

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, March 19, 2020 meeting:

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

A. Transfer Credit Approvals and Denials for March 2020, Office of the Registrar

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the transfer credit approvals and denials for March 2020.

B. Proposed Changes to Graduation Regulations, Faculty of Native Studies

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to graduation requirements for students in the Faculty of Native Studies.

C. Proposed Changes to Admission Requirements, Faculty of Science

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to graduation requirements for students in the Faculty of Native Studies.

FINAL Item 4

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

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, new and amended language regarding Concurrent Registration in more than one Degree Program, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.

FINAL Item 5

Agenda Title: **Proposed Changes to Existing Regulations for Approved Leaves of Absence, 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 language on Approved Leaves of Absence as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.

FINAL Item 6

Agenda Title: **Proposed Changes to Existing Regulations for Readmission, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, new language regarding student applications for readmission, as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.

FINAL Item 7

Agenda Title: **Proposed Changes to Existing Regulations for Conflict of Interest for Supervisory and Examination Committees, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, new and amended language regarding Conflict of Interest for Supervisory Committee Members, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.

FINAL Item 8

Agenda Title: **Proposed New Combined Master of Business Administration/Master of Science in Occupational Therapy Program (MBA/MScOT), Faculty of Business, Faculty of Rehabilitation Medicine, and Faculty of Graduate Studies and Research**

CARRIED MOTION I:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, entrance requirements and academic standing regulations for a new combined Master of Business Administration/Master of Science in Occupational Therapy program (MBA/MScOT), as set forth in Attachments 1 and 2, to take effect for Fall 2020 admission, and to be published in the 2021-2022 Calendar.

CARRIED MOTION II:

THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, a new combined Master of Business Administration/Master of Science in Occupational Therapy program (MBA/MScOT), as set forth in Attachments 1 and 2, to take effect for Fall 2020 admission, and to be published in the 2021-2022 Calendar.

FINAL Item 9

Agenda Title: **Proposed Embedded Certificate in Language Documentation and Revitalization, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Certificate in Language Documentation and Revitalization, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect July 1, 2020

FINAL Item 10

Agenda Title: **Proposal from the Faculty of Extension for a Non-credit Certificate: Commercial Transport Occupational Health and Safety Certificate**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed Commercial Transport Occupational Health and Safety Certificate as submitted by the Faculty of Extension, as set forth in Attachment 1, to take effect Fall Term 2020.

FINAL Item 11

**Governance Executive Summary
Action Item**

Agenda Title	Items Deemed Minor/Editorial 4A. Transfer Credit Approvals and Denials for March 2020, Office of the Registrar 4B. Proposed Changes to Graduation Requirements, Faculty of Native Studies 4C. Proposed Changes to Admission Requirements, Faculty of Science
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice-Provost and Registrar Chris Andersen, Dean, Faculty of Native Studies Matina Kalcounis-Rueppell, Dean, Faculty of Science
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 "'Routine and/or Editorial' - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Editorial or routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations."
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
<For information on the protocol see the Governance	<u>Those who have been consulted:</u> <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 March 19, 2020

Strategic Alignment

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

1. A - 2020-03-Approvals and Denials
2. B - Graduation Requirements-Native Studies
3. C - Direct Entry Admission Requirements-EAS

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

DATE: Friday, March 6, 2020

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on March 19, 2020.

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
Blue Quills University	ART 130 (3)	ART 1XX (3) AUIND 1XX (3)		
College of the Rockies	BIOL 151 (3)	OPT 1XX (3) AUENV 120 (3)		
	ENST 200 (3)	OPT 2XX (3) AUENV 2XX (3) Science		
	STAT 206 (3)	STAT 235 (3) AUSTA 2XX (3)		
	FNST 101 (3)	NS 1XX (3) AUIND 110 (3)		
	MATH 221 (3)	AUMAT 120 (3)		
	ANTH 120 (3)	AROPT 1XX (3)		
	COMC 101/102 (6)	ALES2XX (3)		
	MATH 103 (3)	AUMAT 110 (3)		
	MATH 104 (3)	AUMAT 112 (3)		
	MATH 205 (3)	AUMAT 2XX (3)		
	MATH 104/201 (6)	AUMAT 122/211 (6)		Must be presented together
	MATH 104/201/202 (9)	AUMAT 112/211/212 (9)		Must be presented together

DATE: Friday, March 6, 2020

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on March 19, 2020.

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
College of the Rockies cont.	PHIL 101 (3)	PHIL 101 (3)		
	PHIL 102 (3)	PHIL 102 (3)		
	PHIL 180 (3)/ RELS 180 (3)	PHIL 1XX (3)		
	PHIL 201 (3)	PHIL 270 (3)		
St Mary's University	GREK 201 (3)	AULNG 1XX (3)		
	GREK 203 (3)	AULNG 1XX (3)		
Concordia U of Edmonton	BIO 227 (3)	ALES 2XX (3)		
Red Deer College	COMM 375 (3)	AUIDS2XX (3)		
Lakeland College	NS 171 (6)	NS 152 (6) AULNG 1XX (6)		

DATE: March 6, 2020

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Summary of Transfer Credit Proposals DENIED

Circulated for Information Only at the Academic Standards Committee Meeting on March 19, 2020

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course Requested	Denial Date	Reason for Denial
College of the Rockies	MATH 101 (3)	MATH 1XX (3) AUMAT 107 (3)	5-Feb-20	College of the Rockies MATH 101 is a survey course that sacrifices depth for breadth, and does not directly correspond to anything offered by the U of A. A look at the BC transfer guide shows that UBC Vancouver currently grants a MATH 230 credit for CotR's MATH 101. MATH 230 is not intended for Science students, and students presenting an introductory calculus or linear algebra course are not allowed to get credit in MATH 230. A search of our internal transfer database shows that the UBC course was reviewed for transfer credit back in 2011, the decision being to not grant any credit for it. In light of this and for the sake of consistency, I propose that we do not grant any credit for CoTR's MATH 101.
	COMC 100 (3)	INT D 130 (3)	18-Feb-20	The proposed course is substantially different than the course for which the credit is proposed. I support the recommendation of the Office of Interdisciplinary Studies not to approve College of the Rockies COMC 100 (3) for transfer credit as an Arts course.
Maskwacis Cultural College	CLTD 110 (3)	NS 1XX (3)	February 7, 2020	Rationale: 1. The assigned online textbook is rather rudimentary for a university course. While many essential topics are covered, this text would be more appropriate for senior high school students. In addition, it is unclear how this textbook meets the goal of using an Indigenous Studies perspective (as stated in the course description). 2. The assignments do not help students hone the critical thinking skills required for university success (analytical reading, article critiquing, gathering and citing scholarly resources, etc.).

Faculty of Native Studies
Academic Planning and Undergraduate Programs
Calendar Change Request Form
2020-2021

Implementation: NORMAL EARLY _____

Type of Change: PROGRAM Change _____

NEW COURSE _____

COURSE CHANGE _____

COURSE DELETION _____

EDITORIAL _____

OTHER CHANGE

Current

Proposed

Faculty of Native Studies

Programs

Undergraduate

[Bachelor of Arts in Native Studies \(BA NS\)](#)

[No changes until...]

Graduation

Academic Performance for Graduation: Students must present credit (with a minimum University of Alberta grade of D or equivalent) in ★120, which satisfy program requirements; present a graduation average of at least 2.0; present an average of at least 2.0 on all courses applied to the major; and present Satisfactory Academic Standing. The graduation average is the quotient of (a) the total number of grade points earned by the student in courses credited to the degree, and (b) the total weight of those courses. The major graduation average is the quotient of courses used to satisfy the Native Studies major requirement specifically (see above). When a student has attempted, as part of the program, courses at an institution for which the grades are not precisely equivalent to those of the University of Alberta, the degree is awarded at the discretion of the Faculty of Native Studies. Courses with final grades less than C- are not transferable from other postsecondary institutions.

Degrees with Distinction: BA in Native Studies

[Move to...]

Faculty of Native Studies

Faculty Regulations

Graduation

1. **Application:** Students wanting to receive a Faculty of Native Studies degree at an upcoming Convocation must apply for graduation on Bear Tracks (<https://www.beartracks.ualberta.ca>) in accordance with the deadlines specified in [Academic Schedule](#). Also see [Graduation](#).

BA in Native Studies Degree Program

Academic Performance for Graduation: Students must present credit (with a minimum University of Alberta grade of D or equivalent) in ★120, which satisfy program requirements; present a graduation average of at least 2.0; present an average of at least 2.0 on all courses applied to the major; and present Satisfactory Academic Standing. The graduation average is the quotient of (a) the total number of grade points earned by the student in courses credited to the degree, and (b) the total weight of those courses. The major graduation average is the quotient of courses used to satisfy the Native Studies major requirement specifically (see above). When a student has attempted, as part of the program, courses at an institution for which the grades are not precisely equivalent to those of the University of Alberta, the degree is awarded at the discretion of the Faculty of Native Studies. Courses with final grades less than C- are not

<p>degrees With Distinction are awarded when students achieve a GPA of 3.5 or higher over the last ★60 taken at the University of Alberta if the student has satisfactorily completed these ★60 over five consecutive terms, excluding Spring/Summer.</p>	<p>transferable from other postsecondary institutions. Degrees with Distinction: BA in Native Studies degrees With Distinction are awarded when students achieve a GPA of 3.5 or higher over the last ★60 taken at the University of Alberta if the student has satisfactorily completed these ★60 over five consecutive terms, excluding Spring/Summer.</p>
<p>New</p>	<p>BA (Native Studies)/BEd Combined Degrees Program</p> <p>Graduation requirements include an overall grade point average of 2.0 on all courses completed in the ★150 program, and a GPA of 2.1 on all courses completed in the Native Studies major.</p> <p>100-level courses: For the purpose of the combined degrees program normally no more than ★60 at the 100-level may be taken for degree credit.</p> <p>To qualify for the Bachelor of Native Studies and the Bachelor of Education degrees, students must successfully complete relevant program requirements, have met the promotion, graduation, final year, and residence requirements, and have received the recommendation of the Faculty of Native Studies Council and the Faculty of Education.</p> <p>Degrees with Distinction shall be awarded to students who achieve a graduation grade point average of 3.5 or higher on the last ★90 taken at the University of Alberta. In cases where a student has taken courses at another institution as part of these ★90, the Degree with Distinction will be awarded at the discretion of the Faculty.</p> <p>Student Advising: Students will be jointly advised regarding program and course requirements by designated advisors in both the Faculty of Native Studies and the Faculty of Education.</p>
<p>Rationale:</p> <p>Move the BA(NS) graduation requirements under Faculty Regulations for consistency. Add BA(NS)/BEd Combined Degrees Program graduation requirements to remain consistent with the Faculty of Education BA(NS)/BEd combined program graduation requirements.</p>	

CALENDAR CHANGE REQUEST FORM

Highlight type of change request below:

- | | | | |
|---|---|--|---------------------------------|
| <p>1. Course Change
(new course, change to existing course, course deletion)</p> | <p>2. Editorial Change
(basic editing)</p> | <p>3. Admission Requirement
EARLY IMPLEMENTATION</p> | <p>4. Program Change</p> |
|---|---|--|---------------------------------|
5. **Faculty Regulations**

CURRENT	PROPOSED
<p>https://calendar.ualberta.ca/content.php?catoid=29&navoid=7363&hl=%22admissions+chart+7%22&returnto=search</p> <p>Undergraduate Admission > Admissions Chart 7</p>	<p>https://calendar.ualberta.ca/content.php?catoid=29&navoid=7363&hl=%22admissions+chart+7%22&returnto=search</p> <p>Undergraduate Admission > Admissions Chart 7</p>
<p>Program</p> <p>Environmental Earth Sciences Honors Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - no Year 1 entry Transfer - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter and completion of the course requirements outlined at right.</p> <p>Specialization Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - no Year 1 entry Transfer - a minimum 2.3 GPA on ★18 in each preceding Fall/Winter and completion of the course requirements outlined at right.</p> <p>Geology Honors Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - no Year 1 entry</p>	<p>Program</p> <p>Environmental Earth Sciences Honors Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - minimum 80% Transfer - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter and completion of the course requirements outlined at right.</p> <p>Specialization Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - minimum 75% Transfer - a minimum 2.3 GPA on ★18 in each preceding Fall/Winter and completion of the course requirements outlined at right.</p> <p>Geology Honors Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - minimum 80%</p>

<p>Transfer - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter and completion of the course requirements outlined at right.</p> <p>Specialization Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - no Year 1 entry</p> <p>Transfer - a minimum cumulative average 2.3 GPA over all courses completed and completion of the course requirements outlined at right.</p> <p>Paleontology Honors Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - no Year 1 entry</p> <p>Transfer - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter and completion of the course requirements outlined at right.</p> <p>Specialization Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School - no Year 1 entry</p> <p>Transfer - a minimum cumulative average 2.3 GPA over all courses completed and completion of the course requirements outlined at right.</p>	<p>Transfer - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter and completion of the course requirements outlined at right.</p> <p>Specialization Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School – minimum 75%</p> <p>Transfer - a minimum cumulative average 2.3 GPA over all courses completed and completion of the course requirements outlined at right.</p> <p>Paleontology Honors Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School – minimum 80%</p> <p>Transfer - a minimum 3.0 GPA on ★24 in each preceding Fall/Winter and completion of the course requirements outlined at right.</p> <p>Specialization Required Average Admission to this program is subject to enrolment management and is therefore competitive. High School – minimum 75%</p> <p>Transfer - a minimum cumulative average 2.3 GPA over all courses completed and completion of the course requirements outlined at right.</p>
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Rationale for change: In order to remove barriers and build capacity in these programs, EAS is once again offering direct entry from high school into ENES, Geology and Paleontology.

