The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, March 18, 2021 meeting:

Agenda Title: **Course and Minor Program Changes**
- Arts
- Education
- Engineering

CARRIED MOTION:
THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached course and minor program change submissions from the Faculties of Arts, Education, and Engineering.

FINAL Item 4

Agenda Title: **Items Deemed Minor/Editorial**
A. Proposed Changes to Admissions Charts 4 and 5
B. Proposed Changes to Entrance and Program Requirements for the Maîtrise en sciences de l'éducation - Études en langue et culture
C. Proposed Change to the Application Deadline for Graduate Programs in Psychology
D. Proposed Changes to Entrance Requirements and Application Deadline for the Certificate in Indigenous Governance and Partnership

CARRIED MOTION:
THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council:
A. the proposed changes to Admissions Charts 4 and 5, as set forth in attachment A.
B. the proposed changes to entrance and program requirements for the Maîtrise en sciences de l'éducation - Études en langue et culture, as set forth in attachment B.
C. the proposed change to the application deadline for rraduate programs in Psychology, as set forth in attachment C.
D. the proposed changes to entrance requirements and application deadline for the Certificate in Indigenous Governance and Partnership, as set forth in attachment D.

FINAL Item 5

Agenda Title: **Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)**

CARRIED MOTION:
THAT the GFC Programs Committee recommend that General Faculties Council approve the revision of the Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement) as set forth in Attachments 1-4, as amended, for immediate implementation, and inclusion in the 2022-2023 Calendar

FINAL Item 6

Agenda Title: **Digital Marketing Certificate Program Proposal, Faculty of Extension**

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the Digital Marketing Certificate as submitted by the Faculty of Extension and as set forth in Attachment 1.

FINAL Item 8

Agenda Title: **User Experience / User Interface Design Certificate Program Proposal, Faculty of Extension**

CARRIED MOTION:
THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the User Experience / User Interface Design Certificate Program Proposal as submitted by the Faculty of Extension and as set forth in Attachment 1.

FINAL Item 9

Agenda Title: **Full Stack Web Development Diploma Program Proposal, Faculty of Extension**

CARRIED MOTION:
THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the Full Stack Web Development Diploma Program Proposal as submitted by the Faculty of Extension and as set forth in Attachment 1.

FINAL Item 10

Agenda Title: **Proposed New Graduate Certificate in Coaching, Faculty of Kinesiology, Sport and Recreation, and Faculty of Graduate Studies and Research**

CARRIED MOTION:
THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new Graduate Certificate in Coaching, as submitted by the Faculty of Kinesiology, Sport, and Recreation, and as set forth in the included attachments, for implementation upon final approval.

FINAL Item 11

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	Course and Minor Program Changes – Arts – Education – Engineering

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Faculty Councils
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	To approve course and minor program changes.
Executive Summary (*outline the specific item – and remember your audience*)	All routine course and minor program changes that do not involve or affect other Faculties or units and do not form part of a proposal for a new program or a substantive program change are approved regularly by the GFC Programs Committee in an omnibus motion. See individual item for Faculty Council approval information.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
	*Those who have been **consulted**:* • Undergraduate Program Support Team
	*Those who have been **informed**:* • Items have been posted on the University Governance website for information
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC March 18, 2021

Strategic Alignment

Alignment with *For the Public Good*	Objective 21
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* (PSLA) GFC Programs Committee (PC) Terms of Reference

Item No. 4

Attachments

1. Arts
2. Education
3. Engineering

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

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Art & Design

Change: Program

Rationale: HADVC 600 provides the theoretical and methodological foundation that MA students need to pursue advanced work in the field. Art & Design has long expected MA students to complete HADVC 600 as part of their training, unless a similar theory and methods course was taken previously. It has been brought to our attention that such a de facto requirement should be formally noted in the Calendar. This change makes the requirement explicit. Note: The theory and methods course in HADVC is generally offered as a split course, HADVC 400/600, in which both undergraduate and graduate students are enrolled. We sometimes accept students from our undergraduate programs into the MA programs who have already taken HADVC 400, which is why we have the proviso about having taken the course previously.

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37146&returnto=10012

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
The Degree of MA in the History of Art, Design, and Visual Culture (Art ~~and~~ Design) [Graduate] […] **Thesis-based MA:** In addition to satisfying the general requirements of the Faculty of Graduate Studies and Research, students in the thesis-based MA program must complete the following 1. ★18 approved 2. ~~of these ★18 approved, ★12 must be taken~~ from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels 3. ~~up to~~ ★6 of the ★18 required to be taken may, subject to the approval of the thesis or ~~graduate~~ advisor, be taken outside the Department. 4. Students will be required to pass a translation test in a language other than English, or a language reading course or approved equivalent with a minimum grade of C+ before proceeding to thesis. The second year consists of the preparation, presentation and oral defense of a master's thesis on a topic approved by the department.	The Degree of MA in the History of Art, Design, and Visual Culture (Art & Design) [Graduate] […] **Thesis-based MA:** In addition to satisfying the general requirements of the Faculty of Graduate Studies and Research, students in the thesis-based MA program must complete the following ★18 approved by the HADVC graduate advisor: 1. ★9 from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels 2. HADVC 600 - Advanced Theory and Methods in Art, Design and Visual Culture (Link to course) 3. ★6 may be taken outside the Department, subject to the approval of the thesis or HADVC graduate advisor 4. Students will be required to pass a translation test in a language other than English, or a language reading course or approved equivalent with a minimum grade of C+ before proceeding to thesis. Notes: 1. Students with credit in HADVC 400 will not be eligible to enroll in HADVC 600 if taught by the same instructor.

Course-based MA: In addition to satisfying the general requirements of the Faculty of Graduate Studies and Research, students in the course-based MA program must complete the following: ~~1.~~ ★24 approved by the graduate advisor 2. HADVC 900 ~~(★3), as part of the ★24, in which students will write a research paper on a topic of their choosing~~ 3. ~~of these ★24 approved,~~ ★1~~8~~ ~~must be taken~~ from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels 4. ~~up to~~ ★6 ~~of the ★24 required to be taken~~ may, subject to the approval of the HADVC graduate advisor, be taken outside HADVC.	2. The second year consists of the preparation, presentation and oral defense of a master's thesis on a topic approved by the department. **Course-based MA:** In addition to satisfying the general requirements of the Faculty of Graduate Studies and Research, students in the course-based MA program must complete the following ★24 approved by the HADVC graduate advisor: 1.HADVC 900 - Directed Research Project (Link to course) 2. HADVC 600 - Advanced Theory and Methods in Art, Design and Visual Culture (Link to course) 3. ★15 from History of Art, Design, and Visual Culture offerings at the 500- and 600-levels 4. ★6 may be taken outside HADVC with the approval of the HADVC graduate advisor, Note: 1. Students with credit in HADVC 400 will not be eligible to enroll in HADVC 600 if taught by the same instructor.

