence Engineering.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>This three course, non-credit certificate, which focusses on project work and experiential learning, will prepare learners to:</p> <ol style="list-style-type: none"> 1. Recognize areas of current technology or industrial processes that can be augmented and made more efficient through artificial intelligence 2. Gain knowledge in statistical analyses 3. Develop new programming skills 4. Gain a broad spectrum of applicable knowledge in artificial intelligence concepts and methods 5. Apply concepts of artificial intelligence to advanced and industry relevant projects through working on case studies 6. Work in and lead project teams in experiential learning activities transferable to their employment situation <p>This certificate was developed in response to a call from the Government of Alberta stemming from the Growth and Diversification Act (Bill 2), and was selected for funding.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> · GFC Academic Standards Committee · Faculty of Engineering
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> · Office of the Provost and Vice-President (Academic) · Office of the Registrar · Faculty of Engineering · Faculty of Extension

Item No. 5

Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee - April 18, 2019 - Final Approval

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good:</i></p> <p>VISION To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.</p> <p>MISSION Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.</p> <p>Objective 6, ii. Strategy: Engage and advocate strategically with all levels and orders of government and other key stakeholders, and identify and demonstrate how university activities intersect with their goals and strategies.</p> <p>Objective 7, i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>Objective 10, i. Strategy: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the University's faculty members to the needs of diverse learner communities.</p>	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) Alberta Growth and Diversification Act GFC Academic Standards Committee Terms of Reference	

Attachment:

1. Non-Credit Certificate in Artificial Intelligence Engineering Proposal

**Program Approval Template
Non-Credit Certificates**

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

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

Section A: Basics		
Certificate Name	Artificial Intelligence Engineering	
Sponsoring Faculty/ Academic Unit	Faculty of Engineering	
Contact information	Name and Title	Jason Carey, Associate Dean (programs and planning)
	Phone	X20501
	Email	Jason.carey@ualberta.ca
Program Synopsis Provide a brief description of the non-credit certificate.	<p>The proposed certificate in Artificial Intelligence Engineering includes three courses. That will cover:</p> <ul style="list-style-type: none"> • AIE 1: Machine Learning - An introduction to a variety of techniques of un-supervised and supervised methods of data processing; covered subjects are different architecture configurations for predictive modeling, kernel methods, neural networks, and techniques for evaluation of model performance. • AIE 2: Deep and Graphical Networks - An introduction to Deep Learning methodology and understanding how to build neural networks; subjects include convolutional neural networks and their applications to images, recurrent network models for processing natural language and speech; additionally, the course introduces networks representing probability distributions, in particular Bayesian and Markov networks, and their applications. Prerequisite AIE 1. • AIE 3: Reinforcement Learning - An introduction to principles of reinforcement learning that include algorithms supporting action decision processes that optimize long-term performance; some of topics are: dynamic programming, Q-learning, and Monte Carlo reinforcement learning, and efficient algorithms for single- and multi-agent planning. Prerequisite AIE 2. <p>Project work, or experiential learning, will play a significant role in this program. The major learning outcomes of the certificate are as follows. By completing the certificate, learners will be able to</p> <ol style="list-style-type: none"> 1. Recognize areas of current technology or industrial processes that can be augmented and made more efficient through artificial intelligence 2. Gain knowledge in statistical analyses 3. Develop new programming skills 4. Gain a broad spectrum of applicable knowledge in artificial intelligence concepts and methods 5. Apply concepts of artificial intelligence to advanced and industry relevant projects through working on case studies 6. Work in and lead project teams in experiential learning activities transferable to their employment situation 	

	The certified learners will be able to advance their and their employer's competitiveness by applying transformative concepts to their specific core businesses.
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Section B: Rationale, Implications and Impacts	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate.</p>	<p>This certificate was developed in response to a call from the Government of Alberta stemming from the Growth and Diversification Act (https://www.alberta.ca/growth-diversification-act.aspx).</p> <p>In June 2018, the Province of Alberta passed the Growth and Diversification Act (Act). The Act is designed around measures to expand the province's technology-related training programs that will build the province's technology industry. A key factor in implementing the Act was the establishment of the Talent Advisory Council on Technology (TACT)—a collaboration of industry, post-secondary institutions, students, and labour representatives that will advise government on talent development investments (visit https://www.alberta.ca/talent-advisory-council-technology.aspx for more information). At their inaugural meeting in late summer 2018, TACT discussed industry's need for short-term skills development as a key element in meeting urgent and emergent tech skill needs. They also recognized the important role that continuing education plays in this area. The Ministry of Advanced Education, in response, initiated a call for continuing education submissions for concept proposals for technology skills training programs that are in high demand by industry and that meet the needs of Albertans looking to advance their careers. The concept proposals include pilots that involve:</p> <ul style="list-style-type: none"> - developing new continuing education program(s)/course(s), - enhancing or updating existing continuing education programming, or - implementing innovative continuing education program delivery that increases access for Albertans in high demand technology skill areas. <p>A further drive for this certificate was identified through an ICTC survey¹ that indicated that the top digital employments were software developers, data analysts (13%), UX/UI developers, AI & machine learning engineers (9%). They identified that recruitment was a challenge due to the shortage of digitally-skilled individuals and the greatest obstacles to growth and recruitment "are the lack of supply of mid to senior level talent (primarily for digital roles) and the lack of supply for skilled digital talent at the junior level." A presentation from Christiana Manzocco, Criterium Group, at the AI seminar series highlighted how large companies in Alberta (banks, oil and energy firms) are starting to recognize the potential benefits of AI, and highlighting the need for training². Further, panoply of local and international companies and industry groups (e.g. AiDANT Intelligent Technology Inc., Health City, Technology Alberta, Spectrum Optix, Ex Quanta and many more) have provided written support to an Artificial Intelligence Industry and Academic Accelerator in the department of Electrical and Computer Engineering supporting the need for industrial opportunities and training in AI.</p> <p>¹ Cutean, A, McLaughlin R, Enabling a digital future for Alberta: A supply & demand analysis of digital occupations in Alberta's high growth industries, Information & Communication Technology Council (ICTC), SEPTEMBER 11, 2018</p>