<p>Department Contact Name: Tara McGee</p>	<p>Department Chair or Designate Name: Tara McGee, Associate Chair Undergraduate, EAS</p>	<p>Date approved by Dept Council: February 25, 2020</p>
		<p>Date approved by Faculty of Science Faculty Council Delegated body: February 28, 2020</p>

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Regulations for Concurrent Registration, Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, new and amended language regarding Concurrent Registration in more than one Degree Program, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to provide new and more specific language relating to requests for concurrent registration in more than one academic program (undergrad and/or grad). The proposed language clarifies what concurrent registration is, its intent, and procedures to follow to make a request for consideration and approval.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Existing language in the Academic Calendar relating to concurrent registration does not provide enough detail to inform students, advisors, and programs about what to do if a student wants to register in a second program before the first one is completed.</p> <p>Requests for concurrent registration are sent to the Dean of FGSR to consider and approve on a case-by-case basis. As the proposed language explains, this approval is meant to facilitate the completion of one program that is in its final stages while not impeding a student from starting a second program. Some requests received for concurrent registration, however, do not fit this intent and set the student up for undue stress due to the competing demands of two programs to be completed simultaneously. For example, a student requesting to complete a four-year undergraduate program concurrently with a MSc program in the same field.</p> <p>Peer-institutions require case-by-case requests for concurrent registration be made to the Dean, FGSR or equivalent, to consider so as to best position the student to successfully complete their degree program(s).</p> <p>This change will provide clear direction on what concurrent registration is, its intent in program administration and student success, and bring transparency to this area so that students are not applying for and registering in more than one program without the knowledge of either program, their respective advisors, funding sources, and FGSR.</p> <p>The funding component of this is important to consider as well since a student registered in two programs may well be taking opportunities away from other eligible students.</p>

Item No. 5

Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>
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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"> • Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Office of the Student Ombuds • Graduate Enrollment and Funding Advisory Committee • FGSR Council
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • FGSR Policy Review Committee for discussion Oct 30, 2019 • FGSR Council Notice of Motion November 13, 2019
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	FGSR Policy Review Committee November 27, 2019 FGSR GEFAC December 12, 2019 FGSR Council January 22, 2020 GFC ASC-Subcommittee on Standards March 5, 2020 GFC Academic Standards Committee March 19, 2020

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 Core Risk Area	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) GFC Academic Standards Committee (ASC) Terms of Reference	

Attachments:

1. FGSR Concurrent Registration in more than one Degree Program (page(s) 1 - 2)

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

2021-2022 University of Alberta Proposed Calendar Graduate Program Changes:

Current <small>(text from the 2020-2021 Calendar)</small>	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Registration</p> <p>[...]</p> <p>Registration in more than one Degree Program</p> <p>[following two paragraphs moved below to Conditional Admission to Concurrent Graduate Programs] A student who has a conditional admission to a doctoral program subject to successful completion of the master's degree, but has not yet completed the master's program, may for one term register in both the doctoral program and the thesis or project required to complete the master's degree. Extensions beyond the first term may only be granted by the Dean, Faculty of Graduate Studies and Research (FGSR), and only if an extraordinarily compelling case is made by the department.</p> <p>Coursework taken towards the second degree program must be declared as extra-to-degree <link> at the time of registration.</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Registration</p> <p>[...]</p> <p><u>Concurrent</u> Registration in more than one Degree Program</p> <p>Concurrent registration refers to the dual registration of a student in more than one academic degree program at a time. For graduate programs, it is meant to facilitate the completion of one degree (e.g. Master's) while not delaying the student from beginning a second degree (e.g. starting coursework for a PhD).</p> <p>All requests for concurrent registration in more than one academic degree program, including instances where the request includes a graduate degree program and undergraduate degree program, and/or program at another post-secondary institution, must be sent to the Dean FGSR for consideration and approval.</p> <p>If a student takes coursework declared extra to degree in one program for credit/advanced standing in the subsequent program, they must remain within the stated limits for transfer credit.</p>

<p>Students who have been approved to register in more than one program (e.g. PGME students also completing a graduate program) must contact the Faculty of Graduate Studies and Research office for approval to register in the graduate degree program. Registration in more than one program requires the knowledge and consent of the department(s) and the Faculty of Graduate Studies and Research.</p> <p>[following two paragraphs moved from above] A student who has a conditional admission to a doctoral program subject to successful completion of the master's degree, but has not yet completed the master's program, may for one term register in both the doctoral program and the thesis or project required to complete the master's degree.</p> <p>Extensions beyond the first term may only be granted by the Dean, Faculty of Graduate Studies and Research (FGSR), and only if an extraordinarily compelling case is made by the department.</p> <p>[...]</p>	<p>Students who have been approved to register in more than one program (e.g. PGME students also completing a graduate program) must contact the Faculty of Graduate Studies and Research office for approval to register in the graduate degree program. Registration in more than one program requires the consent of the department(s) and the Faculty of Graduate Studies and Research.</p> <p><u>Conditional Admission to a Concurrent Graduate Program</u></p> <p><u>In cases where a</u> student has a conditional admission to a doctoral program subject to successful completion of <u>a Master's degree at the University of Alberta</u>, but has not yet completed it, <u>the student may be concurrently registered for one term in order to complete the Master's degree.</u></p> <p>Extensions for concurrent registration beyond <u>one</u> term may only be granted by the Dean, Faculty of Graduate Studies and Research (FGSR), and only if an extraordinarily compelling case is made by the department. <u>Extensions beyond 12 months of concurrent registration will not be considered. If the Master's program requires more than 12 months to complete, the doctoral program will be cancelled.</u></p> <p><u>In cases of conditional admission where the previous degree is being taken at another university, time allowed under the conditional admission is for providing official documentation, not for concurrent registration (see Admission with Conditions).</u></p> <p>[...]</p>
<p>Justification: (see explanatory memo)</p> <p>Approved by: FGSR Council January 22, 2020</p>	

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Regulations for Approved Leaves of Absence, Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed changes to existing language on Approved Leaves of Absence as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to provide new and more specific language to facilitate decision making when a graduate student indicates to their supervisor, program administrator, and/or graduate chair that they need to take time away from their program of study.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>From time to time, graduate students need to take time away from their program of study. In order to facilitate and monitor leaves of absence, and to provide administrative regulations to do so transparently, changes to the leave of absence policy are needed.</p> <p>There are indications some students are ambivalent to apply for a medical leave, particularly if they are dealing with a mental health issue, since they fear how this will be perceived. Accordingly, a new category - exceptional - is proposed. Further, requests for professional leaves have not been following the criteria detailed for this leave type. Some students have been taking multiple professional leaves to accommodate full time, continuing employment, which is not what the intent of this category was meant to serve. The introduction of a regular leave allows students to make informed decisions if they need to leave their program to deal with certain matters that do not fall within the other leave categories.</p> <p>Students should be encouraged to take a leave of absence when it will help them deal with unforeseen matters that may interrupt their progress. This preserves their time in their program for when they are actually able to work on it. It also preserves their funding eligibility and encourages them to complete on time.</p> <p>The changes will provide much needed direction on leaves of absence and the criteria for each type. They will provide clear instructions on what is required when putting a leave request together for consideration and approval, including supporting documentation. The changes/introductions in categories will provide more options for students to choose from should they encounter an unanticipated situation that will have an impact on progress. The changes also outline the maximum amount of time one can request for professional and/or</p>

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	regular leaves. Lastly, clear statements that students are not to work on their programs while on leaves of absence are included.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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"> ● Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Office of the Student Ombuds ● Graduate Enrollment and Funding Advisory Committee ● GEPAC ● FGSR Council
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● FGSR PRC for discussion October 30, 2019 ● FGSR GEFAC for discussion October 31, 2019 ● FGSR Council Notice of Motion November 13, 2019 ● FGSR Graduate Program Administrators Committee for information and discussion January 29, 2020
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ●
<p>Approval Route (Governance) (including meeting dates)</p>	<p>FGSR Policy Review Committee November 27, 2019 FGSR GEFAC December 12, 2019 FGSR Council January 22, 2020 GFC ASC-Subcommittee on Standards March 5, 2020 GFC Academic Standards Committee March 19, 2020</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 Core Risk Area</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
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) GFC Academic Standards Committee (ASC) Terms of Reference</p>		

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Attachments (each to be numbered 1 - <>)

1. FGSR Approved Leave of Absence calendar change request (page(s) 1 - 5)

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

2021-2022 University of Alberta Proposed Calendar Graduate
 Program Changes:

Current	Proposed
(text from the 2020-2021 Calendar)	
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Approved Leave of Absence</p> <p>Leaves of absence are leaves from one's academic studies. The time limit for completion of the degree will be extended by the duration of any approved leave of absence.</p> <p>There are four grounds for granting a leave of absence from an academic program: medical, parental, professional (experience or development), and compassionate.</p> <p>Authority to grant medical and parental leaves resides with the department. A leave of absence for compassionate reasons or professional leave may only be granted by the Dean, FGSR.</p> <p>[this paragraph moved below to appeals]</p> <p>A departmental decision not to grant a medical or parental leave may be appealed to the FGSR. The FGSR will only consider an application for a leave of absence, or an appeal of a negative departmental decision, that is supported by documented compelling reasons. Decisions of FGSR are appealed through the FGSR academic appeals process.</p> <p>A medical, compassionate or professional leave of absence is approved/granted for up to one year at a time. A parental leave is approved for up to 20 months. The leave periods must coincide with full terms. There can be no registration during the leave of absence.</p> <p>A student must return from an approved leave of absence by the specified date indicated on the application form in</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Approved Leave of Absence</p> <p>Leaves of absence are <u>approved periods of time away from a student's program of study. There are four types of leaves: regular, exceptional, parental, and professional.</u></p> <p><u>Exceptional and Maternity and/or Parental leaves are normally reviewed and approved by a student's department. Regular and professional leaves must be approved by the Dean, FGSR.</u></p> <p><u>Students must have completed at least one full term of registration in their programs before they are eligible to apply for a leave of absence.</u></p> <p><u>While on an approved leave of absence, the student is not to work on their program of study or engage in thesis research/activities. In instances where a student is found to be working on their program while on approved leave, FGSR may rescind the leave, add appropriate registration and fees, and update time in program to include this period. This would result in the student having to pay full fees and would cost time in program.</u></p> <p>A student must return from an approved leave of absence by the specified date indicated on the application form in</p>

order to continue in the program of studies. Students in thesis-based programs must register in the term in which they return from the leave. Students in course-based programs must register for at least one term in the academic year following their return from the leave.

The student's place in the program of studies is maintained during an approved leave of absence. Readmission to the program will not be required.

Students may end a leave of absence early providing the start coincides with the beginning of a term.

For further information on Approved Leave of Absence, see 7.11 of the Graduate Program Manual.

order to continue in the program of studies. Students in thesis-based programs must register in the term in which they return from the leave. Students in course-based programs must register in and successfully complete a minimum of *3 in coursework in at least one term in the portion of the September to August period that immediately follows their return from leave.

The student's place in the program of studies is maintained during an approved leave of absence. Readmission to the program will not be required.

Students will be required to demonstrate knowledge currency if a period of combined leaves exceeds ten (10) years from the start of the program.

Students may end a leave of absence early providing the start coincides with the beginning of a term.

Regular Leave

A regular leave of absence permits a student to voluntarily take time away from their program of study to meet responsibilities/plans related to personal situations, travel, employment opportunities, or circumstances not covered by the other leave categories. In consultation with the student's supervisor and Associate Chair (graduate programs), a recommendation can be made to the Dean, FGSR to approve such a request. While official documentation is not normally required to support a request for a regular leave, a clear explanation for why it is being sought is.

A student is permitted to take one regular leave for no more than one (1) year total in their program of study. The leave period must coincide with full terms.

Registration in M REG 900 will be added for the duration of an approved regular leave. No tuition will be assessed for the period of the regular leave; however, the student will be assessed off-campus non-instructional fees.

The regular leave period will be included in the time period allowed for the completion of the student's program of study.

The regular leave category enables a student to stop working on their program with a justified rationale for doing so thus avoiding a negative annual progress report (since it is understood and documented that no progress will be made during the leave period), which could otherwise impact their academic standing.

Exceptional Leave

In exceptional circumstances for medical and/or compassionate reasons, a student may request a leave of absence from their program of study. Supplemental documentation must accompany the leave request and cover the dates specified.

Exceptional leaves will be granted for up to 12 months at a time. The leave period must coincide with full terms. If more time is needed, students may apply for consecutive leaves.

The student will not be required to maintain registration or pay tuition and fees while on exceptional leave. Students may opt in to selected non-instructional fees at the time they apply for the leave.

The exceptional leave period will not be included in the time period allowed for the completion of the student's program of study.

An exceptional leave of absence is not intended to cover circumstances related to employment or financial concerns.

Maternity and/or Parental Leave

A graduate student who is expecting a child, or who is the primary caregiver of an infant or young child immediately following birth or adoption is eligible to take a maternity and/or parental leave of absence. Supplemental documentation must accompany the leave request and cover the dates specified.

A maternity and/or parental leave of absence will be granted for up to 20 months. The leave period must coincide with full terms. If more time is needed, students may apply for a subsequent exceptional or regular leave.

The student will not be required to maintain registration or pay tuition and fees while on maternity and/or parental leave. Students may opt in to selected non-instructional fees at the time they apply for the leave.

The maternity and/or parental leave period will not be included in the time period allowed for the completion of the student's program of study.

Professional Leave

Students who have an opportunity for an internship or employment that is of high value to their career development but which would disrupt progress in their degree program may be eligible for a professional leave. Supplemental documentation from the employer must

<p>[this paragraph moved down from above]</p> <p>A departmental decision not to grant a medical or parental leave may be appealed to the FGSR. The FGSR will only consider an application for a leave of absence, or an appeal of a negative departmental decision, that is supported by documented compelling reasons. Decisions of FGSR are appealed through the FGSR academic appeals process.</p> <p>[...]</p> <h2>Registration</h2> <p>[...]</p> <h3>M REG 800 Maintaining Registration</h3> <p>Eligible students who are not registered in any courses in a given term, and are not working on thesis or project research, but still wish to maintain their status as graduate students register in M REG 800. This results in a part-time registration status.</p>	<p><u>accompany the leave request and cover the dates specified.</u></p> <p><u>Supplemental documentation must indicate the nature of the professional experience and specify the kinds of skills the student will be developing, and how they will enhance the student's professional development. The professional experience acquired during the leave must add value to the student's future career aspirations. Professional experience integrated into thesis work does not qualify for a professional leave.</u></p> <p><u>A student is permitted to take one professional leave for no more than one (1) year total in their program of study. The leave period must coincide with full terms. If more than one (1) year is required to take advantage of an exceptional professional opportunity, the student can consider a regular leave of absence with the understanding that their time in program will not be adjusted to accommodate the additional leave.</u></p> <p><u>The student will not be required to maintain registration or pay tuition and fees while on professional leave. Students may opt in to selected non-instructional fees at the time they apply for the leave.</u></p> <p><u>The professional leave period will not be included in the time period allowed for the completion of the student's program of study.</u></p> <h3>Appealing a Leave Decision</h3> <p>A departmental decision not to grant a leave may be appealed to the <u>Dean</u>, FGSR. The FGSR will only consider an application for a leave of absence, or an appeal of a negative departmental decision, that is supported by documented compelling reasons. Decisions of FGSR are appealed through the FGSR academic appeals process.</p> <p>[...]</p> <h2>Registration</h2> <p>[...]</p> <h3>Registration in M REG</h3> <h4>M REG 800 Maintaining Registration</h4> <p>Eligible students who are not registered in any courses in a given term, and are not working on thesis or project research, but still wish to maintain their status as graduate students register in M REG 800. This results in a part-time registration status.</p>
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<p>Students registered in M REG 800 - Maintaining Registration are off-campus students.</p> <p>Students who require a leave of absence from their program should refer to the Approved Leave of Absence <link to new section of calendar></p> <p>[...]</p> <p>Time Limit for Completion of Graduate Programs</p> <p>The time limit (or the maximum period of time permitted to complete the requirements for a degree) is calculated from the start of the term in which the student first registers in that specific program or, if transferring from another program, the start of the first term of the first program.</p> <p>Any time spent registered in Maintaining Registration (M REG 800) is counted in the time limit for completion. Any time spent as a qualifying graduate student is not counted in the time limit for completion. The time limit for completion of the degree will be extended by the duration of any Faculty of Graduate Studies and Research (FGSR)-approved leave of absence.</p> <p>[...]</p>	<p>Students registered in M REG 800 - Maintaining Registration are off-campus students.</p> <p><u>M REG 900 Maintaining Registration while on approved regular leave of absence</u></p> <p>Students who require a leave of absence from their program should refer to the Approved Leave of Absence <link to new section of calendar></p> <p><u>Students who are on an approved regular leave of absence will be registered in M REG 900 for the duration of the leave since it is understood that they are voluntarily taking time away from their program and thus are not working on their program of study.</u></p> <p><u>Tuition will not be assessed for the duration of the approved regular leave of absence. Students will, however, be assessed off-campus non-instructional fees.</u></p> <p><u>Students registered in M REG 900 - Maintaining Registration while on approved regular leave of absence are considered off-campus students.</u></p> <p>[...]</p> <p>Time Limit for Completion of Graduate Programs</p> <p>The time limit (or the maximum period of time permitted to complete the requirements for a degree) is calculated from the start of the term in which the student first registers in that specific program or, if changing program category from another program, the start of the first term of the first program.</p> <p>Any time spent registered in Maintaining Registration (M REG 800) is counted in the time limit for completion. Any time spent as a qualifying graduate student is not counted in the time limit for completion. The time limit for completion of the degree will be extended by the duration of any Faculty of Graduate Studies and Research (FGSR)-approved exceptional, parental or professional leave of absence.</p> <p>[...]</p>
<p>Justification: see explanatory memo</p> <p>Note: Registration calendar section is prior to Approved Leaves of Absence.</p> <p>Approved by: FGSR Council January 22, 2020</p>	

