

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, June 20, 2019 meeting:

Agenda Title: **Transfer Credit Approvals for June 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 for June 2019.

Final Item 4A

Agenda Title: **Proposed Changes to Entrance Requirements for Criminology, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to entrance requirements for Criminology, Faculty of Arts.

Final Item 4B

Agenda Title: **Proposed Changes to Existing Entrance Requirements for Graduate Programs in Law, Faculty of Law, and Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to existing Entrance Requirements for the LLM and PhD programs in the Faculty of Law, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Law, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 5

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Pharmacy and Pharmaceutical Sciences, Faculty of Pharmacy and Pharmaceutical Sciences, 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 existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Faculty of Pharmacy and Pharmaceutical Sciences, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Pharmacy and Pharmaceutical Sciences, and as set forth in Attachment 1, as amended, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 6

Agenda Title: **Proposed Changes to Existing Entrance Requirements for the MSc Program in Internetworking, Faculty of Science, Faculty of Engineering, 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 existing Entrance Requirements for the MSc program in Internetworking, as submitted by the Faculty of Graduate Studies and Research, the Faculty of Science, and the Faculty of Engineering, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 7

Agenda Title: Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Chemistry, Faculty of Science, 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 existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Chemistry, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Science, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 8

Agenda Title: Proposed Changes to Existing Entrance Requirements for the Master of Library and Information Studies (MLIS) Programs, School of Library and Information Studies (SLIS), 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 existing Entrance Requirements for the MLIS programs, as submitted by the Faculty of Graduate Studies and Research and the School of Library and Information Studies, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 9

Agenda Title: Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Rehabilitation Science, Faculty of Rehabilitation Medicine, 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 existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs with a specialization in Rehabilitation Science, Faculty of Rehabilitation Medicine, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 10

Agenda Title: Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for the MSc Program in the Department of Occupational Therapy, Faculty of Rehabilitation Medicine, 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 existing Entrance Requirements and Academic Standing Requirements for the MSc program in the Department of Occupational Therapy, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 11

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Medical Microbiology and Immunology, Faculty of Medicine and Dentistry, 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 existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Medical Microbiology and Immunology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 12

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Pharmacology, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegates authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Pharmacology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 13

Agenda Title: **Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Physiology, Faculty of Medicine and Dentistry, 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 existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Physiology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 14

Agenda Title: **Proposed Changes to Existing Entrance Requirements for Graduate Programs in the Department of Medicine, Faculty of Medicine and Dentistry, 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 existing Entrance Requirements for the MSc and PhD programs in the Department of Medicine, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 15

Agenda Title: **Proposed Changes to Existing Academic Standing Regulations, Augustana Faculty**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Academic Standing Regulations for the Bachelor of Arts, Bachelor of Management in Business Economics, Bachelor of Music, Bachelor of Science, and Bachelor of Science/Bachelor of Education (Secondary) Combined Programs, as submitted by Augustana Faculty, and as set forth in Attachment 1, to take effect beginning in Fall 2019 and to be published in the 2020-2021 Calendar

Final Item 16

Agenda Title: **Proposed Suspension of Nine Bachelor of Arts Majors and Significant Program Changes in the Bachelor of Arts and Bachelor of Science Programs, Augustana Faculty**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admissions to the Bachelor of Arts in Visual Art, Drama, Economics, English, History, Modern Languages, Music, Philosophy and Religion, and Political Studies programs, as submitted by Augustana Faculty and as set forth in Attachment 1, to take effect October 1, 2019.

CARRIED MOTION:

THAT the GFC Academic Standards Committee recommend that the General Faculties Council Academic Planning Committee approve the proposed adoption of a new liberal arts and sciences project-based Core, and the proposal to create new second-level specializations in the Bachelor of Arts Interdisciplinary Studies major in Augustana Faculty, as set forth in Attachment 3, to take effect in Fall 2020.

Final Item 17

Governance Executive Summary
Action Item

Agenda Title	Items Deemed Minor/Editorial to be approved under an Omnibus Motion
	4A. Transfer Credit Approvals for June 2019, Office of the Registrar
	4B. Proposed Changes to Entrance Requirements for Criminology, Faculty of Arts

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost and Registrar Lesley Cormack, Dean, Faculty of Arts
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)	<p><u>Those who are actively participating:</u></p> <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	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ·

Item No. 4

Resources section Student Participation Protocol >	<u>Those who have been informed:</u> .
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> · See individual item for Faculty approval information · GFC ASC June 20, 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.	
	<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
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference	

1. Attachment A: Transfer Credit Approvals, June 2019
2. Attachment B: Criminology Entrance Requirements

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

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
St Mary's University	PSYC 435 (3)	PSYCO 3XX (3) Arts		
	PSYC 363 (3)	PSYCO 3XX (3) Arts		
	PSYC 443 (3)	PSYCO 3XX (3) Arts		
	HIST 393 (3)	HIST 398 (3) AUHIS2XX (3)		
Blue Quills University	HIST 375 (3)	SOC 2XX (3) AUIND 2XX (3)		Student will not also receive credit for AUIND 399 at U of A.
King's University	BIOL 343 (3)	ZOOL 2XX (3) AUBIO 3XX (3)		Student will not also receive credit for AUBIO 394 or 395 at U of A.
	BIOL 397 (3)	BIOL 2XX (3) AUBIO 3XX (3)		
	MATH 281	OPT 1XX (3)		Reviewed by the dept of Math and Stats and not approve for Math credit. 2nd evaluation completed by the Faculty of Education.
	MATH 282	OPT 1XX (3)		Reviewed by the dept of Math and Stats and not approve for Math credit. 2nd evaluation completed by the Faculty of Education.
Alberta University of the Arts	OBDF 110 (3)	DES 1XX (3)		
	VSCM 101 (3)	DES 135 (3)		

CALENDAR CHANGE REQUEST FORM

Department: **Sociology**

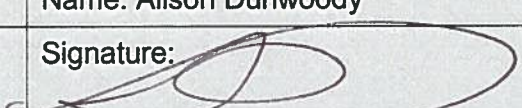
2020 – 2021 form submission deadlines: Mar 8th, April 1st, Sep 15th, Oct 15th, Jan 15th

Highlight type of change request below:

1. Course Change 2. Editorial Change (typo) 3. Admission Requirement **4. Program Regulation**

CURRENT	PROPOSED
<p>https://calendar.ualberta.ca/preview_program.php?catoid=29&poid=27805&hl=%22criminology%22&returnto=search</p>	
<p>Strike through and highlight deletions</p> <p>Bachelor of Arts (Criminology) [...]</p> <p>Admission Requirements [...]</p> <p>Program Focus [...]</p> <p>Registration</p> <ol style="list-style-type: none"> Criminology students are encouraged to consult the Program Director to review proposed coursework before registration for each academic year and in advance of any changes to approved registration. Students Interested in the Field Placement Stream must apply to the Program Director. Application deadline: October 30 annually. <p>Requirements for Field Placement Stream applicants:</p> <ol style="list-style-type: none"> A minimum GPA of 3.0 on the most recent ★15 as of the end of the Fall term. A resumé of personal data, particularly volunteer or work experience related to criminal justice. A written statement of career objectives. An interview <p>Applications will be adjudicated by March 1 annually, for placements to start in the following academic year. Students may apply annually to compete for available Field Placement Stream spots.</p>	<p>Underline and highlight additions</p> <p>Bachelor of Arts (Criminology) [...]</p> <p>Admission Requirements [...]</p> <p>Program Focus [...]</p> <p>Registration</p> <ol style="list-style-type: none"> Criminology students are encouraged to consult the Program Director to review proposed coursework before registration for each academic year and in advance of any changes to approved registration. Students Interested in the Field Placement Stream must apply to the Program Director. Application deadline: October 30 annually. <u>Note: Students must first apply to the Criminology program. Once accepted, students can apply to the competitive Field Placement Stream.</u> <p>Requirements for Field Placement Stream applicants:</p> <ol style="list-style-type: none"> A minimum GPA of 3.0 on the most recent ★15 as of the end of the Fall term <u>of the BA Criminology Program.</u> A resumé of personal data, particularly volunteer or work experience related to criminal justice. A written statement of career objectives. An interview <p>Applications will be adjudicated by March 1 annually, for placements to start in the following academic year. Students may apply annually to compete for available Field Placement Stream spots.</p>

Rationale for change: (Not required for course deletion or editorial changes)
There is a need to make this clarification to students as we have realized there is some confusion about when one can apply to the field placement stream.

Department Contact Name: Alison Dunwoody	Department Chair or Designate Name: Alison Dunwoody	Date approved by Dept Council: March 29, 2019
Email: dunwoody@ualberta.ca	Signature: 	Date submitted: April 26, 2019

Email a signed PDF and an editable word version to artscalendar@ualberta.ca

View form completion tip sheet on the [Arts Intranet](#)

Email artscalendar@ualberta.ca with any questions or concerns

Arts Faculty Council approval: May 23, 2019

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements for Graduate Programs in Law, Faculty of Law, and Faculty of Graduate Studies and Research
---------------------	--

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to existing Entrance Requirements for the LLM and PhD programs in the Faculty of Law, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Law, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Item

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

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project <ul style="list-style-type: none"> · Ensuring all entrance requirements, including required supporting documentation and application deadlines are in the calendar · Clarification of Program Requirements · Note: the calendar change for the PD requirement for all programs in Law is going through a separate approval process. <p>All changes reflect current practice</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Item No. 5

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 Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> · Matthew Lewans, Associate Dean, Graduate Studies, Faculty of Law
	<u>Those who have been consulted:</u> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<u>Those who have been informed:</u>
Approval Route (Governance) (including meeting dates)	Law Faculty Council May 21, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 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	

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - <>) Faculty of Law graduate programs Calendar change request

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

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>Law [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The minimum admission requirements for the LLM are an undergraduate JD degree with an average of 3.0 in the last two years of the JD at the University of Alberta, or an equivalent qualification from a recognized institution. The minimum admission requirements for the PhD are an LLM degree or its equivalent with an average of 3.0 in the last two years of graduate and undergraduate work.</p> <p>In addition, a minimum TOEFL score of 600 (paper-based) or 100 (Internet-based, with at least 25 in each section), an IELTS (Academic) score with a minimum overall band score of 7.0, with at least 5.5 on each band, or a PTE (Academic) overall minimum score of 68 where applicable is required (see English Language Requirement). Specific requirements are found below, under the appropriate degree heading.</p>	<p>Graduate Programs</p> <p>Law [Graduate]</p> <p>[...]</p> <p>Entrance Requirements For the LLM, the Faculty's minimum admission requirements are an undergraduate JD or LLB degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>For the PhD, the Faculty's minimum admission requirements are an LLM degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</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 100 (Internet-based, with at least 25 in each section), or equivalent • an IELTS (Academic) score with a minimum overall band score of 7.0, with at least 5.5 on each band, • a PTE (Academic) overall minimum score of 68 <p>Applicants are also required to submit the following</p> <ul style="list-style-type: none"> • Chronological resume or curriculum vitae • Three reference forms and letters of recommendation completed and submitted by the referees • a Statement of Motivation. Please follow the Statement of Motivation Instruction Form. • a Research Proposal. See Admissions on the Department website for further information.

[...]	<u>The deadline for all applications to be submitted is December 1.</u> [...]
<p>Justification: FGSR Compliance Project</p> <ul style="list-style-type: none">· Ensuring all entrance requirements, including required supporting documentation and application deadlines are in the calendar· Clarification of Program Requirements <p>Note: the calendar change for the PD requirement for all programs in Law is going through a separate approval process.</p> <p>All changes reflect current practice</p> <p>Approved by: LFC May 21, 2019</p>	

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Pharmacy and Pharmaceutical Sciences, Faculty of Pharmacy and Pharmaceutical Sciences, and Faculty of Graduate Studies and Research
---------------------	--

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Faculty of Pharmacy and Pharmaceutical Sciences, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Pharmacy and Pharmaceutical Sciences, and as set forth in Attachment 1, as amended, to take effect upon approval and to be published in the 2020-2021 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, FGSR Neal Davies, Dean, Faculty of Pharmacy and Pharmaceutical Sciences
Presenter(s)	Scot Simpson, Associate Dean, Faculty of Pharmacy and Pharmaceutical Sciences Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project <ul style="list-style-type: none"> • Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines • Clarification of Academic Standing requirements • Clarification of all program requirements • Updating formatting and inserting standard calendar wording All changes reflect current practice
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (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>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Scot Simpson, Associate Dean, Research and Graduate Studies, Faculty of Pharmacy and Pharmaceutical Sciences • Diseray Schamehorn, Graduate Studies Coordinator, Faculty of Pharmacy and Pharmaceutical Sciences
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Maria Chia (Graduate Calendar project specialist) • Janice Hurlburt, Graduate Governance and Policy Coordinator
	<p><u>Those who have been informed:</u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Pharmacy and Pharmaceutical Sciences Council May 21, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 2019</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 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 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 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 (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>		

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Faculty of Pharmacy and Pharmaceutical Sciences graduate programs Calendar change request

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

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>Pharmacy and Pharmaceutical Sciences [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The minimum admission requirements of the Faculty are an undergraduate degree in pharmacy with an average of 3.0 in the last two years of undergraduate (or graduate) work at the University of Alberta or an equivalent qualification from a recognized institution. Individuals with previous degrees in fields other than pharmacy will also be considered.</p> <p>Where applicable (see English Language Requirement), applicants must obtain a minimum score of 550 (paper-based) or a total score of 88 with a score of at least 20 on each of the individual skill areas (Internet-based) on the TOEFL test, or a minimum overall band score of 6.5, with at least 5.5 on each band on the International English Language Testing System (IELTS).</p>	<p>Graduate Programs</p> <p>Pharmacy and Pharmaceutical Sciences [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Faculty's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants should normally be graduates in pharmacy, however the Faculty will accept qualified applicants with degrees in related fields.</p> <p>Where applicable, applicants must meet the minimum English Language Requirement. NOTE: English language scores that are more than two years old will not be accepted</p> <p>Applicants must have a qualified faculty member agree to provide supervision before applying for admission. See Application Process on the Faculty website for further information.</p> <p>Applicants are required to submit the following:</p> <ul style="list-style-type: none"> • Curriculum vitae or resume • Three letters of reference <p>For Canadian citizens and permanent residents, the application deadlines are August 1 for Fall term admission, and November 15 for Winter term admission.</p>

<p>[...]</p> <p>Graduate Program Requirements The Degree of MSc (Pharmacy and Pharmaceutical Sciences) [Graduate] Program Requirements</p> <p>[...]</p> <p>[Moved up to Academic Standing Requirement] Students must have a cumulative GPA of 3.0 or greater in courses taken during the graduate program.</p> <p>[...]</p> <p>The Degree of PhD (Pharmacy and Pharmaceutical Sciences) [Graduate] Program Requirements</p> <p>[...]</p> <p>[moved to Academic Standing Requirement] Students must have a cumulative GPA of 3.0 or greater in courses taken during the graduate program.</p> <p>[...]</p>	<p><u>For International students, the application deadlines are June 1 for Fall term admission, and October 1 for Winter term admission.</u></p> <p>Academic Standing Requirement <u>Students are required to maintain a minimum cumulative grade point average of 3.0, with no grade less than C+ throughout the course of the program. Failure to maintain the required cumulative GPA will normally result in a recommendation by the Assistant Dean - Graduate Studies to FGSR that the student be placed on academic probation or required to withdraw.</u></p> <p>[...]</p>
---	--

Justification:
 FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:

- Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines
- Clarification of Academic Standing requirements
- Clarification of all program requirements
- Updating formatting and inserting standard calendar wording

This Calendar update reflects current practice.