	² Manzocco, C, Beyond the Lab: The Corporate AI Landscape in Alberta, AI seminar series, September 21 2018.
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>Engineering has allocated the resources necessary to advertise and deliver the first offering of the certificate. The development was funded through the Government of Alberta Tech Seat call for proposals. Delivery will be maintained through the cost recovery model.</p> <p>Students will be attracted in collaboration with Computing Science and the Faculty of Extension. Registrations will be done in collaboration the Faculty of Extension as needed.</p>
<p>Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p>	<p>There are no impacts on the faculty of engineering's units. The office of the Provost was intimately involved in the development of the program proposal.</p> <p>Proposal was reviewed and approved by Faculty of Engineering:</p> <ul style="list-style-type: none"> - Academic Planning Committee (Feb 25 2019) - Executive Coordinating Committee (March 4 2019)

Appendices	
Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.	

Calendar changes

Current	Proposed
<p>Faculty of Engineering [...] Programs of Study</p> <ul style="list-style-type: none"> · Faculty Requirements for all BSc in Engineering Programs · Required Courses and Suggested Course Sequence for Traditional Programs · Required Courses and Suggested Course Sequence for Co-op Programs · Minors <p>[...]</p>	<p>Faculty of Engineering [...] Programs of Study</p> <ul style="list-style-type: none"> · Faculty Requirements for all BSc in Engineering Programs · Required Courses and Suggested Course Sequence for Traditional Programs · Required Courses and Suggested Course Sequence for Co-op Programs · Minors · Continuing and Professional Education Programs (link: uab.ca/EngAI) <p>[...]</p>

Governance Executive Summary
Action Item

Agenda Title	Proposed Name Change to Graduate Embedded Certificates for: Community Based Research and Evaluation, School Administration Leadership, Data Science, Teaching and Learning in Nursing Education, and Communicable Diseases, Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve the renaming of the following embedded Graduates Certificates to Graduate Embedded Certificates:</p> <ul style="list-style-type: none"> • Graduate Embedded Certificate in Community Based Research and Evaluation • Graduate Embedded Certificate in School Administration Leadership • Graduate Embedded Certificate in Data Science • Graduate Embedded Certificate in Teaching and Learning in Nursing Education • Graduate Embedded Certificate in Communicable Diseases <p>as set forth in attachments 1-5, to be effective January 1, 2019.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) Tracy Raivio, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To rename the existing five embedded Graduate Certificates as Graduate Embedded Certificates to distinguish these from free-standing Graduate Certificates.
Executive Summary (outline the specific item – and remember your audience)	<p>In December 2018, the GFC Academic Planning Committee approved the renaming of free-standing graduate certificates as “Graduate Certificates” in accordance with the Alberta Credentials Framework. These free-standing certificates were previously called post-baccalaureate certificates.</p> <p>The existing embedded Graduate Certificates now have to be re-named to distinguish them from the free-standing Graduate Certificates. They will be called Graduate Embedded Certificates.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research • Office of the Vice-Provost and University Registrar
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Item No. 6

<p>(parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • University Governance • Strategic Analysis and Data Warehousing • Faculty of Extension • Faculté Saint-Jean • Department of Mathematical and Statistical Sciences • Faculty of Nursing • School of Public Health
	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • Current students enrolled in existing embedded Graduate Certificates • FGSR Council • GFC Academic Standards Committee (April 18, 2018) • GFC Academic Planning Committee (May 8, 2018)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Standards Committee: April 18, 2019 GFC Academic Planning Committee: May 8, 2019 (final approval)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></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>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference</p>			

Attachments (each to be numbered 1 - <>)

1. Embedded Cert CBRE Name Change RVSD 04.10.19Table (page(s) 1 - 2)
2. Embedded Cert FSJ School Ldrsp Name Change RVSD 04.10.2019 (page(s) 1 - 3)
3. Embedded Cert Math Data Science Name Change RVSD 04.10.2019 (page(s) 1 - 2)
4. Embedded Cert Nursing TLNE Name Change RVSD 04.10.2019 (page(s) 1 - 2)
5. Embedded Cert SPH Com Dis Name Change RVSD 04.10.2019 (page(s) 1 - 2)

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

Killam Centre for Advanced Studies
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www.gradstudies.ualberta.ca

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes: renaming of the Graduate Certificate in CBRE to the Embedded Graduate Certificate in CBRE