FINAL Item No. 7

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Existing Regulations for Readmission, Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, new language regarding student applications for readmission, as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to provide new language regarding student applications for readmission to their program of study after a period of time has passed. Related to this is the inclusion of new language regarding knowledge currency. If a student applies for readmission 10 or more years after their initial program start date, they will be required to demonstrate knowledge currency and/or repeat certain program milestones to demonstrate they are up to date in their field of study.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Applications for readmission are considered and approved on a case-by-case basis by the Dean of FGSR. In nearly every instance, the student applying for readmission indicates that they have a completed dissertation that is ready for external review and that they want to be readmitted to defend it. This is problematic for several reasons. First, it means the student has been working on their program while not registered at the University of Alberta. This has implications for data collection and lab safety, where relevant, since if the student is not actively registered, they should not be in labs or on campus conducting research. Also, when program registration lapses for a student, so too does the ethics approval governing their own data collection. This means any data collected by the student for their own thesis research that does not have an active ethics protocol cannot be used. This practice of program completion also means supervisors and committees may be working with unregistered students. This raises an equity issue since the unregistered students are receiving the same guidance, feedback, and mentorship as their peers only their peers are properly registered in program and paying fees. Clarification of regulations with respect to not working with students while their program is lapsed creates transparency and promotes consistent practice across campus.</p> <p>The matter of course currency derives from readmission requests where the student began their program 10 or more years prior to the requested readmission date. Having a regulation that explicitly addresses knowledge currency in the student's field of study ensures they are graduating as leaders in their fields. If a student's knowledge</p>

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	<p>currency has lapsed, as confirmed by their supervisor and/or associate chair graduate, they will be required to repeat some or all of their coursework, comprehensive exams, and/or their candidacy.</p> <p>The additions to the readmission language will ensure that a student is completing their program as a registered student, that they are working with their supervisor and committees on their dissertation prior to examination, and ensure there are no problems with data collection, lab safety, ethics approval, and equity among students. The student must be registered for a full term, pay required program fees, and pay the readmission fee.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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"> ● Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Office of the Student Ombuds ● Graduate Enrollment and Funding Advisory Committee <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● FGSR GEFAC for discussion October 31, 2019 ● FGSR PRC for discussion October 30, 2019 ● FGSR Council Notice of Motion November 27, 2019 <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ●
Approval Route (Governance) (including meeting dates)	<p>FGSR Policy Review Committee November 27, 2019 FGSR GEFAC December 12, 2019 FGSR Policy Review Committee (revisions from GEFAC) January 8, 2020 FGSR Council January 22, 2020 GFC ASC-Subcommittee on Standards March 5, 2020 GFC Academic Standards Committee March 19, 2020</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<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 Core Risk Area	<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; width: 50%;"> <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; width: 50%;"> <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
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Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Academic Standards Committee (ASC) Terms of Reference
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Attachments:

1. FGSR Readmission calendar change request (page(s) 1 - 2)

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

2021-2022 University of Alberta Proposed Calendar Graduate Program Changes:

Current (Text from the 2020-2021 calendar)	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Admission</p> <p>[...]</p> <p>Readmission</p> <p>Students who fail to keep the program active through required registration will be considered to have withdrawn from their program. See Maintenance of Registration <link>.</p> <p>If they wish to resume work on their program, they must apply for readmission and have their program reassessed in terms of the regulations in force at the time of reapplication. There is no guarantee of readmission. If a student is recommended for readmission, a Readmission Fee will be assessed in addition to the fees assessed in the usual manner.</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Admission</p> <p>[...]</p> <p>Readmission</p> <p><u>Failure to Maintain Active Registration</u></p> <p><u>If students fail to maintain active registration, their program of study will be cancelled by FGSR</u> (See Maintenance of Registration <link>).</p> <p><u>When a graduate student's program is cancelled, the student - supervisor/supervisory committee relationship is dissolved. Students without an active program are no longer entitled to supervisory advice/guidance/feedback on their program of study nor are supervisors and/or supervisory committee members required to provide it. Similarly, course based Master's students are not entitled to advice/guidance/feedback from program advisors.</u></p> <p>Further, and where relevant, any data a student collects while unregistered as a graduate student cannot be used for the purpose of their own thesis research since ethics approvals lapse when program registration lapses.</p> <p><u>Readmission</u></p> <p><u>If a student intends to resume work on their program, they must apply for readmission and have their program reassessed in accordance with the regulations in force at that time. Readmission is not guaranteed. If a student is recommended for readmission by their department, the student will pay a readmission fee, which will be assessed in addition to standard program fees in effect at the time.</u></p> <p><u>For thesis-based programs, when a student submits their request for readmission to complete their program, a request to reappoint the supervisor and reconstitute the</u></p>

<p>[...]</p>	<p><u>supervisory committee must also be submitted, and is subject to approval by the Dean, FGSR.</u></p> <p><u>Students who are readmitted for the purpose of completing their degree program must be registered full-time until their final program requirement(s) are completed.</u></p> <p><u>Knowledge Currency</u></p> <p><u>Students seeking readmission ten (10) or more years after their initial program start date must demonstrate knowledge currency in their field of study. This may be accomplished through professional practice or other applied means. Appropriate documentation is required to demonstrate knowledge currency, which could include evidence the student is working as a professional in their field or a letter from the supervisor explaining how the student has remained current.</u></p> <p><u>The Department, in consultation with the student's supervisor, may also provide a recommendation that explains the student's familiarity with current theories, methods, and advances in the field of study. This recommendation should also indicate if the present requirements of the graduate program would still be met with the student's knowledge currency at the time of readmission.</u></p> <p><u>Students who have not remained current or cannot demonstrate currency in their field of study will be required to complete one or more of the following:</u></p> <ul style="list-style-type: none"> ● <u>repeat required courses, or equivalents, offered at the time of readmission;</u> ● <u>repeat comprehensive exams (or qualifying exams as specified by the student's program);</u> ● <u>repeat the candidacy exam</u> <p><u>Completion of one or more of the noted program requirements will ensure a student is knowledgeable in their field and that the research they complete and upon which their degree is conferred is current.</u></p> <p><u>A request can be made to the Dean, FGSR, to consider an exception. Appropriate documentation and a clear rationale submitted by the supervisor and approved by the Graduate Coordinator are required to support the request.</u></p> <p>[...]</p>
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Justification:
 Approved by: FGSR Council January 22, 2020

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Regulations for Conflict of Interest for Supervisory and Examination Committees, Faculty of Graduate Studies and Research
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Motion

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, new and amended language regarding Conflict of Interest for Supervisory Committee Members, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2021-2022 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Janice Causgrove Dunn, Associate Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The proposal is before the committee to provide additional guidelines in cases where there is a conflict of interest between a supervisor and a member of the supervisory committee.</p> <p>Upon approval, these guidelines will apply to all newly constituted supervisory committees. That said, all efforts should be made to transparently manage conflicts of interest within supervisory committees that precede the approval and implementation of these guidelines.</p>
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>There is a need for clear procedures to manage conflict of interest that may occasionally arise between supervisors and other members serving on graduate student supervisory committees. Following consultation with General Counsel and Faculty Relations in the Provost's office, it was determined that perceived or real conflict(s) of interest among supervisors and supervisory committee members should be avoided if at all possible. However, in instances where a conflict is deemed unavoidable, it was agreed that clear procedures outlining how to manage the conflict were needed. This proposal outlines clear and transparent processes that aim to manage conflicts of interest as they pertain to graduate student supervisory committees. The steps to be followed are being added to the FGSR Calendar under the section: Conflict of Interest for Supervisory and Examination Committees.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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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"> ● Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Office of the Student Ombuds ● Graduate Enrollment and Funding Advisory Committee ● FGSR Council
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Darin McKinley, Office of General Counsel, ● Susan Buchsdruecker, Faculty Relations Officer, Provost & Vice-President (Academic) ● John Law, Professor Emeritus, Faculty of Law ● FGSR PRC for discussion October 2, 2019 ● FGSR Council (discussed and tabled) January 22, 2020
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ●
<p>Approval Route (Governance) (including meeting dates)</p>	<p>FGSR Policy Review Committee November 27, 2019 FGSR GEFAC December 12, 2019 FGSR PRC (revisions from GEFAC) February 5, 2020 FGSR Council February 19, 2020 GFC ASC-Subcommittee on Standards March 5, 2020 GFC Academic Standards Committee March 19, 2020</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 Core Risk Area</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
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) GFC Academic Standards Committee (ASC) Terms of Reference</p>		

Attachments:

1. FGSR Conflict of Interest calendar change request (page(s) 1 - 2)

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

**2021-2022 University of Alberta Proposed Calendar Graduate
Program Changes:**

Current	Proposed
<p>Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Supervision and Examinations</p> <p>[...]</p> <p>The Role and Structure of Examining Committees</p> <p>[...]</p> <p>Conflict of Interest Guidelines for Supervisory and Examination Committees</p> <p>The key relationships are: the supervisor to the student; the supervisor to the other committee members; and the student to the committee members.</p> <p>There must be no conflict of interest in these relationships, as defined by the University of Alberta policy. Any personal or professional relationships that alter or affect this academic relationship may constitute a conflict of interest.</p> <p>It is a best practice to request examiners and the chair declare any potential conflicts of interest prior to approval of the examination committee. Where potential conflicts of interest emerge, the matter may be referred to an Associate Dean at FGSR for advice on how to best manage unavoidable conflicts of interest.</p> <p>[...]</p>	<p>Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Supervision and Examinations</p> <p>[...]</p> <p>The Role and Structure of Examining Committees</p> <p>[...]</p> <p>Conflict of Interest for Graduate Student Supervisory and Examination Committees</p> <p>The key relationships are:</p> <ul style="list-style-type: none"> ● the supervisor to the student; ● the supervisor to the other committee members; ● the student to the committee members. <p><u>Conflict of interest in these relationships is</u> defined by the University of Alberta Code of Conduct Policy & the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict. Any personal or professional relationships that alter or affect this academic relationship may constitute a conflict of interest.</p> <p><u>In the event that a conflict of interest between the supervisor and another committee member on a supervisory or examination committee cannot be avoided:</u></p> <ul style="list-style-type: none"> ● <u>the conflict must be openly disclosed to the student, in writing, by the department;</u> ● <u>the student must be informed of their right to consent to the committee member or not. The student must also be advised that they can discuss their choices with an Associate Dean, FGSR, once the disclosure is made;</u>

	<ul style="list-style-type: none">• <u>if the student does not consent, it would be the responsibility of the proposed committee member to recuse themselves and the student would have the right to continue working with the original supervisor and a different committee member without suffering any form of negative treatment and/or behaviour (e.g. intimidation, bullying, harassment) as a result of the decision;</u>• <u>the disclosure of the relationship and consent of the student must be recorded in writing and filed with the department and with the FGSR;</u>• <u>the conflict of interest must be disclosed on the annual <i>UofA Conflict of Interest and Commitment</i> form by the parties involved; and</u>• <u>the student may rescind their consent later in their program, but not after the final submission of the thesis to the supervisory committee for examination, if the measures put in place to manage the conflict of interest change or are perceived to no longer be effective. The student would indicate this change in writing to the department and the FGSR.</u> <p>[...]</p>
<p>Justification:</p> <p>Approved by: FGSR Council Feb 19, 2020</p>	

FINAL Item No. 9

Governance Executive Summary
Action Item

Agenda Title	Proposed New Combined Master of Business Administration/ Master of Science in Occupational Therapy Program (MBA/MScOT), Faculty of Business, Faculty of Rehabilitation Medicine, and Faculty of Graduate Studies and Research
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Motion I

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, entrance requirements and academic standing regulations for a new combined Master of Business Administration/Master of Science in Occupational Therapy program (MBA/MScOT), as set forth in Attachments 1 and 2, to take effect for Fall 2020 admission, and to be published in the 2021-2022 Calendar.

Motion II

THAT the GFC Academic Standards Committee recommend that the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, a new combined Master of Business Administration/Master of Science in Occupational Therapy program (MBA/MScOT), as set forth in Attachments 1 and 2, to take effect for Fall 2020 admission, and to be published in the 2021-2022 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Joseph Doucet, Dean, Faculty of Business Robert Haennel, Dean, Faculty of Rehabilitation Medicine Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Michael Maier, Associate Dean, MBA Program, Faculty of Business Shaniff Esmail, Associate Chair, Faculty of Rehabilitation Medicine - Occupational Therapy Janice Causgrove Dunn, Associate Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The combined MBA/MScOT will permit interested candidates to obtain both an MBA and MScOT in three and one-half years. The combined MBA/MScOT program would target a select group of Occupational Therapy students who are looking for a program that provides the opportunity to graduate with a professional, clinical degree with additional business management skills and expertise. The proposed effective date is for Fall 2020.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Results from surveys of MScOT students toward the end of their program and within a year or two of graduation suggest that MScOT graduates are interested in and perceive a need for additional education related to business, management, and leadership. An MBA has been identified as a post-graduate degree graduates from the MScOT Program were most likely to consider. Additionally, the number of Occupational therapists working in non-clinical settings is approximately 8.4%, which include administrative, consultative, academic and political positions (CIHI, 2016). An MBA will provide a solid business and leadership foundation that will prepare MScOT

Item No. 9

	<p>graduates to work in these positions as well as allow for role expansion to enable Occupational Therapists to pursue leadership positions within the public and the private sector more easily.</p> <p>For the combined MBA/MScOT, the first two years are taken entirely within the MScOT program. The third-year is entirely within the MBA program. The final half-year is then completed entirely in the MScOT Program. The occupational therapy portion of the program consists of the standard requirements to complete the MScOT Program. The business portion of the program consists of ★42. Upon the successful completion of the three and a half year program, (i.e., successful completion of the MScOT and the MBA degrees), candidates will receive both the MScOT and the MBA degrees.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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"> Michael Maier, Associate Dean, MBA Program, Faculty of Business Shaniff Esmail, Associate Chair, Faculty of Rehabilitation Medicine - Occupational Therapy
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Bryan Hogeveen, Vice Dean, FGSR Janice Hurlburt, Graduate Governance and Policy, FGSR
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none">
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Department of Occupational Therapy Council – November 8, 2019 Faculty of Rehabilitation Medicine (FRM) Executive Committee – November 27, 2019 Faculty of Rehabilitation Medicine (FRM) Council –January 20, 2020 Faculty of Business Graduate Student Policy Committee – September 13, 2019 Faculty of Business Council - September 23, 2019 FGSR Council February 19, 2020 GFC ASC-Subcommittee on Standards March 5, 2020 GFC Academic Standards Committee March 19, 2020 (entrance requirements and academic standing regulations and recommendation for program approval) GFC Academic Planning Committee April 15, 2020 (program approval)</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<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 Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Enrolment Management</td> <td style="width: 50%;"><input type="checkbox"/> Relationship with Stakeholders</td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders
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Item No. 9

	<input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> 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) GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference	

Attachments:

1. MBA/MScOT Program Proposal (page(s) 1 - 6)
2. MBA/MScOT Calendar change request (page(s) 1 - 3)

Prepared by: Maria Chia, Graduate Governance and Policy Coordinator, mchia@ualberta.ca

University of Alberta Internal Program Approval Template

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

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

This Template is used for the following:

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

Basic Information

1. Title of the Program: Combined MBA/MScOT (Master of Business Administration/ Master of Science in Occupational Therapy)
2. Proposed effective date: Fall 2020 (or as soon as possible)
3. Length of the program (years): minimum of 3.5 years
4. Faculty and Academic Unit: Alberta School of Business and Faculty of Rehabilitation Medicine, Department of Occupational Therapy
5. Collaborating partners at other institutions (if any): Not applicable
6. Contact person, with telephone number and e-mail address:
 - a. Associate Chair, Occupational Therapy– Shaniff Esmail Ph.D. 780 492-0397 – Shaniff.Esmail@ualberta.ca
 - b. Associate Dean, Masters Programs, School of Business, Michael Maier Ph.D. – 780 248-1275 msmaier@ualberta.ca
7. Statement indicating completion of departmental and/or Faculty approval processes.
 - a. Department of Occupational Therapy Council – November 8, 2019
 - b. Faculty of Rehabilitation Medicine (FRM) Executive Committee – November 27, 2019
 - c. Faculty of Rehabilitation Medicine (FRM) Council – approved January 20, 2020
 - d. Faculty of Business Graduate Student Policy Committee – September 13, 2019
 - e. Faculty of Business Council -- approved September 23, 2019
 - f. FGSR Council -- February 19, 2020

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

See Appendices for the program requirements and the Calendar entries.