Approved by: Faculty of Pharmacy and Pharmaceutical Sciences Council May 29, 2019

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements for the MSc Program in Internetworking, Faculty of Science, Faculty of Engineering, and Faculty of Graduate Studies and Research
---------------------	--

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MSc program in Internetworking, as submitted by the Faculty of Graduate Studies and Research, the Faculty of Science, and the Faculty of Engineering, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, FGSR Frank Marsiglio, Interim Dean, Faculty of Science Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Janelle Harms, Associate Chair, Department of Computing Science, Faculty of Science Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation and the application deadline · Clarification of all program requirements. Note a listing of all coursework was approved by BEAC in December 2003. · Updating formatting and inserting standard calendar wording <p>All changes reflect current practice</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Item No. 7

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><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> · Michael MacGregor, Graduate Coordinator, Internetworking · Sharon Gannon, Undergrad Advisor, Computing Science
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<u><i>Those who have been informed:</i></u>
Approval Route (Governance) (including meeting dates)	Department of Computing Science (with delegated authority from the Faculty of Science) April 17, 2019 Engineering Faculty Council May 6, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 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	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Internetworking graduate programs Calendar change request

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

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>Internetworking [Graduate]</p> <p>[...]</p> <p>Entrance Requirements Minimum admission requirements for this program are a four-year undergraduate degree with a grade-point average of at least 3.0 on a 4-point scale, or the equivalent, in the last two years of previous relevant studies.</p> <p>Where applicable, a TOEFL score in excess of 600 (paper-based) or 100 (Internet-based) is required (see English Language Requirement).</p> <p>Students must hold a bachelor's degree in Computing Science, Electrical Engineering or Computer Engineering, or in a related field in Science or Engineering with some relevant experience. Industrial experience may also be considered as a factor when considering admission of students close to these boundaries.</p> <p>It should be noted that these are minimum requirements only.</p>	<p>Graduate Programs</p> <p>Internetworking [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants must hold a bachelor's degree in Computing Science, Electrical Engineering or Computer Engineering, or in a related field in Science or Engineering with some relevant experience. Industrial experience may also be considered as a factor when considering admission of students close to these boundaries.</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 TOEFL score in excess of 100 (Internet-based) or equivalent; • a minimum IELTS score of 6.5 with at least 5.5 on each band • an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research <p>It is strongly recommended that applicants submit a 3-4 page document outlining a capstone project proposal. See Applying for the MINT Program on the Internetworking website for further details. While this is not compulsory, it may improve one's chances of a successful application.</p> <p>It should be noted that these are minimum requirements only. Admission is competitive and applicants will be ranked with all applicants in a given admission year.</p>

[...]	<p>The deadline to apply for the MSc in Internetworking is <u>March 1.</u></p> <p>[...]</p>
<p>Justification: FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation and the application deadline · Clarification of all program requirements. Note a listing of all coursework was approved by BEAC in December 2003. · Updating formatting and inserting standard calendar wording <p>This Calendar update reflects current practice.</p> <p>Approved by: Department of Computing Science April 17, 2019 Engineering Faculty Council May 6, 2019</p>	

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Chemistry, Faculty of Science, and Faculty of Graduate Studies and Research
---------------------	--

Motion

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Chemistry, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Science, and as set forth in Attachment 1, to take effect upon approval 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, FGSR Frank Marsiglio, Interim Dean, Faculty of Science
Presenter(s)	Michael Serpe, Associate Chair, Department of Chemistry Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines · Clarification of all program requirements · Updating formatting and inserting standard calendar wording <p>All changes reflect current practice</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Item No. 8

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 Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> · Michael Serpe, Graduate Coordinator, Department of Chemistry · Anita Weiler, Graduate Services Coordinator, Department of Chemistry
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<u>Those who have been informed:</u>
Approval Route (Governance) (including meeting dates)	Department of Chemistry (with delegated authority from the Faculty of Science) May 23, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 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	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Chemistry graduate programs Calendar change request

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

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>Chemistry [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements are a four year undergraduate degree with a grade point average of 3.0 in the last two years of undergraduate (or graduate) work from the University of Alberta, or an equivalent qualification from a recognized institution.</p> <p>Candidates should normally be graduates in chemistry, however the Department will accept qualified applicants with degrees in related fields (cf., biochemistry or other bioscience programs from candidates who wish to pursue the chemical biology PhD program, and mathematics and/or physics background compensating for deficiencies in chemistry from those who wish to enter the chemical physics PhD program.)</p> <p>English language proficiency requirements are a minimum TOEFL score of 550 (paper-based) or 88 (internet-based) or equivalent, where applicable (see English Language Requirement). To qualify as a Teaching Assistant, candidates must have a TOEFL score of at least 570 (paper-based) or 88 (internet-based) or equivalent.</p> <p>[...]</p>	<p>Graduate Programs</p> <p>Chemistry [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Candidates should normally be graduates in chemistry, however the Department will accept qualified applicants with degrees in related fields (cf., biochemistry or other bioscience programs from candidates who wish to pursue the chemical biology PhD program, and mathematics and/or physics background compensating for deficiencies in chemistry from those who wish to enter the chemical physics PhD program.)</p> <p>Where applicable, applicants must meet the minimum English Language Requirement.</p> <p>Students are also required to submit the following:</p> <ul style="list-style-type: none"> · A Department Package in which applicants detail relevant academic and professional background and statement of purpose. A link to this document is found on the online application form. · Three letters of reference <p>The deadline for submitting applications for admission is February 1 for September admission.</p> <p>[...]</p>

<p>Graduate Program Requirements</p> <p>The Degree of MSc (Chemistry) [Graduate]</p> <p>Program Requirements</p> <p>[...]</p> <p>Students must obtain a GPA of 2.7 or greater in their first and subsequent years in order to remain in the graduate program.</p> <p>[...]</p> <p>The Degree of PhD (Chemistry) [Graduate]</p> <p>Program Requirements</p> <p>[...]</p> <p>[moved down to Academic Standing Requirement]</p> <p>In order to continue in the PhD program, a student must achieve a GPA of 2.7 or greater in the first year, and must maintain a cumulative GPA of 3.0 or greater in the second and subsequent years.</p> <p>[...]</p>	<p>Graduate Program Requirements</p> <p>The Degree of MSc (Chemistry) [Graduate]</p> <p>Program Requirements</p> <p>[...]</p> <p>Academic Standing Requirement</p> <p>Students must obtain a cumulative GPA of 2.7 or greater in their first and subsequent years in order to remain in the graduate program.</p> <p>[...]</p> <p>The Degree of PhD (Chemistry) [Graduate]</p> <p>Program Requirements</p> <p>[...]</p> <p>Academic Standing Requirement</p> <p>In order to continue in the PhD program, a student must obtain a cumulative GPA of 2.7 or greater in the first year, and must maintain a cumulative GPA of 3.0 or greater in the second and subsequent years.</p> <p>[...]</p>
<p>Justification:</p> <p>FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines · Clarification of all program requirements · Clarification of Academic Standing requirements · Updating formatting and inserting standard calendar wording <p>This Calendar update reflects current practice.</p> <p>Approved by: Chemistry Department Council May 23, 2019</p>	

FINAL Item No. 9

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements for the Master of Library and Information Studies (MLIS) Programs, School of Library and Information Studies (SLIS), and Faculty of Graduate Studies and Research
---------------------	---

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MLIS programs, as submitted by the Faculty of Graduate Studies and Research and the School of Library and Information Studies, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Item

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

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadline · Clarification of all program requirements · Updating formatting and inserting standard calendar wording <p>This Calendar update reflects current practice.</p> <p>Note: Items highlighted in blue under thesis-based MLIS are part of a separate load change request approved by GFC Academic Planning Committee March 27, 2019, and pending approval from Advanced Education (course-based changes have been approved)</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Engagement and Routing (Include meeting dates)

Item No. 9

<p>Consultation and Stakeholder Participation (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>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Ali Shiri, Associate Chair & Graduate Coordinator, School of Library and Information Studies • Toni Samek, Chair, Faculty of Education - School of Library and Information Studies • Grace Jamieson, Grad Advisor, School of Library and Information Studies
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Maria Chia (Graduate Calendar project specialist) • Janice Hurlburt, Graduate Governance and Policy Coordinator
	<p><u>Those who have been informed:</u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>School of Library and Information Studies Council May 28, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 2019</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 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 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 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 (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>		

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) School of Library and Information Studies graduate programs Calendar change request

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

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>Library and Information Studies [Graduate]</p> <p>[...]</p> <p>Entrance Requirements An applicant with a four-year undergraduate degree from the University of Alberta, or a comparable degree from another accredited university, who has obtained a minimum grade point average of 3.0 (or its equivalent) in the last 20 half-courses (or equivalent) of academic studies may be admitted as a candidate for the MLIS degree. Applicants who lack these qualifications are advised to make up any deficiency in consultation with the School of Library and Information Studies in order to be considered for admission as a candidate for the MLIS.</p> <p>All applicants who are required to write an English language examination are advised to do so at an early date because a satisfactory score is required in order to be considered for admission (see English Language Requirement). The passing score is 90 for the MELAB; 600 (paper-based) or 100 (Internet-based) for the TOEFL; 70 for the CAEL with a minimum of 70 on each subtest; or 7.5 on the overall band for the IELTS (Academic) with a minimum of 7 on each test band.</p> <p>Applicants without a degree from a Canadian university may be required to take the Graduate Record Examination administered by the Educational Testing Service. Students should arrange for the testing agency to report results to the School of Library and Information Studies, which will judge whether or not the results are satisfactory. Acceptable scores are 600 in the Verbal Section, 525 in the Quantitative Section, and 600 in the Analytical Section.</p>	<p>Graduate Programs</p> <p>Library and Information Studies [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The School's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants who lack these qualifications are advised to make up any deficiency in consultation with the School of Library and Information Studies in order to be considered for admission as a candidate for the MLIS.</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"> • 90 for the MELAB; • 100 (Internet-based) for the TOEFL, or equivalent; • 70 for the CAEL with a minimum of 70 on each subtest; • 7.5 on the overall band for the IELTS (Academic) with a minimum of 7 on each test band. <p>Applicants are also required to submit the following</p> <ul style="list-style-type: none"> • Statement of Purpose

<p>Applicants are judged not only on their academic record but also by their professional promise as indicated in three letters of reference (letters to support application for graduate admission), statement of purpose, and curriculum vitae.</p> <p>Admission offers are made from a review of complete applications received by the School by February 1. A complete application includes the application form and its supporting materials, transcripts, and three letters of reference (letters to support application for graduate admission). Where fewer than three academic referees are available, one professional/supervisor referee is acceptable for one of the references. All must be received before applications can be reviewed for admission to the MLIS program. Applicants considered will receive notification of a decision on their application no later than March 31. Once the School's acceptance limit is reached, subsequent acceptable applicants may be placed on a waiting list.</p> <p>Decisions on internal scholarships and awards are normally made by June 1. Students are encouraged to seek out opportunities for scholarships and awards and to apply for these prior to and during the course of their programs.</p> <p>Students who are offered admission to the MLIS program may have their admissions deferred to the following fall term if the School is notified in writing before the beginning of the Fall term.</p> <p>Please consult www.slis.ualberta.ca for full application details.</p> <p>[...]</p>	<ul style="list-style-type: none"> • <u>Curriculum Vitae or Resume</u> • <u>Three Letters of Reference. Academic referees are preferred; where fewer than three academic referees are available, one professional/supervisor referee is acceptable.</u> <p><u>The application deadline for all programs is February 1 for Fall entry.</u></p> <p>Please consult <u>Admissions on the School of Library and Information Studies website</u> for application details.</p> <p>[...]</p>
---	--

Justification: Calendar compliance

FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:

- Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadline
- Clarification of all program requirements
- Updating formatting and inserting standard calendar wording

This Calendar update reflects current practice.

Note: Items highlighted in blue under thesis-based MLIS are part of a separate load change request approved by GFC Academic Planning Committee March 27, 2019, and pending approval from Advanced Education (course-based changes have been approved)

Approved by: School of Library and Information Studies Council May 28, 2019

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Rehabilitation Science, Faculty of Rehabilitation Medicine, and Faculty of Graduate Studies and Research
---------------------	---

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs with a specialization in Rehabilitation Science, Faculty of Rehabilitation Medicine, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, FGSR Bob Haennel, Dean, Faculty of Rehabilitation Medicine
Presenter(s)	Patricia Manns, Associate Dean Grad Studies, Faculty of Rehabilitation Medicine Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>FGSR Calendar compliance</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements, including required supporting documentation and the requirement to obtain a supervisor, are listed in the Calendar · Ensuring Academic Standing, Ethics and Professional Development requirements are in the calendar · Clarifying Program requirements according to the FGSR calendar checklist · Updating formatting and inserting standard calendar wording <p>These changes all reflect current practice. Raising minimum ELP requirements The motion “that the English language admission requirements for Rehabilitation Sciences applicants be increased to IELTS 7.5, and no band score lower than 7; TOEFL internet score of 100 with no individual score lower than 25; Pearson Test of Academic English, no score lower than 70” was passed by FRM Executive in April 2019. This change is proposed for implementation for Fall 2020 admissions.</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (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>Those who are actively participating:</u></p> <ul style="list-style-type: none"> · Patricia Manns, Associate Dean Grad Studies, Faculty of Rehabilitation Medicine · Angela Libutti, Academic Advisor – Rehabilitation Science, Faculty of Rehabilitation Medicine
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<p><u>Those who have been informed:</u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Rehabilitation Medicine Faculty Council June 4, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 2019</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" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <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 style="vertical-align: top;"> <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 </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 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 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 (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>			

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Faculty of Rehabilitation Medicine graduate programs Calendar change request

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

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>Rehabilitation Medicine [Graduate]</p> <p>[...]</p> <p>Entrance Requirements (Degree Programs) The minimum requirements for admission into the degree programs are:</p> <p>For the MSc, a bachelor's degree or equivalent or a previous graduate degree in a rehabilitation discipline or related field from a recognized postsecondary institution.</p> <p>For the PhD, a master's degree in a rehabilitation discipline or a related field from a recognized academic institution or an Honors BSc degree (or equivalent) in rehabilitation or a related field from a recognized academic institution;</p> <p>A minimum grade point average of 3.0 on a 4-point scale (or equivalent) in the most recent two years of study;</p> <p>For the PhD, evidence of research potential as demonstrated by scholarly work;</p> <p>Proof of English language proficiency, where applicable (see English Language Requirement);</p>	<p>Graduate Programs</p> <p>Rehabilitation Medicine [Graduate]</p> <p>[...]</p> <p>Entrance Requirements (Degree Programs)</p> <p>For the MSc, the Faculty's minimum admission requirements are a bachelor's degree or a previous graduate degree in a rehabilitation discipline or related field with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>For the PhD, the Faculty's minimum admission requirements are a master's degree in a rehabilitation discipline or a related field or an Honors BSc degree in rehabilitation or a related field with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</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 100 with at least 25 on each of the individual skill areas (internet-based) or equivalent; • a minimum overall IELTS score of 7.5 with at least 7.0 on each test band; • a minimum Pearson Test of Academic English score of 70, with at least 70 on each band. <p>Applicants must identify faculty member(s) within the Faculty of Rehabilitation Medicine who have agreed to supervise them.</p>

<p>References from members of an academic community who are knowledgeable about the applicant's academic and research capabilities.</p> <p>[...]</p>	<p>Applicants are also required to submit the following</p> <ul style="list-style-type: none"> • three reference letters from members of an academic community who are knowledgeable about the applicant's academic and research potential and capabilities; • a current curriculum vitae; and • a research statement describing the research interests discussed with the potential supervisor, the applicant's academic, vocational or research background, and career goals. <p>The application deadlines are April 15 for Fall entry and September 15 for Winter entry.</p> <p>Academic Standing Requirement</p> <p>Students are required to maintain a minimum cumulative grade point average of 3.0, with no grade less than C+, throughout the course of the program. Failure to maintain the required cumulative GPA will normally result in a recommendation by the Associate Dean, Graduate Studies to FGSR that the student be placed on academic probation or required to withdraw.</p> <p>[...]</p>
--	--

Justification:

1. FGSR Calendar compliance
 - Ensuring all entrance requirements, including required supporting documentation and the requirement to obtain a supervisor, are listed in the Calendar
 - Ensuring Academic Standing, Ethics and Professional Development requirements are in the calendar
 - Clarifying Program requirements according to the FGSR calendar checklist

These changes all reflect current practice.

2. Raising minimum ELP requirements

The motion “that the English language admission requirements for Rehabilitation Sciences applicants be increased to IELTS 7.5, and no band score lower than 7; TOEFL internet score of 100 with no individual score lower than 25; Pearson Test of Academic English, no score lower than 70” was passed by Executive in April 2019.

This change is proposed for implementation for Fall 2020 admissions.

Approved by: Rehabilitation Medicine Faculty Council June 4 2019

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for the MSc Program in the Department of Occupational Therapy, Faculty of Rehabilitation Medicine, and Faculty of Graduate Studies and Research
---------------------	---

Motion

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Requirements for the MSc program in the Department of Occupational Therapy, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1, to take effect upon approval 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, FGSR Bob Haennel, Dean, Faculty of Rehabilitation Medicine
Presenter(s)	Shaniff Esmail, Associate Chair, Faculty of Rehabilitation Medicine, Occupational Therapy Dawn MacRitchie, APO, Department of Occupational Therapy Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project</p> <ul style="list-style-type: none"> · Inserted standard wording in entrance requirements, ELP requirement, academic standing, program requirements, and length of program. · Clarification of courses to be excluded from Admission GPA Calculation (Physical Activity, Pass/Fail/Studio/Seminar/Research/Thesis/Individual Studies). · Clarification of Academic Standing: Probationary status implemented for students with GPA falling below 3.0. <p>All changes reflect current practice</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Item No. 11

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 Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> · Shaniff Esmail, Graduate Coordinator, Department of Occupational Therapy · Dawn MacRitchie, APO, Department of Occupational Therapy
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<u>Those who have been informed:</u>
Approval Route (Governance) (including meeting dates)	FRM Faculty Executive Committee April 24, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 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	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Occupational Therapy graduate programs Calendar change request

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

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>Occupational Therapy [Graduate]</p> <p>[...]</p> <p>Entrance Requirements [moved to bottom of section]</p> <p>The deadline for receipt of applications for the entry-level stream is February 1 for September admission. Contact the Department for application deadline information on the postprofessional stream.</p> <p><u>Minimum requirements include a four-year baccalaureate degree (see Note) or equivalent from a recognized academic institution with a grade point average of at least 3.0 in the most recent — 60.</u></p> <p>[moved up from below]</p> <p>The selection process is competitive and will be based on the GPA in the most recent 60 taken prior to January of the admission year. Applicants are initially rank ordered according to their Admission GPA. Applicants who have completed 30 over two consecutive terms will be ranked above those who have taken fewer than 30.</p> <p>Activity courses in Physical Education, studio courses in Fine Arts, <u>and</u> practicum courses are not considered part of the required 60 admission requirements and are not included in the calculation of the admission GPA.</p> <p>One Statistics course (3) and one human anatomy course (3) are required prerequisites. Students may</p>	<p>Graduate Programs</p> <p>Occupational Therapy [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p><u>The Department's minimum admission requirements are a four-year baccalaureate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p>The selection process is competitive and will be based on the GPA in the most recent 60 taken prior to January of the admission year. Applicants are initially rank ordered according to their admission GPA. Applicants <u>with the same GPA</u> who have completed 30 over two consecutive terms will be ranked above those who have taken fewer than 30.</p> <p>Activity courses in Physical Education, studio/<u>performance</u> courses in Fine Arts, practicum courses, <u>pass/fail courses and seminar/research/thesis/individual studies courses</u> are not considered part of the required 60 admission requirements and are not included in the calculation of the admission GPA.</p> <p>One Statistics course (3) and one human anatomy course (3), <u>completed within the last ten years, by June</u></p>

find it to their advantage to have taken a human physiology course prior to entering the program.

~~Where applicable, applicants should refer to the English language requirement of the Faculty of Graduate Studies and Research (English Language Requirement of the University Calendar). Applicants who use the TOEFL examination to fulfill the English language proficiency requirement of the Faculty of Graduate Studies and Research must present a minimum score of 600 (paper-based) or 100 with a score of at least 25 on each of the individual skill areas (Internet-based). The International English Language Testing System (IELTS) requirements are a minimum overall band score of 6.5, with at least 5.5 on each band (Academic). The Pearson Test of English Academic (PTE Academic) requirements are an overall minimum score of 59.~~

~~Applicants are required to submit a curriculum vitae in a pre-set format (available for download with the Online Application for Graduate Admission), two letters of recommendation, and a description/evidence of suitability for this program and profession.~~

In addition, applicants are required to complete an online situational judgement test as part of the application package.