Current	Proposed
<p>Graduate Programs</p> <p>Community-Based Research and Evaluation (CBRE) [Graduate]</p> <p>General Information</p> <p>Community Engagement Studies offers an embedded certificate program leading to a Graduate Certificate in Community-Based Research and Evaluation (CBRE). The certificate is designed to increase the capacity of graduate students to participate in and lead community-based research and evaluation projects. Students will gain conceptual, methodological, and experiential competencies in CBRE that can be integrated within a student's specific program of graduate studies.</p> <p>For more information, visit our website at www.extension.ualberta.ca/study/community-engagement-studies/, or e-mail cbrecert@ualberta.ca.</p> <p>Graduate Program Requirements</p> <p>The Graduate Certificate in Community-Based Research and Evaluation [Graduate]</p> <p>Entrance Requirements</p> <p>This is an embedded certificate program. All applicants must be currently registered in the Faculty of Graduate Studies and Research in either a master's or doctoral degree program.</p> <p>Students may apply at any time after admission to a graduate program, but are advised to apply early to accommodate course selection. Application information may be obtained from Community Engagement Studies, Faculty of Extension, 2-356 Enterprise Square. For more information, visit our website at www.extension.ualberta.ca/study/community-engagement-studies/, or e-mail cbrecert@ualberta.ca.</p>	<p>Graduate Programs</p> <p>Community-Based Research and Evaluation (CBRE) [Graduate]</p> <p>General Information</p> <p>Community Engagement Studies offers a Graduate Embedded Certificate in Community-Based Research and Evaluation (CBRE). The embedded certificate is designed to increase the capacity of graduate students to participate in and lead community-based research and evaluation projects. Students will gain conceptual, methodological, and experiential competencies in CBRE that can be integrated within a student's specific program of graduate studies.</p> <p>For more information, visit our website at www.extension.ualberta.ca/study/community-engagement-studies/, or e-mail cbrecert@ualberta.ca.</p> <p>Graduate Program Requirements</p> <p>The Graduate Embedded Certificate in Community-Based Research and Evaluation [Graduate]</p> <p>Entrance Requirements</p> <p>This is an embedded certificate. All applicants must be currently registered in the Faculty of Graduate Studies and Research in either a master's or doctoral degree program.</p> <p>Students may apply at any time after admission to a graduate program, but are advised to apply early to accommodate course selection. Application information may be obtained from Community Engagement Studies, Faculty of Extension, 2-356 Enterprise Square. For more information, visit our website at www.extension.ualberta.ca/study/community-engagement-studies/, or e-mail cbrecert@ualberta.ca.</p>

Program Requirements

Requirements for the **graduate certificate** in CBRE consist of the satisfactory completion of INT D 500 (★3), one ★3 graduate-level course in program planning and evaluation, one ★3 graduate-level course in quantitative research methods, one ★3 graduate-level course in qualitative research methods and a supervised CBRE experience. A graduate-level course in mixed methods (qualitative and quantitative) may be substituted for either the quantitative or qualitative methods course requirement. The courses other than INT D 500 must be selected from a list of approved options available from Community Engagement Studies, Faculty of Extension, 2-410 Enterprise Square. For more information, visit our website at www.extension.ualberta.ca/study/communityengagement-t-studies/, or e-mail cbrecert@ualberta.ca.

Length of Program

All **program** requirements must be completed during the student's graduate degree program.

Program Requirements

Requirements for the **Graduate Embedded Certificate** in CBRE consist of the satisfactory completion of INT D 500 (★3), one ★3 graduate-level course in program planning and evaluation, one ★3 graduate-level course in quantitative research methods, one ★3 graduate-level course in qualitative research methods and a supervised CBRE experience. A graduate-level course in mixed methods (qualitative and quantitative) may be substituted for either the quantitative or qualitative methods course requirement. The courses other than INT D 500 must be selected from a list of approved options available from Community Engagement Studies, Faculty of Extension, 2-410 Enterprise Square. For more information, visit our website at www.extension.ualberta.ca/study/communityengagement-t-studies/, or e-mail cbrecert@ualberta.ca.

Length of Program

All **embedded certificate** requirements must be completed during the student's graduate degree program.

Justification:

Approved by:

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www.gradstudies.ualberta.ca

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Faculté Saint-Jean [Graduate]</p> <p>General Information Faculté Saint-Jean offers graduate work leading to a Master of Education degree specializing in Language and Culture and a Master of Arts degree specializing in Canadian Studies. These multidisciplinary programs recognize the uniqueness of the Faculté and enable students to pursue studies in French at the master's level.</p> <p>Information générale La Faculté Saint-Jean offre des programmes multidisciplinaires de deuxième cycle menant à la Maîtrise en sciences de l'éducation-Études en langue et culture et la Maîtrise en arts en études canadiennes. Les programmes reflètent le caractère unique de la Faculté et permettent aux étudiants de poursuivre leurs études en français au niveau des études supérieures.</p> <p>Graduate Program Requirements</p> <p>The Degree of MEd in Etudes en langue et culture (Faculté Saint-Jean) [Graduate] [...]</p> <p>Program Requirements The MEd may be taken as a course-based program or as a thesis-based program.</p> <p>Students can choose to concentrate in one of three areas: School Administration and Leadership Inclusion, Diversity and Equality Numeracy, Literacy and Curriculum</p> <p>Note: The School Administration and Leadership concentration can lead to a Graduate Certificate in School Administration). For more information, visit the section The Graduate Certificate in School Administration Leadership. [...]</p>	<p>Graduate Programs</p> <p>Faculté Saint-Jean [Graduate]</p> <p>General Information Faculté Saint-Jean offers graduate work leading to a Master of Education degree specializing in Language and Culture and a Master of Arts degree specializing in Canadian Studies. These multidisciplinary programs recognize the uniqueness of the Faculté and enable students to pursue studies in French at the master's level.</p> <p>Information générale La Faculté Saint-Jean offre des programmes multidisciplinaires de deuxième cycle menant à la Maîtrise en sciences de l'éducation-Études en langue et culture et la Maîtrise en arts en études canadiennes. Les programmes reflètent le caractère unique de la Faculté et permettent aux étudiants de poursuivre leurs études en français au niveau des études supérieures.</p> <p>Graduate Program Requirements</p> <p>The Degree of MEd in Etudes en langue et culture (Faculté Saint-Jean) [Graduate] [...]</p> <p>Program Requirements The MEd may be taken as a course-based program or as a thesis-based program.</p> <p>Students can choose to concentrate in one of three areas: School Administration and Leadership Inclusion, Diversity and Equality Numeracy, Literacy and Curriculum</p> <p>Note: The School Administration and Leadership concentration can lead to a Graduate Embedded Certificate in School Administration Leadership). For more information, visit the section The Graduate Embedded Certificate in School Administration Leadership. [...]</p>

Maîtrise en sciences de l'éducation - Études en langue et culture [Graduate]

[...]