There are no new courses being created for the combined MBA/MScOT Program

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

Program Impact and Rationale

10. What is the rationale for the program proposal?

Approximately 14% of Occupational Therapists in Canada and 7.3% in Alberta are self-employed (CIHI, 2016). A portion of those who are “self-employed” may be working as private practitioners with diverse populations in various environments. Occupational therapists working in the public sector may go on to run programs or seek leadership positions within the public or private health sectors. It is evident that many Occupational Therapy programs (UofA included) cover some business and employment principles; however, administrative positions and starting and running a business may not be considered an entry-level skill, and thus this aspect receives little attention in an entry-level curriculum.

The MScOT Program includes a one-credit Private Practice elective for students in which they must develop a business plan for a new clinic. However results from surveys of our students toward the end of their program and within a year or two of graduation suggest that MScOT graduates are interested in and perceive a need for additional education related to business, management and leadership. An MBA has been identified as a post-graduate degree graduates from the MScOT Program were most likely to consider. Additionally, the number of Occupational therapists working in non-clinical settings is approximately 8.4%, which include administrative, consultative, academic and political positions (CIHI, 2016). An MBA will provide a solid business and leadership foundation that will prepare MScOT graduates to work in these positions as well as allow for role expansion to enable Occupational Therapist to pursue leadership positions within the public and the private sector more easily.

The combined MBA/MScOT will permit interested candidates to obtain both an MBA and MScOT in three and one-half years. The combined MBA/MScOT program would target a select group of Occupational Therapy students who are looking for a program that provides the opportunity to graduate with a professional, clinical degree with additional business management skills and expertise. For the combined MBA/MScOT, the first two years are taken entirely within the MScOT program. The third-year is entirely within the MBA program. The final half-year is then completed entirely in the MScOT Program. The occupational therapy portion of the program consists of the standard requirements to complete the MScOT Program.

The business portion of the program consists of ★42. Upon the successful completion of the three and a half year program, (i.e., successful completion of the MScOT and the MBA degrees), candidates will receive both the MScOT and the MBA degrees. The MBA degree will not be conferred before the completion of the MScOT degree.

Students will be subject to the academic regulations of each existing program, which have already been approved.

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

We will cap enrollment at a maximum of 5 students each year but expect 2-3 students to enrol each year. Students in the combined program will be included in the regular MScOT cohort – there will not be additional spots held/created for combined students. There is capacity for up to 5 students within a cohort of 120 students in the 1 year MBA program. There will be no impact on other units.

Students in the MScOT Program will apply for the combined MBA/MScOT Program in the fall of their second year. This will give the Department one academic year on which to base their performance in the MScOT Program and determine their suitability for an equally intensive MBA Program. Students will be admitted to the combined degree for the Fall of their third year.

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

No. To our knowledge, this will be the first combined MBA/OT program in the country. We hope that this will be a draw for exceptional students from outside Alberta looking for both business and Occupational therapy education and will increase our pool of qualified applicants for the MScOT Program as well graduate Occupational Therapist with enhanced business administration skills.

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

There are no resource implications of this program because both programs already exist and are resourced.

Appendices related to Question 8 – Internal Program Proposal MBA/MScOT Combined Degree

The combined MBA/MScOT allow interested applicants to obtain both an MBA and an MScOT in three and a half years. The combined MBA / MScOT Program targets a select group of occupational therapy students who recognize the value of combining occupational therapy studies with management skills and expertise. The combined degree program is designed for students aspiring to a leadership or management role, or for future occupational therapy entrepreneurs. For the combined MBA/MScOT, the first two years are taken entirely within the MScOT Program. The third-year is entirely within the MBA Program. The final half-year is then completed entirely in the MScOT Program. The occupational therapy portion of the program consists of the normal requirements of the MScOT Program. The Business portion of the program consists of ★42.

Requirements for acceptance into the program

- Students have already been admitted to the MScOT.
- During the fall of the second year, students will apply to the Faculty of Graduate Studies and Research for the combined MBA/MScOT Program.
- Students will provide a Statement of Intent, and will be interviewed by both the Alberta School of Business and the Department of Occupational Therapy.
- The MBA requirements for the Graduate Management Admissions test (GMAT) and professional work experience will be waived.

Flow of Program

All students will begin in the MScOT Program. Students will complete 12 months of MScOT course work and will apply to the combined MBA/MScOT Program in the Fall of their second year. They will be notified of acceptance into the combined program during the winter of their second year. At this point, students would have completed all academic coursework in the MScOT. Students third-year would be completely within the MBA program. They would return to the occupational therapy department to complete their final clinical placement.

See Table 1 or detailed program outline

Residency

Students may apply from either of the two MScOT campuses (Edmonton or Calgary), however, the MBA must be completed in-person in Edmonton.

Course Work

Students will complete all academic and clinical requirements of the MScOT Program. Students will complete *42 of coursework in the MBA Program, reduced from *60.

Table 1: MBA/MScOT Combined Degree Program Outline

Year 1	
Fall Term	
September – December 14 weeks (Including Intro to Fieldwork)	
First Week: Intro Activities Foundation Week	OCCTH 502: Application, Assessment & Evaluation of Occupational Performance *3
	OCCTH 503: Prof & Sup in Practice *3 (Includes Intro to Fieldwork: Nov. 5-9)
	OCCTH 507: Occupation & Society: Theory & Practice *3
	OCCTH 510: Theory, Evidence & Skills *1
	OCCTH 517: Occupational Performance: Mental Health Conditions *3
	OCCTH 583: Human Systems I *4
	REHAB 501: Intro to Interprofessional Practice *1
Total Credits for term 1 = 18	
Winter Term	
January – April 13 weeks (excluding Reading week: February)	
OCCTH 518: Occupational Performance Mental Health Intervention *3	
OCCTH 520: Theory, Evidence & Skills Integration *1	
OCCTH 522: Enabling Occupation through the Use of Assistive Technology *3	
OCCTH 566: Evidence-Based Practice & Knowledge Translation in OT *3	
OCCTH 584: Human Systems II *4	
REHAB 502: Indigenous Health – Interprofessional Practice *1	
Total Credits for term 2 = 15	
Intersession	
April – May 3 weeks	May – June 7 weeks
OCCTH 543 *1 Student- Selected Module (see note)	OCCTH 525 *3 Fieldwork
OCCTH 567: Research Design & Scholarly Practice *3	
Total Credits for Term 3 = 7	
Year 2	
Fall Term	
Sept-Dec 13 Weeks (excluding Fall Term Break: Nov)	
OCCTH 519: Enabling Occupation: Mental Health *3	
OCCTH 530: Theory, Evidence & Skills: Synthesis *1	
OCCTH 555: Enabling Occupation: Children & Youth *3	
OCCTH 559: Enabling Occupation: Productivity *3	
OCCTH 585: Human Systems III, Enabling Occupation: Theory & Practice in Neurology *6	
Total Credits for term 4 =16	
Winter Term	
Jan - Feb 7 Weeks	Feb - April 8 Weeks
OCCTH 526 *3 Fieldwork Note: Students on fieldwork placement during Reading week	OCCTH 543: Student-Selected Module * 1 (see note)
	OCCTH 540: Theory, Evidence Skills Evaluation *1
	OCCTH 556: Enabling Occupation: Older Adults *3
	OCCTH 558: Enabling Occupation: Community *3
Total Credits for term 5 = 11	
Intersession	
Apr. - June 7 weeks	July - Aug / 7 Weeks
OCCTH 543: Student-Selected Module *1 (see note)	OCCTH 527 *3 Fieldwork
OCCTH 564: Evaluation of Health Care Systems and Occupational Therapy Services 3* (TBD)	
OCCTH 903: Directed Final Project *3 (Final Presentation: June 11)	
Total Credits for Term 6 = 10	
MBA program	
Year 3	
Fall Term	
Bus 501 (Orientation) *0	

ACCTG 501: Introduction to Financial Reporting and Analysis *3
BUEC 503: Economic Foundations *3
BUS 505: Ethics & Corporate Social Responsibility *3
MGTSC 501: Data Analysis & Decision Making *3
SMO 500: Managing People *3
SMO 562: Leadership Skills *3
Total Credits for term 7 = 18
Winter Term
ACCTG 523 – Accounting Information & Internal Decision Making *3
SMO 641 – Business Strategy *3
FIN 501 – Managerial Finance *3
MARK 502 – Principles of Marketing Management *3
One 3-credit MBA Core Elective from:
<ul style="list-style-type: none"> • OM 502 – Operations Management *3 • SMO 502 – Organization Strategy-Managing Organizations *3 • BUEC 542 – International Business *3
Total Credits for Term 8 = 15
Intersession
Three 3-credit MBA or School of Public Health Electives
Total Credits for Term 9 = 9
OT program
Year 4
Fall Term
OCCTH 528 *3: Fieldwork
Total Credits for Term 10 = 3

Note:

OCCTH 543: Student Selected Modules. Students MUST complete three modules according to the schedule outlined below (or one OCCTH 599 individual study).

Module Schedule:

- Module 1: Year 1 Intersession
- Module 2: Year 2 Winter Term
- Module 3: Year 2 Intersession

Interprofessional coursework *3:

- REHAB 501 *1
- REHAB 502 *1
- One-credit course related to interprofessional practice as directed by the Department *1

Total Program Credits = *123

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>[NEW]</p>	<p>Graduate Programs</p> <p>Business [Graduate]</p> <p>Graduate Program Requirements</p> <p>The MBA/MScOT Combined Program (Occupational Therapy) [Graduate]</p> <p>The Department of Occupational Therapy and the Faculty of Business offer a program of combined study which permits highly qualified students to earn both the MSc in Occupational Therapy and the MBA degrees after three and a half years of full-time study.</p> <p>Each student must first be admitted to the MScOT, Department of Occupational Therapy. After completing the first year of the MScOT, students are eligible to apply to the combined MBA/MScOT program.</p> <p>Entrance Requirements</p> <p>Admission to the MScOT will be determined with particular attention given to the student's past academic record, related work experience, interest and their rationale of how such a combined program will enhance their career and professional skills.</p> <p>The student must provide a letter of intent. The following entrance requirements for the MBA are waived: submission of a GMAT score and a minimum of two years' work experience. The student will be interviewed by both the Faculty of Business and the Department of Occupational Therapy.</p> <p>Program Requirements</p> <p>The first two years are taken entirely within the MScOT program where the student will complete all academic coursework. The third-year is entirely within the MBA program. After completion of all MBA academic course requirements, the student will complete their final Occupational Therapy clinical placement during the</p>

summer of their 3rd year. The occupational therapy portion of the program consists of the normal requirements of the MScOT program (see Occupational Therapy [Graduate]).

The Business portion of the program consists of ★42.

Required Business courses (*30):

- BUS 501
- ACCTG 501
- BUEC 503
- BUS 505
- MGTSC 501
- SMO 500
- SMO 652
- ACCTG 523
- SMO 641
- FIN 501
- MARK 502

Electives (*12):

- one (*3) MBA core elective from:
 - OM 502
 - SMO 502
 - BUEC 542
- three (*3) courses (*9 total) of MBA or School of Public Health elective.

Upon the successful completion of the three and a half year program, candidates will receive both the MScOT and the MBA degrees. The MBA degree will not be conferred prior to the completion of the MScOT degree.

Inquiries regarding the combined MBA/MScOT Combined Degrees program may be directed to the Associate Chair in the Department of Occupational Therapy, or the Masters Programs Office in the Faculty of Business.

Academic Standing

A student is subject to the academic standing regulations for the program **in which they are registered**. **For the MSc refer to [Occupational Therapy \[Graduate\]](#) and for the MBA refer to FGSR's [Academic Standing](#) section of the Calendar**. Routes of appeal for grades and for academic standing **are those** of the **teaching** Faculty.

If a student withdraws from the MBA program or is required to withdraw because of unsatisfactory academic standing in the MBA program, but wishes to remain in the MScOT degree program, the student may be permitted to continue provided the student retains good academic standing in that program.

Length of Program

	<p>Students enrolled in the combined program on a full-time basis can complete the program in three and a half calendar years. The duration of the total program must not exceed six consecutive calendar years.</p>
<p>[NEW]</p>	<p>Occupational Therapy [Graduate]</p> <p>Graduate Program Requirements</p> <p>The Department of Occupational Therapy and the Faculty of Business offer a program of combined study which permits highly qualified students to earn both the MSc in Occupational Therapy and the MBA degrees after three and a half years of fulltime study.</p> <p>Each student must first be admitted to the MScOT, Department of Occupational Therapy. After completing the first year of the MScOT, students are eligible to apply to the combined MBA/MScOT program.</p> <p>Refer to <u>The MBA/MSc Combined Program</u> under Business for program details.</p>

Governance Executive Summary
Action Item

Agenda Title	Proposed Embedded Certificate in Language Documentation and Revitalization, Faculty of Arts
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Motion

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Certificate in Language Documentation and Revitalization, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect July 1, 2020

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dr. Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Dr. Jordan Lachler, Department of Linguistics, Faculty of Arts

Details

Responsibility	Dr. Steven Dew, Provost and Vice President Academic
The Purpose of the Proposal is <i>(please be specific)</i>	To establish an embedded <i>Certificate in Language Documentation and Revitalization (CLaDR)</i> . Through a combination of course work and hands-on experience, this embedded <i>Certificate</i> will provide the awareness, training, and skill sets needed for our undergraduate students to meaningfully engage with and contribute to the vital work reclaiming and revitalizing minority languages, particularly in Indigenous (including First Nations, Métis and Inuit) communities.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The world is facing an unprecedented loss of linguistic diversity, with more than half of all languages expected to become endangered or fall silent within this century. This is an issue affecting nearly every country and has a disproportionate impact on Indigenous and minoritized peoples. Within Canada, only 3 of the nearly 70 Indigenous languages in the country are expected to still be actively spoken by 2100, unless concerted interventions are made to support the documentation, maintenance, teaching and learning of these languages.</p> <p>Students earning the proposed <i>Certificate</i> will receive training in best practices in these types of interventions, thereby giving them relevant knowledge and practical skills which can assist in these efforts.</p> <p>The Required Courses are:</p> <p>LING 101 Introduction to Linguistic Analysis LING 204 Syntax of the World's Languages LING 205 Phonetics LING 224 Endangered Languages LING 361 Language Revitalization LING 362 Language Documentation LING 460 Practicum in Language Documentation and Revitalization</p>