Department Contact: Steven Harris	Department Council Approval Date: October 5 and revisions October 23, 2020
Chair or Designate: Aidan Rowe	Signature:

Approval: Arts Faculty Council, November 26, 2020

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

The following submissions received approval from Arts Faculty Council on November 26, 2020

1) Sociology - Certificate in Applied Social Science Research
2) Faculty/USS – BA Honors Common Requirements (remove outdated info)
3) Faculty/USS – BA Common Requirements (remove outdated info)
4) Media and Technology Studies – Course (350 & 351)
5) Media and Technology Studies – BA Major in Media Studies
6) Media and Technology Studies – BA Major in Science, Technology and Society

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Sociology

Change: Certificate

Rationale: As course offerings change, the Certificate's lists of requirements and options must be updated. This change has also been prompted by the need to clarify some of the Certificate's requirements. These changes have been prepared in consultation with the Certificate Advisor and have been approved by the Department's Undergraduate Teaching Committee (UTC) and by Department Council.

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37906&returnto=9977

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
The Certificate in Applied Social Science Research is an interdisciplinary certificate aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience. Completing the certificate allows students to develop their research skills and to gain professional experience by participating in an applied social science research project. Students may pursue the Certificate while fulfilling existing requirements in their discipline by choosing courses (see below) for ★15. Certificate Requirements ★15 as follows: ★3 introductory statistics course from • SCI 151 - InSciTE: Scientific Inquiry and Data Analysis • SOC 210 - Introduction to Social Statistics • STAT 151 - Introduction to Applied Statistics I ★3 introductory overview course in social science methodology from • ~~HGP~~ 399 - Research Methods in Human Geography and Planning • LING 375 - Linguistics Directed Research I • LING 523 - Introduction Statistics for Linguistic Data • NS 390 - Research Methods in Indigenous Studies • PSYCO 212 - Introduction to Research Methods in Psychology • SCI 101 - Foundations of Science • SOC 315 - Introduction to Social Methodology • WGS 302 - Feminist Research and Methodologies ★6 advanced methods or statistics courses from • ANTHR 301 - Introduction to Ethnographic Methods • ANTHR 424 - Visual Anthropology • ECON 299 - Quantitative Methods in Economics • ECON 399 - Introductory Econometrics	The Certificate in Applied Social Science Research is an interdisciplinary certificate aimed at developing students' research skills in the social sciences through a combination of course work and hands-on research experience. Completing the certificate allows students to develop their research skills and to gain professional experience by participating in an applied social science research project. Students may pursue the Certificate while fulfilling existing requirements in their discipline by choosing courses (see below) for ★15. Certificate Requirements ★15 as follows: ★3 introductory statistics course from • SCI 151 - InSciTE: Scientific Inquiry and Data Analysis • SOC 210 - Introduction to Social Statistics • STAT 151 - Introduction to Applied Statistics I ★3 introductory overview course in social science methodology from • HGEO 399 - Research Methods in Human Geography and Planning • HIST 290 – Introduction to Historiography • LING 375 - Linguistics Directed Research I • LING 523 - Introduction Statistics for Linguistic Data • NS 390 - Research Methods in Indigenous Studies • PSYCO 212 - Introduction to Research Methods in Psychology • SCI 101 - Foundations of Science • SOC 315 - Introduction to Social Methodology • WGS 302 - Feminist Research and Methodologies ★6 advanced methods or statistics courses from • ANTHR 301 – Introduction to Ethnographic Methods • ANTHR 424 - Visual Anthropology • ECON 299 - Quantitative Methods in Economics • ECON 399 - Introductory Econometrics

• ECON 497 - Econometric Methods • ~~HECOL 473 - Clothing and Materials for Sport and Safety~~ • HECOL 465 - Research Methods for Material Culture and Design Studies • ~~HGP~~ 470 - Geographical Information Systems and Advanced Cartography for Social Science • ~~HIST 290 - Introduction to History as a Discipline~~ • LING 400 - Psycholinguistics OR • LING 500 - Psycholinguistics • LING 455 - Speech Perception OR • LING 555 - Speech Perception • LING 512 - Acoustic Phonetics • LING 515 - Field Methods • LING 519 - Corpus Linguistics • LING 520 - Computational Linguistics • NS 490 - Community-Based Research • POL S 399 - Third-Year Honors Seminar • PSYCO 325 - Applied Research in Developmental Psychology • PSYCO 415 - Qualitative Methods in Sociocultural Psychology • SOC 402 - Topics in Sociology • SOC 418 - Qualitative Methods in Social Research • SOC 456 - Data Analysis and Research • STAT 252 - Introduction to Applied Statistics II • ~~WGS 402 - Honors Seminar and Project~~ One of: ★3 participation in SOC 415: Applied Research Internship OR ★3 Capstone social science research project involving either a research internship or research-based honors thesis/individual study, usually with a faculty member in the student's home department or program. • ANTHR 499 - Honors Seminar and Research Project • ECON 400 - Honors Essay: Fourth-Year Honors Economics • HECOL 490 - Independent Investigation in Human Ecology • ~~HGP~~ 495 - Planning Studio • ~~HGP~~ 496 - Undergraduate Thesis • ~~HGP~~ 497 - Directed Study in Human Geography or Planning ~~I OR~~ • ~~HGP~~ 498 • ~~HGP~~ 499 • LING 475 - Linguistics Directed Research II • LING 502 - Honors Project • NS 499 - Research Project	• ECON 497 - Econometric Methods • HECOL 465 - Research Methods for Material Culture and Design Studies • HGEO 470 - Geographical Information Systems and Advanced Cartography for Social Science • LING 314 – Discourse Analysis • LING 400 - Psycholinguistics OR • LING 500 - Psycholinguistics • LING 455 - Speech Perception OR • LING 555 - Speech Perception • LING 512 - Acoustic Phonetics • LING 515 - Field Methods • LING 519 - Corpus Linguistics • LING 520 - Computational Linguistics • NS 490 - Community-Based Research • POL S 399 - Third-Year Honors Seminar • PSYCO 309 • PSYCO 325 - Applied Research in Developmental Psychology • PSYCO 356 – Research Methods in Cognition • PSYCO 413 – Design and Analysis of Experiments in Psychology • PSYCO 415 - Qualitative Methods in Sociocultural Psychology • PSYCO 431 – Theory and Practice of Psychometrics • PTHER 352: Introductory Statistics for Health Care Professionals • SOC 402 - Topics in Sociology • SOC 418 - Qualitative Methods in Social Research • SOC 456 - Data Analysis and Research • STAT 252 - Introduction to Applied Statistics II One of: ★3 participation in SOC 415: Applied Research Internship OR ★3 Capstone social science research project involving either a research internship or research-based honors thesis/individual study, usually with a faculty member in the student's home department or program. • ANTHR 499 - Honors Seminar and Research Project • ECON 400 - Honors Essay: Fourth-Year Honors Economics • HECOL 490 - Independent Investigation in Human Ecology • PLAN 495 - Planning Studio • HGEO 496 - Undergraduate Thesis • HGEO 497 - Directed Study in Human Geography or Planning I • PLAN 498 – Directed Study in Human Geography or Planning II • HGEO 499 – Practical Study in Human Geography and Planning • LING 475 - Linguistics Directed Research II • LING 502 - Honors Project • NS 499 - Research Project