Les exigences du programme

Le programme de Maîtrise en sciences de l'éducation (MEd) offre deux voies possibles: l'une avec thèse, l'autre sans thèse (projet).

Les étudiants peuvent choisir de se concentrer dans l'un des trois domaines suivants :

Leadership et administration scolaire

Inclusion, diversité et équité

Littératie, numératie et curriculum

Note : La concentration Leadership et administration scolaire peut mener à l'obtention d'un certificat **de cycle** supérieur en administration scolaire. Pour plus d'informations, veuillez consulter la section Certificat supérieur en administration scolaire.

[...]

The Graduate Certificate in School Administration Leadership

Entrance Requirements

This is an embedded certificate program. All applicants must be currently registered in the Faculty of Graduate Studies and Research in the Master Education program (MEd) of Faculté Saint-Jean.

Students may apply at any time after admission to the MEd program, but are advised to apply early to accommodate course selection. For more information, visit our website at <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail maitrise@ualberta.ca.

Program Requirements

Requirements for the **graduate** certificate in School Administration Leadership consist of the satisfactory completion of the following four courses:

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

Maîtrise en sciences de l'éducation - Études en langue et culture [Graduate]

[...]

Les exigences du programme

Le programme de Maîtrise en sciences de l'éducation (MEd) offre deux voies possibles: l'une avec thèse, l'autre sans thèse (projet).

Les étudiants peuvent choisir de se concentrer dans l'un des trois domaines suivants :

Leadership et administration scolaire

Inclusion, diversité et équité

Littératie, numératie et curriculum

Note : La concentration Leadership et administration scolaire peut mener à l'obtention d'un certificat **intégré** supérieur en administration scolaire. Pour plus d'informations, veuillez consulter la section Certificat **intégré** supérieur en administration scolaire.

[...]

The Graduate **Embedded** Certificate in School Administration Leadership

Entrance Requirements

This is an embedded certificate program. All applicants must be currently registered in the Faculty of Graduate Studies and Research in the Master Education program (MEd) of Faculté Saint-Jean.

Students may apply at any time after admission to the MEd program, but are advised to apply early to accommodate course selection. For more information, visit our website at <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail maitrise@ualberta.ca.

Program Requirements

Requirements for the **Graduate Embedded** Certificate in School Administration Leadership consist of the satisfactory completion of the following four courses:

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

Length of Program

All **program** requirements must be completed during the student's graduate degree program.

Certificat supérieur en administration scolaire

Conditions d'admission

Ceci est un programme de certificat intégré. Tous les candidats doivent être inscrits à la Faculty of Graduate Studies and Research dans le programme de Maîtrise en sciences de l'éducation (MEd) de la Faculté Saint-Jean. Les étudiants peuvent s'inscrire au certificat à tout moment après leur admission au programme de MEd, mais on conseille de faire la demande tôt pour s'assurer des choix de cours. Pour plus d'informations, visitez notre site Web à <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail maitrise@ualberta.ca.

Exigences du program

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

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

Durée du programme

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

Length of Program

All **embedded certificate** requirements must be completed during the student's graduate degree program.

Certificat supérieur **intégré en administration scolaire**

Conditions d'admission

Ceci est un programme de certificat intégré. Tous les candidats doivent être inscrits à la Faculty of Graduate Studies and Research dans le programme de Maîtrise en sciences de l'éducation (MEd) de la Faculté Saint-Jean. Les étudiants peuvent s'inscrire au certificat à tout moment après leur admission au programme de MEd, mais on conseille de faire la demande tôt pour s'assurer des choix de cours. Pour plus d'informations, visitez notre site Web à <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail maitrise@ualberta.ca.

Exigences du program

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

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

Durée du programme

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

Justification:

Approved by:

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Mathematical and Statistical Sciences [Graduate]</p> <p>Graduate Program Requirements</p> <p>Graduate Embedded Certificate in Data Science (DS) (Mathematical and Statistical Sciences) [Graduate]</p> <p>The growing availability of large data sets in industry and government increases the demand for qualified data analysts. The certificate in DS allows PhD and MSc students in theory based mathematics programs to upgrade their qualifications towards data analysis. The DS certificate is open to registered students in MSc and PhD programs in Mathematics, Applied Mathematics, and Mathematical Physics.</p> <p>For the DS certificate</p> <p>For the DS certificate it is required that students complete the Graduate Teaching and Learning Certificate Level 1 (GTL Level 1) plus ★9 chosen from the following list:</p> <ul style="list-style-type: none"> • BIOL 501 - Applied Bioinformatics • CMPUT 551 - Topics in Artificial Intelligence (this course requires solid programming skills. It is highly recommended to first take CMPUT 174 and CMPUT 175) • CMPUT 659 - Topics in Artificial Intelligence • MATH 508 - Computational Finance • STAT 501 - Directed Study I • STAT 502 - Directed Study II • STAT 503 - Directed Study III • STAT 504 - Directed Study IV • STAT 505 - Directed Study V • STAT 568 - Design and Analysis of Experiments • STAT 575 - Multivariate Analysis • STAT 578 - Regression Analysis 	<p>Graduate Programs</p> <p>Mathematical and Statistical Sciences [Graduate]</p> <p>Graduate Program Requirements</p> <p>Graduate Embedded Certificate in Data Science (DS) (Mathematical and Statistical Sciences) [Graduate]</p> <p>The growing availability of large data sets in industry and government increases the demand for qualified data analysts. The Graduate Embedded Certificate in DS allows PhD and MSc students in theory based mathematics programs to upgrade their qualifications towards data analysis. The DS embedded certificate is open to registered students in MSc and PhD programs in Mathematics, Applied Mathematics, and Mathematical Physics.</p> <p>For the DS embedded certificate</p> <p>For the DS embedded certificate it is required that students complete the Graduate Teaching and Learning Certificate Level 1 (GTL Level 1) plus ★9 chosen from the following list:</p> <ul style="list-style-type: none"> • BIOL 501 - Applied Bioinformatics • CMPUT 551 - Topics in Artificial Intelligence (this course requires solid programming skills. It is highly recommended to first take CMPUT 174 and CMPUT 175) • CMPUT 659 - Topics in Artificial Intelligence • MATH 508 - Computational Finance • STAT 501 - Directed Study I • STAT 502 - Directed Study II • STAT 503 - Directed Study III • STAT 504 - Directed Study IV • STAT 505 - Directed Study V • STAT 568 - Design and Analysis of Experiments • STAT 575 - Multivariate Analysis • STAT 578 - Regression Analysis

Additional Information

Other courses may be approved in consultation with the Associate Chair (Graduate Studies) at the Department of Mathematical and Statistical Sciences.

Upon successful completion of the graduate program, inclusive of the designated DS certificate courses, and the GTL Level 1, the student will be awarded the Embedded Certificate in Data Science in addition to their graduate degree.

Additional Information

Other courses may be approved in consultation with the Associate Chair (Graduate Studies) at the Department of Mathematical and Statistical Sciences.

Upon successful completion of the graduate program, inclusive of the designated DS **embedded** certificate courses, and the GTL Level 1, the student will be awarded the **Graduate** Embedded Certificate in Data Science in addition to their graduate degree.

Justification:

Approved by:

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Nursing [Graduate]</p> <p>General Information The Faculty of Nursing is organized into four broad Areas of Excellence: Nursing Pedagogy; Philosophy, and History (NPPH); Chronicity; Health Equity and Health Systems. This initiative organizes the faculty's research efforts, facilitates the development of research partnerships and interdisciplinary linkages, and directly links with courses in the Master of Nursing (MN) and the PhD.</p> <p>The MN program prepares nurses to fulfil leadership roles in advanced practice nursing; provide health promotion, prevention and specialized care in a variety of health care settings; teach in academic and clinical settings; and contribute to the development of health programs and policies. It provides a solid academic and practice foundation for pursuing a PhD in Nursing.</p> <p>The PhD (Nursing) program is designed to educate for excellence in the development and testing of nursing knowledge and research-based nursing practice. The number and types of courses included in the program will vary according to the individual needs of the student.</p> <p>The embedded Graduate Certificate in Teaching and Learning in Nursing Education is recognition of the completion of three specific graduate level courses in teaching and learning. This certificate is provided to those students who, upon fulfillment of the requirements for either the Master of Nursing or PhD (Nursing) Program, have focused on the practice of teaching and completed the three graduate level teaching and learning courses. Preferably, students will declare an intention to receive the embedded Graduate Certificate in Teaching and Learning in Nursing Education at the beginning of their graduate program.</p>	<p>Graduate Programs</p> <p>Nursing [Graduate]</p> <p>General Information The Faculty of Nursing is organized into four broad Areas of Excellence: Nursing Pedagogy; Philosophy, and History (NPPH); Chronicity; Health Equity and Health Systems. This initiative organizes the faculty's research efforts, facilitates the development of research partnerships and interdisciplinary linkages, and directly links with courses in the Master of Nursing (MN) and the PhD.</p> <p>The MN program prepares nurses to fulfil leadership roles in advanced practice nursing; provide health promotion, prevention and specialized care in a variety of health care settings; teach in academic and clinical settings; and contribute to the development of health programs and policies. It provides a solid academic and practice foundation for pursuing a PhD in Nursing.</p> <p>The PhD (Nursing) program is designed to educate for excellence in the development and testing of nursing knowledge and research-based nursing practice. The number and types of courses included in the program will vary according to the individual needs of the student.</p> <p>The Graduate Embedded Certificate in Teaching and Learning in Nursing Education is recognition of the completion of three specific graduate level courses in teaching and learning. This certificate is provided to those students who, upon fulfillment of the requirements for either the Master of Nursing or PhD (Nursing) Program, have focused on the practice of teaching and completed the three graduate level teaching and learning courses. Preferably, students will declare an intention to receive the Graduate Embedded Certificate in Teaching and Learning in Nursing Education at the beginning of their graduate program.</p>

Graduate Program Requirements

The Graduate Certificate in Teaching and Learning in Nursing Education (Nursing) [Graduate]

Nursing education requires educators who are not only proficient in clinical knowledge and skill but who are also knowledgeable and informed about the process of teaching and learning. The completion of this certificate would reflect the acquisition of the relevant knowledge and skills required to teach in the discipline of nursing. At a glance, this certificate would thus allow for instant recognition of formal preparation in teaching and learning.