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	<p>Students will take one of the following two courses:</p> <p>LING 360 Indigenous Languages of the Americas LING 363 Lexicography</p> <p>Students will take one additional course:</p> <ul style="list-style-type: none"> • one further course in LING at the 300 level (including whichever of LING 360 and LING 363 that they did not take as their first elective), <u>or</u> • one further course in LING at the 400 level, <u>or</u> • one of the following courses outside of LING: <p>ANTHR 397 - Anthropological Field Training ANTHR 401 - Ethnographic Methods NS 152 - Introductory Cree NS 355 - Native Oral Traditions and Indigenous Knowledge NS 390 - Research Methods in Native Studies</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

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"> • Department of Linguistics <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Rebecca Nagel, Associate Dean (Student Programs) – April 2019 • Tammy Hopper, Vice-Provost (Programs) and Andrea Patrick, Portfolio Initiatives Manager – February 27, 2019 • Tammy Hopper, Vice-Provost (Programs) and Kate Peters, Portfolio Initiatives Manager – October 28, 2019 • Florence Glanfield, Vice-Provost of Indigenous Programming and Research -- February 2020 • Arts Working Group on Indigenous Initiatives • Faculty of Native Studies • Department of Anthropology • Department of Modern Languages and Cultural Studies • Department of East Asian Studies • Undergraduate Linguistics Club <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Rebecca Nagel, Associate Dean (Student Programs) – April 2019 • Faculty of Arts Chairs' Council – April 2019
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> • Department Council of Linguistics (March 25, 2019) • Arts Academic Affairs (April 24, 2019) • Arts Executive (May 16, 2019) • Arts Faculty Council (May 23, 2019)

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	<ul style="list-style-type: none"> • GFC ASC Subcommittee on Standards (SOS) (June 6, 2019) • GFC Academic Standards Committee (March 19, 2020)
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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p> <p>(1) <i>BUILD</i>: Students from minoritized and endangered language communities have been historically underrepresented in the student body at the post-secondary level. This <i>Certificate</i> has the potential to support the recruitment and retention of such students by offering knowledge and skills that are relevant to important issues facing their communities--in this case, the loss of traditional/heritage languages and the concomitant disconnection with traditional culture.</p> <p>(2) <i>EXPERIENCE</i>: The <i>Certificate</i> will offer students a range of rewarding experiential learning experiences both inside and outside the classroom. Students will develop a wide range of knowledge related to language documentation and revitalization, and then have the chance to hone their skills through the capstone Practicum course.</p> <p>(3) <i>ENGAGE</i>: The <i>Certificate</i> will involve collaborative partnerships with endangered language communities locally, nationally and internationally through the faculty's on-going research projects and community engagement. Students will be assisting with projects that support the communities' goals for documentation and revitalization, while at the same time learning about those communities and their people. This will serve as an opportunity for mentoring students in respectful relations and collaborative community-based research with First Nations, Inuit, and Metis communities in Canada as well as other minoritized communities around the world.</p> <p>The <i>Certificate</i> is also in line with the University's Indigenous Strategic Plan, arising from the University's response to the Truth and Reconciliation Commission's Calls to Action. It supports three of the main goals.</p> <p>First, it supports the goal of increasing Indigenous content within the University curriculum. Second it supports the goal of increasing the recruitment and retention of Indigenous students. Third it supports the goal of community engagement.</p> <p>Moreover, the <i>Certificate</i> is fully in line with the Faculty of Arts Academic Strategic Plan (2017-2022), which states: "The Faculty of Arts values social responsibility, engaged citizenship, and social justice, and is committed to respectful relations with Indigenous peoples within and beyond our Faculty community."</p>					
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Enrolment Management</td> <td style="width: 50%;"><input checked="" type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input checked="" type="checkbox"/> Reputation</td> </tr> </table>		<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation
<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders					
<input type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation					

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	<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"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Academic Standards Committee Terms of Reference UAPPOL Admissions Policy UAPPOL ADMISSIONS Procedure	

Attachments (each to be numbered 1 - <>)

1. Program Approval Template – Embedded Credit Certificates (pages 1–8)
2. Calendar copy (pages 1-3)
3. Library Impact Statement (pages 1-3)
4. Letters/emails of Support (pages 1-7)

Prepared by: Jordan Lachler, Assistant Professor and Director of CILLDI, Department of Linguistics ; Benjamin Tucker, Professor, Department of Linguistics; David Beck, Professor, Department of Linguistics.

**Program Approval Template
Embedded Credit Certificates**

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

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

Section A: Basics		
Program Name	Certificate in Language Documentation and Revitalization (CLaDR)	
Sponsoring Faculty/ Academic Unit	Arts	
Contact information	Name and Title	Jordan Lachler, Assistant Professor
	Phone	780-248-1179
	Email	lachler@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
Units of Course Weight	27	
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	<p>This certificate provides students with targeted training in current best practices in the areas of language documentation and revitalization, with a focus on the Indigenous languages of the Americas. Students will develop an understanding of the historical causes and on-going societal impacts of language loss, the complex factors involved in language maintenance, and effective methods for documenting endangered languages and reversing language shift. This certificate will prepare students for work with Indigenous communities and organizations on language documentation and revitalization projects, as well as advanced work in linguistics at the graduate level.</p> <p>This certificate is targeted at undergraduate students majoring in Linguistics or a related field, who have an interest in linguistic diversity, social justice, and working with Indigenous and minoritized populations around the world.</p>	

Section B: Rationale, Implications and Impact	
Rationale for Introduction of Certificate Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of	<p>The impetus for the development of this Certificate came from discussions with Indigenous language activists attending the annual CILLDI Language Revitalization Summer School here at the U of A. The design of the Certificate has been informed by extensive practical experience in language documentation and revitalization work on the part of the Department's faculty, as well as a desire to create opportunities for our undergraduate students to meaningfully engage with and</p>

student or economic demand analyses; consultation with wider community, etc.

contribute to the vital work communities have undertaken to reclaim and revitalize their languages.

There are several compelling and specific motivations for the development and implementation of this Certificate at this time:

(1) The world is facing an **unprecedented loss of linguistic diversity**, with more than half of all languages expected to become endangered or fall silent within this century. This is an issue affecting nearly every country on the planet, and having a disproportionate impact on Indigenous and minoritized peoples. Just within Canada, only 3 of the nearly 70 Indigenous languages in the country are expected to still be actively spoken by 2100, unless concerted interventions are made to support the documentation, maintenance, teaching and learning of these languages. Students earning their Certificate will receive training in best practices in these types of interventions, thereby giving them relevant knowledge and practical skills which can assist in these efforts.

(2) Within the past 5 years, the Department of Linguistics has added **three tenure-track faculty** (Lachler, Rosés Labrada, and a new hire to start in Fall 2020) with specializations in the documentation and revitalization of Indigenous languages of the Americas. This new cohort, in addition to several existing faculty members (Beck, Rice, Arppe), provides a strong and lasting foundation for the Certificate. These faculty members are engaged in a variety of documentation and revitalization projects here in Canada, as well as in the United States, Mexico, and South America. Students earning their Certificate will participate in and contribute to these projects through experiential learning opportunities in all of the courses, most especially in LING 460 Practicum in Language Documentation and Revitalization.

(3) Since 2002, the University of Alberta has been home to **CILLDI**, the Canadian Indigenous Languages and Literacy Development Institute. Each July, CILLDI runs the largest Indigenous language revitalization summer school in North America, with nearly 100 students attending from communities across western and northern Canada. CILLDI offers courses in language documentation and analysis, language teaching methods, the learning of Indigenous languages, and more. Each summer, a dozen or more U of A undergraduates volunteer their time as Summer Program Assistants with CILLDI, working with students to support their learning and success within the intense three-weeks of the Summer School. This unique experiential learning opportunity allows students to make connections with Indigenous language speakers, learners and activists, and to learn first-hand from them about the importance of language in their lives. Students earning their Certificate will be especially well-positioned to contribute to the success of the Summer School, as well as to gain a deeper understanding of the issues through their participation.

(4) Language documentation and revitalization is an **area of keen interest** among undergraduate majors and minors in the Department of Linguistics. During a 2017 survey of 70 Linguistics majors and minors, students were asked to rate their interest in the following courses:

	<p>LING 224 Endangered Languages</p> <ul style="list-style-type: none"> • Very interested: 50% • Interested: 40% <p>LING 360 Indigenous Languages of the Americas</p> <ul style="list-style-type: none"> • Very interested: 21.4% • Interested: 50% <p>LING 361 Language Revitalization</p> <ul style="list-style-type: none"> • Very interested: 44.3% • Interested: 44.3% <p>LING 362 Language Documentation</p> <ul style="list-style-type: none"> • Very interested: 44.3% • Interested: 31.4% <p>Students were also asked: If the Department of Linguistics offered this Certificate, how interested would you be in enrolling in it?</p> <ul style="list-style-type: none"> • Very interested: 21.4% • Interested: 47.1% <p>These data demonstrate a strong interest in this area among the current student population.</p> <p>Note that only LING 224 (then LING 324) was regularly offered up to that point. LING 362 was piloted in Fall 2017 and LING 361 was piloted in Winter 2019. LING 360 was offered for the first time in the 2019-2020 Academic Year.</p>
<p>Vision and Academic Plan How does the proposed program align with the strategic goals described in <i>For the Public Good</i>? How does the program further the objectives or align with the strategies in the University's Institutional Strategic Plan?</p>	<p>This Certificate is in line with three of the strategic goals described in <i>For the Public Good</i>.</p> <p><i>(1) BUILD a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</i></p> <p>Students from minoritized and endangered language communities have been historically underrepresented with the student body at the post-secondary level. This Certificate has the potential to support the recruitment and retention of such students by offering knowledge and skills that are relevant to important issues facing their communities -- in this case, the loss of their traditional/heritage languages and the concomitant disconnection with traditional culture.</p> <p><i>(2) EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</i></p> <p>The Certificate will offer students a range of rewarding experiential learning experiences both inside and outside the classroom. Students will develop a wide range of knowledge related to language documentation and revitalization, and then have the chance to hone their skills through the capstone Practicum course.</p>

	<p>(3) <i>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.</i></p> <p>The Certificate will involve collaborative partnerships with endangered language communities locally, nationally and internationally through the faculty’s on-going research projects and community engagements. Students will be assisting with projects that support the communities’ goals for documentation and revitalization, while at the same time learning about those communities and their people. This will serve as an opportunity for mentoring students in respectful relations and collaborative community-based research with First Nations, Inuit and Métis communities in Canada as well as other minoritized communities around the world.</p> <p>This Certificate is also in line with the University's Indigenous Strategic Plan, arising from University's response to the Truth and Reconciliation Commission's Calls to Action. It supports three of the main goals.</p> <p>First, it supports the goal of increasing Indigenous content within the University curriculum. Each of the required courses in the Certificate will have a significant Indigenous focus, due to the specific content of the course (e.g. <i>LING 360 Indigenous Languages of the Americas</i>), or because all of the instructing faculty are involved with language documentation and revitalization projects in collaboration with Indigenous communities.</p> <p>Second, it supports the goal of increasing the recruitment and retention of Indigenous students. While language is a key issue in many Indigenous communities, only a very few Indigenous students ever pursue a degree in Linguistics or a related field. By creating a Certificate program with direct relevance to one of the most central issues facing Indigenous communities today, we expect to be able to recruit and retain more Indigenous students with the Department of Linguistics specifically, and within the Faculty of Arts more broadly.</p> <p>Third, it supports the goal of community engagement. Students in the Certificate program will benefit from experiential learning opportunities where they can meet with and learn from Indigenous language speakers and activists, as well as participating in collaborative projects that support community goals of language retention and revival.</p> <p>Moreover, the Certificate is fully in-line with the Faculty of Arts Academic Strategic Plan (2017-2022), which states: "The Faculty of Arts values social responsibility, engaged citizenship, and social justice, and is committed to respectful relations with Indigenous peoples within and beyond our Faculty community."</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications</p>	<p>The certificate uses existing courses in the Faculty of Native Studies and in the departments of Linguistics and Anthropology in the Faculty of Arts.</p>

of this re-allocation.	
<p>Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>Below are the recent enrolment numbers for courses that will become part of the Certificate:</p> <p>Endangered Languages (Fall 2016): 18 Endangered Languages (Fall 2017): 22 Endangered Languages (Fall 2018): 27</p> <p>Language Documentation (Fall 2017): 4 (late addition to the schedule) Language Documentation (Fall 2018): 18</p> <p>Language Revitalization (Winter 2019): 26</p> <p>Based on these data, we expect approximately 15 students to be pursuing the full Certificate at any given time.</p>
<p>Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p>	<p>We do not anticipate that the introduction of this Certificate will have a significant impact on any other programs at the U of A or elsewhere. There are no other comparable programs within Alberta.</p>
<p>Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p>	<p>There are no expected impacts on any of the service units of the University, aside from the Office of the Registrar and Student Awards who will be charged with generating a separate parchment for students earning the Certificate, as well as noting it on their transcripts.</p> <p><i>Consultation has occurred with the following bodies: Arts Working Group on Indigenous Initiatives, Faculty of Native Studies, the Department of Anthropology, the Department of Modern Languages and Cultural Studies, the Department of East Asian Studies, the Undergraduate Linguistics Club.</i></p>

Appendices	
<p>Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p>	<p>Required Courses:</p> <p>There are seven required courses that all students must take.</p> <p>LING 101 Introduction to Linguistic Analysis ★ 3 (fi 6) (either term, 3-0-0) Central concepts of linguistics: linguistic categories and structure (phonetics, phonology, morphology, syntax, semantics). Note: May not be taken by students with credit in LING 111.</p> <p>LING 204 Syntax of the World’s Languages ★ 3 (fi 6) (either term, 3-0-0) Prerequisite: LING 101.</p>

LING 205 Phonetics

★ 3 (fi 6) (either term, 3-0-0) Recognizing, transcribing, and producing speech sounds using the International Phonetic Alphabet; problems in phonetic analysis; elementary acoustic phonetics; techniques for describing the sound system of an unfamiliar language. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisite: LING 101.

LING 224 Endangered Languages

★ 3 (fi 6) (either term, 3-0-0). An examination of languages facing extinction: how language endangerment arises, local and global factors affecting loss, how linguistic and cultural diversity suffers, and how linguists can respond.

LING 361 Language Revitalization

★ 3 (fi 6) (either term, 3-0-0). Issues and methods in the revitalization of endangered languages in Canada and around the world. Prerequisite: LING 101, LING 224.

LING 362 Language Documentation

★ 3 (fi 6) (either term, 3-0-0). Issues and methods in the documentation of endangered languages, from community collaboration, to recording speakers, to the preparation and deposit of documentary data in permanent collections. Prerequisite: LING 204, LING 205.

LING 460 Practicum in Language Documentation and Revitalization

★ 3 (fi 6) (either term, 3-0-0). Practical application of skills to on-going language documentation and revitalization projects. Prerequisite: LING 361 or LING 362.

Elective Courses:

Students will take two elective courses:

First Elective:

Students may take one of the following as their first elective:

LING 360 Indigenous Languages of the Americas

★ 3 (fi 6) (either term, 3-0-0). An introduction to Indigenous languages of North, Central and South America, including linguistic, cultural and socio-political aspects. Prerequisite: LING 101.

LING 363 Lexicography

★ 3 (fi 6) (either term, 3-0-0) An introduction to the theories and methods used in making dictionaries and describing lexical items, including the creation of bilingual lexica for language documentation. Prerequisite: LING 101.

Second Elective:

For their second elective, students may take:

- one further course in LING at the 300 level (including whichever of LING 360 and LING 363 that they did not take as their first elective), or
- one further course in LING at the 400 level, or
- one of the following courses outside of LING:

ANTHR 397 - Anthropological Field Training

★ 6 (fi 12) (Spring/Summer, 3-0-3) Practical aspects of field training in socio-cultural anthropology. Prerequisite: ANTHR 207 or equivalent, and consent of Department. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.