• NS 498 - Honors Paper or Project • POL S 499 - Honors Essay: Fourth-Year Honors Political Science • PSYCO 398 - Individual Study I • ~~PSYCO 490 - Honors Thesis II: Thesis Research~~ • SOC 401 - Honors Individual Study • SOC 403 - Individual Study • SOC 407 - Honors Essay I • SOC 408 - Honors Essay II • ~~SOC 499 - Advanced Field Placement in Criminology~~ • ~~PSYCO 399 - Honors Thesis I: Research Apprenticeship~~ • ~~PSYCO 498 - Individual Study II~~ • WGS 402 - Honors Seminar and Project	• NS 498 - Honors Paper or Project • POL S 499 - Honors Essay: Fourth-Year Honors Political Science • PSYCO 309 – Honors Seminar I • PSYCO 398 - Individual Study I • PSYCO 399 - Honors Thesis I: Research Apprenticeship • PSYCO 409 – Honors Seminar II • PSYCO 490 - Honors Thesis II: Thesis Research • PSYCO 498 - Individual Study II • SOC 401 - Honors Individual Study • SOC 403 - Individual Study • SOC 407 - Honors Essay I • SOC 408 - Honors Essay II • WGS 402 - Honors Seminar and Project
Note: To obtain credit for the certificate, students are expected to submit an Intention to Complete form by the Fall of their intended year of graduation. ~~The form is available from the Certificate Advisor.~~	Note: To obtain credit for the certificate, students are expected to submit an Intention to Complete form by the Fall of their intended year of graduation. The Intention to Complete form and the Certificate Advisor contact information is available on the Department of Sociology website: https://www.ualberta.ca/sociology/undergraduate-programs/certificateinappliedsocialscienceresearch
~~All students completing the certificate during the specified year will be required to present their projects at the end of the Winter Term with their cohort.~~	All students must publicly present their research projects. Students taking SOC 415 present their project with their cohort as part of the course. For students taking a different Capstone course, other presentation options for students to present their project will be considered, with the approval of the Certificate Advisor.
Students may apply for other courses to count toward the Certificate, with the approval of the Certificate Advisor. Any course outside of SOC 415: Applied Research Internship that is being used to satisfy the capstone or research internship course must be signed off by the Certificate Advisor. Students are advised to get approval before commencing the capstone or internship. Linguistic majors may use a combination of three 300- or 400-level Linguistics classes to meet the credit requirements of the introductory overview course in social science methodology.	Students may apply for other courses to count toward the Certificate and should check eligibility of the topic in SOC 402 toward the certificate, by seeking the approval of the Certificate Advisor. Any course outside of SOC 415: Applied Research Internship that is being used to satisfy the capstone or research internship course must be signed off by the Certificate Advisor. Students are advised to get approval before commencing the capstone or internship. Linguistic majors may use a combination of three 300- or 400-level Linguistics classes to meet the credit requirements of the introductory overview course in social science methodology. Linguistics courses used towards meeting the ★3 introductory overview course in social science methodology cannot also be used towards meeting other course requirements for this certificate.
Students, however, should consult with the advisor of the certificate. Course offerings are subject to change.	Students, however, should consult with the advisor of the certificate. Course offerings are subject to change.

Department Contact: Alison Dunwoody	Department Council Approval Date: October 7, 2020
Chair or Designate: Alison Dunwoody	Signature:

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Faculty of Arts – Undergraduate Student Services

Change: Program

Rationale: Based on consultation with the Department of English & Film Studies, their new ENGL 150 course would not meet the *3 100-level English requirement. In addition, the note regarding WRS spaces is unnecessary and the Department of Economics has deleted ECON 110 from the Calendar, therefore this course is no longer a relevant option for the this requirement.
https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37079

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
[…] **Common Requirements for all Honors Programs:** **Junior English (ENGL)/Writing Studies (WRS) (★3)** [...] ~~Economics majors in the BA or BA Honors program may apply ECON 110 toward this requirement. Registration in ECON 110 is restricted to Economics majors and the number of spaces available in any given year is limited.~~ […]	[…] **Common Requirements for all Honors Programs:** **Junior English (ENGL)/Writing Studies (WRS) (★3)** […]

Department Contact: Kristy Wuetherick	Department Council Approval Date:
Chair or Designate:	Signature:

Email a signed PDF and an editable WORD version to artscalendar@ualberta.ca
Contact Lindsay Dobson at the same email address if you need any assistance

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Faculty of Arts – Undergraduate Student Services

Change: Program

Rationale: Based on consultation with the Department of English & Film Studies, their new ENGL 150 course would not meet the *3 100-level English requirement. In addition, the note regarding WRS spaces is unnecessary and the Department of Economics has deleted ECON 110 from the Calendar, therefore this course is no longer a relevant option for the this requirement.

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37026&returnto=9977

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
[…] **BA Common Requirements** **Junior English (ENGL)/Writing Studies (WRS) (★3)** [...] ~~Economics majors in the BA or BA Honors program may apply ECON 110 toward this requirement. Registration in ECON 110 is restricted to Economics majors and the number of spaces available in any given year is limited.~~ […]	[…] **BA Common Requirements** **Junior English (ENGL)/Writing Studies (WRS) (★3)**

Department Contact: Kristy Wuetherick	Department Council Approval Date:
Chair or Designate:	Signature:

Email a signed PDF and an editable WORD version to artscalendar@ualberta.ca
Contact Lindsay Dobson at the same email address if you need any assistance

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Media and Technology Studies

Change: Course

Rationale: Proposed by Astrid Ensslin, Director and Media Studies, and Sean Gouglas, Area Coordinator for the Computer Game Development Certificate.

This request is to change the designation of STS 350 Understanding Video Games and STS 351 Understanding Video Games (online format) to MST 350 and MST 351 respectively.

The rationale for this change is that the courses align more logically grouped within the other suite of courses in the Media Studies program instead of STS, its current designation. Designating the course as an MST course will help simplify program planning for students. The courses will remain as accepted electives for the STS Major and Minor, The Computer Game Development Certificate and the Media Studies Major. The Area Coordinators for Media Studies and STS, Jaimie Baron and Marko Zivkovic agree with this request.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=sts&filter%5Bexact_match%5D=1

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
~~STS~~ 350 - Understanding Video Games ★ 3 (fi 6) (variable, variable) Beginning with an exploration of games in general and leading to modern video games. Prerequisite: CMPUT 250 or consent of the Program. **~~STS~~ 351 - Understanding Video Games** ★ 3 (fi 6) (variable, variable) Beginning with an exploration of games in general and leading to modern video games. This course will be delivered on-line and is 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. Not open to students with credit in or enrolled in STS 350.	**MST 350 - Understanding Video Games** ★ 3 (fi 6) (variable, variable) Beginning with an exploration of games in general and leading to modern video games. Prerequisite: CMPUT 250 or consent of the Program. **MST 351 - Understanding Video Games** ★ 3 (fi 6) (variable, variable) Beginning with an exploration of games in general and leading to modern video games. This course will be delivered on-line and is 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. Not open to students with credit in or enrolled in STS 350.