[moved up]

~~The selection process is competitive and will be based on the GPA in the most recent — 60 taken prior to January of the admission year. Applicants are initially rank ordered according to their Admission GPA. Applicants who have completed — 30 over two consecutive terms will be ranked above those who have taken fewer than — 30.~~

All components of the application package will be considered in the admission decision. Outstanding applicants will be recommended for early acceptance. The remaining applicants will be advised of their status by June 30 of the admission year.

[...]

30th of the admission year are required prerequisites. Students may find it to their advantage to have taken a human physiology course prior to entering the program.

Where applicable, applicants must provide proof of English Language Proficiency (refer to [English Language Requirement](#)). Any one of the following is acceptable:

- a minimum **TOEFL** score of 100 with a score of at least 25 on each of the individual skill areas (Internet-based), **or equivalent:**
- a minimum **Academic** IELTS overall score of 6.5, with at least 5.5 on each band;
- a minimum **PTE Academic** overall score of 59.

All applicants are also required to submit the following:

- a curriculum vitae in a pre-set format (available for download with the Online Application for Graduate Admission),
- two letters of recommendation,
- a description/evidence of suitability for this program and profession.

In addition, applicants are required to complete an online situational judgement test as part of the application package.

[moved down from top of section]

The deadline for receipt of applications for the entry-level stream is February 1 for September admission. Contact the Department for application deadline information on the postprofessional stream.

All components of the application package will be considered in the admission decision. Outstanding applicants will be recommended for early acceptance. The remaining applicants will be advised of their status by June 30 of the admission year.

[...]

Academic Standing Requirement

	<p><u>Students are required to pass all courses and to maintain a minimum cumulative grade point average of 3.0 throughout the course of the program.</u></p> <p><u>The first failure of an MScOT academic or fieldwork course, or failure to maintain the required cumulative GPA may result in a recommendation by the Graduate Coordinator to FGSR that the student be placed on academic probation or required to withdraw.</u></p> <p>[...]</p>
--	--

Justification:

Adopted new formatting as per FGSR's recommendation.

Inserted standard wording in entrance requirements, ELP requirement, academic standing, program requirements, and length of program.

Added standard wording for ethics and PD requirements (Note: the MScOT is exempt from the PD requirement).

Clarification of courses to be excluded from Admission GPA Calculation (Physical Activity, Pass/Fail/Studio/Seminar/Research/Thesis/Individual Studies).

Clarification of Academic Standing: Probationary status implemented for students with GPA falling below 3.0.

Updated course requirements to reflect removal of INTD 410 (3*) and addition of three 1* courses related to interprofessional practice (REHAB 501, REHAB 502 and one other 1* course as directed by Department).

Approved by:
 Department of Occupational Therapy Committee: May 31, 2018
 FRM Faculty Executive Committee: April 24, 2019

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Medical Microbiology and Immunology, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research
---------------------	---

Motion

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Medical Microbiology and Immunology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval 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, FGSR Dennis Kunimoto, Interim Dean, Faculty of Medicine and Dentistry
Presenter(s)	Rob Ingham, Associate Professor, Department of Medical Microbiology and Immunology, Faculty of Medicine and Dentistry Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines · Clarification of all program requirements · Updating formatting and inserting standard calendar wording <p>All changes reflect current practice</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Item No. 12

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (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>Those who are actively participating:</u></p> <ul style="list-style-type: none"> · Edan Foley, Associate Chair (Grad Studies) Department of Medical Microbiology and Immunology · Tabitha Vasquez, Graduate Program Administrator, Department of Medical Microbiology and Immunology
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<p><u>Those who have been informed:</u></p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>FoMD Graduate Programs Committee (GPC) – March 27, 2019 FoMD May 14, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 2019</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" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <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 style="vertical-align: top;"> <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 </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 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 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 (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference</p>			

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Medical Microbiology and Immunology graduate programs Calendar change request

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

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>Medical Microbiology and Immunology [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department generally does not accept students with less than an honors grade (3.3 at the University of Alberta) in the last two years of their undergraduate degree, or an equivalent qualification from another recognized institution.</p> <p>Where applicable, a minimum TOEFL score of 600 (paper-based) or 96 (Internet-based) is required.</p>	<p>Graduate Programs</p> <p>Medical Microbiology and Immunology [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements are an undergraduate degree in a related discipline with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>It is highly recommended that international applicants hold a Master's degree in a related area of Basic Science; applicants without this credential should specifically address the suitability of their undergraduate training to our program.</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 96 (Internet-based) or equivalent • an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research. <p>Applicants are also required to submit</p> <ul style="list-style-type: none"> • Curriculum Vitae • Statement of Interest – maximum two page personal statement indicating motivation for pursuing graduate studies • Three letters of reference, preferably from Professors familiar with applicants' research experience <p>Evidence of research experience in a laboratory setting is advantageous.</p>

[moved up]

We also require international students applying to our program to hold a Master's degree in a related area of Basic Science, but may grant waivers in cases where the applicants specifically address the suitability of their undergraduate training to our program.

[...]

Graduate Program Requirements

The Degree of MSc (Medical Microbiology and Immunology) [Graduate] Program Requirements

[...]

[moved below to Academic Standing Requirement]

Terminal MSc students are required to maintain a program GPA of at least 2.7; however, students wishing to proceed to a later PhD in the Department must maintain a program GPA of at least 3.0.

[...]

The Degree of PhD (Medical Microbiology and Immunology) [Graduate]

Program Requirements

[...]

[moved below to Academic Standing Requirement]

Students are required to maintain a GPA of at least 3.0.

[moved below to Candidacy Exam]

After completion of required coursework, students must pass an oral candidacy examination in order to continue in the program.

[...]

Application Deadlines

For Canadian citizens and permanent residents, applications are due by July 1st for September intake and November 1st for January intake.

For International students, applications are due by April 1st for September intake and August 1st for January intake.

[...]

Graduate Program Requirements

The Degree of MSc (Medical Microbiology and Immunology) [Graduate] Program Requirements

[...]

Academic Standing Requirement

Students are required to maintain a cumulative GPA of at least 2.7 with no grade less than B-; however, students wishing to proceed to a later PhD in the Department must maintain a cumulative GPA of at least 3.0 with no grade less than B-.

[...]

The Degree of PhD (Medical Microbiology and Immunology) [Graduate]

Program Requirements

[...]

Candidacy Exam

After completion of required coursework, students must pass a candidacy examination in order to continue in the program. The candidacy exam consists of a written research proposal and oral defense of that proposal. Students must complete MMI 605 prior to their candidacy exam. The candidacy exam must be completed within the first 30 months of the student's program.

[...]

Academic Standing Requirement

	<p>Students are required to maintain a cumulative GPA of at least 3.0 with no grade less than B-</p> <p>[...]</p>
<p>Justification: FGSR is working with all programs to update their calendar entries to utilize recommended language and have similar types of content. The changes here are reflective of this recommended language.</p> <p>FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines · Clarification of all program requirements · Updating formatting and inserting standard calendar wording <p>This Calendar update reflects current practice.</p> <p>Approved by: FoMD Graduate Programs Committee (GPC) – March 27, 2019 FoMD May 14, 2019</p>	

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Pharmacology, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research
---------------------	--

Motion

<p>THAT the GFC Academic Standards Committee approve, with delegates authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Pharmacology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval 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, FGSR Dennis Kunimoto, Interim Dean, Faculty of Medicine and Dentistry
Presenter(s)	Amy Tse, Associate Chair (Graduate Studies) Department of Pharmacology Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines · Clarification of academic standing requirement · Clarification of all program requirements · Updating formatting and inserting standard calendar wording <p>These changes reflect current practice</p> <p>Additional changes made to minimum required credits for the MSc and PhD programs</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Item No. 13

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 Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> · Amy Tse, Associate Chair (Graduate Studies) Department of Pharmacology
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<u>Those who have been informed:</u>
Approval Route (Governance) (including meeting dates)	FoMD Graduate Programs Committee (GPC) – March 27, 2019 FoMD May 14, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 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	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Pharmacology graduate programs Calendar change request

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

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 Pharmacology [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are an undergraduate degree with an average GPA of 3.3 in the last two years of undergraduate work at the University of Alberta, or an equivalent qualification from a recognized institution.</p> <p>Applicants with degrees/qualifications in a language other than English may need to demonstrate English language proficiency through one of the following exam</p>	<p>Graduate Programs Pharmacology [Graduate]</p> <p>[...]</p> <p>Entrance Requirements</p> <p>Students are accepted into the graduate program with degrees in the biological sciences, physics, chemistry, pharmacology, biochemistry, physiology, pharmacy, neuroscience, medicine, and dentistry. The program is of particular interest to students with background in pharmacology, physiology, biochemistry, and neuroscience.</p> <p>For the MSc program, the Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>For the PhD program, the Department's minimum admission requirements are an MSc degree in pharmacology or a companion discipline with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last < 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Students can be directly admitted to the PhD program without a master's degree if, in addition to the minimum admission requirements, they possess exceptional qualifications in pharmacology or a related discipline at the undergraduate level, as demonstrated by GPA, awards, publications and/or strong letters of references.</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>

scores: TOEFL with a minimum score of 600 (paper-based) or a total score of 95 (Internet-based) with at least 23 on each of the speaking and writing skill areas; MELAB with a minimum score of 85; or IELTS with a minimum overall band score of 7.0, with at least 6 on each band (see English Language Requirement).

- TOEFL with a minimum total score of 95 (Internet-based) with at least 23 on each of the speaking and writing skill areas;
- IELTS with a minimum overall band score of 7.0, with at least 6 on each band.

Applicants are also required to submit the following:

- A curriculum vitae – see the department website for a CV form
- A brief statement of research interests – see the department website for a Statement of Research Interests form
- Applicants must arrange for three letters of reference to be uploaded to the on-line application

Application Deadlines

Canadian Citizens/Permanent Residents:

Applications will be accepted until the start of each term. Applications should be submitted as early as possible as delays occur with late applications.

International Students:

Complete applications must be received by the department by the following dates:

May 15: September admission

September 15: January admission

January 15: May admission

March 15: July admission

For students whose previous education is in China (PRC) and Nigeria, complete applications must be received by the department by the following dates:

March 15: September admission

July 15: January admission

November 15: May admission

January 15: July admission

Academic Standing Requirement

In order to remain in their programs, students must maintain a minimum cumulative GPA of at least 3.3, with no grade less than B+.

Failure to maintain the required cumulative GPA or minimum grades may result in a recommendation by the Associate Chair – Grad Studies to FGSR that the student be placed on academic probation or required to withdraw.

[...]

[...]

<p>Justification: Change in minimum required credits for MSc and PhD programs</p>	

FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:

- Ensuring all entrance requirements are in the calendar, including all supporting documentation and application deadlines
- Clarification of academic standing requirement
- Clarification of all program requirements
- Updating formatting and inserting standard calendar wording

Compliance changes represent current practice

Approved by:

FoMD Graduate Programs Committee (GPC) – March 27, 2019

FoMD Faculty Learning Committee (FLC) – FoMD May 14, 2019

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in the Department of Physiology, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research
---------------------	--

Motion

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements and Academic Standing Regulations for the MSc and PhD programs in the Department of Physiology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval 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, FGSR Dennis Kunimoto, Interim Dean, Faculty of Medicine and Dentistry
Presenter(s)	Gregory Funk, Associate Chair (Graduate Studies) Department of Physiology Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Revisions to existing regulations in the Calendar, made as part of the FGSR Compliance Project</p> <ul style="list-style-type: none"> · Ensuring all entrance requirements are in the calendar, including the requirement to obtain commitment from a supervisor, all supporting documentation and application deadlines · Clarification of academic standing requirement · Clarification of all program requirements · Updating formatting and inserting standard calendar wording <p>All changes reflect current practice</p>
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Item No. 14

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 Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> · Gregory Funk, Associate Chair (Graduate Studies) Department of Physiology
	<u><i>Those who have been consulted:</i></u> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<u><i>Those who have been informed:</i></u>
Approval Route (Governance) (including meeting dates)	FoMD Graduate Programs Committee (GPC) – June 22, 2018 (re-reviewed Feb 13, 2019) FoMD Faculty Learning Committee (FLC) – May 7, 2019 FoMD Faculty Council (for review) – May 24, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 2019 GFC Course and Program Changes (program requirements) June 12, 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	

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - <>) Department of Physiology graduate programs Calendar change request

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

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>Physiology [Graduate]</p> <p>[...]</p> <p>Entrance Requirements The Department's minimum admission requirements are an undergraduate degree with an average of at least 3.0 in the last two years of undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and a TOEFL score of 580 (paper-based) or 95 (Internet-based) where applicable (see English Language Requirement).</p>	<p>Graduate Programs</p> <p>Physiology [Graduate]</p> <p>[...]</p> <p>Entrance Requirements For the MSc program, the Department's minimum admission requirements a four-year BSc or MD degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>For the PhD program, the Department's minimum admission requirements are an MSc or MD degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>International candidates, except those applying from the USA, are not accepted directly to a PhD program (except under exceptional circumstances). These candidates may change program category to a PhD program after 12 months in the MSc program, following presentation of their PhD proposal and upon recommendation from their thesis advisory committee.</p> <p>Since research in Physiology generally requires a broad background from several fields, completion of courses in the following areas is highly recommended for all applicants:</p> <ul style="list-style-type: none"> • Physiology 210 or 212, or an equivalent full year course in Human Physiology. • Biochemistry 200 and one of 310, 320 or 330, or an equivalent full year course in Biochemistry. • Introductory courses in basic Physics and Calculus are recommended.

<p>[...]</p>	<ul style="list-style-type: none"> • <u>An introductory course in Statistics is recommended.</u> <p><u>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</u></p> <ul style="list-style-type: none"> • <u>verified completion of an undergraduate or graduate degree with an English curriculum;</u> • <u>TOEFL score of at least 100 with at least 22 per section (Internet-based), or equivalent</u> • <u>IELTS score of 7.5 or higher with at least 6.5 on each band</u> <p><u>The Department of Physiology requires that applicants identify a supervisor who has committed to supervise the student for the duration of their program.</u></p> <p><u>All applicants are also required to submit the following</u></p> <ul style="list-style-type: none"> • <u>a CV</u> • <u>a statement of interest</u> • <u>three letters of reference (with at least two from academic referees).</u> <p><u>Additional application information can be found on the Department of Physiology website.</u></p> <p><u>All applicants must apply for admission online prior to the following cut-off dates:</u></p> <ul style="list-style-type: none"> • <u>July 1 for September admission</u> • <u>November 1 for January admission</u> • <u>March 1 for May admission</u> • <u>May 1 for July admission</u> <p><u>Academic Standing Requirement</u></p> <p><u>Graduate students in the Department of Physiology must maintain a minimum cumulative grade point average of 3.0 throughout their program.</u></p> <p><u>Failure to maintain the required cumulative GPA will normally result in a recommendation by the Graduate Coordinator to FGSR that the student be placed on academic probation or required to withdraw.</u></p> <p>[...]</p>
--------------	--

Justification:

General Information: Additional information added regarding areas of research, added links to Graduate Administrator, The Department’s Graduate Manual and Website. Removed sentence suggesting that interested individuals should contact the Head of Department.

Entrance Requirements: Included additional information on requirements for admission that include: GPA, language requirements, requirement for obtaining commitment from a supervisor. The language requirement has increased in line with an upcoming move from FGSR.

Academic Standing: we have now included in the Calendar the requirement that students need to maintain a GPA of 3.0 to remain in the program. This has been in our Departmental Graduate Manual for some time.

Financial Assistance: Additional information regarding scholarships (& funding sources) added, availability of teaching and research assistantships clarified; tuition fees mentioned & linked.

Program requirements: We have added sections that clearly define all program requirements, including: courses, candidacy, academic standing, residency, length of program and Department Seminar Program. Course requirements have been updated to be consistent with Department requirements. The previous Calendar entry suggesting 9 and 6 course credits for the MSc and PhD degrees were recommendations by FGSR but never part of the Dept of Physiology requirements. The Dept did not have course requirements until ~5 years ago, when, at the advice of FGSR, we introduced 3 and 6 credit requirements for the MSc and PhD degrees, respectively. The focus of the Department programs is on research – courses are assigned on an individual basis to address deficits in necessary background.

Times to completion of the various requirements have been amended to meet FGSR requirements.

Approved by:

FoMD Graduate Programs Committee (GPC) – June 22, 2018 (re-reviewed Feb 13, 2019)

FoMD Faculty Learning Committee (FLC) – May 7, 2019

FoMD Faculty Council (for review) – May 24, 2019

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Entrance Requirements for Graduate Programs in the Department of Medicine, Faculty of Medicine and Dentistry, and Faculty of Graduate Studies and Research
---------------------	--

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Entrance Requirements for the MSc and PhD programs in the Department of Medicine, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, FGSR Dennis Kunimoto, Interim Dean, Faculty of Medicine and Dentistry
Presenter(s)	Gopinath Sutendra, Associate Chair Graduate Studies, Department of Medicine Tracy Raivio, Associate Dean, FGSR

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 ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Changes have been made to show current departmental requirements: Raising the admission GPA from 3.0 to 3.3. Raising the minimum ELP score to 7.0 with no band less than 6.5 (raised from the FGSR minimum of 6.5 with no band less than 5.5)
Supplementary Notes and context	<i>Program related matters are considered by GFC Academic Planning Committee.</i>

Engagement and Routing (Include meeting dates)

Item No. 15

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><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> · Gopinath Sutendra, Associate Chair Graduate Studies, Department of Medicine · Barbara Thomson, Graduate Program Advisor, Department of Medicine
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> · Maria Chia (Graduate Calendar project specialist) · Janice Hurlburt, Graduate Governance and Policy Coordinator
	<u><i>Those who have been informed:</i></u>
Approval Route (Governance) (including meeting dates)	FoMD Graduate Programs Committee (GPC) – April 17, 2019 FoMD May 14, 2019 GFC ASC Subcommittee on Standards June 6, 2019 GFC Academic Standards Committee June 20, 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	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Medicine graduate programs Calendar change request

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

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>Medicine [Graduate] [...]</p> <p>General Information [...]</p> <p>Entrance Requirements For Master's programs, the Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>For Doctoral programs, The Department's minimum admission requirements are a research-based master's degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>The Research Training Committee will determine if a student has sufficient research</p>	<p>Graduate Programs</p> <p>Medicine [Graduate] [...]</p> <p>General Information [...]</p> <p>Entrance Requirements For Master's programs, the Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>For Doctoral programs, The Department's minimum admission requirements are a research-based master's degree with an admission GPA of at least 3.3 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p>

<p>experience to be admitted directly to the PhD program.</p> <p>Where applicable, applicants must meet the minimum English Language Requirement.</p> <p>[...]</p>	<p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement).</p> <ul style="list-style-type: none"> Applicants must have a minimum overall Academic IELTS score of 7.0, with a minimum of 6.5 on each band. <p>[...]</p>
--	--

Justification:

Changes have been made to show current departmental requirements:

Raising the admission gpa from 3.0 to 3.3.