ANTHR 401 - Ethnographic Methods

★ 3 (fi 6) (either term, 0-3s-0) Discussion of issues in methodology and field methods. Restricted to senior undergraduate students. Prerequisite: ANTHR 207 (or ANTHE 207) or consent of Department. Offered in alternate years.

NS 152 - Introductory Cree

★ 6 (fi 12) (two term, 4-0-1) A general introduction to Plains Cree (Y dialect) grammar and vocabulary, with practice in speaking and work in the language laboratory. No prior knowledge of Cree is assumed. Not open to students with matriculation standing in Cree. Note: Students cannot receive credit for NS 152 and NS 153.

NS 355 - Native Oral Traditions and Indigenous Knowledge

★ 3 (fi 6) (either term, 3-0-0) This course considers oral traditions as aspects of broader, culturally-defined systems of knowledge, in which stories are vehicles for encoding and transmitting knowledge about the people, their culture, and their history. It focuses on new academic and community-based approaches, as well as the complementarity of oral traditions/Indigenous knowledge and Western science. Students will explore the evolving roles of oral traditions for contemporary Native peoples. Prerequisites: NS 110, 111 and 240 or 290 or consent of the Faculty.

NS 390 - Research Methods in Native Studies

★ 3 (fi 6) (either term, 3-0-1) A survey of different disciplinary methods for conducting Native Studies research and data analysis, this course will also review and critique strategies and techniques applied by social science researchers with Indigenous peoples. Prerequisites: NS 110, 111 and 290 or consent of Faculty.

<p>Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	<p>Attachments:</p> <ul style="list-style-type: none">* Library Impact Statement <p>Letters of support:</p> <ul style="list-style-type: none">* Department of Modern Languages and Cultural Studies* Undergraduate Ling Club* Department of East Asian Studies* Department of Anthropology* Faculty of Native Studies

CALENDAR CHANGE REQUEST FORM

Department: Linguistics

2018 – 2019 form submission deadlines: October 5th, January 4th, March 1st & April 1st

Highlight type of change request below:

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

Note: changes that fall under type 1 or 2 received by October 5th will be considered to be published in the 2019-20 Calendar

CURRENT Enter the Calendar URL here	PROPOSED
<p>Strike through and highlight deletions</p>	<p>Certificate in Language Documentation and Revitalization</p> <p>This certificate provides students with targeted training in current best practices in the areas of language documentation and revitalization, with a focus on the Indigenous languages of the Americas. It is intended for undergraduate students majoring in Linguistics or a related field, who have an interest in linguistic diversity, social justice, and Indigenous and other minoritized populations around the world. Students will develop an understanding of the historical causes and on-going societal impacts of language loss, the complex factors involved in language maintenance, and effective methods for documenting endangered languages and reversing language shift. The certificate requires ★27 in coursework, including a practicum course, and will prepare students for work with Indigenous communities and organizations on language documentation and revitalization projects, as well as advanced work in linguistics at the graduate level.</p> <p>To be awarded the certificate students must apply through Undergraduate Student Services in the Faculty of Arts by the application deadline for convocation (see Academic Schedule).</p> <p>Students may pursue this certificate by fulfilling existing requirements in their respective disciplines, by completing ★ 27:</p> <p>★ 21 required courses</p> <p>LING 101 – Introduction to Linguistic Analysis LING 204 – Syntax of the World's Languages LING 205 -- Phonetics LING 224 - Endangered Languages LING 361 - Language Revitalization LING 362 - Language Documentation LING 460 - Practicum in Language Documentation and Revitalization</p> <p>★ 3 selected from</p> <p>LING 360 - Indigenous Languages of the Americas LING 363 - Lexicography</p> <p>★ 3 selected from</p> <p>Any 300- or 400- level LING or ANTHR 397 - Anthropological Field Training</p>

[ANTHR 401 - Ethnographic Methods](#)
[NS 152 - Introductory Cree](#)
[NS 355 - Native Oral Traditions and Indigenous Knowledge](#)
[NS 390 - Research Methods in Native Studies](#)

Rationale for change: (Not required for course deletion or editorial changes)

There are several compelling motivations for the development and implementation of this Certificate:

(1) The world is facing an **unprecedented loss of linguistic diversity**, with more than half of all languages expected to become endangered or fall silent within this century. This is an issue affecting nearly every country on the planet, and having a disproportionate impact on Indigenous and minoritized peoples. Just within Canada, only 3 of the nearly 70 Indigenous languages in the country are expected to still be actively spoken by 2100, unless concerted interventions are made to support the documentation, maintenance, teaching and learning of these languages. Students earning their Certificate will receive training in best practices in these types of interventions, thereby giving them relevant knowledge and practical skills which can assist in these efforts.

(2) Within the past 5 years, the Department of Linguistics has added **three tenure-track faculty** (Lachler, Rosés Labrada, and a new hire to start in Fall 2020) with specializations in the documentation and revitalization of Indigenous languages of the Americas. This new cohort, in addition to several current faculty members with expertise in the same area (Arppe, Beck, Rice), provides a strong and lasting foundation for the Certificate. These faculty members are engaged in a variety of documentation and revitalization projects here in Canada, as well as in the United States, Mexico, and South America. Students earning their Certificate will participate in and contribute to these projects through experiential learning opportunities in all of the courses, most especially in LING 460 Practicum in Language Documentation and Revitalization.

(3) Since 2002, the University of Alberta has been home to **CILLDI**, the Canadian Indigenous Languages and Literacy Development Institute. Each July, CILLDI runs the largest Indigenous language revitalization summer school in North America, with nearly 100 students attending from communities across western and northern Canada. CILLDI offers courses in language documentation and analysis, language teaching methods, the learning of Indigenous languages, and more. Each summer, a dozen or more U of A undergraduates volunteer their time as Summer Program Assistants with CILLDI, working with students to support their learning and success within the intense three-weeks of the Summer School. This unique experiential learning opportunity allows students to make connections with Indigenous language speakers, learners and activists, and to learn first-hand from them about the importance of language in their lives. Students earning their Certificate will be especially well-positioned to contribute to the success of the Summer School, as well as to gain a deeper understanding of the issues through their participation.

(4) Language documentation and revitalization is an area of keen interest among undergraduate majors and minors in the Department of Linguistics. During a 2017 survey of 70 Linguistics majors and minors, students were asked to rate their interest in the following courses:

LING 224 Endangered Languages

- Very interested: 50%
- Interested: 40%

LING 360 Indigenous Languages of the Americas

- Very interested: 21.4%
- Interested: 50%

LING 361 Language Revitalization

- Very interested: 44.3%
- Interested: 44.3%

LING 362 Language Documentation

- Very interested: 44.3%
- Interested: 31.4%

Students were also asked: If the Department of Linguistics offered this Certificate, how interested would you be in enrolling in it?

- Very interested: 21.4%
- Interested: 47.1%

These data demonstrate a strong interest in this area among the current student population. Note that only LING 224 (then 324) was regularly offered up to that point. LING 362 was piloted in Fall 2017 and LING 361 was piloted in Winter 2019. LING 360 was offered for the first time in the 2019-2020 Academic Year.

This Certificate is in line with three of the strategic goals described in For the Public Good:

- (1) BUILD a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

Students from minoritized and endangered language communities have been historically underrepresented with

the student body at the post-secondary level. This Certificate has the potential to support the recruitment and retention of such students by offering knowledge and skills that are relevant to important issues facing their communities -- in this case, the loss of their traditional/heritage languages and the concomitant disconnection with traditional culture.

- (2) EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

The Certificate will offer students a range of rewarding experiential learning experiences both inside and outside the classroom. Students will develop a wide range of knowledge related to language documentation and revitalization, and then have the chance to hone their skills through the capstone Practicum course.

- (3) 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.

The Certificate will involve collaborative partnerships with endangered language communities locally, nationally and internationally through the faculty's on-going research projects and community engagements. Students will be assisting with projects that support the communities' goals for documentation and revitalization, while at the same time learning about those communities and their people. This will serve as an opportunity for mentoring students in respectful relations and collaborative community-based research with First Nations, Inuit and Métis communities in Canada as well as other minoritized communities around the world.

This Certificate is also in line with the University's Indigenous Strategic Plan, arising from University's response to the Truth and Reconciliation Commission's Calls to Action. It supports three of the main goals.

- 1) It supports the goal of **increasing Indigenous content** within the University curriculum. Each of the required courses in the Certificate will have a significant Indigenous focus, due to the specific content of the course (e.g. *LING 360 Indigenous Languages of the Americas*), or because all of the instructing faculty are involved with language documentation and revitalization projects in collaboration with Indigenous communities.
- 2) It supports the goal of increasing the **recruitment and retention of Indigenous students**. While language is a key issue in many Indigenous communities, only a very few Indigenous students ever pursue a degree in Linguistics or a related field. By creating a Certificate program with direct relevance to one of the most central issues facing Indigenous communities today, we expect to be able to recruit and retain more Indigenous students with the Department of Linguistics specifically, and within the Faculty of Arts more broadly.
- 3) It supports the goal of **community engagement**. Students in the Certificate program will benefit from experiential learning opportunities where they can meet with and learn from Indigenous language speakers and activists, as well as participating in collaborative projects that support community goals of language retention and revival.

Moreover, the Certificate is fully in-line with the Faculty of Arts Academic Strategic Plan (2017-2022), which states: "The Faculty of Arts values social responsibility, engaged citizenship, and social justice, and is committed to respectful relations with Indigenous peoples within and beyond our Faculty community."

All names, signatures and dates are required:

Department Contact Name:	Department Chair or Designate Name:	Date approved by Dept Council:
Email:	Signature:	Date submitted:

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



Library Impact Statement

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

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

Library Contact:

Name: Céline Gareau-Brennan	Date: October 30 th 2018
Library Unit: Humanities and Social Science/ Law	Email: celine.gareau-brennan@ualberta.ca

Program Proposal Contact:

Name: Dr. Jordan Lachler	Dept./School: Linguistics
Faculty: Faculty of Arts	Email: lachler@ualberta.ca

Proposed Program Changes:

Certificate in Language Documentation and Revitalization (CLaDR)
 This certificate provides students with targeted training in current best practices in the areas of language documentation and revitalization, with a focus on the Indigenous languages of the Americas. Students will develop an understanding of the historical causes and on-going impacts of language loss, the complex factors involved in language maintenance, and effective methods for documenting endangered languages and reversing language shift. This certificate will prepare students to work with Indigenous communities and organizations on language documentation and revitalization projects, as well as advanced work in linguistics at the graduate level.

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to Linguistics courses will be useful for undergraduate students undertaking the certificate. Information literacy instruction may include tours of the physical and virtual library, advanced information search/retrieval, and citation management. Course or assignment specific instruction may also be useful. These specific examples of instruction can be included as an objective of required courses, such as LING 224, so that all program participants benefit from information literacy instruction. In addition to the Linguistics guide https://guides.library.ualberta.ca/linguistics, customized guides can be created for the certificate program. It would be useful to discuss these instructional opportunities with the appropriate subject librarian (Linguistics and Native Studies primarily).</p> <p>The Libraries offer a range of drop in research workshops https://ualberta.libcal.com/calendar/workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides https://guides.library.ualberta.ca/?b=p and tutorials https://www.library.ualberta.ca/tutorials/ are accessible via the Libraries' web site to</p>

	support the research process.
Reference assistance (e.g., ongoing one-on-one help)	<p>The Linguistics Liaison Librarian and librarians in related programs, such as Native Studies are available for one-on-one consultations for specialized assistance.</p> <p>General reference assistance is available at all University of Alberta Libraries Service Desks https://www.library.ualberta.ca/ask-us/service-desks. Ask us services https://www.library.ualberta.ca/ask-us are also available via chat, email and phone.</p>
Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]	<p>As the proposed program makes use of regularly offered courses, students and faculty will continue to use library resources already provided within the collection. A wide range of resources are available to support academic and professional programs.</p> <p>The Libraries' current subscriptions and book ordering plans should adequately support the majority of this program. In communication with Anne Carr-Wiggin, the Indigenous Initiatives librarian, she mentioned that the library is looking to actively looking to enrich its collections in print, electronic and audio and video materials in this area. The Linguistic Faculty's work with indigenous communities within this program could allow for meaningful discourse as to methods to enrich this area. Any items that are not available and/or accessible through the Libraries or can be purchased, can be requested through Interlibrary Loan https://www.library.ualberta.ca/services/interlibrary-loan.</p> <p>Databases and collections that provide discovery and access to primary sources, secondary literature, and reference works for undergrads with particular relevance to this program include:</p> <ul style="list-style-type: none"> ● Linguistics and Language Behavior Abstracts (LLBA) ● Linguistics Abstracts ● Bibliography of Linguistic Literature ● Indigenous Peoples: North America ● Indigenous Collection Database ● iPortal - Indigenous Studies Portal ● Etc. <p>Professors may also submit course reading list and reserve requests https://web.library.ualberta.ca/readinglist/ online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)	<p>This certificate is targeted at undergraduate students majoring in Linguistics or a related field, who have an interest in linguistic diversity, social justice, and working with Indigenous and minoritized populations around the world. Given this audience the majority of the impact would be on the Linguistics liaison librarian at the Rutherford Humanities & Social Sciences Library. However, given this Certificate program potential for appeal to Native Studies and Anthropology, Anne Carr-Wiggin, the Indigenous Initiatives librarians, as well as Katie Cuyler, the anthropology liaison librarian have been informed of the proposal and are prepared to support the program as needed. These librarians also provide information literacy instruction to their departments.</p>
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	<p>Physical facilities are in place to support student research needs. There are bookable group study spaces https://www.library.ualberta.ca/about-us/policies/study-and-work-space, as well as collaborative and individual study spaces in all library locations across UA campuses.</p>
Other (specify)	

Proposal has an impact on the Libraries and can be supported.

Proposal can be supported with additional resources; see attached details.

X Proposal has no impact on the Libraries.

Unit Head Signature:

Chandra Pe

Date: Oct 30/18

Associate University Librarian Signature:

Sharon My

Date: October 30/18



Jordan Lachler <lachler@ualberta.ca>

Consultation request for Certificate proposal

Chris Andersen <cta1@ualberta.ca>

Wed, Mar 13, 2019 at 8:10 AM

To: Jordan Lachler <lachler@ualberta.ca>

Cc: David Beck <dbeck@ualberta.ca>, Nathalie Kermaal <nkermaal@ualberta.ca>, Adam Gaudry <gaudry@ualberta.ca>, Reg Cardinal <rcardina@ualberta.ca>

hi Jordan - the main feedback I received was from our Associate Dean (Academic), Dr. Nathalie Kermaal. Overall we thought it was a good proposal. As I had mentioned to you in passing, the slight concern we have is if NS 152 and NS 390 are full (which happens regularly) then we have to think through the dynamics of space availability for students taking the certificate. Considering, however, that students' second elective includes 5 choices for courses, we should be okay.

Chris

<<<>>><<<>>><<<>>><<<>>>

Dr. Chris Andersen
Professor and Dean
Faculty of Native Studies
2-31 Pembina Hall
University of Alberta
Edmonton, AB, CANADA
T6G 2H8

Interim Co-Lead, Indigenous Initiatives
Office of the Provost, University of Alberta
2-40 South Academic Building
Edmonton, AB T6G 2G7

Member, Royal Society of Canada's College of New Scholars, Artists and Scientists

Co-Editor (with Jean O'Brien) of *Sources and Methods in Indigenous Studies*.
<https://www.routledge.com/Sources-and-Methods-in-Indigenous-Studies/Andersen-O'Brien/p/book/9781138823617>

Editor: *aboriginal policy studies* - <http://ejournals.library.ualberta.ca/index.php/aps/index>

I do not expect replies to my email after hours or on weekends.