Department Contact: Nicola Dinicola	Department Council Approval Date: October 19, 2020
Chair or Designate: Astrid Ensslin	Signature:

Email a signed PDF and an editable WORD version to artscalendar@ualberta.ca
Contact Lindsay Dobson at the same email address if you need any assistance

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Media and Technology Studies

Change: Program

Rationale: Adding MST 351 to the list of approved courses as the content is the same as 350 but the delivery of the courses vary with 351 being remote delivery.
https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37026

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
Major in Media Studies [Arts] […] ★24 from the list of approved courses, including the following: […] STS 200 - Introduction to Studies in Science, Technology and Society ~~STS~~ 350 - Understanding Video Games	**Major in Media Studies [Arts]** […] ★24 from the list of approved courses, including the following: […] STS 200 - Introduction to Studies in Science, Technology and Society MST 350 - Understanding Video Games MST 351 – Understanding Video Games

Department Contact: Nicola Dinicola	Department Council Approval Date: October 19, 2020
Chair or Designate: Astrid Ensslin	Signature:

Email a signed PDF and an editable WORD version to artscalendar@ualberta.ca
Contact Lindsay Dobson at the same email address if you need any assistance

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Media and Technology Studies

Change: Course

Rationale: Proposed by Astrid Ensslin, Director and Media Studies, and Sean Gouglas, Area Coordinator for the Computer Game Development Certificate.

This request is to change the designation of STS 350 Understanding Video Games and STS 351 Understanding Video Games (online format) to MST 350 and MST 351 respectively.

The rationale for this change is that the courses align more logically grouped within the other suite of courses in the Media Studies program instead of STS, its current designation. Designating the course as an MST course will help simplify program planning for students. The courses will remain as accepted electives for the STS Major and Minor, The Computer Game Development Certificate and the Media Studies Major. The Area Coordinators for Media Studies and STS, Jaimie Baron and Marko Zivkovic agree with this request.

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37124&hl=%22sts+350%22&returnto=search

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
Major in Science, Technology and Society [Arts] Media and Technology Studies, Faculty of Arts […] Additional credits must be chosen among the following: […] ~~STS~~ 350 - Understanding Video Games […]	Major in Science, Technology and Society [Arts] Media and Technology Studies, Faculty of Arts […] Additional credits must be chosen among the following: […] PHIL 217 – Biology, Society and Values [...] MST 350 - Understanding Video Games MST 351 - Understanding Video Games […]

Department Contact: Nicola Dinicola	Department Council Approval Date: October 19, 2020
Chair or Designate: Astrid Ensslin	Signature:

Email a signed PDF and an editable WORD version to artscalendar@ualberta.ca
Contact Lindsay Dobson at the same email address if you need any assistance

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

The following submissions received approval from Arts Faculty Council on November 26, 2020

1) Art & Design – Program - HADVC Honors
2) Sociology – Program – BA Combined Honors in Sociology
3) Sociology – Program – BA Honors in Sociology
4) Political Science – Program – BA Honors and BA Combined Honors in Political Science
5) Political Science – Program – BA Major in Political Science
6) Political Science – Program – BA Minor in Political Science

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Art & Design

Change: Program

Rationale: HADVC 400 provides the theoretical and methodological foundation that honors students need to complete their honors theses (HADVC 418) and pursue advanced work in the field. Art & Design has long expected BA Honors students to complete HADVC 400 as part of their training, and all honors students in our memory (going back at least 13 years) have completed HADVC 400 on the advice of the honors advisor as part of their studies. It has been brought to our attention that such a de facto requirement should be formally noted in the Calendar. This change makes the requirement explicit. Changing "Honors essay" to "Honors Essay" brings the capitalization of this instance of the course name into alignment with the other instances on this page of the Calendar.
https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37972

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
Honors in History of Art, Design, and Visual Culture Honors in the History of Art, Design, and Visual Culture requires a minimum of ★54, a maximum of ★60 at the junior and senior levels in HADVC courses including: at least ★12 taken in seminars at the 400- or 500-levels and HADVC 418 (Honors ~~e~~ssay) for which preparation will commence in the third year in consultation with the Departmental Advisor.	**Honors in History of Art, Design, and Visual Culture** Honors in the History of Art, Design, and Visual Culture requires a minimum of ★54, a maximum of ★60 at the junior and senior levels in HADVC courses including: • HADVC 400 - Theory and Methods in Art, Design and Visual Culture • HADVC 418 - Special Subject, Fourth-Year Honors (Honors Essay) for which preparation will commence in the third year in consultation with the Departmental Advisor. • A minimum of ★12 in HADVC seminars at the 400- or 500-levels.

Department Contact: Dawn Hunter	HADVC Committee Approval Date: October 5, 2020
Chair or Designate: Aidan Rowe	Signature:

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Sociology

Change: Program

Rationale: Due to increased interest from students, the Department would like to introduce a Combined Honors option. The change has been approved by the Department's Undergraduate Teaching Committee, as well as, Department Council.

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37079&returnto=9977

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
Program Requirements […] ~~Due to the unique nature of the minor requirements in the Honors Sociology program, a Combined Honors program in Sociology is not normally offered.~~	**Program Requirements** […] **Combined Honors in Sociology** **General Information** Students may pursue a Combined Honors program in Sociology and another discipline. Students planning to apply for admission should consult BA Honors for admission requirements for both disciplines. **Program Requirements** A Combined Honors program in Sociology and another discipline requires a minimum of ★42 in Sociology with ★9 at the 300- or 400-level And ★6 at the 400-level and a minimum of ★36 in the other field. **Course Requirements** • SOC 100 - Introductory Sociology • SOC 210 - Introduction to Social Statistics • SOC 212 - Classical Social Theory • SOC 315 - Introduction to Social Methodology • SOC 335 - Themes in Contemporary Social Theory • SOC 407 - Honors Essay I • SOC 408 - Honors Essay II ★6 from: • SOC 241 - Social Psychology • SOC 251 - Population and Society • SOC 260 - Inequality and Social Stratification • SOC 269 - Introductory Sociology of Globalization Note

	R SOC 355 and R SOC 450 have been approved for cross-listing as applicable to a major or minor in Sociology (see Major and Minor in Sociology). Where an Honors Essay is required in both disciplines and with the permission of the Honors Advisors in both areas, students may write a combined honors essay (INT D 520) that is supervised jointly by faculty from both departments and whose subject integrates both disciplines. In this case, an additional *3 in a 400-level SOC course will be required. **Promotion and Graduation Requirements** In a combined Honors program, students must meet the promotion and graduation standards of each discipline. The requirements for Sociology are outlined above in BA Honors Major Requirements.