Students admitted to either the Master of Nursing or PhD (Nursing) Program may choose to focus on the practice of teaching and learning within the context of nursing education. Students who declare this choice at the beginning of their graduate program will be required to register in and successfully complete the three graduate level courses (NURS 546, NURS 556, NURS 586) focused on teaching and learning in higher education for nursing. Upon successful completion of the graduate program, inclusive of the designated teaching and learning courses, the student will be awarded the **embedded** Graduate Certificate in Teaching and Learning in Nursing Education in addition to their graduate degree. The **embedded** Graduate Certificate in Teaching and Learning in Nursing Education will be noted on the student's transcript.

Graduate Program Requirements

The Graduate **Embedded** Certificate in Teaching and Learning in Nursing Education (Nursing) [Graduate]

Nursing education requires educators who are not only proficient in clinical knowledge and skill but who are also knowledgeable and informed about the process of teaching and learning. The completion of this **embedded** certificate would reflect the acquisition of the relevant knowledge and skills required to teach in the discipline of nursing. At a glance, this **embedded** certificate would thus allow for instant recognition of formal preparation in teaching and learning.

Students admitted to either the Master of Nursing or PhD (Nursing) Program may choose to focus on the practice of teaching and learning within the context of nursing education. Students who declare this choice at the beginning of their graduate program will be required to register in and successfully complete the three graduate level courses (NURS 546, NURS 556, NURS 586) focused on teaching and learning in higher education for nursing. Upon successful completion of the graduate program, inclusive of the designated teaching and learning courses, the student will be awarded the Graduate **Embedded** Certificate in Teaching and Learning in Nursing Education in addition to their graduate degree. The Graduate **Embedded** Certificate in Teaching and Learning in Nursing Education will be noted on the student's transcript.

Justification:

Approved by:

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Public Health [Graduate]</p> <p>Graduate Program Requirements</p> <p>Certificates (Public Health) [Graduate]</p> <p>Embedded Graduate Certificate in Communicable Diseases</p> <p>General Information The embedded Graduate Certificate in Communicable Diseases will provide courses to learn: 1) the characteristics of specific communicable diseases; 2) how to control communicable diseases, and; 3) about methods to monitor and study communicable diseases. Students pursue the Certificate in Communicable Diseases by fulfilling their degree requirements and by completing the following course requirements (★9) as part of their electives.</p> <p>Entrance Requirements The certificate is open to students enrolled in an MSc degree in the School of Public Health (SPH), with a particular interest in Communicable Diseases. This certificate will also be available to students in other graduate degrees in the SPH, as well as other Faculties.</p> <p>Students must be in good academic standing at the time of application for the certificate.</p> <p>Students in the SPH MSc programs will be required to register for the certificate no later than September 30 of their second year, or at completion of ★12 if studying part-time.</p> <p>For information on the application process for the certificate, refer to the School of Public Health at www.ualberta.ca/public-health.</p>	<p>Graduate Programs</p> <p>Public Health [Graduate]</p> <p>Graduate Program Requirements</p> <p>Certificates (Public Health) [Graduate]</p> <p>Graduate Embedded Certificate in Communicable Diseases</p> <p>General Information The Graduate Embedded Certificate in Communicable Diseases will provide courses to learn: 1) the characteristics of specific communicable diseases; 2) how to control communicable diseases, and; 3) about methods to monitor and study communicable diseases. Students pursue the embedded certificate in Communicable Diseases by fulfilling their degree requirements and by completing the following course requirements (★9) as part of their electives.</p> <p>Entrance Requirements The embedded certificate is open to students enrolled in an MSc degree in the School of Public Health (SPH), with a particular interest in Communicable Diseases. This certificate will also be available to students in other graduate degrees in the SPH, as well as other Faculties.</p> <p>Students must be in good academic standing at the time of application for the embedded certificate.</p> <p>Students in the SPH MSc programs will be required to register for the embedded certificate no later than September 30 of their second year, or at completion of ★12 if studying part-time.</p> <p>For information on the application process for the embedded certificate, refer to the School of Public Health at www.ualberta.ca/public-health.</p>

Program Requirements

Students must complete the following:

Required courses (★9):

- SPH 697 - Epidemiology and Control of Infectious Diseases

One of:

- SPH 696 - Epidemiology Methods II
- MDCH 646 Introduction to Public Health Surveillance (University of Calgary: accessible through Western Dean’s Agreement);
- Another graduate level (★3) methods course relevant to Communicable Disease approved by student’s Supervisory Committee

Any Three Topics in Public Health:

- SPH 561 - Topics in Public Health
- Topics
- HIV: a Public Health Perspective;
- Hospital Epidemiology and Infection Control;
- Tuberculosis;
- Malaria;
- Vaccine-Preventable Diseases and Immunization Programs;
- Outbreak investigation

Note:

The certificate will be awarded at the time the students earn their degree.

Program Requirements

Students must complete the following:

Required courses (★9):

- SPH 697 - Epidemiology and Control of Infectious Diseases

One of:

- SPH 696 - Epidemiology Methods II
- MDCH 646 Introduction to Public Health Surveillance (University of Calgary: accessible through Western Dean’s Agreement);
- Another graduate level (★3) methods course relevant to Communicable Disease approved by student’s Supervisory Committee

Any Three Topics in Public Health:

- SPH 561 - Topics in Public Health
- Topics
- HIV: a Public Health Perspective;
- Hospital Epidemiology and Infection Control;
- Tuberculosis;
- Malaria;
- Vaccine-Preventable Diseases and Immunization Programs;
- Outbreak investigation

Note:

The **embedded** certificate will be awarded at the time the students earn their degree.