Raising the minimum ELP score to 7.0 with no band less than 6.5 (raised from the FGSR minimum of 6.5 with no band less than 5.5)

Approved/Reviewed by:

FoMD – Graduate Programs Committee (GPC) – April 17, 2019

FoMD May 14 2019

FINAL Item No. 16

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Academic Standing Regulations, Augustana Faculty
---------------------	---

Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing Academic Standing Regulations for the Bachelor of Arts, Bachelor of Management in Business Economics, Bachelor of Music, Bachelor of Science, and Bachelor of Science/Bachelor of Education (Secondary) Combined Programs, as submitted by Augustana Faculty, and as set forth in Attachment 1, to take effect beginning in Fall 2019 and to be published in the 2020-2021 Calendar

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Allen Berger, Dean, Augustana Faculty
Presenter(s)	Karsten Mündel, Associate Dean, Academic, Augustana Faculty

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 ensure that all Academic Regulations related to academic standing requirements for this program are listed in the Calendar, with precision, clarity, and consistency.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The proposed changes to the Augustana Faculty academic probation regulations will allow students a more flexible and accessible pathway to complete their academic probation conditions and regain satisfactory standing within the Faculty. The proposed changes would extend the period of time in which students have to complete their academic probation conditions from one academic year to the time it takes them to complete *24 with a minimum GPA of 2.0. By extending the timeline, this allows for students who, for a number of reasons, may be more successful taking less credits during a term, such as students who require accessibility support.</p> <p>The current academic probation conditions require students to complete a minimum of *9-13 each Fall and Winter term (with a maximum of *3 during the 3 week course period and a maximum of *10 during the 11 week course period) with a minimum GPA of 2.0 during one academic year of probation. The change would allow students to complete a maximum of *3 in the 3 week course period and a maximum of *10 in the 11 week course period. Once they complete *24, they would receive an academic standing in the term they completed their final credits.</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	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Karsten Mundel, Associate Dean, Academic, Augustana • Alexis Anderson, Supervisor, Student Academic Services, Augustana
--	--

Item No. 16

(parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<ul style="list-style-type: none"> Jonathan Hawkins, Assistant Registrar, Augustana
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Undergraduate academic advisors in the Augustana Learning, Advising, and Beyond Office. Joyce McEachern – Augustana Systems and Process Analyst
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none">
Approval Route (Governance) (including meeting dates)	Augustana Faculty Council – May 10, 2019 GFC ASC – June 20, 2019

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate student from Edmonton, Alberta, Canada, and the world.</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>			
Alignment with Institutional Risk Indicator	<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 checked="" 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 type="checkbox"/> Relationship with Stakeholders <input 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 checked="" 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
<input type="checkbox"/> Enrolment Management <input checked="" 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			
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA) UAPPOL Academic Standing Policy Academic Standards Committee (ASC) Terms of Reference</p>			

Attachments (each to be numbered 1 - <>)

1. Proposed Augustana Academic Standing Regulation Changes Two-Column (pages 1 - 4)

Prepared by: <Jonathan Hawkins, Assistant Registrar Augustana Campus, jh12@ualberta.ca>

Proposed Augustana Academic Standing Regulation Changes

Current	Proposed
<p style="text-align: center;">Academic Standing and Graduation</p> <p>Determination of Academic Standing</p> <p>Academic standing is assessed based on a student's Grade Point Average (GPA). (Rules for computing the GPA are listed in Evaluation Procedures and Grading System.) Students are expected to maintain a 2.0 minimum GPA. Students who do not maintain this level of academic performance may be permitted to continue under academic warning or may be required to withdraw.</p> <p>The assignment and reassignment of academic standing is based on a student's performance in a minimum of ★12. If, at the time of review, the student has attempted fewer than ★12 since the last assignment of academic standing, there will be a program review, but the assessment of academic standing will be deferred and the academic standing assigned at the last review will remain in effect until the next review</p> <p>A review of academic performance is conducted for each student at the end of each Fall/Winter Terms, based on all courses completed during those Fall/Winter Terms. In addition, any courses taken during the preceding Spring/Summer will be included in the review. Students whose assessment was deferred at the last review will be assessed on the cumulative results of all courses completed since their last academic standing assignment.</p> <p>Implications of Academic Standing</p> <ol style="list-style-type: none"> 1. First-Class standing and the Dean's List: First-class standing in a given year is awarded to any undergraduate student who obtains a GPA of at least 3.5, the GPA to be computed on a minimum of ★24 taken during Fall/ Winter. Students who attend in only one term of the 	<p style="text-align: center;">Academic Standing and Graduation</p> <p>1. Determination of Academic Standing</p> <p>Academic standing is assessed based on a student's Grade Point Average (GPA). (Rules for computing the GPA are listed in Evaluation Procedures and Grading System.) Students are expected to maintain a 2.0 minimum GPA. Students who do not maintain this level of academic performance may be permitted to continue under academic warning or may be required to withdraw.</p> <p>The assignment and reassignment of academic standing is based on a student's performance in a minimum of ★12. If, at the time of review, the student has attempted fewer than ★12 since the last assignment of academic standing, there will be a program review, but the assessment of academic standing will be deferred and the academic standing assigned at the last review will remain in effect until the next review</p> <p>A review of academic performance is conducted for each student at the end of each Fall/Winter Terms, based on all courses completed during those Fall/Winter Terms. In addition, any courses taken during the preceding Spring/Summer will be included in the review. Students whose assessment was deferred at the last review will be assessed on the cumulative results of all courses completed since their last academic standing assignment.</p> <p>2. Assessment of Academic Standing</p> <ol style="list-style-type: none"> a. First-Class standing and the Dean's List: First-class standing in a given year is awarded to any undergraduate student who obtains a GPA of at least 3.5, the GPA to be computed on a minimum of ★24 taken during Fall/ Winter. Students who attend in

Fall/Winter are eligible if they complete at least ★12 with a minimum GPA of 3.5. Dean's List: This designation is given to students who achieve a GPA of at least 3.7 on a minimum of ★18 in Fall/Winter. Students who attend for only one term of Fall/Winter are eligible if they complete at least ★9 with a minimum GPA of 3.7.

2. **Satisfactory Standing:** Satisfactory standing is given to a student who achieves a GPA of at least 2.0. Students with satisfactory standing are academically eligible to continue studies in Augustana Faculty.
3. **Marginal standing:** Marginal standing is given to a student who achieves a GPA of 1.7 to 1.9. Students with marginal standing will be placed on academic warning and will normally have one Fall/Winter of assessment to return to satisfactory standing. Students failing to return to satisfactory standing will be required to withdraw from Augustana Faculty. Students with marginal standing will also be required to withdraw if they have previously had unsatisfactory or marginal standing at the end of any period of assessment at Augustana Faculty or have previously been required to withdraw from Augustana, another Faculty, or another postsecondary institution.
4. **Unsatisfactory standing:** Unsatisfactory standing is given to a student who obtains a GPA less than 1.7. Students with unsatisfactory standing will be required to withdraw from Augustana Faculty.

Other Regulations Related to Academic Standing

1. A student who has been required to withdraw from Augustana or any other Faculty, or from another postsecondary program, will not be considered for readmission until at least one full year has elapsed.

only one term of the Fall/Winter are eligible if they complete at least ★12 with a minimum GPA of 3.5. Dean's List: This designation is given to students who achieve a GPA of at least 3.7 on a minimum of ★18 in Fall/Winter. Students who attend for only one term of Fall/Winter are eligible if they complete at least ★9 with a minimum GPA of 3.7.

- b. **Satisfactory Standing:** Satisfactory standing is given to a student who achieves a GPA of at least 2.0. Students with satisfactory standing are academically eligible to continue studies in Augustana Faculty.
- c. **Marginal standing:** Marginal standing is given to a student who achieves a GPA of 1.7 to 1.9. Students with marginal standing will be placed on academic warning and will normally have one Fall/Winter of assessment to return to satisfactory standing. Students failing to return to satisfactory standing will be required to withdraw from Augustana Faculty. Students with marginal standing will also be required to withdraw if they have previously had unsatisfactory or marginal standing at the end of any period of assessment at Augustana Faculty or have previously been required to withdraw from Augustana, another Faculty, or another postsecondary institution.
- d. **Unsatisfactory standing:** Unsatisfactory standing is given to a student who obtains a GPA less than 1.7. Students with unsatisfactory standing will be required to withdraw from Augustana Faculty.

3. Probation

Students who have been required to withdraw and who have successfully appealed that decision will be placed on Probation (See also Academic Warning, Academic Probation, Required to Withdraw).

- a. Probationary students complete a minimum of ★24 with a GPA of 2.0 or higher or ★18

2. A student who has been required to withdraw from Augustana or any other Faculty after having previously been required to withdraw from Augustana, another Faculty, or from another postsecondary institution will not be considered for readmission except by special permission of the Associate Dean, Academic.

Documentation of Academic Standing

At the end of each academic year, a statement of grades is available on Bear Tracks (<https://www.beartracks.ualberta.ca>).

with a GPA of 2.7 or higher.

- b. Probationary students may not take any more than ★13 in each of Fall and Winter Terms (no more than *3 3-week courses and no more than *10 11-week courses).
- c. Probationary students may take more than one set of Fall/Winter Terms to complete probation, (courses taken in the Spring or Summer terms will be included in the GPA calculation).
- d. Probationary students may also be subject to other requirements as specified by the Associate Dean, Academic.

Note: The probationary GPA for students who take longer than one Fall/Winter to complete probationary requirements and who take more than ★24 during the period of probation may be based on more than ★24. Grades for all courses completed during the probationary period are used.

Probationary students who fail to attain the GPA and other requirements for probation as specified by the Associate Dean will fail Probation and will be required to withdraw from the Augustana Faculty without appeal.

A maximum of two periods of Probation are allowed while registered in the Augustana Faculty. Students who have cleared their second Probation and whose GPA at the end of a subsequent Fall/Winter falls below 2.0 will not be permitted to continue on Academic Warning, nor will they be allowed a third period of Probation. Such students are required to withdraw from the Augustana Faculty.

Subsequent to having been required to withdraw, students may be required to successfully complete ★18 transferable to the University with an AGPA of 2.7 or ★24 transferable to the University with an AGPA of 2.0 at another post secondary

institution, after which they may apply for readmission to a Faculty.

4. Other Regulations Related to Academic Standing

A student who has been required to withdraw from Augustana or any other Faculty, or from another postsecondary program, will not be considered for readmission until at least one full year has elapsed, except in the case of students granted Probation due to a successful appeal to the Associate Dean, Academic.

5. Documentation of Academic Standing

At the end of each academic year, a statement of grades is available on Bear Tracks (<https://www.beartracks.ualberta.ca>).

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Suspension of Nine Bachelor of Arts Majors and Significant Program Changes in the Bachelor of Arts and Bachelor of Science Programs, Augustana Faculty
---------------------	--

Motion I:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the suspension of admissions to the Bachelor of Arts in Visual Art, Drama, Economics, English, History, Modern Languages, Music, Philosophy and Religion, and Political Studies programs, as submitted by Augustana Faculty and as set forth in Attachment 1, to take effect October 1, 2019.

Motion II:

THAT the GFC Academic Standards Committee recommend that the General Faculties Council Academic Planning Committee approve the proposed adoption of a new liberal arts and sciences project-based Core, and the proposal to create new second-level specializations in the Bachelor of Arts Interdisciplinary Studies major in Augustana Faculty, as set forth in Attachment 3, to take effect in Fall 2020.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Allen Berger, Dean, Augustana Faculty
Presenter(s)	Karsten Mündel, Associate Dean – Academic, Augustana Faculty

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The proposals before the committee are:</p> <ol style="list-style-type: none"> 1. To approve the suspension of nine current majors in the Bachelor of Arts program at Augustana Faculty (Visual Arts, Drama, Economics, English, History, Modern Languages, Music, Philosophy and Religion, and Political Studies), and 2. To consider proposals by Augustana Faculty for the adoption of a new Liberal Arts and Sciences project-based Core, and the creation of new multi-disciplinary fields of study as second-level specializations within the Augustana Bachelor of Arts in Interdisciplinary Studies program, and to recommend these proposals for approval to the GFC Academic Planning Committee.

Item No. 17

Executive Summary
(*outline the specific item – and remember your audience*)

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

The work of CICC has resulted in the following proposals being adopted by Augustana Faculty Council during its Spring Workshop sessions on May 9, 2019:

Suspensions - BA Majors

To facilitate the realization of a new and dynamic curriculum at Augustana, the Faculty proposes to suspend admission into nine current majors:

- Visual Art
- Drama
- Economics
- English
- History
- Modern Languages
- Music
- Philosophy & Religion
- Political Studies

Liberal Arts and Sciences Core Changes

A new liberal arts and sciences core with a focus on project-based learning that complements and expands upon the knowledge and skills offered in the Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs in Augustana Faculty, particularly the proposed new second-level specializations in the Bachelor of Arts Interdisciplinary Studies major.

Bachelor of Arts in Interdisciplinary Studies – New Second-Level Specializations (Concentrations)

The development of three new multi-disciplinary learning opportunities within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (with more likely to follow in the near future):

- Law, Crime and Justice
- Creativity and Culture
- Ethics and Global Studies

Item No. 17

	<p>Current 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 BA-IDS programs. Assuming these programs are approved in time to accept applications for the 2020/2021 academic year, students enrolled in the suspended majors would be asked to complete all program requirements by April 30, 2024.</p>
<p>Supplementary Notes and context</p>	<p><i>As of July 1, 2019, ASC's mandate will include reviewing new program proposals and substantial revisions to programs, and providing recommendations to the GFC Academic Planning Committee (APC). Motion II relates directly to this expanded mandate as APC will see this proposal in fall 2019.</i></p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (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>Those who are actively participating:</u></p> <ul style="list-style-type: none"> · Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC) · Augustana faculty members and Department Councils in Fine Arts and Humanities, Science, and Social Sciences (Department Council all include undergraduate student representatives). · Augustana Academic Council <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> · Office of the Provost and Vice-President (Academic) (Tammy Hopper, Andrea Patrick) · University Governance (Meg Brolley) · Office of the Registrar (Melissa Padfield, Norma Rodenburg, Shennella Blake) · Augustana Faculty Council (which includes voting undergraduate student representatives) · Augustana Students' Association Executives members from 2018-19, as well as the incoming Executive for 2019-20 <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> · Academic Standards Committee – Subcommittee on Standards for consultation (May 2, 2019) · Academic Standards Committee for consultation (May 16, 2019)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Augustana Faculty Council (May 9, 2019) GFC ASC Subcommittee on Standards (for discussion): June 6, 2019 GFC Academic Standards Committee (program suspensions): June 20, 2019 GFC Academic Planning Committee (for program revisions): September 2019</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><i>For the Public Good</i></p> <p>BUILD</p> <p>GOAL: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p> <p>Objective 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none"> · Strategy1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation. <p>EXPERIENCE</p> <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> · Strategy 1 Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally <p>Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> · Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. <p>EXCEL</p> <p>GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>ENGAGE</p> <p>GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>Objective 17:</p>
--	---

Item No. 17

	Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. <ul style="list-style-type: none"> · Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<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 checked="" 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
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference	

Attachments

1. Attachment 1 Program Suspension templates (63 pages)
2. Attachment 2 BA Admission and suspension changes Calendar copy (25 pages)
3. Attachment 3 Augustana Core Transition copy (5 pages)
4. Attachment 4 Introduction to Proposed Augustana BA-IDS Concentrations – for information (9 pages)

Prepared by: Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in Visual Art
Credential awarded	Bachelor of Arts in Visual Art
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in Visual Arts. Currently, Augustana offers a Bachelor of Arts in Visual Art as a first-level specialization, with students given the option of completing one of two available second-level specializations in either Art Studio, or Art History and Visual Culture.

While the program has produced a number of excellent graduates, the Visual Art program requires intensive teaching demands, particularly in the Studio specialization, and the continuing enrollments make it difficult to justify the resources dedicated in this area. One of the newly-adopted second-level specializations offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which will enable students interested in Visual Art the ability to still pursue and develop the core skills of the current Visual Art major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	12	15	17	13	11
· Full-Time Year 1	1	4	7	5	7
· Full-Time Year 2	6	5	5	3	1
· Full-Time Year 3	2	4	1	3	3
· Full-Time Year 4	3	2	4	2	0
Total FLE	12	12	14	10	10
· FLE Year 1	1	4	6	4	5
· FLE Year 2	5	4	3	2	2
· FLE Year 3	3	3	1	3	2
· FLE Year 4	3	1	4	1	1

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in Visual Arts of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.*

Students in the Bachelor of Arts in Visual Art program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in Drama
Credential awarded	Bachelor of Arts in Drama
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in Drama, currently, offered by Augustana as a first-level specialization. While the program has produced a number of excellent graduates, the Drama program requires intensive teaching demands and the continuing enrollments make it difficult to justify the resources dedicated in this area.