Department Contact: Alison Dunwoody	Department Council Approval Date: October 7, 2020
Chair or Designate: Alison Dunwoody	Signature:

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Sociology

Change: Program

Rationale: The Department would like to update the requirements of its Honors program to be more consistent with other Honors programs in Arts. These changes have been approved by the Department's Undergraduate Teaching Committee, as well as, Department Council.

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37079&returnto=9977

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
Honors in Sociology **General Information** Students planning to apply for admission to the Honors program should consult BA Honors for admission requirements. **Program Requirements** General program requirements are listed in Bachelor of Arts (Honors). Honors in Sociology ~~requires successful completion of a minimum of ★42 at the senior level for the concentration.~~ ~~A maximum of ★54 at the senior level is possible, the additional ★12 being made up of courses at the 200-, 300- or 400-level.~~ ~~Compulsory requirements for a minor are met by a study of subjects in an area or areas related to the student's interest in Sociology. ★30 (at the junior and senior levels) are required; however, without permission of the Associate Chair (Undergraduate), no more than ★18 from any single department are allowed.~~ ~~The remainder of an Honors student's program is composed of optional coursework. Courses taken outside the Faculties of Arts and Science may be approved as part of the minor requirement in related areas, or they may be taken as options if their number, in the total program, does not exceed ★18.~~ ~~Honors students considering graduate studies should take senior courses in population and additional coursework in theory and methods beyond that required of Honors students.~~ ~~Due to the unique nature of the minor requirements in the Honors in Sociology program, a Combined Honors program in Sociology is not normally offered.~~ **Course Requirements** • ~~★3 in Sociology at any senior level~~	**Honors in Sociology** **General Information** Students planning to apply for admission to the Honors program should consult BA Honors for admission requirements. **Program Requirements** General program requirements are listed in Bachelor of Arts (Honors). Honors in Sociology requires a minimum of ★48 to a maximum of ★60 in Sociology including ★9 at the 300- or 400-level and ★6 at the 400-level. **Course Requirements**

• ~~★9 at the 300- or 400-level~~ • ~~★6 at the 400-level~~ • SOC 100 - Introductory Sociology • SOC 210 - Introduction to Social Statistics • SOC 212 - Classical Social Theory • SOC 315 - Introduction to Social Methodology • SOC 335 - Themes in Contemporary Social Theory • SOC 407 - Honors Essay I • SOC 408 - Honors Essay II ~~Two of~~ • SOC 241 - Social Psychology • SOC 251 - Population and Society • SOC 260 - Inequality and Social Stratification • SOC 269 - Introductory Sociology of Globalization Note R SOC 355 and R SOC 450 have been approved for cross-listing as applicable to a major or minor in Sociology (see Major and Minor in Sociology). **Promotion Requirements** Promotion from year to year requires a GPA of at least 3.0 with an average of at least 3.3 in all Sociology courses in the Fall/Winter~~, and no grade of less than B- in any Sociology course.~~ **Graduation Requirements** Graduation with Honors in Sociology requires a graduation average of at least 3.0 with an average of at least 3.3 in all Sociology courses~~, and no grade of less than B- in any Sociology course~~. Graduation with First Class Honors requires an average of at least 3.7 in all senior Sociology courses and 3.5 or better on all courses in the final year (last ★30 completed).	• SOC 100 - Introductory Sociology • SOC 210 - Introduction to Social Statistics • SOC 212 - Classical Social Theory • SOC 315 - Introduction to Social Methodology • SOC 335 - Themes in Contemporary Social Theory • SOC 407 - Honors Essay I • SOC 408 - Honors Essay II ★6 from: • SOC 241 - Social Psychology • SOC 251 - Population and Society • SOC 260 - Inequality and Social Stratification • SOC 269 - Introductory Sociology of Globalization Note R SOC 355 and R SOC 450 have been approved for cross-listing as applicable to a major or minor in Sociology (see Major and Minor in Sociology). **Promotion Requirements** Promotion from year to year requires a GPA of at least 3.0 with an average of at least 3.3 in all Sociology courses in the Fall/Winter. **Graduation Requirements** Graduation with Honors in Sociology requires a graduation average of at least 3.0 with an average of at least 3.3 in all Sociology courses. Graduation with First Class Honors requires an average of at least 3.7 in all senior Sociology courses and 3.5 or better on all courses in the final year (last ★30 completed).

Department Contact: Alison Dunwoody	Department Council Approval Date: October 7, 2020
Chair or Designate: Alison Dunwoody	Signature:

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Political Science

Change: Program

Rationale: We have made a decision, consulting with undergraduates, to allow majors and minors more flexibility in meeting their requirements at the 200-level requirement. This change also reflects a progression in the Department's understanding "core" courses, which will include the proposed POL S 201 Introduction to Indigenous Politics. We consulted with undergraduate students. We have consulted with Native Studies about all new related courses.

2020-21 Draft

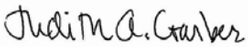
Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
Honors in Political Science [Arts] **Honors in Political Science** **General Information** Students planning to apply for admission to the Honors program should consult BA Honors for admission requirements. See Bachelor of Arts (Honors) for Faculty regulations concerning the Honors program. **Program Requirements** Honors in Political Science requires a minimum of ★54 to a maximum of ★60 in Political Science (including junior courses). With the prior approval of the Department Advisor, ★6 in an "associated discipline" may be presented in lieu of ★6 in Political Science; in such cases, a minimum of ★48 in Political Science will then be required. **Course Requirements** POL S 211 - Introduction to History of Political Theory ~~AND~~ POL S 212 - Introduction to Contemporary Political Theory ~~OR~~ ~~POL S 210~~ POL S 224 - Canadian Government ~~AND~~ POL S 225 - Canadian Politics ~~OR~~ ~~POL S 220~~ POL S 399 - Third-Year Honors Seminar (Honors Research Seminar)	**Honors in Political Science [Arts]** **Honors in Political Science** **General Information** Students planning to apply for admission to the Honors program should consult BA Honors for admission requirements. See Bachelor of Arts (Honors) for Faculty regulations concerning the Honors program. **Program Requirements** Honors in Political Science requires a minimum of ★54 to a maximum of ★60 in Political Science (including junior courses). With the prior approval of the Department Advisor, ★6 in an "associated discipline" may be presented in lieu of ★6 in Political Science; in such cases, a minimum of ★48 in Political Science will then be required. **Course Requirements** A minimum of ★18 in 200-level POL S of which, ★15 must be from: POL S 201 - Introduction to Indigenous Politics POL S 211 - Introduction to History of Political Theory POL S 212 - Introduction to Contemporary Political Theory POL S 224 - Canadian Government POL S 225 - Canadian Politics POL S 235 - Introduction to Comparative Politics POL S 250 - The Politics of Gender POL S 261 - International Relations POL S 399 - Third-Year Honors Seminar (Honors Research Seminar)