Justification:

Approved by:

FINAL Item No. 7

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Increases to Minimum English Language Proficiency Entrance Requirements for Graduate Program, Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve the proposed increases to the minimum English Language Proficiency scores as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, for implementation for Fall 2020 admissions and to be published in the 2020-2021 Calendar.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research
Presenter(s)	Tracy Raivio, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to increase the minimum FGSR acceptable English Language Proficiency scores for TOEFL, MELAB, CAEL and Pearson.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>FGSR is proposing to raise the minimum internet-based TOEFL score to 90, and raise the minimum band score to 21; add a minimum MELAB band score of 80, and a minimum score of 3 on the speaking component; raise the minimum CAEL overall score to 70; and raise the minimum Pearson overall score to 61 and add a minimum band score of 60.</p> <p>The increases are proposed in order to align FGSR minimum ELP requirements with the undergraduate values. Graduate students at this University should meet the same English Language proficiency requirements as the undergraduate students that many of them will be teaching. It is also important for FGSR to stay competitive with other top universities in Canada.</p> <p>Higher ELP scores will ensure graduate students are better prepared to undertake graduate studies and research in English.</p> <p>This increase is being proposed for implementation for Fall 2020 admissions.</p>
Supplementary Notes and context	<i>GFC approved increases to English Language Proficiency scores for undergraduate admission in September 2017.</i>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> · Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Graduate Ombudsman ·
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Item No. 7

<For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who have been consulted:</i></u> · GFC Academic Standards Committee
	<u><i>Those who have been informed:</i></u> ·
Approval Route (Governance) (including meeting dates)	FGSR Council March 20, 2019 GFC Academic Standards Committee April 18, 2019 GFC Academic Planning Committee May 8, 2019

Strategic Alignment

Alignment with <i>For the Public Good</i>	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.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) FGSR Calendar Change Request form.
2. Attachment 2 (page(s) 1 - <>) Comparison chart

Prepared by: Maria Chia, Graduate Calendar project, mchia@ualberta.ca

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2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

FGSR is proposing the following changes to the minimum acceptable English Language Proficiency scores:

- **Raise the minimum internet-based TOEFL score to 90, and raise the minimum band score to 21;**
- **Add a minimum MELAB band score of 80, and a minimum score of 3 on the speaking component;**
- **Raise the minimum CAEL overall score to 70;**
- **Raise the minimum Pearson overall score to 61 and add a minimum band score of 60.**

These changes are proposed to bring FGSR minimum ELP scores in line with the minimum acceptable undergraduate scores, and are for implementation for Fall 2020 admissions.

Current	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>English Language Requirement</p> <p>[...]</p> <p>The minimum acceptable scores are:</p> <ul style="list-style-type: none"> · TOEFL: total score of 88 with a score of at least 20 on each of the individual skill areas (internet-based) or equivalent · MELAB: 85 · Academic IELTS: 6.5, with at least 5.5 on each test band. · CAEL: overall 60 with at least 60 on each subtest. · PTE Academic: 59. <p>[...]</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>English Language Requirement</p> <p>[...]</p> <p>The FGSR minimum acceptable scores are:</p> <ul style="list-style-type: none"> · TOEFL: total score of 90 with a score of at least 21 on each of the individual skill areas (internet-based) or equivalent · MELAB: 85 with a minimum band score of 80 and a minimum score of 3 on the speaking component · Academic IELTS: 6.5, with at least 5.5 on each test band. · CAEL: overall 70 with at least 60 on each subtest. · PTE Academic: 61 with a minimum band score of 60. <p>[...]</p>
<p>Justification: To bring the FGSR minimum ELP requirements in line with undergraduate values. Graduate students at this University should meet the same English Language proficiency requirements as the undergraduate students that many of them will be teaching. It is also important for FGSR to stay competitive with other top universities in Canada.</p> <p>Approved by: FGSR Council March 21, 2019</p>	

	Current undergrad ELP (2019-2020 Calendar)	Current FGSR ELP (2019-2020 Calendar)	Proposed change	UBC Graduate admissions	University of Toronto graduate admissions	McGill graduate admissions	McMaster Graduate admissions	Waterloo graduate admissions	U Calgary graduate admissions
TOEFL (iBT)	90 minimum band score of 21	88 minimum band score of 20	Raise minimum TOEFL to 90 Raise minimum band score to 21	90 22 (reading, listening) and 21 (writing, speaking)	93 22 in writing, speaking	86 no band less than 20	92	90 25 in writing and speaking	86 no band score less than 20
IELTS	6.5 minimum band score of 5.5	6.5 minimum band score of 5.5 *	No change required	6.5 6.0 each component	7.0 at least 6.5 for each component	6.5	6.5 5.5 in each section	7.0 6.5 in writing and speaking	6.5 no section less than 6.0
MELAB	85 minimum band of 80, minimum score of 3 on speaking	85 No minimum band score	Add minimum band score of 80, minimum of 3 on speaking	81		85	85	85 80 in each section, 3 in speaking	80
CAEL	70 minimum band score of 60	60 minimum band score of 60	Raise minimum CAEL to 70	60			70	70 60 per band, 70 writing and speaking	
Pearson	61 minimum of 60 on each skill	59 No minimum band score	Raise minimum Pearson to 61, add minimum band score of 60	59			63 (70 for engineering)	63 65 in writing and speaking	59

*Increase in IELTS minimum band score from 5.0 to 5.5 approved by Academic Planning Committee December 12, 2018 for implementation for Fall 2019 admissions.