One of the newly-adopted second-level specializations offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which will enable students interested in Drama the ability to still pursue and develop the core skills of the current Drama major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	13	10	17	9	14
· Full-Time Year 1	3	3	8	4	3
· Full-Time Year 2	3	3	3	2	4
· Full-Time Year 3	4	3	4	3	1
· Full-Time Year 4	3	1	2	0	6
Total FLE	11	10	15	9	13
· FLE Year 1	2	3	7	3	3
· FLE Year 2	3	3	2	3	2
· FLE Year 3	3	2	3	2	2
· FLE Year 4	3	2	3	1	6

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in Drama of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.

Students in the Bachelor of Arts in Drama program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in Economics
Credential awarded	Bachelor of Arts in Economics
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in Economics. Currently, Augustana offers a Bachelor of Arts in Economics as a first-level specialization, with students given the option of completing one of two available second-level specializations in either a General route, or Economics and Mathematics route.

While the program has produced a number of excellent graduates, the Economics program requires intensive teaching demands, particularly in upper-level courses, and the continuing enrollments make it difficult to justify the resources dedicated in this area. Two of the newly-adopted second-level specializations offer broad-ranging multi-disciplinary learning opportunities in the Social Sciences, which will potentially enable students interested in Economics the ability to still pursue and develop the core skills of the current Economics major, while enhancing these with a greater range of knowledge within a wider Social Sciences context. Augustana also continues to offer a Bachelor of Management degree which includes the ability to specialize in Business Economics, a choice which overlaps with much of the current Economics major as well.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	24	26	13	12	12
· Full-Time Year 1	11	7	3	4	4
· Full-Time Year 2	3	8	2	6	3
· Full-Time Year 3	5	6	6	2	1
· Full-Time Year 4	5	5	2	0	4
Total FLE	22	21	14	14	14
· FLE Year 1	11	6	4	4	6
· FLE Year 2	4	5	2	7	3
· FLE Year 3	4	4	6	2	1
· FLE Year 4	3	6	2	1	4

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in Economics of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.*

Students in the Bachelor of Arts in Economics program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in English
Credential awarded	Bachelor of Arts in English
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in English, currently offered as a first-level specialization. While the program has produced a number of excellent graduates, the English program requires intensive teaching demands over a wide range of time periods and genres, and the continuing enrollments make it difficult to justify the resources dedicated in this area.

One of the newly-adopted second-level specializations offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which will enable students interested in English the ability to still pursue and develop the core skills of the current English major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	28	30	25	30	31
· Full-Time Year 1	8	5	5	10	8
· Full-Time Year 2	3	10	9	9	10
· Full-Time Year 3	10	9	7	5	6
· Full-Time Year 4	7	6	4	6	7
Total FLE	24	24	23	26	26
· FLE Year 1	6	4	5	8	7
· FLE Year 2	3	8	8	8	9
· FLE Year 3	9	7	6	5	6
· FLE Year 4	6	5	4	5	4

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in English of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.*

Students in the Bachelor of Arts in English program would be able to find comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in History
Credential awarded	Bachelor of Arts in History
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in History, currently offered as a first-level specialization. While the program has produced a number of excellent graduates, the History program requires intensive teaching demands, over a wide range of time period, geographical regions, and genres, and the continuing enrollments make it difficult to justify the resources dedicated in this area.

Two of the newly-adopted second-level specializations offers broad-ranging multi-disciplinary learning opportunities in Social Sciences, which will enable students interested in History the ability to still pursue and develop the core skills of the current History major, while enhancing these with a greater range of knowledge within a wider Social Sciences context.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	21	21	23	24	29
· Full-Time Year 1	4	4	9	4	3
· Full-Time Year 2	7	10	2	3	6
· Full-Time Year 3	9	4	4	9	10
· Full-Time Year 4	1	3	8	8	10
Total FLE	20	19	22	21	27
· FLE Year 1	4	4	9	2	5
· FLE Year 2	7	9	2	4	4
· FLE Year 3	7	3	3	7	9
· FLE Year 4	2	3	8	8	9

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in History of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.*

Students in the Bachelor of Arts in History program would be able to find comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in Modern Languages
Credential awarded	Bachelor of Arts in Modern Languages
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in Modern Languages. Currently, Augustana offers a Bachelor of Arts in Modern Languages as a first-level specialization, with students given the option of completing one of six available second-level specializations by combining the study of two of four available language/language groups – French, German, Scandinavian and Spanish.

While the program has produced a number of excellent graduates, the Modern Languages program requires intensive teaching demands, particularly in upper-level language courses over all four specializations, and the continuing enrollments make it difficult to justify the resources dedicated in this area. One of the newly-adopted second-level specializations offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which will enable students interested in Modern Languages the ability to still pursue and develop the core skills of the current Modern Languages major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	7	6	6	3	6
· Full-Time Year 1	5	1	2	1	2
· Full-Time Year 2	1	2	2	0	1
· Full-Time Year 3	0	2	0	1	2
· Full-Time Year 4	1	1	2	1	1
Total FLE	6	6	6	3	5
· FLE Year 1	5	2	2	1	2
· FLE Year 2	0	1	2	0	1
· FLE Year 3	0	2	0	1	1
· FLE Year 4	1	1	2	1	1

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in Modern Languages of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.*

Students in the Bachelor of Arts in Modern Languages program would be able to find comparable programs offering instruction in similar languages at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in Music
Credential awarded	Bachelor of Arts in Music
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in Music, currently offered as a first-level specialization. While the program has produced a number of excellent graduates, the Music program requires intensive teaching demands, particularly in the Applied Music area, and the continuing enrollments make it difficult to justify the resources dedicated in this area.

One of the newly-adopted second-level specializations offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which will enable students generally interested in Music the ability to still pursue and develop the core skills of the current Music major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context. Students interested in a thorough Music education at Augustana also continue to have the option of completing a Bachelor of Music degree.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	6	6	10	12	8
· Full-Time Year 1	1	4	3	4	2
· Full-Time Year 2	3	0	3	3	1
· Full-Time Year 3	0	2	3	3	4
· Full-Time Year 4	2	0	1	2	1
Total FLE	5	6	9	10	5
· FLE Year 1	1	4	3	4	1
· FLE Year 2	2	0	3	2	1
· FLE Year 3	0	2	2	1	3
· FLE Year 4	2	0	1	3	0

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in Music of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.*

Students in the Bachelor of Arts in Music program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in Philosophy and Religion
Credential awarded	Bachelor of Arts in Philosophy and Religion
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in Philosophy and Religion. Currently, Augustana offers a Bachelor of Arts in Philosophy and Religion as a first-level specialization, with students given the option of completing one of two available second-level specializations in either a General, or Philosophy route.

While the program has produced a number of excellent graduates, the Philosophy and Religion program requires intensive teaching demands, particularly in upper-year courses, and the continuing enrollments make it difficult to justify the resources dedicated in this area. One of the newly-adopted second-level specializations offers broad-ranging multi-disciplinary learning opportunities in fine arts, languages, and literature, which will enable students interested in Philosophy and Religion the ability to still pursue and develop the core skills of the current Philosophy and Religion major, while enhancing these with a greater range of knowledge within a wider fine arts and humanities context.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	7	6	6	7	3
· Full-Time Year 1	0	1	1	2	1
· Full-Time Year 2	1	1	2	1	0
· Full-Time Year 3	1	4	0	1	1
· Full-Time Year 4	5	0	3	3	1
Total FLE	7	4	5	4	3
· FLE Year 1	0	0	1	2	1
· FLE Year 2	1	1	2	0	0
· FLE Year 3	1	3	0	1	1
· FLE Year 4	5	0	2	1	1

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in Philosophy and Religion of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.*

Students in the Bachelor of Arts in Philosophy and Religion program would be able to find a few comparable programs at other post-secondary institutions in Alberta, and the

majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended

major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019

Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Bachelor of Arts in Political Studies
Credential awarded	Bachelor of Arts in Political Studies
Proposed start date of suspension	October 1, 2019
Proposed end date of suspension	September 1, 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.).*

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the creation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC).

In May 2019, CICC presented a report to Augustana Faculty Council which resulted in a number of recommendations, including the creation of several new second-level specializations within the structure of the current Bachelor of Arts in Interdisciplinary Studies major (BA-IDS); the implementation of a new liberal arts and sciences core curriculum with a focus on project-based learning to develop additional skills to compliment the new learning opportunities embedded in new specializations, and the suspension of several first-level specializations (majors) currently offered as part of the Augustana Bachelor of Arts program which require significant resources to maintain for proportionately low student enrollments.

These recommendations were all approved by significant margins at the May Faculty Council meetings.

One of the majors approved for suspension is the Bachelor of Arts in Political Studies, currently offered as a first-level specialization. While the program has produced a number of excellent graduates, the Political Studies program requires intensive teaching demands, over a wide range of geographical regions and genres, and the continuing enrollments make it difficult to justify the resources dedicated in this area.

Two of the newly-adopted second-level specializations offers broad-ranging multi-disciplinary learning opportunities in Social Sciences, which will enable students interested in Political Studies the ability to still pursue and develop the core skills of the current Political Studies major, while enhancing these with a greater range of knowledge within a wider Social Sciences context.

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

Years indicate start of Academic Year.

Enrolment	2018	2017	2016	2015	2014
Total head count	15	16	18	14	19
· Full-Time Year 1	4	2	6	2	8
· Full-Time Year 2	4	6	5	5	2
· Full-Time Year 3	2	4	3	2	5
· Full-Time Year 4	5	4	4	5	4
Total FLE	14	15	16	15	16
· FLE Year 1	3	2	5	3	6
· FLE Year 2	3	5	5	4	3
· FLE Year 3	3	4	3	3	3
· FLE Year 4	5	4	3	5	4

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

October 1, 2019

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

The standard five year period was used in formulating the proposal.

1.1.4 *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

Augustana Faculty Council – May 9, 2019

GFC Academic Planning Committee – June 19, 2019

GFC Academic Standards Committee – June 20, 2019

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).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into a new BA-IDS second-level specialization. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BA in Political Studies of the cancellation of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the new multi-disciplinary programs.

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.*

Students in the Bachelor of Arts in Political Studies program would be able to find comparable programs at other post-secondary institutions in Alberta, and the majority of the courses in the program have active transfer agreements in the ACAT system.

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

Prior to the Faculty Council decisions taken on May 9, 2019, the extensive consultation and discussions occurred at both the Department level and several preceding Faculty Council meetings. All three Augustana Department Councils (Fine Arts and Humanities, Science, and Social Sciences) have voting student representatives who were part of the discussion process.

The Augustana Students' Association President and four other student representatives are voting members of Augustana Faculty Council and were present for much of the consultation at six Faculty Council meetings during the 2018-2019 year (in October, November, December, February, March and April).

The Augustana Student Association President was also a member of the Ad Hoc Curricular Innovation Coordinating Committee (CICC), with full opportunity to engage, contribute and critique the evolving proposals and processes.

There were a couple of meetings with the entire Augustana Students' Association Executive, once in the middle of the Winter term with the 2018-2019 Executive Group, and once near the end of the Winter term, with the incoming 2019-2020 Executive, who in both instances updated the entire Augustana Students' Association Council.

Student input and response was supportive throughout the process and generally understanding of the changes being proposed and the reasoning behind the recommendations.

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.*

Advisement staff in LAB will be meeting with the members and administrators in the Visual Arts discipline in order to plan for supporting students in the affected programs.

Augustana's academic departments will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BA-IDS opportunities. Advisement Staff will be part of those meetings to help ease student concerns and provide planning and course selection information

Advisement staff and administrators will work with the academic units to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major programs in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

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

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

The creation of the Faculty Ad Hoc Curriculum Review Research Committee in 2017 led to a thorough review of the Augustana Curriculum, including faculty consultation sessions and regular updates at monthly Augustana Faculty Council meetings during the 2017-2018 year, culminating in the creation of the Ad Hoc Curricular Innovation Coordinating Committee (CICC) in August 2018 with a mandate to bring recommendations for changes to the currently liberal arts and sciences core and coordinate the development of new multi-disciplinary programs that could be offered within the current BA-IDS program.

CICC subsequently met regularly throughout the 2018-2019 academic year, again bringing regular updates and offering opportunities for consultation/feedback at monthly Faculty Council meetings, as well as holding several drop-in planning and curricular development/feedback sessions for faculty in the Winter 2019 term. Members of CICC also facilitated numerous discussions at the 3 Augustana Department Councils during the 2018-2019 year, and worked closely with the Standing Augustana Curriculum Committee.

Many of the consultation sessions featured vibrant discussions, with initial proposals being regularly modified and shaped by the feedback offered. At the May 9, 2019 Faculty Council, the initial new second-level specializations proposed (3 in total, with more currently in the planning stage) were approved with an average 77% approval rate, and the suspension proposal was passed with an 83% approval rate.

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

One of the primary mandates of the Augustana curricular review was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

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

**Augustana Faculty
Program and Course Changes
For Implementation in Fall 2019**

Current	Proposed
<p>Bachelor of Arts</p> <p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> English Language Arts 30-1 Three subjects from Group A or C (see additional requirements below for specific majors and minors) A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. <p>Mathematics 30-2 is acceptable for admission as a Group C subject, though some majors require Mathematics 30-1 as a prerequisite for courses (see Notes below). Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission.</p> <p>For other approved 30-level subjects contact Augustana Faculty Prospective Student Office at www.augustana.ca/admissions/ or phone 1-800-661-8714.</p> <p>Additional Requirements</p> <ol style="list-style-type: none"> For a major in Biology, Biology 30, Chemistry 30 and Mathematics 30-1 are required. For a major in Chemistry, Chemistry 30 and Mathematics 30-1 are required. For a major in Computing Science and Economics, Mathematics 30-1 is required. For a major in Environmental Studies, Biology 30 and Mathematics 30-1 or 30-2 are required. 	<p>Bachelor of Arts</p> <p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> English Language Arts 30-1 Three subjects from Group A or C (see additional requirements below for specific majors and minors) A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. <p>Mathematics 30-2 is acceptable for admission as a Group C subject, though some majors require Mathematics 30-1 as a prerequisite for courses (see Notes below). Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission.</p> <p>For other approved 30-level subjects contact Augustana Faculty Prospective Student Office at www.augustana.ca/admissions/ or phone 1-800-661-8714.</p> <p>Additional Requirements</p> <ol style="list-style-type: none"> For a major in Biology, Biology 30, Chemistry 30 and Mathematics 30-1 are required. For a major in Chemistry, Chemistry 30 and Mathematics 30-1 are required. For a major in Computing Science, Mathematics 30-1 is required. For a major in Environmental Studies, Biology 30 and Mathematics 30-1 or 30-2

5. For a major in **Mathematics and Physics**, Mathematics 30-1 and Physics 30 are required.
- ~~6. For a major in **Modern Languages**, French 30 and German 30 are recommended.~~
7. For a major in **Psychology**, Mathematics 30-1 or 30-2 is required.
8. For a ~~major or~~ minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty Department of Music at (780) 679-1532 by April 15 for Fall Term and December 15 for Winter Term.

II. **Transfer Applicants**
Refer to [Postsecondary Transfer Applicants](#), [Bachelor of Arts](#) and [Postsecondary Applicants](#).

III. Nonmatriculated Applicants

Subject Requirements

1. English Language Arts 30-1. See additional requirements below for specific majors and minors.

Additional Requirements

1. For a major in **Biology**, Biology 30, Chemistry 30 and Mathematics 30-1 are required.
2. For a major in **Chemistry**, Chemistry 30 and Mathematics 30-1 are required.
3. For a major in **Computing Science and Economics**, Mathematics 30-1 is required.
4. For a major in **Environmental Studies**, Biology 30 and Mathematics 30-1 or 30-2 are required.
5. For a major in **Mathematics and Physics**, Mathematics 30-1 and Physics 30 are required.
- ~~6. For a major in **Modern Languages**, French 30 and German 30 are recommended.~~
7. For a major in **Psychology**, Mathematics 30-1 or 30-2 is required.
8. For a ~~major or~~ minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty Department of Music at (780) 679-1532

are required.

5. For a major in **Mathematics and Physics**, Mathematics 30-1 and Physics 30 are required.
6. For a major in **Psychology**, Mathematics 30-1 or 30-2 is required.
7. For a minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty Department of Music at (780) 679-1532 by April 15 for Fall Term and December 15 for Winter Term.

II. **Transfer Applicants**
Refer to [Postsecondary Transfer Applicants](#), [Bachelor of Arts](#) and [Postsecondary Applicants](#).

III. Nonmatriculated Applicants

Subject Requirements

1. English Language Arts 30-1. See additional requirements below for specific majors and minors.

Additional Requirements

1. For a major in **Biology**, Biology 30, Chemistry 30 and Mathematics 30-1 are required.
2. For a major in **Chemistry**, Chemistry 30 and Mathematics 30-1 are required.
3. For a major in **Computing Science**, Mathematics 30-1 is required.
4. For a major in **Environmental Studies**, Biology 30 and Mathematics 30-1 or 30-2 are required.
5. For a major in **Mathematics and Physics**, Mathematics 30-1 and Physics 30 are required.
6. For a major in **Psychology**, Mathematics 30-1 or 30-2 is required.
7. For a minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty Department of Music at (780) 679-1532 by April 15 for Fall Term and December 15 for Winter Term.

by April 15 for Fall Term and December 15 for Winter Term.

Major in Visual Art [Augustana]

Visual Art— Art Studio Stream

Requirements

AUART 100— Introduction to Art History and Visual Culture

AUART 111— Studio Foundation I

AUART 112— Studio Foundation II— 3-D and Colour Theory

AUART 215— Sculpture I

AUART 231— Drawing I

AUART 232— Drawing II

AUART 271— Painting I

AUART 272— Painting II

AUART 331— Drawing III

AUART 371— Painting III

AUART 411— Visual Explorations

Additional Requirements

★9 additional at a senior level in art history

Any AUART course to be used as a prerequisite for subsequent AUART courses must be passed with a minimum of C- (or equivalent).

A grade of D or D+ in a Major subject may normally be credited only once in the student's Art Major program. Any subsequent course for which a grade of either D or D+ is received must be repeated for degree credit or an alternative course, approved by the Department, must be substituted.