POL S 499 - Honors Essay: Fourth-Year Honors Political Science (Honors Essay), required in the fourth year ★6 at the 400-level (in addition to POL S 499). ~~**★6 selected from**~~ (move up) POL S 235 - Introduction to Comparative Politics (move up) POL S 250 - The Politics of Gender (Move Up) POL S 261 - International Relations **Note:** Students should consult the Honors Advisor in choosing their courses. POL S 101 is the prerequisite for most 200-level POL S courses […]	POL S 499 - Honors Essay: Fourth-Year Honors Political Science (Honors Essay), required in the fourth year ★6 at the 400-level (in addition to POL S 499). **Notes:** 1. Students should consult the Honors Advisor in choosing their courses. 2. POL S 101 is the prerequisite for most 200-level POL S courses should be taken in the first year of study. […]
Combined Honors in Political Science **[…]** A Combined Honors degree in Political Science and another discipline requires a minimum of ★36 in the other discipline and at least ★42 in Political Science. **Course Requirements**	**Combined Honors in Political Science** **[…]** A Combined Honors degree in Political Science and another discipline requires a minimum of ★36 in the other discipline and at least ★42 in Political Science. **Course Requirements** A minimum of ★18 in 200-level POL S, of which ★15 must be from:
POL S 211 - Introduction to History of Political Theory ~~AND~~ POL S 212 - Introduction to Contemporary Political Theory ~~OR~~ ~~POL S 210~~ POL S 224 - Canadian Government ~~AND~~ POL S 225 - Canadian Politics ~~OR~~ ~~POL S 220~~	POL S 201 - Introduction to Indigenous Politics POL S 211 - Introduction to History of Political Theory POL S 212 - Introduction to Contemporary Political Theory POL S 224 - Canadian Government POL S 225 - Canadian Politics POL S 235 - Introduction to Comparative Politics POL S 250 - The Politics of Gender POL S 261 - International Relations POL S 399 - Third-Year Honors Seminar (Honors Research Seminar) POL S 499 - Honors Essay: Fourth-Year Honors Political Science (Honors Essay), required in the fourth year; ★6 at the 400-level (in addition to POL S 499).
POL S 399 - Third-Year Honors Seminar (Honors Research Seminar) POL S 499 - Honors Essay: Fourth-Year Honors Political Science (Honors Essay), required in the fourth year; ★6 at the 400-level (in addition to POL S 499). ~~**★6 selected from**~~ **(Move courses up)** POL S 235 - Introduction to Comparative Politics POL S 250 - The Politics of Gender POL S 261 - International Relations **Note:**	**Notes:**

Email a signed PDF and an editable WORD version to artscalendar@ualberta.ca
Contact Lindsay Dobson at the same email address if you need any assistance

With the permission of the Honors Advisor, students pursuing Combined Honors in Political Science may write an honors essay that is supervised jointly by both departments and whose subject integrates both disciplines. Attendance and participation in POL S 499 will be required. In circumstances where the other Department requires INT D 520 in lieu of its own honors essay, students will register in INT D 520 (★6) instead of POL S 499. Credit in INT D 520 will require attendance and participation in POL S 499. POL S 101 is the prerequisite for most 200-level POL S courses **Promotion and Graduation Requirements** In a Combined Honors program, students are required to meet the promotion and graduation standards of each discipline. The requirements in Political Science are outlined above.	1. With the permission of the Honors Advisor, students pursuing Combined Honors in Political Science may write an honors essay that is supervised jointly by both departments and whose subject integrates both disciplines. Attendance and participation in POL S 499 will be required. 2. In circumstances where the other Department requires INT D 520 in lieu of its own honors essay, students will register in INT D 520 (★6) instead of POL S 499. Credit in INT D 520 will require attendance and participation in POL S 499. 3. POL S 101 is the prerequisite for most 200-level POL S courses and should be taken in the first year of study. **Promotion and Graduation Requirements** In a Combined Honors program, students are required to meet the promotion and graduation standards of each discipline. The requirements in Political Science are outlined above.

Department Contact: Judith A. Garber, Associate Chair (Undergraduate)	Department Council Approval Date: 04/30/2020
Chair or Designate: Judith A. Garber, Associate Chair (Undergraduate)	Signature: 

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Political Science

Change: Program

Rationale: In the format taken from the 2020-21 Calendar Draft

We have made a decision, consulting with undergraduates, to allow majors and minors more flexibility in meeting their requirements at the 200-level requirement. This change also reflects a progression in the Department's understanding "core" courses, which will include the proposed POL S 201 Introduction to Indigenous Politics. We consulted with undergraduate students. We have consulted with Native Studies about all new related courses.

2020-21 Draft

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
Major in Political Science [Arts] **General Information** See Bachelor of Arts (BA) for additional regulations and requirements. Students in this major may also be interested in the Certificate in Globalization and Governance **Requirements** Minimum of ★30 and a maximum of ★48 in Political Science at the senior level, including: **Required Courses** POL S 211 - Introduction to History of Political Theory ~~AND~~ POL S 212 - Introduction to Contemporary Political Theory ~~OR~~ ~~POL S 210~~ POL S 224 - Canadian Government ~~AND~~ POL S 225 - Canadian Politics ~~OR~~ ~~POL S 220~~ ★12 at the 300- and 400-level (of which ★6 must be at the 400-level).(Move Down) ~~★6 from~~ POL S 235 - Introduction to Comparative Politics POL S 250 - The Politics of Gender POL S 261 - International Relations **Note**	**Major in Political Science [Arts]** **General Information** See Bachelor of Arts (BA) for additional regulations and requirements. Students in this major may also be interested in the Certificate in Globalization and Governance **Requirements** Minimum of ★30 and a maximum of ★48 in Political Science at the senior level, including: **Required Courses** A minimum of ★18 in 200-level POL S, of which ★15 must be from POL S 201 - Introduction to Indigenous Politics POL S 211 - Introduction to History of Political Theory POL S 212 - Introduction to Contemporary Political Theory POL S 224 - Canadian Government POL S 225 - Canadian Politics POL S 235 - Introduction to Comparative Politics POL S 250 - The Politics of Gender POL S 261 - International Relations ★12 at the 300- and 400-level (of which ★6 must be at the 400-level). **Note**

These requirements may be varied only in special circumstances and only with departmental approval. **Recommended Courses** POL S 101 is the prerequisite for most 200-level POL S courses, and 300- and 400-level courses presuppose specific 200-level prerequisites. Students proposing to concentrate in Political Science should take: **Year 1** POL S 101 - Introduction to Politics **Year 2 (★12 from the following)** POL S 211 - Introduction to History of Political Theory POL S 212 - Introduction to Contemporary Political Theory POL S 224 - Canadian Government POL S 225 - Canadian Politics POL S 235 - Introduction to Comparative Politics POL S 261 - International Relations	These requirements may be varied only in special circumstances and only with departmental approval. **Recommended Courses** POL S 101 is the prerequisite for most 200-level POL S courses, and 300- and 400-level courses presuppose specific 200-level prerequisites. Students proposing to concentrate in Political Science should take: **Year 1** POL S 101 - Introduction to Politics **Year 2 (★12 from the following)** POL S 201 - Introduction to Indigenous Politics POL S 211 - Introduction to History of Political Theory POL S 212 - Introduction to Contemporary Political Theory POL S 224 - Canadian Government POL S 225 - Canadian Politics POL S 235 - Introduction to Comparative Politics POL S 250 - The Politics of Gender POL S 261 - International Relations

Department Contact: Judith A. Garber, Associate Chair (Undergraduate)	Department Council Approval Date: 04/30/2020
Chair or Designate: Judith A. Garber, Associate Chair (Undergraduate)	Signature: Judith A. Garber

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Political Science

Change: Program

Rationale: In the format taken from the 2020-21 Calendar Draft

We have made a decision, consulting with undergraduates, to allow majors and minors more flexibility in meeting their requirements at the 200-level requirement. This change also reflects a progression in the Department's understanding "core" courses, which will include the proposed POL S 201 Introduction to Indigenous Politics. We consulted with undergraduate students. We have consulted with Native Studies about all new related courses.