[Quoted text hidden]



Jordan Lachler <lachler@ualberta.ca>

certificate proposal

Pamela R Willoughby <pwilloug@ualberta.ca>

Mon, Apr 1, 2019 at 1:50 PM

To: Jordan Lachler <lachler@ualberta.ca>, David JBeck <dbeck@ualberta.ca>

This is to confirm that Anthropology is supportive of your CLaDR proposal. Pam

Pamela R. Willoughby, PhD
Professor and Chair
Department of Anthropology
University of Alberta
Edmonton, Alberta, Canada, T6G 2H4
Office phone 1-780-492-0138
FAX 1-780-492-5273

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Edmonton, Alberta, Canada T6G 2H8
Tel: 780.492.1131
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lupke@ualberta.ca
www.eastasianstudies.ualberta.ca

March 27, 2019

Faculty of Arts
University of Alberta
Edmonton, AB

To Whom It May Concern:

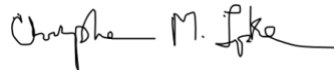
I am writing to affirm the strong support of the Department of East Asian Studies for the proposal for a Certificate in Language Documentation and Revitalization (CLaDR). We discussed the proposal in our department and we have no concerns or conflicts. Moreover, as a department with three tenured linguists and three linguists who are ATS Senior Lecturers with Ph. D.s we view this certificate as an added opportunity for credentializing students in linguistics. If our faculty have the opportunity or need to participate in the program of study in one way or another, they would be pleased to do so.

The extinction of languages spoken by small populations throughout the world is a major crisis in human events, and it is particularly acute for indigenous peoples and cultures. We must figure out ways to preserve these languages, as losing them forever will mean the loss of profound reservoirs of culture, customs, and unique ways of seeing the world. The Department of Linguistics at the University of Alberta should be commended for making efforts to establish a program with a Certificate that trains students in language preservation, documentation, and revitalization. My understanding is that with the Canadian Indigenous Languages and Literacy Development Institute, the University of Alberta is at the forefront of the critical effort to train students in language revitalization. Each summer the Department of Linguistics hosts a summer school that attracts approximately 100 students from across North America. This effort is not only making an enormous contribution to the study of culture and human history; it intersects nicely with the University's work to more equitably represent the study of indigenous cultures in our institution and the initiative to infuse the curriculum with more experiential learning-oriented pedagogical methods and community-based education. I can envision that the Certificate also demonstrates one of the critical components of the Faculty of Art's mission **Change for Good**, which is that we should be working across disciplinary and departmental boundaries to provide the best possible education for our students. To wit, this Certificate bridges disciplines/departments such as Anthropology, Sociology, East Asian Studies, and Modern Languages and Cultural Studies, in addition to the home department. The proposal is judicious and prudent and does not reflect the need for large amounts of additional financial resources.

Finally, it will serve as a stepping stone for some students to the Minor and Linguistics. For this variety of reasons, we strongly support the proposal and do so with pleasure.

If you need any additional information, I would be happy to provide it. Please feel free to email or call.

Sincerely,

A handwritten signature in black ink that reads "Christopher M. Lupke". The signature is written in a cursive style with a long horizontal flourish at the end.

Christopher Lupke, Ph. D.
Professor, Chinese Cultural Studies and Chair of East Asian Studies
lupke@ualberta.ca
587-577-4547 (cell)

200 Arts Building
Edmonton, Alberta
Canada T6G 2E6
Tel: 780.492.4926
mlcs@ualberta.ca
twitter.com/uofamlcs
www.uab.ca/mlcs

28 March 2019

Dr. David Beck
Professor and Acting Chair
Department of Linguistics

Dear Dr. Beck,

Thank you for sharing the proposal for the establishment of a Certificate in Language Documentation and Revitalization (CLaDR). The proposal is timely and in line with the Arts Strategic Plan as well as the shared interests of AWGII and CEDI. Further, it is in keeping with Modern Languages and Cultural Studies commitment to the teaching and research of less taught languages (such as Old Norse or Irish), but it also represents areas of interest and expertise from among the faculty in Applied Linguistics in MLCS. We strongly support this certificate.

Sincerely,



Dr. Carrie Smith
Chair and Professor

March 30, 2019

To Whom It May Concern:

On behalf of the Undergraduate Linguistics Club and undergraduate students majoring in Linguistics, we are writing in support of the proposed Certificate in Language Documentation and Revitalization (CLaDR). Awareness of rapid language endangerment and language shift has increased significantly over the past 50 years, but opportunities to pursue specialized education at the undergraduate level are not yet available. As a result, undergraduate students may finish their degrees with significant gaps in technical knowledge, minimal background in fieldwork, few opportunities to practice community-based research, and without the connections necessary to participate in reciprocal and collaborative community work at the graduate level.

The Department of Linguistics at the University of Alberta is uniquely suited to develop such programming. We are fortunate to have a growing number of experienced and passionate professors (and graduate students) within the Department whose research focuses on language policy and planning, revitalization, and documentation techniques and whose work is primarily conducted with Indigenous language communities in the Americas. These faculty have between them decades of fieldwork experience, each with unique insights and perspectives from having worked in different communities and circumstances. Since the most recent hires, the department has been able to offer successful new courses focused around these topics that many of us have taken and benefitted from. We have been introduced to causes for language endangerment, methods and techniques for language documentation, and software to process recordings and produce pedagogical or linguistic materials. We have also been able to take courses presenting the various approaches to language revitalization and education and established better understandings of the structures of Dene languages that continue to be spoken in Alberta (and beyond) today.

Furthermore, as the home of the Canadian Indigenous Language and Literacy Development Institute (CILLDI), the introduction of CLaDR is a natural progression to foster a local community of language activists supporting language revitalization. The proposal puts forward a well-rounded certificate program which equips students with analysis-based linguistic knowledge as well as complementary requirements from a more social perspective of language that reaffirms its significance and connection to its speakers. By requiring knowledge in either Anthropology or Native Studies, the CLaDR engages students in a broader, interdisciplinary understanding of language endangerment. Equally in the spirit of CILLDI, developing this program as a Certificate enables students of diverse departmental or faculty affiliations to bring their unique perspectives and knowledge to language revitalization. Whether it is undergraduate students in Linguistics, Anthropology, Native Studies, Education, or others who have an interest in this field, this certificate is positioned to train a variety

of students who share a common interest in approaching their work from a perspective that integrates the importance of linguistic diversity.

Language revitalization and documentation are only gaining momentum and the choice to create a Certificate that recognizes these growing fields will only increase awareness for the work taking place and the diverse professional opportunities that can further the promotion and protection of endangered languages. As undergraduate students, we recognize the value that CLaDR can have for those who are interested in the promotion of Indigenous languages. Not only does it offer integral programming to produce students who will be better equipped to contribute to community work, but it provides us with something tangible to demonstrate this specialized knowledge and experience to others as we go on to pursue further education.

We look forward to hearing your decision.

Undergraduate Linguistics Club

Erin Hashimoto, President (2018-20)

Joshua Wisniewski, Vice-President (2018-19)

Matheus Azevedo, Financial Officer and Secretary (2018-19)

Maissie Hillman, Social Convener and Vice-President (2019-20)

Sam Channell, Secretary (2019-20)

Evan Litwin, Financial Officer (2019-20)

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Extension for a Non-credit Certificate: Commercial Transport Occupational Health and Safety Certificate
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Motion

<p>THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed Commercial Transport Occupational Health and Safety Certificate as submitted by the Faculty of Extension, as submitted in Attachment 1, to take effect Fall Term 2020.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dr. Maria Mayan, Interim Dean, Faculty of Extension
Presenter(s)	<ul style="list-style-type: none"> • Mary Beckie, Associate Dean (Academic and Student Affairs), Faculty of Extension; • Christie Schultz, Assistant Dean (Academic), Faculty of Extension • Nimmi Nayyer-Dua, Program Team Lead (Health, Safety, Environment and Planning), Faculty of Extension

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The proposed Commercial Transport Occupational Health and Safety Certificate (non-credit will be developed and offered through a collaboration with Alberta Motor Transport Association (AMTA), combining existing U of A curriculum for OHS professionals with complimentary coursework designed by AMTA to meet the needs of today's OHS professionals working or aspiring to work in the commercial transportation industry.</p> <p>The part-time, non-credit courses within the proposed certificate specifically cover courses applicable to OHS professionals working in the transport industry in Alberta and Canada. The courses in the proposed certificate currently exist or are already in development within the Health and Safety portfolio of the Faculty of Extension's continuing and professional education programs; this program demonstrates an evolution of education for lifelong learning and career enhancement.</p>

Item No. 11

<p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p>	<p>The proposed Commercial Transport Occupational Health and Safety (CT-OHS) Certificate delivers new levels of professional development, continuing education, and lifelong learning to students seeking industry-specific context for their OHS education and training, enhancing knowledge and skills specific to the transportation sector.</p> <p>This program will prepare graduates with demonstrable and applicable knowledge of provincial occupational health and safety legislation, traffic safety legislation, and management system design that will support their occupational health and safety career within the transportation sector.</p> <p>The proposed CT-OHS Certificate will provide specialized training, skills acquisition, and knowledge for OHS professionals working within, or seeking to work within, the transportation sector. The CT-OHS Certificate has been designed to meet the professional practice standards regulated by the transportation industry and elevate current OHS professionals to a new level of accreditation. The Faculty of Extension, building upon its existing OHS programs, is ideally positioned to expand and create new learning and accreditation pathways for OHS Certificate alumni as well as OHS professionals who desire enhanced professional development within the transportation sector via this proposed CT-OHS Certificate.</p> <p>Costs associated with program development have been planned for the 2019/20 and 2020/21 academic years and is associated with the ongoing program development and delivery cycle.</p> <p>Following the program’s approval by ASC, we will:</p> <ul style="list-style-type: none"> • Communicate with stakeholders including: the OHS program Advisory Committee; the Alberta Motor Transport Association; current students engaged in courses within the Health and Safety portfolio within the Faculty of Extension. • Begin to market and promote the program. • Deliver the program. <p>As the courses offered by the Faculty of Extension as part of this certificate currently exist or are in development within the Faculty’s Health and Safety program area, it is expected that the proposed certificate will be launched in the fall of 2020, with no need for annual governance review. It is not anticipated that this item will come forward annually.</p>
<p>Supplementary Notes and context</p>	<p><This section is for use by University Governance only to outline governance process.></p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Faculty of Extension Health, Safety, Environment, and Planning (HSEP) program staff
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Item No. 11

(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"> The Faculty of Extension General Program Policy & Review Committee The Alberta Motor Transport Association
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> OHS Advisory Committee members (ongoing) Faculty of Engineering: December 11, 2019; letter of support received December 12, 2019
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> Faculty of Extension staff have been informed that the program has been proposed. (Ongoing)
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> The Faculty of Extension General Program Policy & Review Committee: December 19, 2019 The Faculty of Extension Council: EFC Motion 2020-02: eVote 2020-01-16 to 2020-02-14. Approved February 14, 2020. ASC Subcommittee on Standards (for discussion): March 5, 2020 GFC Academic Standards Committee: March 19, 2020

Strategic Alignment

Alignment with <i>For the Public Good</i>	In the University of Alberta's institutional strategic plan, For the Public Good, the University establishes the objective to "Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities" (Objective 10). This program is one example of the way in which we are creating "a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education" (Objective 10, Strategy 2).	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<ol style="list-style-type: none"> Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. PSLA: The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). GFC Academic Standards Committee (ASC) Terms of Reference 	

Attachments (each to be numbered 1 - <>)

- Attachment 1: Program Approval Template - Non-credit program – Commercial Transport Occupational Health and Safety (CT-OHS) certificate proposal with appendices.

Prepared by: < Nimmi Nayyer-Dua, Team Lead, Health, Safety, Environment and Planning, Faculty of Extension ndua@ualberta.ca>

**Program Approval Template
Non-Credit Credential**

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

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

Section A: Basics		
Program Name	Commercial Transport Occupational Health and Safety Certificate	
Sponsoring Faculty/ Academic Unit	Faculty of Extension	
Contact information	Name and Title	Christie Schultz, Assistant Dean (Academic) Nimmi Nayyer-Dua, Program Team Lead (Health, Safety, Environment, and Planning)
	Phone	780-492-6702 780-492-8924
	Email	christie.schultz@ualberta.ca ndua@ualberta.ca
Program Synopsis Provide a brief description of the non-credit certificate/diploma.	This proposed industry-focused Commercial Transport Occupational Health and Safety (CT-OHS) Certificate will be developed and offered through a collaboration with Alberta Motor Transport Association (AMTA), combining existing U of A curriculum for OHS professionals with complimentary coursework designed by AMTA to meet the needs of today’s OHS professionals working or aspiring to work in the commercial transportation industry.	

Section B: Rationale, Implications and Impacts	
Rationale for Introduction of Program Outline the rationale for the proposed non-credit certificate.	<p>Background: University of Alberta Occupational Health and Safety Program The Occupational Health and Safety (OHS) program began at the Faculty of Extension in 1970. The original program was established to address the training needs within the varied OHS industry, and provide continuing professional development and lifelong learning for professionals working within safety including managers, consultants, supervisors, hygienists, et cetera.</p> <p>In 2016, the OHS Advisory Committee made strong recommendations and identified the need for program graduates to have a more comprehensive understanding in the areas of management, business acumen, and critical problem-solving skills. In Spring 2017, the Faculty undertook the development of the a robust non-credit diploma program closely aligning program competencies against the International Network of Safety and Health Professional Organizations capability framework.</p>

In Fall 2018, the Faculty of Extension launched the Professional Diploma in OHS making it possible for students to continue their professional development through the laddering opportunity from the OHS certificate to the new diploma.

Both the UofA's OHS Certificate and OHS Professional Diploma are recognized by and meet the minimum educational requirements of the Board of Canadian Registered Safety Professionals towards the Canadian Registered Safety Technician (CRST) and Canadian Registered Safety Professional (CRSP) designation, respectively.

Background: Proposed CT-OHS Certificate

The proposed Commercial Transport Occupational Health and Safety (CT-OHS) Certificate delivers new levels of professional development, continuing education, and lifelong learning to students seeking industry-specific context for their OHS education and training, enhancing knowledge and skills specific to the transportation sector.

This program will prepare graduates with demonstrable and applicable knowledge of provincial occupational health and safety legislation, traffic safety legislation, and management system design that will support their occupational health and safety career within the transportation sector.

The proposed CT-OHS Certificate will provide specialized training, skills acquisition, and knowledge for OHS professionals working within, or seeking to work within, the transportation sector. The CT-OHS Certificate has been designed to meet the professional practice standards regulated by the transportation industry and elevate current OHS professionals to a new level of accreditation. The Faculty of Extension, building upon its existing OHS programs, is ideally positioned to expand and create new learning and accreditation pathways for OHS Certificate alumni as well as OHS professionals who desire enhanced professional development within the transportation sector via this proposed CT-OHS Certificate.

Rationale: Proposed CT-OHS Certificate

There are currently more than 20 unique articles of legislation, 16 standards, and 3 operating statuses that will dictate the safety management system requirements of commercial transport operations in Canada. There are 28 regulations arising from Alberta's Traffic Safety Act, alone.

All registered commercial carriers in the province of Alberta (approx. 25,000), are required to implement safety and maintenance programs in compliance with relevant transportation safety legislation. Virtually all industries and sectors employ commercial vehicles within daily operations and/or within the supply and distribution network.