Additional information for students

A student intending to pursue graduate studies in Art is urged to take additional credits in Art. Drama and Music courses should be taken (as options) to enrich the concentration in Art. Art supplies for studio courses are the responsibility of the student. It is recommended that initial courses in studio be taken in the following sequence: Foundation, Drawing, Painting. Some senior Art courses are offered in alternate years only.

Recommended first-year program

Required courses: ★9

AUART 100— Introduction to Art History and Visual Culture

Major in Visual Art [Augustana]

Effective October 2019, there will be no further admission to this major. Students who entered the program prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

AUART 111— Studio Foundation I
AUART 112— Studio Foundation II— 3-D and
Colour Theory

**Art History and Visual Culture Stream
Requirements**

AUART 100— Introduction to Art History and
Visual Culture
AUART 231— Drawing I
AUART 271— Painting I
AUART 421— Art History Stream Capstone

Additional Requirements

★21 additional at a senior level in art history and
visual culture. AUIND 240, AUHUM 276, and
AHPHI 365 may count towards this requirement.
★6 in art history and visual culture at an AUART
300 level. AUPHI 365 will not count towards this
requirement.
★3 in art studio at an AUART 300 level.

Major in Drama

Requirements

- AUDRA 101— Play Analysis
- AUDRA 144— Improvisation I: Introduction
- AUDRA 201— History and Critical Analysis of
Theatre
- AUDRA 230— Acting Techniques I
- AUDRA 244— Improvisation II: Workshop and
Performance
- AUDRA 340— Movement for the Theatre
- AUDRA 350— Introduction to Directing

- AUDRA 437— Senior Showcase **OR**
- AUDRA 444— Improvisation IV: Story Theater

Additional Requirements

- 3 additional credits in Drama at the 400 level
- 15 additional senior credits in Drama.

Additional information for students

1. A student intending to pursue graduate
studies in Drama is strongly advised to
choose additional credits in Drama.
2. Art, English, History and Music courses
should be taken (as options) to enrich the
major in Drama.

Major in Drama

Effective October 2019, there will be no
further admission to this major. Students who
entered the program prior to October 2019
must complete all program requirements by
April 30, 2024. The last degree with this
specific major will be granted at Spring
Convocation 2024.

Continuing students must refer to the
Calendar under which they were admitted for
program, promotion and graduation
requirements.

3. Many senior Drama courses are offered in alternate years only.

Recommended first-year program

Required courses:

- AUDRA 101— Play Analysis
- AUDRA 144— Improvisation I: Introduction

Major in Economics [Augustana]

See Augustana Faculty for Admission Requirements.

Requirements

Students select one of two streams: the general economics stream or the economics and mathematics stream.

General Economics Stream

- AUECO 101— Introduction to Microeconomics
- AUECO 102— Introduction to Macroeconomics
- AUECO 190— Economic Issues (Cornerstone Course)
- AUECO 203— Intermediate Microeconomic Analysis I
- AUECO 204— Intermediate Macroeconomic Analysis I
- AUECO 206— Mathematics in Economics and Finance
- AUECO 311— Introductory Econometrics
- AUECO 384— Intermediate Microeconomic Analysis II
- AUECO 385— Intermediate Macroeconomic Analysis II
- AUECO 490— Senior Seminar in Economics (Capstone Course)

Additional Requirements

9 additional senior credits in Economics of which at least ★3 must be at the 400 level.

★3 in applied microeconomics courses:

- AUECO 341— Environmental Economics
- AUECO 346— Agricultural Economics
- AUECO 393— Public Sector Economics

★3 in financial or international economics courses:

Major in Economics [Augustana]

Effective October 2019, there will be no further admission to this major. Students who entered the program prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

- AUECO 258—The International Economy in Historical Perspective II
- AUECO 333—Money and Banking in Canada
- AUECO 336—Economics of Financial Markets
- AUECO 360—International Economics
- AUECO 363—International Finance
- AUECO 364—Development Economics
- AUECO 436—Economics of Financial Markets
- AUECO 463—International Finance

Supporting courses:

- AUMAT 110—Elementary Calculus I **OR**
- AUMAT 116—Elementary Calculus I (Enriched)
- AUSTA 153—Introductory Applied Statistics

Economics and Mathematics Stream

- AUECO 101—Introduction to Microeconomics
- AUECO 102—Introduction to Macroeconomics
- AUECO 190—Economic Issues (Cornerstone Course)
- AUECO 203—Intermediate Microeconomic Analysis I
- AUECO 204—Intermediate Macroeconomic Analysis I
- AUECO 384—Intermediate Microeconomic Analysis II
- AUECO 385—Intermediate Macroeconomic Analysis II
- AUECO 311—Introductory Econometrics
- AUECO 490—Senior Seminar in Economics (Capstone Course)

- AUMAT 110—Elementary Calculus I **OR**
- AUMAT 116—Elementary Calculus I (Enriched)

- AUMAT 112—Elementary Calculus II (
- AUMAT 120—Linear Algebra I
- AUMAT 211—Intermediate Calculus I
- AUMAT 212—Intermediate Calculus II
- AUMAT 250—Discrete Mathematics
- AUMAT 330—Ordinary Differential

Equations

Additional Requirements

- ★9 in applied microeconomics, financial economics, or international economics. At least ★3 must be at the 400 level.
- ★3 additional AUMAT credits at the 200 level or higher.

Supporting course:

- AUSTA 153—Introductory Applied Statistics

Additional information for students

1. A student considering graduate work in Economics is advised to take the Economics and Mathematics stream
2. Many senior Economics courses are offered in alternate years only.

Recommended first-year program

General economics stream

- AUECO 101—Introduction to Microeconomics
- AUECO 102—Introduction to Macroeconomics
- AUECO 190
- AUMAT 110—Elementary Calculus I **OR**
- AUMAT 116—Elementary Calculus I (Enriched)
- AUSTA 153—Introductory Applied Statistics

Mathematical economics stream

- AUECO 101—Introduction to Microeconomics
- AUECO 102—Introduction to Macroeconomics
- AUECO 190
- AUMAT 110—Elementary Calculus I **OR**
- AUMAT 116—Elementary Calculus I (Enriched)
- AUMAT 120—Linear Algebra I
- AUSTA 153—Introductory Applied Statistics

Major in English [Augustana]

Requirements

★6 AUENG from

- AUENG 102—Critical Reading, Critical Writing
- AUENG 103—English Literature from the Romantic Period to the Present
- AUENG 104—English Literature from the Middle Ages to the Romantic Period

★6 Medieval and Renaissance Literature

- AUENG 221—Chaucer
- AUENG 225—Middle Ages
- AUENG 230—The Early English Renaissance
- AUENG 231—The Later English Renaissance
- AUENG 233—Shakespeare
- AUENG 239—Milton
- AUENG 321—Chaucer
- AUENG 325—Middle Ages
- AUENG 330—The Early English Renaissance
- AUENG 331—The Later English Renaissance
- AUENG 333—Shakespeare
- AUENG 339—Milton

★3 Eighteenth-Century or Nineteenth-Century British Literature

- AUENG 240—Restoration & Eighteenth Century Literature and Culture

★6 Canadian, U.S., Aboriginal/Indigenous, World Literature in English

- AUENG 207—Aboriginal/Indigenous Literature
- AUENG 270—United States Literature to 1865
- AUENG 271—United States Literature since 1865
- AUENG 280—Canadian Literature to 1950
- AUENG 281—Canadian Literature since 1950
- AUENG 307—Aboriginal/Indigenous Literature
- AUENG 370—United States Literature to 1865
- AUENG 371—United States Literature since 1865
- AUENG 380—Canadian Literature to 1950
- AUENG 381—Canadian Literature since 1950

★3 Twentieth and Twenty-first Century Literature

Major in English [Augustana]

Effective October 2019, there will be no further admission to this major. Students who entered the program prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

- AUENG 268— Women and Environmental Literature
- AUENG 368— Women and Environmental Literature
- AUENG 382— Postcolonial Literature and Theory

★3 Criticism or Theory

- AUENG 292— Feminist Critical Theory and Women's Writing
- AUENG 392— Feminist Critical Theory and Women's Writing

Additional Requirements

- ★6 at the 400-level in English
- ★9 additional senior credits in English
- ★6 overlapping in AUENG at the 300-level from courses listed above

Additional information for students

1. Senior courses should be taken from a variety of instructors, and in a broad range of genres, historical periods, and national literatures.
2. A student considering graduate studies should take as many additional courses in English as possible. Furthermore, such a student should take at least ★6 in a second language.
3. Many senior English courses are offered in alternate years only.

Recommended first-year program

Required courses:

- ★6 AUENG from
 - AUENG 102— Critical Reading, Critical Writing
 - AUENG 103— English Literature from the Romantic Period to the Present
 - AUENG 104— English Literature from the Middle Ages to the Romantic Period

Major in History [Augustana]

Requirements

- AUIDS 100— The World in Progress: Inquiry in the Social Sciences **OR**
- AUHIS 190— The Historian's Craft: Research Skills and Tools

Major in History [Augustana]

Effective October 2019, there will be no further admission to this major. Students who entered the program prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this

- AUHIS 260—An Introduction to the Study of Canadian History to 1867
- AUHIS 261—An Introduction to the Study of Canadian History, 1867 to the Present
- AUHIS 480—The Historian's Craft: Historiography

★6 from

- AUHIS 104—World History: The West
- AUHIS 105—World History: The East and the South
- AUHIS 121—Topics in Global History

- AUIND 101—Introduction to Indigenous Studies
- OR**
- AUIND 201—Introduction to Indigenous Studies

Additional Requirements

- ★21 additional at a senior level in History, including at least ★9 at the 300 level or above. Any AUIND course as well as AUENG 270 or AUENG 370 may also be counted towards this requirement.
- Within the ★21 course selection, a minimum of ★3 from each of three of the following fields of History:
 - Ancient:** AUHIS 203, AUHIS 204, AUHIS 207, AUHIS 208.
 - Canadian:** AUHIS 262, AUHIS 271, AUHIS 360, AUHIS 361, AUHIS 366, AUHIS 368, AUHIS 369, AUHIS 372, AUHIS 375, AUHIS 460, AUHIS 461, AUHIS 475.
 - European:** AUHIS 201, AUHIS 202, AUHIS 243, AUHIS 316, AUHIS 322, AUHIS 323, AUHIS 325, AUHIS 328, AUHIS 329, AUHIS 337, AUHIS 338, AUHIS 425.
 - Indigenous:** AUHIS 366, AUHIS 369, AUIND 240, AUIND 300, AUIND 367, AUIND 370, AUIND 390, AUIND 399, AUIND 400, AUIND 467, AUIND 470, AUIND 490, AUIND 499.
 - Sport:** AUHIS 212, AUHIS 312, AUHIS 368.
 - United States:** AUENG 270, AUENG 370, AUHIS 250, AUHIS 251, AUHIS 356, AUHIS 454.
 - Women's:** AUHIS 271.

specific major will be granted at Spring Convocation 2024.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Additional information for students

Many senior History courses are offered in alternate years only.

Recommended first-year program**Required courses:**

- AUHIS 104—World History: The West
- AUHIS 105—World History: The East and the South
- AUHIS 190—The Historian's Craft: Research Skills and Tools

Major in Modern Languages [Augustana]

See Augustana Faculty for Admission Requirements.

Requirements

★48-60 chosen from two of the following four areas:

French

- AUFRE 201—Intermediate French I
- AUFRE 202—Intermediate French II
- AUFRE 301—Advanced French I

Additional Requirements for French

• ★12-18 additional at a senior level in French, including at least ★9 at the 300- or 400-level (★3 of the aforementioned must be at the 400-level). Additional senior courses outside of Modern Languages (for example AUHIS, AUIDS, AULAN, etc.) which are linked to culture, history, language acquisition, etc. may be eligible to count in this category. Please consult with your Academic Advisor regarding the approval process.

German

- AUGER 201—Intermediate German I **AND**
- AUGER 202—Intermediate German II **OR**
- AUGER 200—Intermediate German I and II

- AUGER 301—Advanced German I **AND**

- AUGER 302—Advanced German II **OR**
- AUGER 300—Advanced German I and II

Additional Requirements for German**Major in Modern Languages [Augustana]**

Effective October 2019, there will be no further admission to this major. Students who entered the program prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

• ★9-15 additional senior in German, including at least ★9 at the 300- or 400-level, (★3 of the aforementioned must be at the 400-level). Additional senior courses outside of Modern Languages (for example AUHIS, AUIDS, AULAN, etc.) which are linked to culture, history, language acquisition, etc. may be eligible to count in this category. Please consult with your Academic Advisor regarding the approval process.

Scandinavian Studies

- AUSCA 101—Beginners' Norwegian I
- AUSCA 102—Beginners' Norwegian II
- AUSCA 201—Intermediate Norwegian I
- AUSCA 202—Intermediate Norwegian II

Additional Requirements for Scandinavian Studies

• ★9-15 additional at a senior level in Scandinavian Studies, including at least ★9 at the 300- or 400-level (★3 of the aforementioned credits must be at the 400-level). Additional senior courses outside of Modern Languages (for example AUHIS, AUIDS, AULAN, etc.) which are linked to culture, history, language acquisition, etc. may be eligible to count in this category. Please consult with your Academic Advisor regarding the approval process.

Spanish

- AUSPA 101—Beginners' Spanish I **OR**
- AUSPA 103—Introductory Spanish I

- AUSPA 102—Beginners' Spanish II **OR**
- AUSPA 104—Introductory Spanish II

- AUSPA 201—Intermediate Spanish I **OR**
- AUSPA 203—Intermediate Spanish I

- AUSPA 202—Intermediate Spanish II **OR**
- AUSPA 204—Intermediate Spanish II

Additional Requirements for Spanish

• ★9-15 additional at a senior level in Spanish, including at least ★9 at the 300- or 400-level, (★3 of the aforementioned must be at the 400-level). Additional senior courses outside of

Modern Languages (for example AUHS, AUIDS, AULAN, etc.) which are linked to culture, history, language acquisition, etc. may be eligible to count in this category. Please consult with your Academic Advisor regarding the approval process.

Additional Requirements for the Modern Languages Major

• At least ★6 in each of the two chosen languages must be taken in an immersion setting. See additional information for students, below.

Additional information for students

1. A student considering an after-degree program in Education, or graduate studies, should obtain a minimum of ★36 in one language.
2. An online placement test must be taken before registering in AUFRE 201 for the purpose of advising the student of the appropriate level at which they should begin university French studies. Advanced placement is possible for a student with previous experience in the language.
3. A student who has chosen French as an area of study is required to take senior offerings (★6 senior), in an immersion setting such as the Summer Language Bursary Program offered by the Government of Canada or the Perpignan Year Program.

A student who has chosen German as an area of study is required to take senior offerings (★6 senior) in an immersion setting such as the Canadian Summer School in Germany (Kassel) or Waterloo in Germany.

A student who has chosen Scandinavian Studies as an area of study is required to take senior offerings (★6 senior) in an immersion setting such as the Oslo International Summer School, University

<p>of Bergen Summer Program or Scandinavian Studies in Telemark Program.</p> <p>A student who has chosen Spanish as an area of study is required to take senior offerings (★6 senior) in an immersion setting such as the Augustana in Cuba program or the Puebla Alberta Community Service Exchange program.</p> <p>4. A French student is strongly encouraged to take AULAT 101 and AULAT 102.</p> <p>5. Other recommended courses: AULAN 101— Introduction to Linguistic Analysis AUPSY 373— Psychology of Language AUSOC 105— Social Anthropology</p> <p>6. Some senior courses in French, German, Scandinavian Studies, and Spanish are not offered every year.</p> <p>Recommended first-year program Students with French 30/German 30 can start at the 200-level in French/German in the first year.</p> <p>Required courses: two of the following ★6 sequences:</p> <ul style="list-style-type: none"> ● AUFRE 201— Intermediate French I ● AUFRE 202— Intermediate French II ● AUGER 201— Intermediate German I ● AUGER 202— Intermediate German II ● AUSCA 101— Beginners' Norwegian I ● AUSCA 102— Beginners' Norwegian II ● AUSPA 101— Beginners' Spanish I ● AUSPA 102— Beginners' Spanish II 	
<p>Music</p>	<p>Music</p>

Bachelor of Arts, Music Major

Overview

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).

Major in Music [Augustana]

Admission Requirements

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.

Requirements

1. Theoretical and Analytical Studies, Musicianship Skills: AUMUS 160, AUMUS 162, AUMUS 260, AUMUS 262.
2. Music History and Literature, Music in Society: AUMUS 170, AUMUS 224, AUMUS 225, AUMUS 226, and ★3 from AUMUS 322, AUMUS 330, AUMUS 422 or AUMUS 430.
3. Applied Music (instrumental/vocal lessons) and Ensemble courses: ★9 (with at least ★4 in each category).
4. Music options: a minimum of ★9.
5. AUMUS 495 and AMUS 496 or ★3 from AUMUS 422 or AUMUS 430 (Popular Music). Note: This is an overlapping requirement with (2) and (3).
6. The set of courses selected in (2)–(5) above must include at least ★12 credits at the 300- and 400-levels.
7. A passing grade in the Keyboard Skills Proficiency Examination (KSPE). See Music Handbook online for details.
8. Successful completion of the Recital

Overview

A Music Minor is available for the student having a major in another discipline. More information on the BMus is available in Bachelor of Music (BMus).

Major in Music [Augustana]

Effective October 2019, there will be no further admission to this major. Students who entered the program prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Attendance Requirement (RAR). For every year in a Music program at Augustana, a student must attend a minimum of 10 RAR-designated events per year. Failure to achieve this minimum in a given year will require withdrawal from any Music program (BMus. or BA). A minimum of 40 recitals or concerts is required for graduation unless transferring in from another institution or program.