2020-21 Draft

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	**Proposed:** Underline and highlight additions
Minor in Political Science [Arts] **General Information** […] **Requirements** For a minor in Political Science, students must have at least ★15 at the senior level, including the following: **★6 minimum from** POL S 211 - Introduction to History of Political Theory POL S 212 - Introduction to Contemporary Political Theory POL S 224 - Canadian Government POL S 225 - Canadian Politics POL S 235 - Introduction to Comparative Politics POL S 261 - International Relations ~~OR POL S 210, POL S 220, POL S 230, POL S 240, and POL S 260~~ […]	**Minor in Political Science [Arts]** **General Information** […] **Requirements** For a minor in Political Science, students must have at least ★15 at the senior level, including the following: **★6 minimum** in POL S courses at the 200-level, including ★3 **from** POL S 201 - Introduction to Indigenous Politics POL S 211 - Introduction to History of Political Theory POL S 212 - Introduction to Contemporary Political Theory POL S 224 - Canadian Government POL S 225 - Canadian Politics POL S 235 - Introduction to Comparative Politics POL S 250 - Gender and Politics POL S 261 - International Relations […]

Department Contact: Judith A. Garber, Associate Chair (Undergraduate)	Department Council Approval Date: 04/30/2020
Chair or Designate: Judith A. Garber, Associate Chair (Undergraduate)	Signature: Judith A. Garber

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
EDPY 533 – ~~Basic Skills, Issues and Attitudes in Counselling~~ I *3 (fi 6) (first term,3-3s-4). This ~~practicum course~~ focuses on the development of foundational skills, knowledge and attitudes for ~~the~~ ~~professional practice of counselling~~. Restricted to students enrolled in the Counselling Psychology program.	EDPY 533 – Foundations of Counselling Psychology: Theory and Clinical Practice I *3 (fi 6) (first term,3-3s-4). This course introduces major theories used in counselling psychology and focuses on the development of foundational skills, knowledge, and attitudes for clinical practice with diverse populations and issues. The course includes both in-class components and a Master's-level practicum. Restricted to students enrolled in the Counselling Psychology program.

Rationale for Proposal:

The course name and description are being revised to better reflect how EDPY 533 includes both counselling psychology theory and clinical practice (i.e., not just a practicum/clinical practice component).

Approved: February 1, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
EDPY 534 – ~~Basic Skills, Issues and Attitudes in Counselling II~~ *3 (fi 6) (second term,3-3s-4). Restricted to students enrolled in the Counselling Psychology program. Prerequisite: EDPY 533.	EDPY 534 – Foundations of Counselling Psychology: Theory and Clinical Practice II *3 (fi 6) (second term,3-3s-4). This course is a continuation of EDPY 533. Restricted to students enrolled in the Counselling Psychology program. Prerequisite: EDPY 533.

Rationale for Proposal:

The course name is being revised to better reflect how EDPY 534 includes both counselling psychology theory and clinical practice (i.e., not just a practicum/clinical practice component). The phrase "this course is a continuation of EDPY 533" had been added to be consistent with the description of EDPY 634, which is a continuation of EDPY 633.

Approved: February 1, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)

UNIVERSITY OF ALBERTA

Office of the Dean
Faculty of Engineering

9th floor Donadeo Innovation Centre for Engineering
Edmonton, Alberta, Canada T6G 1H9

www.engineering.ualberta.ca
info@engineering.ualberta.ca

Tel: 780.492.3320
Fax: 780.492.0500

CALENDAR CHANGE REQUEST FORM

Submission Deadlines:

Two weeks before APC or GPC, subject to faculty approval pathway. Program changes are subject to governance deadlines found here. Full Governance (not internal to ENGG) calendar changes process are here.

Department:	**Mechanical Engineering**
Change Request:	**Course Change**

Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?
New course to meet a need for new skills for Mechanical Engineers. Department APC, Department council, Vice Dean of Engineering

Current Calendar URL:
https://calendar.ualberta.ca/content.php?filter%5B27%5D=MEC+E&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=33&expand=&navoid=10000&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Current	Proposed
New course	**MEC E 437 Research Methods in Fluid Dynamics** *4.5 (fi 6) (3-0-3) Knowledge-generation in fluid dynamics research, including: critical assessment of engineering data; cross-validation of experimental and numerical data; hands-on experience with modern flow measurement (e.g. particle image velocimetry (PIV)); and commercial computational fluid dynamics (CFD) as necessary to produce and analyse data; laser and lab safety. Prerequisites: MEC E 390, and 331 or equivalent.

In which academic year is this change required? **2021-2022**

Department Contact	**Associate Chair (UG)**

Name:	**Pierre Mertiny**		
Email:	**pmertiny@ualberta.ca**		
Department Chair or Designate	**Chair**		
Name:	**John Doucette**		
Date approved by Department Council:	**4/15/2020**	**Date submitted:**	**2/4/2021**
Consultation process and dates • Faculty of Engineering Academic lead • Program Support Team committee			
Approval pathway and dates • Department (APC, GPC, Council) April 15 2021 • Faculty APC April 2020 • Faculty ECC Approved Feb 4 2021			

Email an editable word version to adppengg@ualberta.ca and foedpp@ualberta.ca

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	**Items Deemed Minor or Editorial** A. Proposed Changes to Admissions Charts 4 and 5 B. Proposed Changes to Entrance and Program Requirements for the Maîtrise en sciences de l'éducation - Études en langue et culture C. Proposed Change to the Application Deadline for Graduate Programs in Psychology D. Proposed Changes to Entrance Requirements and Application Deadline for the Certificate in Indigenous Governance and Partnership

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Melissa Padfield, Vice-Provost and Registrar Brooke Milne, Vice-Provost and Dean, FGSR Steve Patten, Interim Dean, Faculty of Arts Chris Andersen. Dean, Faculty of Native Studies
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary (*outline the specific item – and remember your audience*)	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or editorial in nature. PC'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) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC March 18, 2021

Item No. 5

Strategic Alignment

Alignment with *For the Public Good*	Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference	

Attachments

A. Admissions Chart 4 & 5
B. MEd, FSJ, FGSR
C. Psychology Grad Admission Deadlines
D. Cert Indigenous Gov Admissions

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

Attachment 1 - Proposed Changes to University Calendar - Admissions Charts 4 and 5