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to English Language Proficiency Entrance Requirements for Graduate Programs in Educational Policy Studies, Faculty of Education, and Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to the English Language Proficiency entrance requirements for graduate programs in the Department of Educational Policy Studies as submitted by the Faculty of Graduate Studies and Research and the Faculty of Education, and as set forth in Attachment 1, for implementation for Fall 2020 admissions and to be published in the 2020-2021 Calendar.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Tracy Raivio, Associate Dean, Faculty of Graduate Studies and Research Elaine Simmt, Associate Dean (Graduate Programs), Faculty of Education

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to change the minimum acceptable IELTS and MELAB English Language Proficiency scores for graduate programs in Educational Policy Studies.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The changes are proposed in order to calibrate the minimum ELP scores to the existing TOEFL score. A review of the literature examining comparable standards for different English Language Proficiency examinations (specifically, TOEFL PBT, TOEFL CBT, TOEFL iBT, IELTS, MELAB, CAEL, PTE Academic) suggested the Department of Educational Policy Studies had inconsistent minimum requirements for admission.</p> <p>The proposal is to calibrate the existing scores by raising the minimum overall IELTS score to 7.0 and the minimum band score to 7.0, and by lowering the minimum MELAB score to 85.</p> <p>The lower MELAB score still meets the FGSR minimum ELP requirement. The new IELTS score exceeds the FGSR minimum requirement.</p> <p>These changes are being proposed for implementation for Fall 2020 admissions.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Item No. 8

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> Jorge Sousa, Associate Chair Graduate Studies, Department of Educational Policy Studies
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> Maria Chia, FGSR, Graduate Calendar project specialist Thinh Nguyen, RO, Specialist, Research and Curricula
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> Elaine Simmt, Associate Dean Graduate Studies, Faculty of Education
Approval Route (Governance) (including meeting dates)	Faculty of Education Graduate Academic Affairs Council Feb 4, 2019 GFC Academic Standards Committee April 18, 2019

Strategic Alignment

Alignment with <i>For the Public Good</i>	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.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

- Attachment 1 Educational Policy Studies Calendar Change Request form (page(s) 1 - <>)

Prepared by: Maria Chia, Graduate Calendar project, mchia@ualberta.ca

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2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Educational Policy Studies [Graduate]</p> <p>Department of Educational Policy Studies 7-104 Education Centre North University of Alberta Edmonton, Alberta T6G 2G5 E-mail: epscoord@ualberta.ca www.ualberta.ca/educational-policy-studies</p> <p>General Information</p> <p>[...]</p> <p>Entrance Requirements</p> <p>[...]</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • a minimum TOEFL score of 93 (Internet-based) with a minimum of 24 on the speaking and writing bands of the test, or equivalent. (FGSR's minimum for the reading and listening bands of the TOEFL test is 20.) • a minimum score of 70 on the CAEL exam, • a minimum score of 88 on the MELAB, • a minimum of 6.5 on each band on the IELTS with an overall minimum score of 6.5, • a minimum score of 63 on the Pearson Test of English (PTE). <p>For applicants with international qualifications, where either their country or their international university are recognized as using English as the official language of instruction, proof of English Language Proficiency is still required. No exemptions to this requirement will be granted by the department.</p> <p>Applicants must submit three letters of reference, a</p>	<p>Graduate Programs</p> <p>Educational Policy Studies [Graduate]</p> <p>Department of Educational Policy Studies 7-104 Education Centre North University of Alberta Edmonton, Alberta T6G 2G5 E-mail: epscoord@ualberta.ca www.ualberta.ca/educational-policy-studies</p> <p>General Information</p> <p>[...]</p> <p>Entrance Requirements</p> <p>[...]</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • a minimum TOEFL score of 93 (Internet-based) with a minimum of 24 on the speaking and writing bands of the test, or equivalent. (FGSR's minimum for the reading and listening bands of the TOEFL test is 20.) • a minimum score of 70 on the CAEL exam, • a minimum score of 85 on the MELAB, • a minimum of 7.0 on each band on the IELTS with an overall minimum score of 7.0, • a minimum score of 63 on the Pearson Test of English (PTE). <p>For applicants with international qualifications, where either their country or their international university are recognized as using English as the official language of instruction, proof of English Language Proficiency is still required. No exemptions to this requirement will be granted by the department.</p> <p>Applicants must submit three letters of reference, a</p>

CV/resume, a statement of intent, and (if applicable) a distinguished life experience essay. For doctoral programs, confirmation of a potential research supervisor is required.

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[...]

Justification:

A review of the literature examining comparable standards for different English Language Proficiency examinations (specifically, TOEFL PBT, TOEFL CBT, TOEFL iBT, IELTS, MELAB, CAEL, PTE Academic) suggested the Department of Educational Policy Studies had inconsistent minimum requirements for admission or had not established a minimum entrance level (e.g., TOEFL CBT). The Department of Educational Policy Studies has, since it was created in 1994, used a minimum score of 580 on the TOEFL PBT. For example, one particularly popular test, the IELTS, was resulting in graduate applicants being admitted with extremely poor English language skills. In the case of the IELTS, our previous minimum of 6.5 on all bands represented a score of only 534 on the TOEFL PBT. The changes approved by the Department establish research-based comparable minimum admission standards for TOEFL PBT, TOEFL CBT, TOEFL iBT, IELTS, MELAB, CAEL, PTE Academic based on current research comparing the efficacy of these English Language Proficiency tests.

Approved by:

February 4, 2019 by the Faculty of Education Graduate Academic Affairs Council (GAAC)