Additional information for students

1. A student considering graduate studies in Music is encouraged to take elective courses that examine cultural and critical theory.
2. A student considering graduate studies in Music should note that certain graduate programs require a reading knowledge of one or more of French, Italian, and German. In addition, the student should include other courses such as AUMUS 261, AUMUS 263, AUMUS 361, AUMUS 369, and another course from Music History and Literature, Music in Society. To facilitate entry into a graduate program with an academic emphasis, a student should include additional courses from Music and other disciplines, including those which encourage interdisciplinary perspectives. To facilitate entry into a graduate program with a performance emphasis, a student should include third- and fourth-year recitals, ensembles, conducting, and other courses relevant to the area of emphasis.
3. A student considering further studies in Music Education should include AUMUS 231, AUMUS 235, AUMUS 236, and AUMUS 336, as well as further courses in ensembles and/or applied Music.
4. A student should prepare to pass the Keyboard Skills Proficiency Examination (KSPE) in third or fourth year.
5. Senior Music courses are offered in alternate years only.

Recommended first-year programs

Required courses

- Applied music and ensemble courses.
- AUMUS 160—Theoretical and Analytical Studies I
- AUMUS 162—Aural and Sight Singing Skills I
- AUMUS 170—Tuning In: An Introduction to

<p>Music</p> <p>Recommended programs for subsequent years</p> <p>Recommended second-year program includes:</p> <ul style="list-style-type: none"> • Applied music and ensemble courses. • AUMUS 260—Theoretical and Analytical Studies II • AUMUS 261—Theoretical and Analytical Studies III • AUMUS 262—Aural and Sight Singing Skills II • AUMUS 263—Aural and Sight Singing Skills III <p>Two of</p> <ul style="list-style-type: none"> • AUMUS 224—Medieval and Renaissance Music • AUMUS 225—Baroque and Classical Music • AUMUS 226—Romantic and Twentieth-Century Music <p>Recommended third-year program includes:</p> <ul style="list-style-type: none"> • Applied music and ensemble courses. • Remaining course from music history surveys (AUMUS 224, AUMUS 225, AUMUS 226). • AUMUS 322—Rethinking Music: From Mozart to Madonna • another course in Music History and Literature, Music in Society as approved by the Department of Humanities and Fine Arts. • AUMUS 361—Form, Analysis, and the Construction of Musical Meaning <p>Recommended fourth-year program includes:</p> <ul style="list-style-type: none"> • Instrumental/vocal lessons and ensemble courses. • AUMUS 495 and AUMUS 496—Applied Music or a 400-level course in music history, music theory, or ethnomusicology. • Additional senior Music courses. 	
<p>Major in Philosophy and Religion [Augustana]</p> <p>Major in Philosophy and Religion: General Stream</p> <p>Requirements</p> <ul style="list-style-type: none"> • AUREL 100—Exploring Religious Meaning • AUPHI 101 OR • AUPHI 102. 	<p>Major in Philosophy and Religion [Augustana]</p> <p>Effective October 2019, there will be no further admission to this major. Students who entered the program prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024.</p>

• **★6 from List A:**

- AUGDS 223—Development Studies Practicum
- AUGDS 323—Development Studies Practicum
- AUPOL 103—Introduction to Global and Political Studies
- AUPOL 210—History of Political Thought I
- AUPOL 211—History of Political Thought II
- AUPOL 240—Introduction to International Relations I
- AUPOL 341—The Global South and World Polities
- AUSOC 218—Sociology of Global and Development Issues
- AUSOC 262—Mass Communication and Contemporary Society
- AUSOC 275—Sex, Gender, and Society
- AUSOC 367—Knowledge and Human Society

• **★6 from List B:**

- AUPHI 260—Ethics
- AUPHI 290—Philosophy of Contemporary Culture
- AUPHI 340—Contemporary Social and Political Philosophy
- AUPHI 355—Philosophy and the Environment
- AUREL 212—Introduction to the Hebrew Bible in Translation
- AUREL 216—The Hebrew Prophets
- AUREL 257—Modern Ethics
- AUREL 263—Spirituality and Globalization
- AUREL 266—India Tour
- AUREL 270—Selected topics in Religion and Public Life
- AUREL 345—Religion and Ecology
- AUREL 365—Storied Landscapes

Additional Requirements

- Cross-cultural experience, the equivalent of a minimum of ★3 (see Program Coordinator).
- 9 additional senior credits in AUPHI, non-overlapping with ★6 from List B.
- 9 additional senior credits in AUREL, non-overlapping with ★6 from) List B.
- ★6 integrative capstone courses at the 400-level.

Additional information for students

1. A student intending to pursue graduate studies in Philosophy or Religion is encouraged to take

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

up to an additional ★18 in Philosophy or Religion respectively.

2. Students should consult with the Program Coordinator concerning cross-cultural experiences and/or courses.

Major in Philosophy and Religion: Philosophy Stream

Requirements

• AUREL 100

• AUPHI 101 **OR**

• AUPHI 102.

• ★6 from List A:

- AUGDS 223—Development Studies Practicum
- AUGDS 323—Development Studies Practicum
- AUPOL 103—Introduction to Global and Political Studies
- AUPOL 210—History of Political Thought I
- AUPOL 211—History of Political Thought II
- AUPOL 240—Introduction to International Relations I
- AUPOL 341—The Global South and World Politics
- AUSOC 218—Sociology of Global and Development Issues
- AUSOC 262—Mass Communication and Contemporary Society
- AUSOC 275—Sex, Gender, and Society
- AUSOC 367—Knowledge and Human Society

• ★6 from List B:

- AUPHI 260—Ethics
- AUPHI 290—Philosophy of Contemporary Culture
- AUPHI 340—Contemporary Social and Political Philosophy
- AUPHI 355—Philosophy and the Environment
- AUREL 212—Introduction to the Hebrew Bible in Translation
- AUREL 216—The Hebrew Prophets
- AUREL 257—Modern Ethics
- AUREL 263—Spirituality and Globalization
- AUREL 266—India Tour
- AUREL 270—Selected topics in Religion and Public Life
- AUREL 345—Religion and Ecology

- AUREL 365— Storyed Landscapes

Additional Requirements

- Cross-cultural experience, the equivalent of a minimum of ★3 (see Program Coordinator).
- 9 additional senior credits in AUPHI, non-overlapping with ★6 from List B.
- ★6 additional senior credits in AUREL or AUPHI, non-overlapping with ★6 from List B.
- 3 additional non-overlapping senior credits in AUREL or 1 of:
 - AUPHI 250— History of Christian Thought
 - AUPHI 357— Philosophy of Religion I
 - AUPHI 358— Philosophy of Religion II
- ★6 integrative capstone courses at the 400 level.

Additional information for students

1. A student intending to pursue graduate studies in Philosophy or Religion is encouraged to take up to an additional ★18 in Philosophy or Religion respectively.
2. Students should consult with the Program Coordinator concerning cross-cultural experiences and/or courses.

Major in Political Studies [Augustana]

Requirements

- AUPOL 103— Introduction to Global and Political Studies
- AUIDS 100— The World in Progress: Inquiry in the Social Sciences
- AUPOL 210— History of Political Thought I **OR**
- AUPOL 211— History of Political Thought II
- AUPOL 200— The Research Process
- AUPOL 221— Canadian National Government and Politics
- AUPOL 240— Introduction to International Relations I
- AUPOL 250— Introduction to Comparative Politics
- AUPOL 300— Third-Year Seminar
- AUPOL 400— Research Seminar

Additional Requirements

Major in Political Studies [Augustana]

Effective October 2019, there will be no further admission to this major. Students who entered the program prior to October 2019 must complete all program requirements by April 30, 2024. The last degree with this specific major will be granted at Spring Convocation 2024.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

• 12 additional credits of which a minimum of ★9 must be at the 300- or 400-level.

Additional information for students

1. Many senior Political Studies courses are offered in alternate years only.
2. Students should note that most 300-level and 400-level courses pre-suppose specific 200-level prerequisites. Students proposing to major in Political Studies should generally take AUIDS 100 and AUPOL 103 in the first year, and AUPOL 200, AUPOL 221, AUPOL 240, AUPOL 250 and either AUPOL 210 or AUPOL 211 in the second year where possible, AUPOL 300 in the third year, and AUPOL 400 in the fourth year. Students are also strongly recommended to take ★6 of a second language.

Current

Classification of Degree Programs

Academic disciplines at the Augustana Faculty are organized into three departments for administrative purposes: Fine Arts and Humanities, Science, and Social Sciences. The following programs are available within these departments:

Program Areas with Available Majors and Minors

Areas Available	BA Major	BSc Major	BMgt Major	BMus Major	BSc/BEd Major	BA Minor	BSc Minor	BMgt Minor	BMus Minor	BSc/BEd Minor
Fine Arts										
Art										•
Art History						•	•	•	•	
Art Studio						•	•	•	•	
Comprehensive Music				•						
Drama	•					•	•	•	•	•
Liturgical Arts				•						
Music	•					•	•	•		
Music: Choral										•
Musical Arts				•						
Piano				•						
Visual Art	•									
Voice				•						

Humanities										
Classical Studies						•	•	•	•	
English	•					•	•	•	•	
English Language Arts										•
French						•	•	•	•	
German						•	•	•	•	
Modern Languages	•									
Philosophy						•	•	•	•	
Philosophy and Religion	•									
Philosophy and Religious Studies										•
Religion						•	•	•	•	
Scandinavian Studies						•	•	•	•	
Second Languages: French										•
Second Languages: German										•
Second Languages: Spanish										•
Spanish						•	•	•	•	
Science										
Biology	•	•				•	•	•	•	•
Chemistry	•	•				•	•	•	•	•
Computing Science	•	•					•	•	•	
Environmental Science		•								
Environmental Studies	•						•	•	•	
General Sciences						•				•
Geography							•	•	•	
Mathematics							•	•	•	
Mathematical Sciences						•				•
Mathematics and Physics	•	•				•				
Physical Sciences						•				•
Physics							•	•	•	•
Social Sciences										
Business Economics				•						
Economics	•						•	•		•

History	•					•	•	•	•	
Interdisciplinary Studies:										
-Canadian Studies						•	•	•	•	
-Crime and Community						•	•	•	•	
-Global and Development Studies	•					•	•	•	•	
-Individualized						•	•	•	•	
-Women's Studies						•	•	•	•	
Management						•	•		•	
Physical Education	•	•				•	•	•	•	•
Political Studies	•					•	•	•	•	
Psychology	•	•				•	•	•	•	
Social Studies										•
Sociology	•					•	•	•	•	

Proposed

Classification of Degree Programs

Academic disciplines at the Augustana Faculty are organized into three departments for administrative purposes: Fine Arts and Humanities, Science, and Social Sciences. The following programs are available within these departments:

Program Areas with Available Majors and Minors

Areas Available	BA Major	BSc Major	BMgt Major	BMus Major	BSc/BEd Major	BA Minor	BSc Minor	BMgt Minor	BMus Minor	BSc/BEd Minor
Fine Arts										
Art										•
Art History						•	•	•	•	
Art Studio						•	•	•	•	
Comprehensive Music				•						
Drama						•	•	•	•	•
Liturgical Arts				•						
Music						•	•	•		
Music: Choral										•
Musical Arts				•						
Piano				•						

-Canadian Studies						•	•	•	•	
-Crime and Community						•	•	•	•	
-Global and Development Studies	•					•	•	•	•	
-Individualized						•	•	•	•	
-Women's Studies						•	•	•	•	
Management						•	•		•	
Physical Education	•	•				•	•	•	•	•
Political Studies						•	•	•	•	
Psychology	•	•				•	•	•	•	
Social Studies										•
Sociology	•					•	•	•	•	

Augustana Faculty Core Transition Change Proposal for the BA and BSc degrees

Current	<u>Proposed</u>
<p style="text-align: center;">Bachelor of Arts (BA)</p> <p>Overview The Bachelor of Arts degree consists of ★120 arts and science, including at least ★55 arts (see Classification of Courses). The ★120 in the program are made up of the Foundation, Engagement, and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:</p> <p>The Augustana Core: Foundation The Augustana Foundation requirement is met by the completion of <u>one of</u> the following courses:</p> <ul style="list-style-type: none"> - AIDS 101 - Topics in Liberal Studies OR - AIDS 201 – Foundations in Liberal Studies <p>The Augustana Core: Engagement Engagement requirements consist of five different categories. A student must complete ★12 from at least three of the five categories up to the maximum indicated; courses which satisfy these requirements may overlap with a student's major:</p> <ul style="list-style-type: none"> - Creative & Imaginative Process (maximum ★6) - Diversity and Global Studies (maximum ★6) - Environmental Sustainability (maximum ★6) - Experiential Learning (maximum ★6) - Integrating Knowledge (maximum ★3) <p>For more detail on which courses may be counted towards these categories, see Augustana Chart 1 Core Engagement Requirements.</p> <p>The Augustana Core: Knowledge The ★21 Breadth of Knowledge requirements consist of <u>four</u> different categories; the ★21 credits counted towards these categories may not overlap with a student's first major:</p>	<p style="text-align: center;">Bachelor of Arts (BA)</p> <p>Overview The Bachelor of Arts degree consists of ★120 arts and science, including at least ★55 arts (see Classification of Courses). The ★120 in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:</p> <p>The Augustana Core: Foundation ★18 The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> • AIDS 101 - Topics in Liberal Studies (*3) • AIDS 201 – Great Problems Seminar (*3) • AIDS 301 – Major Project (*6) • AIDS 401 – Core Capstone (*6) <p>The Augustana Core: Knowledge ★21 The ★21 Breadth of Knowledge requirements consist of <u>three</u> different categories:</p> <ul style="list-style-type: none"> ★9 Fine Arts and Humanities (students must complete at least ★3 in each area)

★3 Fine Arts

★6 Humanities

★6 Science

★6 Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

Note: The same credit may not be counted twice in courses that relate to more than one category within the Foundation, Engagement and Knowledge components of the Augustana Core; that is, a total of 36 different credits must be earned to fulfill these requirements.

Major subject:

★42-60 in one discipline or approved interdisciplinary area (with the minimum number of credits specified by the discipline or approved interdisciplinary area), including no more than ★12 at the junior level (except when required in a discipline with a performance component or in an interdisciplinary program that requires junior courses from several different disciplines) and including a minimum of ★9 at the 300- and 400-level, of which at least ★3 must be at the 400-level. Normally no more than ★60 in one discipline will be credited towards the degree. In some cases, a major may also require courses in one or more disciplines outside the major; these may be prerequisites for specific courses in the major and/or courses supporting the major in a more general way (up to a maximum of ★24).

Note: A student should be aware that it may not be possible to complete certain combinations of majors, or combinations of majors and minors, without extending the time required to earn the degree.

Optional minor:

A minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level.

Options:

★6 Science

★6 Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

Note: The same credit may not be counted twice in courses that relate to more than one category within the Foundation and Knowledge components of the Augustana Core; that is, a total of 39 different credits must be earned to fulfill these requirements.

Major subject:

★42-69 in one discipline or approved interdisciplinary area (with the minimum number of credits specified by the discipline or approved interdisciplinary area), including no more than ★12 at the junior level (except when required in a discipline with a performance component or in an interdisciplinary program that requires junior courses from several different disciplines) and including a minimum of ★9 at the 300- and 400-level, of which at least ★3 must be at the 400-level. Normally no more than ★60 in one discipline will be credited towards the degree. In some cases, a major may also require courses in one or more disciplines outside the major; these may be prerequisites for specific courses in the major and/or courses supporting the major in a more general way (up to a maximum of ★24).

Note: A student should be aware that it may not be possible to complete certain combinations of majors, or combinations of majors and minors, without extending the time required to earn the degree.

Optional minor:

A minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level.

Options:

★0-36 (or more, depending on the amount of

★0-21 (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice (see General Regulations Governing Course Selections). A student may choose to use options to work toward a minor, or second major but should be aware that a double major normally requires more than ★120 in the degree program.

Bachelor of Science (BSc)

Overview

The Bachelor of Science degree consists of ★120 arts and science, including at least ★66 science (see Classification of Courses). The ★120 in the program are made up of the Foundation, Engagement and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

The Augustana Core: Foundation

The Augustana Foundation requirement is met by the completion of one of the following courses:

- AIDS 101 - Topics in Liberal Studies **OR**
- AIDS 201 – Foundations in Liberal Studies

The Augustana Core: Engagement

Engagement requirements consist of five different categories. A student must complete ★12 from at least three of the five categories up to the maximum indicated; courses which satisfy these requirements may overlap with a student's major:

- Creative & Imaginative Process (maximum ★6)
- Diversity and Global Studies (maximum ★6)
- Environmental Sustainability (maximum ★6)
- Experiential Learning (maximum ★6)
- Integrating Knowledge (maximum ★3)

For more detail on which courses may be counted towards these categories, see Augustana Chart 1 Core Engagement Requirements.

The Augustana Core: Knowledge

The ★21 Breadth of Knowledge requirements

overlap between the core and the requirements for the major, and/or minor) of the student's choice (see General Regulations Governing Course Selections). A student may choose to use options to work toward a minor, or second major but should be aware that a double major normally requires more than ★120 in the degree program.

Bachelor of Science (BSc)

Overview

The Bachelor of Science degree consists of ★120 arts and science, including at least ★66 science (see Classification of Courses). The ★120 in the program are made up of the Foundation and Knowledge components of the Augustana Core, a major subject, an optional minor, and options, as follows:

The Augustana Core: Foundation ★18

The Augustana Foundation requirement is met by the completion of the following courses:

- AIDS 101 - Topics in Liberal Studies (*3)
- AIDS 201 – Great Problems Seminar (*3)
- AIDS 301 – Major Project (*6)
- AIDS 401 – Core Capstone (*6)

The Augustana Core: Knowledge ★21

The ★21 Breadth of Knowledge requirements consist of three different categories:

consist of four different categories; the ★21 credits counted towards these categories may not overlap with a student's first major:

★3 Fine Arts

★6 Humanities

★6 Science

★6 Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

Note: The same credit may not be counted twice in courses that relate to more than one category within the Foundation, Engagement and Knowledge components of the Augustana Core; that is, a total of 36 different credits must be earned to fulfill these requirements.

Major subject:

★42-60 in one discipline or approved interdisciplinary area (with the minimum number of credits specified by the discipline or approved interdisciplinary area), including no more than ★12 at the junior level (except when required in a discipline with a performance component or in an interdisciplinary program that requires junior courses from several different disciplines) and including a minimum of ★9 at the 300- and 400-level, of which at least ★3 must be at the 400-level. Normally no more than ★60 in one discipline will be credited towards the degree. In some cases, a major may also require courses in one or more disciplines outside the major; these may be prerequisites for specific courses in the major and/or courses supporting the major in a more general way (up to a maximum of ★24).