The commercial transportation industry employs more than 500,000 Canadians nationwide, with an estimated 45% of all federally-regulated employees working within the commercial transportation industry. Despite this, relevant legislation exists at multiple levels of government; therefore, not all commercial transportation operations are required to comply with identical legislation, depending on a number of factors including the location of operations. Based on the results of AMTA's stakeholder engagements, most employers in the industry are would like to be better

	<p>able to and more easily determine jurisdiction and adhere to the correct legislation. This gap is one of many that this program will serve to address.</p> <p>Other points to consider are:</p> <ul style="list-style-type: none"> - Lean operations models requiring multi-disciplinary approaches to systems design and management; - Lone workers with minimal to no supervision work within the transport industry; - Prevalence of psychosocial and physical hazards leading to a higher frequency of claims, disabling injuries, and workplace fatalities within the sector; - Commercial transport requires specialized equipment necessitating specialized management systems, training, and compliance models; and - Much of the work performed in this industry is done so within mobile or temporary worksites. <p>The AMTA’s Certified Transportation Safety Professional (CTSP) designation has been designed to meet industry requirements at a national level. The proposed CT-OHS Certificate will provide a valued and vital educational opportunity to meet the needs of the OHS needs of the industry and the professionals that work within it by linking the CTSP and the current OHS education available within the Faculty of Extension.</p> <p>The CT-OHS Certificate will provide industry-specific knowledge and skills critical for student success on the job. It will also create a new and unique pathway for professional development, industry recognized accreditation and designation, and increased awareness of the AMTA and the U of A within the commercial transportation industry.</p> <p>The proposed Certificate supports the University’s community connections and stakeholder engagement goals by creating responsive, relevant lifelong learning for OHS professionals in direct response to industry demand and in collaboration with a recognized industry leader.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas and outline the implications of this re-allocation.</p>	<p>Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff and AMTA staff:</p> <ul style="list-style-type: none"> o Community, government, professional association, and industry consultation: Director HSA Programs - AMTA, Erik Sherman; HSEP Team Lead – U of A, Nimmi Dua o Program development and design: Director HSA Programs - AMTA, Erik Sherman; HSEP Team Lead – U of A, Nimmi Dua o Program administration: HSEP program team; o Extension Student Services Office (ESSO) team o Program development oversight: Christie Schultz o Academic oversight: Thomas Barker o Marketing support: AMTA Marketing and Communications team; Extension Marketing and Communications team

Consultation

Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.

Existing and new community consultation processes will be used to support this program.

Of note, the Extension Student Services Office (ESSO) will be required to create a new certificate program in Campus Solutions.

Community and external consultations:

- Continuation of the existing OHS Programs Advisory Committee
- **Prospective Student Audience 1:** New and current OHS Practitioners, Transportation Safety and Compliance Practitioners.
 Consultation package consisting of a hypothesis, program overview, supporting data/analysis, and up to 10 questions designed to confirm the need and applicability of the program, support for the hypothesis as presented, and desire to participate in the certificate program if/when it becomes available.
- **Prospective Student Audience 2:** Association members and NGO's partnered with/representing industry stakeholders.
 Consultation package consisting of a hypothesis, program overview, supporting data/analysis and up to 10 questions designed to confirm the need and applicability of the program, support for the hypothesis as presented, and desire to preferentially recruit program graduates where available.

Prospective Student / Employer Consultation Summary

Employee Survey: 83 respondents

Occupations:

OHS Coordinator - 14%

OHS Professional - 18%

Compliance Coordinator - 12%

Compliance Professional - 21%

Over 80% felt that safety Practitioners suffer from the lack of readily available and standardized education that is relevant to the specific needs of the transportation industry.

Over 90% agree the transportation industry requires demonstration of unique skills relating to OHS, transportation safety and National Safety Code standards compliant to support employers.

Over 85% believe a formal education program designed to support the role of safety practitioners in the transportation industry would enhance the value of the Certified Transportation Safety Professional (CTSP) designation.

Over 90% are likely to pursue accreditation through the proposed transportation industry specific OHS certificate program.

Just under 45% are currently enrolled in a post-secondary program for OHS practitioners.

	<p>Employer survey: 116 respondents Approx. 70% agree they suffer from a lack of qualified, knowledgeable safety practitioners who are meeting the safety and compliance needs of the transportation industry. Over 90% agree the transportation industry requires unique knowledge related to OHS legislation, transportation safety legislation and National Safety Code standards. Over 85% agree the transportation industry requires demonstration of unique skills in relation to OHS, transportation safety and National Safety Code standards compliant to support employers. Nearly 100% of employers feel is extremely important when hiring new employees that they have formal, industry-related education. Approximately 80% believe that an employer's overall safety performance is enhanced by the presence of a qualified safety practitioner who has industry knowledge and skills obtained through a formal education program.</p> <p>● Prior to program launch, additional consultations will be completed by the AMTA and the Faculty of Extension through existing communications channels, industry members, and association partners. Key organizations include:</p> <ul style="list-style-type: none"> ● Alberta Society of Health and Safety Professionals (ASHSP) ● Board of Canadian Registered Safety Professionals (BCRSP) ● Alberta Occupational Health and Safety ● Alberta WCB ● Alberta Ministry of Transportation <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> ● Service unit processes will be consistent with those existing for all Faculty of Extension programs. <p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> ● Health, Safety, Environment and Planning Programs ● Extension Student Services Office (ESSO) ● Extension Marketing and Strategic Initiatives team
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Appendices	
Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.	<ul style="list-style-type: none"> ● Appendix A: CT-OHS Certificate overview ● Appendix B: Course Descriptions – Faculty of Extension, AMTA ● Appendix C: Letters of Support

APPENDIX A

Program Name: Commercial Transport Occupational Health and Safety (CT-OHS) Certificate

Proposed certificate program description:

The CT-OHS Certificate will provide specialized training, skills acquisition, and knowledge for OHS professionals working within, or seeking to work within, the transportation sector. The CT-OHS Certificate has been designed to meet the professional practice standards regulated by the transportation industry and elevate current OHS professionals to a new level of accreditation.

The program will prepare graduates with demonstrable and applicable knowledge of provincial occupational health and safety legislation, traffic safety legislation, and management system design that will support their occupational health and safety career within the transportation sector.

As the program is designed in close collaboration with the Alberta Motor Transportation Association (AMTA), the courses through Faculty of Extension will be offered in both in-person delivery and online delivery via Faculty of Extension; the courses through AMTA will be offered face-to-face delivery.

Specific course registration and record keeping will be managed through these respective systems; the complete student record and graduation procedures will be administered and managed by the Faculty and program area including issuance of UA parchment upon successful certificate completion.

Audience: Primarily aimed at individuals and/or OHS Professionals working within and/or seeking to work within the transportation sector interested in gaining specialized training, skills acquisition, and knowledge in that sector.

Program Hours: 321

Grading: Graded

Course Format: as noted above

Program-at-a-glance:

- 11 required courses
- May be completed within 1-3 years of part-time study

University of Alberta's Curriculum Contribution:

- a) Introduction to Health and Safety Systems - 39hrs
 - b) Management of Health and Safety Systems - 39hrs
 - c) Health and Safety Law - 39hrs
 - d) Organizational Behavior – 39hrs
 - e) Ethics and Professional Practice - 39hrs
 - f) Stress and Fatigue Management - 14hrs
- Hour Total = 209 hrs

AMTA's Curriculum Contribution:

- a) NSC Program Administration - 32hrs
 - b) NSC Program Management - 24hrs
 - c) Leadership in Transportation - 16hrs
 - d) Incident Investigation – 16hrs
 - e) Collision Investigation - 24hrs
- Hour Total = 112 hrs

The Commercial Transport Occupational Health and Safety (CT-OHS) Certificate is comprised of eleven required courses. Each of the courses is designed to stand alone in providing continuing and professional education for those working within the Transportation sector. Each course is offered individually, but learners who desire a comprehensive skill set may complete all to earn a Certificate and several options exist within the Occupational Health and Safety Program and within AMTA to provide students with choice, access and flexibility to suit their individual professional development needs.

APPENDIX B

Faculty of Extension, University of Alberta course listing:

Commercial Transport Occupational Health and Safety (CT-OHS) Certificate

EXOS4620 – Introduction to Health and Safety

This introduction to theories and practices of health and safety programs in the workplace includes the recognition, evaluation, and control hazards. You will develop a basic understanding of accident control procedures as you examine the legislations related to accident investigation, work site inspection, accident causation theories, and safe-work procedure development.

EXOS4621 – Management of Health and Safety

Effectively developing, managing, and measuring the effectiveness of health and safety systems is a challenge for all health and safety professionals. This course will introduce students to the basic issues and provide tools to make the task easier. This course presents an overview of factors influencing the success of health and safety systems. These factors include understanding organizational "safety culture", understanding effective and efficient management principles, establishing priorities, measuring program success, presenting information effectively, analyzing financial impacts of programs. This course will provide a basic overview of management skills and principles and how they apply to the development of safety systems within an organization or company. Prerequisite: EXOS 4620

EXOS4624 – Health and Safety Law

As a health and safety practitioner your practice is governed by an array of Federal and Provincial legislation and policy. This course, which is based on current legislation, will guide students through the key elements of the regulatory environment governing workplace safety including: the framework of occupational health and safety in Alberta, organizational obligations, jurisdictional considerations, and an overview of ethical and legal responsibilities as a safety professional.

EXMGT5587 – Organizational Behavior

Explores the theory and practice of the organization in three major parts: the organizational environment, the organizational structure, and the behaviour of groups and individuals within the organization. Topics include the social role of managers, organizational structure, individual perception, motivation, decision-making and leadership, communication, teamwork and stress in the work place.

EXOS4643 – Ethics and Professional Practice

Ethics and professional practice covers management ethical issues within the legal, regulatory, and social context, ethical issues of communication and consultation facing OHS Professionals, and ethical decision-making in the context of corporate and personal responsibilities. The course provides students with theoretical background (models and frameworks), practical skills (assessment, deliberation and communication), and professional tools (codes of conduct and legal frameworks). These outcomes enable the OHS Professional to understand analyze, negotiate, and act in accordance with international, national, corporate, and personal standards.

EXOS4647 – Stress and Fatigue Management

Research validates that fatigue is four times likely to cause workplace impairment than drugs or alcohol, and that stress impacts overall well-being and work performance. Numerous strategies exist to help organizations mitigate these hazards and improve workplace environments. Gain an understanding of the science and workplace factors influencing stress and fatigue. Also, learn practical strategies to recognize and assess stress and fatigue risks in an organization, and more importantly, learn how to implement best practices to effectively manage these hazards.

Alberta Motor Transportation Association course descriptions:

National Safety Code – Administration(NSCP-A)

NSC Program Administration is task and objective focused, evaluating how to accomplish compliance through action in an existing program. Using a sample carrier, NSCP-A will prepare individuals to administer a log auditing program, manage compliant driver files, and ensure that equipment records are adequate and easily auditable. This course will have significant value to those who are maintaining existing compliance programs and those who want to understand WHAT you need to do, more than WHY you need to do it. It is a pre-requisite for the NSC Program Management class and a component of the Certified Transportation Safety Designation programs.

National Safety Code – Management (NSCP-M)

NSC Program Management delves into the purpose of management systems, the benefits of active management as opposed to reactionary management, concepts surrounding creation of systems to manage programs. This course builds on the technical knowledge obtained within the NSC Program Administration (NSCP-A) course and provides students with a more in-depth understanding on what they must do to ensure compliance systems are current and relevant to their organization. Students can expect to be trained to utilize legislation, standards, and management systems to support their employers in the capacity of a professional.

Leadership in Transportation(LIT)

This course is designed to focus on the essential skills to be an effective leader in industry. Leadership in Transportation is an important course for the supervisor and manager level employees looking to enhance their existing leadership skills, learn new techniques and best practices surrounding communication, conflict management and bring increased value to you team.

Fundamentals of Investigation (FOI)

This course introduces a variety of basic investigative concepts used when conducting basic occupational health and safety-related investigations. Topics covered include scene management, evidence collection, incident documentation, cause analysis, and report preparation.

Collision Investigation (COL)

This course builds on Fundamentals of Investigation to discuss scene management, evidence collection, incident documentation, cause analysis, and report preparation in a vehicle collision context. Fundamentals of Investigation is a prerequisite for this course.

Appendix C: Letters of Support



Interdepartmental Correspondence

David and Joan Lynch School of Engineering Safety and Risk Management
Faculty of Engineering
University of Alberta
Edmonton, Alberta, Canada

Tel: 780 492 5069
www.engineering.ualberta.ca

Date: December 12, 2019

To: Maria Mayan
Interim Dean, Faculty of Extension

From: Chris Coles, PEng, MEng
Associate Director, Industrial Professor
David and Joan Lynch School of Engineering Safety and Risk Management
Faculty of Engineering, University of Alberta

Re: Proposed "Commercial Transport Occupational Health and Safety Certificate" program

Dear Dr. Mayan,

I am writing to express the full support from the Faculty of Engineering's David and Joan Lynch School of Engineering Safety and Risk Management for the proposed "Commercial Transport Occupational Health and Safety Certificate" program.

The proposed program promises to support the Alberta Motor Transport Association (AMTA) in its efforts to transform the health and safety culture of the motor transport industry. The certificate will serve to support the initiatives and goals of both the AMTA and the Faculty of Extension to serve learners seeking professional development, skill development, and career growth opportunities in the broad field of health and safety and the specific setting of the motor transport industry.

In the wide spectrum of tasks associated with industry, and as an integral activity in our society, motor vehicle operation for the purpose of transport is ubiquitous. Sadly motor vehicle operation is also a challenge from a risk management perspective, in that it continues as a significant source of fatality, harm and damage.

Training is an effective risk management tool for incident prevention. The Faculty of Extension's work to develop a Commercial Transport Occupational Health and Safety Certificate Program in collaboration with Alberta Motor Transportation Association is supported as an effective mitigation towards achieving safer mobile transport equipment operation. This certificate program is in direct alignment with our David and Joan Lynch School of Engineering Safety and Risk Management efforts to support industrial sustainability and a safer society through taking risk management to the next level of effectiveness.

I look forward to the launch of the certificate and commend both the AMTA and the Faculty of Extension for their collaboration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chris Coles".

Chris Coles, PEng, MEng
Associate Director, Industrial Professor
David and Joan Lynch School of Engineering Safety and Risk Management
Faculty of Engineering, University of Alberta



Alberta Motor Transport Association

1, 285005 Wrangler Way, Rocky View, AB, T1X 0K3
3599 56 Ave East, Edmonton International Airport, Alberta. T9E 0V4
T: 1.800.267.1003
W: amta.ca

March 11, 2019

Nimmi Nayyer-Dua
Health, Safety, Environment and Planning
Faculty of Extension
University of Alberta

Re: Proposed Commercial Transportation OHS Certificate

Dear Ms. Nayyer-Dua,

On behalf of Alberta Motor Transport Association (AMTA), I am pleased to write in support of our proposed *Commercial Transportation OHS Certificate*.

This certificate provides the transportation industry with critical skills and knowledge specific to occupational needs and supports the achievement of safety outcomes for more than 26,000 employers representing 14% of Canada’s transportation workforce.


The AMTA is a province-wide, not-for-profit association established to provide a voice for the commercial transportation industry in Alberta. The AMTA currently represents over 13,000 carriers in the province, which accounts for a large portion of the 24,341 companies that have a rough estimate of 112,677 commercial vehicles registered in excess of 18,000 kg. The AMTA enhances carrier safety through injury reduction, identifies premium carriers through the Partners in Compliance (PIC) program and provides a direct forum with provincial and federal government agencies through the Compliance and Regulatory Affairs (CRA) membership.

The AMTA is fully committed to supporting this program and looks forward to a long prosperous relationship with the University of Alberta.

If you have any questions, please feel free to contact me directly. I look forward to hearing from you.



Sincerely,



Chris Nash
President
Alberta Motor Transport Association

cc. Andrew Barnes, Director, Compliance and Regulatory Affairs, AMTA
Kimberly Burfoot, Executive Director, AMTA