Note: A student should be aware that it may not be possible to complete certain combinations of majors, or combinations of majors and minors, without extending the time required to earn the degree.

Optional minor:

A minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at

★9 Fine Arts and Humanities (students must complete at least ★3 in each area)

★6 Science

★6 Social sciences

For the actual classification of Augustana courses within these categories, see Classification of Courses.

Note: The same credit may not be counted twice in courses that relate to more than one category within the Foundation and Knowledge components of the Augustana Core; that is, a total of 39 different credits must be earned to fulfill these requirements.

Major subject:

★42-69 in one discipline or approved interdisciplinary area (with the minimum number of credits specified by the discipline or approved interdisciplinary area), including no more than ★12 at the junior level (except when required in a discipline with a performance component or in an interdisciplinary program that requires junior courses from several different disciplines) and including a minimum of ★9 at the 300- and 400-level, of which at least ★3 must be at the 400-level. Normally no more than ★60 in one discipline will be credited towards the degree. In some cases, a major may also require courses in one or more disciplines outside the major; these may be prerequisites for specific courses in the major and/or courses supporting the major in a more general way (up to a maximum of ★24).

Note: A student should be aware that it may not be possible to complete certain combinations of majors, or combinations of majors and minors, without extending the time required to earn the degree.

Optional minor:

A minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level.

the senior level.

Options:

★0-~~21~~ (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice, (see General Regulations Governing Course Selections). A student may choose to use options to work toward a minor, or second major but should be aware that a double major normally requires more than ★120 in the degree program.

Options:

★0-~~36~~ (or more, depending on the amount of overlap between the core and the requirements for the major, and/or minor) of the student's choice, (see General Regulations Governing Course Selections). A student may choose to use options to work toward a minor, or second major but should be aware that a double major normally requires more than ★120 in the degree program.

Introduction to the Proposed new Augustana Faculty Bachelor of Arts Interdisciplinary Studies major Second-Level Specializations (Concentrations)

As part of the Augustana Faculty Ad hoc Curricular Innovation Coordinating Committee (CICC) report presented to Augustana Faculty Council on May 9, 2019, there was a recommendation to approve the creation of three new second-level specializations in the Bachelor of Arts Interdisciplinary Studies major. These ‘concentrations’ came to Faculty Council as the result of a great deal of work by many faculty members over the 2018-2019 academic year, with ‘concentration’ being the term suggested by CICC as a way to envision the new programs.

Shortly after its inception in August 2018, CICC challenged faculty members at Augustana to envision the creation of new integrative and multi-disciplinary programs – ‘concentrations’. In order to assist in the envisioning discussions, CICC provided a set of guidelines that could serve as a general framework for what a new concentration might look like. The framework included the premises that a concentration should consist of:

- 60-69 credit in total within the concentration
- Multidisciplinary (a maximum of 36 credits in any 1 discipline)
- Meaningful distribution requirement (i.e., embed the current 21-credit ‘Knowledge’ component of the Augustana Core - with required credits in each of Fine Arts, Humanities, Social Sciences, and Science – within the concentration, thus simplifying the degree completion process for students)
- Scaffolded approach
- Quantitative reasoning component
- Experiential learning component
- Writing component
- Speaking component
- Critical thinking component
- Research and methods component

At the same time, CICC worked with the Augustana Faculty Curriculum Committee to design a streamlined version of the remaining Augustana Core (the Foundation and Engagement components), with a vision of building a project-based model for student skill development.

The three concentrations approved on May 9 represent the initial consultations and discussions. These are not intended as a culmination of the project, as further revisions and additional concentrations are likely forthcoming, as additional faculty members and disciplines continue to engage in the curricular renewal project.

The concentrations approved on May 9 are:

- Creativity and Culture
- Ethics and Global Studies
- Law, Crime, and Justice

See below for a brief description and outline of requirements for each of the new concentrations.

Creativity and Culture

The University of Alberta's concentration in Creativity and Culture combines the study of literature, visual art, drama, music, and language.

Who is this concentration for? This is an ideal course of study for students interested in any facet of literature, language and the fine arts, from appreciation to analysis and creation.

What does this concentration offer? This concentration offers students the opportunity to develop skills in critical thinking, research and communication. For students interested in pursuing creative practices, this concentration allows them to develop skills in languages, visual art, drama, music, or creative writing. Our graduates will complete integrated humanities-based undergraduate degrees that will equip them with the analytical skills to reflect critically not simply on the text—broadly understood as any work of cultural production that can be read—but also on the construction of identity and the processes of knowledge production. With regard to success after graduation, Creativity and Culture prepares students to succeed in a range of career paths.

Why pursue this concentration? The focus on analyzing and using words, images, and sound trains students to grapple with the diverse information landscapes of the twenty-first century. This concentration also prepares students to thrive in our changing world by teaching them to think critically and flexibly, design and execute complex projects, and share their ideas clearly and effectively. With these skills, our students will go on to succeed in any number of career paths, whether they aspire to work in the arts, in non-profit or for-profit organizations, or to pursue graduate or professional degrees.

Where is this concentration offered? This concentration is offered at the University of Alberta's Augustana Campus, located in Camrose. The small-town setting provides students with plenty of opportunities for community service learning, while proximity to Edmonton means that students can easily take advantage of cultural events and institutions in Alberta's capital. Field trips to Edmonton and travel courses are offered regularly. Recent courses include travel to Italy, Greece, Austria, and Germany.

How does the concentration work? Students complete requirements in four areas: 1. The Core Curriculum; 2. Text and Theory; and 3. Creative Practice and 4. Languages. Those who want to focus on creative practices or languages take additional courses in their field of interest (Visual Art, Drama, Modern Languages, Music or Creative Writing). Students achieve depth by moving from introductory courses in methods (in Step 1) to senior seminars (in Step 4), while also pursuing options that give them flexibility and breadth. While some of the credits must be completed in steps, others can be pursued at any stage of the degree. See the table below for details.

Four Areas of the Concentration

	1. Core Curriculum	2. Text and Theory	3. Creative Practice	4. Language	Other
Step 1.	*3 AUIDS 101	*3 AUENG 102 or AUSCA 142 *3 AUART 100 or AUMUS 170 *3 AUIDS 100 (Inquiry in SocSci), or AUIND 101 (Indigenous Studies), AULAN 101 (Intro to Linguistic Analysis) or 100-level course in AUHIS or AUSOC or AUPOL	*6 AUART 111 or AUDRA 144 or AUMUS 100	*6 AUGER, AUFRE, AUSPA, AUSCA (at appropriate level for student)	*6 in AUCSC, AUIDS 137 (SciLab Experience) *39 (or *27 for Visual Art, Drama, or Music streams) options
Step 2.	*3 AUIDS 201	*9 at 200-level in AUENG, AUART, AUMUS *3 AUIDS 230 (Intro to Gender & WS), AUIND 201, or 200-level course in AUHIS or AUSOC or AUPOL	*6 at 200-level in AUART, AUDRA, AUMUS, or AUENG (Creative Writing) <i>For Visual Art, Drama, or Music Streams: additional *6 at 200-level in AUART, AUDRA, or AUMUS</i>		
Step 3.	*6 AUIDS 301	*3 at 200-level in AUENG, AUART, AUMUS *9 at 300-level in AUENG, AUART, AUMUS, or AUFRE 337, AUGER 335, AUPHIL 365 (Aesthetics), or AUSOC 372 (Visual Sociology) <i>Students in Visual Art, Drama, or Music Streams must take *6 in text and theory courses related to their area of practice</i>	<i>For Visual Art, Drama, or Music Streams: *6 at 300-level in AUART, AUDRA, or AUMUS</i>		
Step 4.	*6 AUIDS 401	*6 at 400-level in AULIT, AUART, AUMUS (in text and theory, or in creative practice) <i>Visual Art, Drama, or Music Streams: one senior seminar in chosen area of practice.</i>			
Total Credits	*18	*57 (+ *12 for streams in Visual Art, Drama, or Music)			*45 (or *33 for Visual Art, Drama, or Music streams)

Ethics and Global Studies

Purpose:

Ethics and Global Studies surveys the various human experiences in the modern world and trains students in the skills to make it better. The goal is to develop the student into a well-rounded person, the defining characteristics of which are the capacity for local resilience and global citizenship.

Scaffolding:

- YR 1 introduces students to the constitutive elements of both private and public life through the scholarship on Religion, Philosophy, History, and Politics as well as what it means to be a scholar (IDS 101). They will gain the concepts, approaches, and skills to answer the question, Who am I?
- YR 2-3 allows students to pursue and develop their respective interests on these constitutive elements. During these years, students will hone their research skills and gain cross-cultural experience. Students study both the context and construction of individuals, communities, and nations as well as problematic relationships between them in order to answer the questions, Where am I? and What is wrong with the world?
- YR 4 focuses on integrating the various aspects of modern life they've learned through focusing on a specific problem with the world. Through the capstone, and in conjunction with the skills and opportunities provided by the project-based core, students will learn to recognize equitable relations and propose an intervention in some particular area of their study in order to answer the question, How can I make things better?

Objectives:

Upon completion of their degree, students will be able to:

- Identify causal patterns of social and political behavior.
- Describe and compare a variety of religious and political traditions and organizations.
- Articulate the historical, religious, philosophical, and political causes of global conflicts.
- Analyze and communicate their own social context as well as that of people from different traditions or cultures.
- Evaluate ethical issues in both private and public settings.
- Construct alternative measures or approaches to ethical issues in traditions, institutions, or organizations.

Skills and Experiences:

- Cultural literacy developed through cross-cultural experiences (Semester abroad; travel course; or modern language)
- Qualitative research method (e.g. AUSOC 236)
- Writing, speaking, and critical thinking are integrated throughout Concentration courses. Additionally, a writing-intensive component is taught to ensure students write at least one 3000-word paper during their education
- Experiential learning will be provided through the Concentration courses that have CSL components (eg. AUHIS 261, 369; AUREL 345, 290; etc)

Degree Plan: Red = Core; Blue = Concentration; Green = options

Year 1

- AUIDS 101 (FYS)
- AUREL 100
- AUPHI 101 or 102
- AUHIS 121
- AUPOL 103
- 3 cr in Ethics and Global Studies Concentration
- 12 credits options

Year 2 & 3

- 9 cr AUIDS 201, 301
- AUPHI 260 or AUREL 257 Ethics requirement
- 33 cr in Ethics and Global Studies Concentration
- 15 cr options

Year 4

- AUIDS 401 (6 cr)
- 3 cr Capstone
- 9/12 cr in Ethics and Global Studies Concentration (12 if Modern Languages is selected for cross-cultural exp)
- 9 or 12 cr options

Total: 120 Credits

Total in Concentration: 63/66

Total in Core: 18

Total in Options: 33/36

Required courses:

*63/66 from Ethics and Global Studies courses. Must Include:

- *3 AUREL 100
- *3 AUPHI 101 or 102
- *3 AUHIS 121
- *3 AUPOL 103
- *3 AUPHI 260/AUREL 257 Ethics
- *3 Capstone
- *3 Writing intensive course (as defined by criteria)
- *3 AUSOC 236
- *3 Gender & Body
- *6 Indigenous Studies
- *3 in cross-cultural exp (study abroad; travel course) OR *6 modern language
- *3 cr Fine Arts
- *6 cr Science
- *15-21 in Ethics and Global Studies electives

Students must complete a minimum of 63 credits in the concentration. Some courses may fulfill more than one requirement.

List of courses:

Gender/Body:

- AUIDS 230 Intro to Gender Studies
- AUIDS 302 Exploring the Body
- AUART 281: Sex Gender, and Art
- AUPHI: Sex and Gender
- AUREL 325: Sex and Gender in Ancient Religions

Indigenous Studies

- AUIND 101: Introduction
- AUIND 367: Fur Trade
- AUIND 370: Oral History
- AUIND: Methods
- AUIDS 370: Topics: Métis History and Identity in Canada

Cross-cultural Experience

- AUPOL 292: Integrative Studies (Cuba)
- AUCLA 294: Classical Studies Tour (Sicily/Greece)
- AUECO 254: India Tour
- AUPOL 248: Model UN

Ethics and Global Studies Concentration electives: may be selected from

- AUART 223 Canadian Art
- AUCLA 223 Roman Republic
- AUCLA 224 Roman Empire
- AUENG 212 The English Language
- AUENG 220 Classical Foundations
- AUENG 280 Early Canadian Literature
- AUENG 281 Contemporary Canadian Literature
- AUENG 382 Postcolonial Lit/Theory
- AUHIS 121 Topics in Global History (Intro to Intellectual History)
- AUHIS 261 Post-Confederation
- AUHIS 262 Economic History
- AUHIS 300 Topics in European History
- AUHIS 369 Canadian Aboriginal People
- AUHIS 375 Environmental
- AUIDS 271 Religion and Public Life: Ecological and Spiritual Health
- AUPHI 200 Metaphysics
- AUPHI 210 Epistemology

- . AUPHI 260 Ethics
- . AUPHI 277 Feminist Philosophy
- . AUPHI 290 Philosophy of Contemporary Cultures (Pop Culture)AUPHI 390 Indigenous Thought
- . AUPHI 345 Canadian Philosophy
- . AUPHI 350 Philosophy of Science
- . AUPHI 355 Philosophy of the Environment
- . AUPHI 365 Aesthetics
- . AUPHI 392 World Philosophy: Comparing Perspectives (African)
- . AUPOL 221 Canadian Politics
- . AUPOL 240 International Relations
- . AUPOL 341 Global South
- . AUPOL 343/443 International Political Economy
- . AUPOL 344/444 International Relations
- . AUPOL 350: Comparative Politics
- . AUPOL 411 International Relations Theory
- . AUREL 212 Hebrew Bible
- . AUREL 216 The Hebrew Prophets
- . AUREL 250 Theories of Religion
- . AUREL 257 Modern Ethics
- . AUREL 259 Bioethics
- . AUREL 263 Spirituality and Globalization
- . AUREL 290: Topics: Christianity and Climate Change
- . AUREL 345 Religion and Ecology
- . AUREL 365 Storied Landscapes

Law, Crime and Justice Studies

Learning Objectives:

Upon completing their degree, students will be able to:

- Articulate how historical and contemporary social, political and legal contexts have shaped justice and social inequality in Canada.
- Explain the causes and consequences of criminal behavior and socio-political responses to crime.
- Understand and analyze the law and crime, integrating political, historical, sociological and psychological perspectives.
- Design and conduct research using qualitative and quantitative methods.
- Communicate effectively in written and oral formats to a variety of audiences

Scaffolding:

- Year 1 will introduce students to key concepts and approaches (CRI 160 and PSY 103), as well as important skills (IDS 100)
- Years 2 & 3 will see students develop a strong foundation in social sciences methods (both qualitative in SOC 236 and quantitative in PSY 213). Students will also develop their knowledge within their two chosen streams and take required courses in ethics, gender, indigenous studies, and criminology.
- Year 4 focuses on higher-level learning and skill development. Specifically, through the capstone, students will conduct original research that brings together their areas of study.

Core Skills:

- Quantitative reasoning is taught through PSY 213 (statistics).
- Research methods are developed in SOC 236 and PSY 213 and the capstones.
- Writing, speaking and critical thinking are very integrated into this concentration with all courses in the streams engaging in skill development in these areas.
- Experiential learning occurs in various ways, but primarily through AUSOC Fieldwork and AUHIS 467 Collaborative Research Seminar.

Law, Crime and Justice Studies Required Courses:

- *3 AUCRI 160 (Introduction to Crime, Corrections & Community)
- *3 AUIDS 100 (The World in Progress: Inquiry in the Social Sciences)
- *3 AUPSY 103 (Introductory Psychology) (science credit)
- *3 AUCRI 225 (Criminology)
- *6 in methods: AUSOC 236 and AUPSY 213 (science credit)
- *3 AUPHI 260 Ethics
- *3 AUSOC 232 Social Theory
- *6 capstone: AUHIS480 (Change name to: Capstone in Law, Crime and Justice)
- *3 in gender from the following: AUIDS 230, AUHIS 271, AUPOL 355, AUPOL 453, AUSOC 275, or AUSOC 377
- *3 in Indigenous studies from the following: AUIND 101, AUIND 201, AUHIS 369, AUIND 399, or AUIND 499
- *6 in Modern Languages
- *3 from Fine Arts
- *24 in two streams (minimum *12 per stream; courses can only count towards one stream - see below)
- *Note: Some courses in the streams may require prerequisites. Students should take this into consideration when planning their degree.*

<p>Stream 1: Law, History and Justice AUHIS 121 Genocide AUHIS 271 History of Women in Canada AUHIS 260 Pre-Confederation History AUHIS 261 Post-Confederation History AUHIS 360 Marriage and Family Law AUHIS 467 Collaborative Research Seminar AUIDS 3XX: Topics in History, Politics and Justice</p> <p>Stream 2: Crime, Deviance, and Social Control AUCRI 200 Young Offenders AUCRI 222 Canadian Social Issues AUCRI 224 Deviance AUCRI 327 Crimes of the Powerful AUSOC 339 Fieldwork AUSOC 3XX Topics in Crime, Deviance and Social Control</p>	<p>Stream 3: Politics, Society and Justice AUCRI 222 Canadian Social Issues AUCRI 353 Law and Politics AUPOL 355 Gender and Politics AUPOL 329 Politics and Culture AUPSY 338 Intimate Relationships & Human Sexuality AUSOC 263 The Social Theory of Community AUSOC 393 Political Sociology AUIDS 3XX: Topics in History, Politics and Justice</p> <p>Stream 4: Profiling and Personality AUPSY 220 Personality AUPSY 240 Social Psychology AUPSY 256 Developmental Psychology AUPSY 346 Community Psychology AUPSY/CRI 488 Forensic Psychology AUPSY 382 Family Violence AUIDS 3XX Topics in Profiling and Personality</p>
--	--