Admissions Chart 4 - IB Courses Approved for Advance Standing

Current

International Baccalaureate Courses	University of Alberta Equivalents	Augustana Faculty Equivalents (Camrose)
Computing Science (HL or SL) taken prior to 2006	CMPUT 101 (★3)	AUCSC 100-level (★3)
Computing Science (HL) taken 2006 - ~~2013~~	CMPUT 174 (★3) and CMPUT 175 (★3)	~~AUCSC 100-level (★3) and AUCSC 111 (★3)~~
~~Computing Science (HL) taken 2014~~	~~CMPUT 174 (★3) and CMPUT 175~~	~~AUCSC 111 (★3) and AUCSC 112~~

Proposed

International Baccalaureate Courses	University of Alberta Equivalents	Augustana Faculty Equivalents (Camrose)
Computing Science (HL or SL) taken prior to 2006	CMPUT 101 (★3)	AUCSC 100-level (★3)
Computing Science (HL) taken 2006 onwards	CMPUT 174 (★3) and CMPUT 175 (★3)	AUCSC 113 (★3) and AUSCI 135 (★3)

~~onwards~~	~~(★3)~~	~~(★3)~~
Computing Science (SL) taken 2006~~–2013~~	CMPUT 174 (★3)	AUCSC 100-level (★3)
~~Computing Science (SL) taken 2014 onwards~~	~~CMPUT 174 (★3)~~	~~AUCSC 111 (★3)~~

Notes

1. Students who are eligible for Advanced Placement may register in a senior course. In the case of Language other than English courses students with Advanced Placement will be permitted to register in a senior level course after determination of their background qualifications for that course (interview, placement test, etc.). Students may also challenge a junior or senior course for credit via the Credit by Special Assessment route if they have appropriate qualifications and are eligible within the regulations.
2. Credit will be awarded for all five regional options offered at the higher level (HL), including Africa; Americas; East and South East Asia and Oceania; Europe (including

Computing Science (SL) taken 2006 onwards	CMPUT 174 (★3)	AUCSC 113 (★3)

Notes

1. Students who are eligible for Advanced Placement may register in a senior course. In the case of Language other than English courses students with Advanced Placement will be permitted to register in a senior level course after determination of their background qualifications for that course (interview, placement test, etc.). Students may also challenge a junior or senior course for credit via the Credit by Special Assessment route if they have appropriate qualifications and are eligible within the regulations.
2. Credit will be awarded for all five regional options offered at the higher level (HL), including Africa; Americas; East and South East Asia and Oceania; Europe (including Russia); and South Asia and the Middle East (including

Russia); and South Asia and the Middle East (including North Africa). 3. For students entering the Faculty of Engineering, transfer credit for the first (qualifying) year courses does not reduce the minimum load requirement of 37.0 units. 4. Students wishing to pursue credit by special assessment, please refer to Credit by Special Assessment for information. 5. When students are instructed 'not to take' a specific course and a generic 100-level credit is granted, this credit may be used to meet the prerequisite for any higher level course requiring the specific course in question.	North Africa). 3. For students entering the Faculty of Engineering, transfer credit for the first (qualifying) year courses does not reduce the minimum load requirement of 37.0 units. 4. Students wishing to pursue credit by special assessment, please refer to Credit by Special Assessment for information. 5. When students are instructed 'not to take' a specific course and a generic 100-level credit is granted, this credit may be used to meet the prerequisite for any higher level course requiring the specific course in question.

Admissions Chart 5 - AP Courses Approved for Advanced Standing

Current	Proposed

Advanced Placement Courses	University of Alberta Equivalents	Augustana Faculty Equivalents (Camrose)
Computer Science A	CMPUT 174 (★3)	~~AUCSC 111~~ (★3)
Physics B (taken 2014 and prior)	PHYS 124 (★3) and PHYS 126 (★3)	~~AUPHY 104 (★3) and AUPHY 106 (★3)~~
Physics C: Electricity and Magnetism; plus Mechanics (taken 2014 and prior)	PHYS 124 (★3) and PHYS 126 (★3) OR PHYS 144 (★3)	~~AUPHY 110 (★3) and AUPHY 100-level (★3)~~

Advanced Placement Courses	University of Alberta Equivalents	Augustana Faculty Equivalents (Camrose)
Computer Science A	CMPUT 174 (★3)	AUCSC 113 (★3)
Physics B (taken 2014 and prior)	PHYS 124 (★3) and PHYS 126 (★3)	AUPHY 100-level (★6)
Physics C: Electricity and Magnetism; plus Mechanics (taken 2014 and prior)	PHYS 124 (★3) and PHYS 126 (★3) OR PHYS 144 (★3)	AUPHY 100-level (★6)
Physics C: Electricity and	PHYS 144 (★3)	AUPHY 100-level (★3)

Physics C: Electricity and Magnetism; plus Mechanics (taken after 2014)	PHYS 144 (★3)	~~AUPHY 110~~ (★3)
Physics 1 plus Physics 2	PHYS 124 (★3) (see Note 3)	~~AUPHY 104~~ (★3)

Notes

1. Students who are eligible for Advanced Placement may register in a senior course. In the case of Language other than English courses students with Advanced Placement will be permitted to register in a senior level course after determination of their background qualifications for that course (interview, placement test, etc.). Students may also challenge a junior or senior course for credit via the Credit by Special Assessment route if they have appropriate qualifications and are eligible within the regulations.
2. When students are instructed 'not to take' a specific course and a generic 100-level credit is granted, this credit may be used to meet the prerequisite for any higher level course requiring the specific course in question.
3. Students who have not taken Physics C: Electricity and Magnetism and wish to take further Physics courses

Magnetism; plus Mechanics (taken after 2014)		
Physics 1 plus Physics 2	PHYS 124 (★3) (see Note 3)	AUPHY 100-level (★3)

Notes

1. Students who are eligible for Advanced Placement may register in a senior course. In the case of Language other than English courses students with Advanced Placement will be permitted to register in a senior level course after determination of their background qualifications for that course (interview, placement test, etc.). Students may also challenge a junior or senior course for credit via the Credit by Special Assessment route if they have appropriate qualifications and are eligible within the regulations.
2. When students are instructed 'not to take' a specific course and a generic 100-level credit is granted, this credit may be used to meet the prerequisite for any higher level course requiring the specific course in question.
3. Students who have not taken Physics C: Electricity and Magnetism and wish to take further Physics courses should consult the Department of Physics.

should consult the Department of Physics.	

Rationale:

With this change potential students are informed about the credit that will be granted for relevant IB and AP courses. The change will replace current Admission Charts 4 & 5 in the University Calendar with an implementation date of 2021/2022.

This change is a result of adjustments in course offerings at Augustana campus and not AP/IB curriculum changes. Previous agreements are for course(s) that have been deactivated at the U of A, therefore a replacement course has been identified.

FACULTY OF GRADUATE STUDIES AND RESEARCH

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
Maîtrise en sciences de l'éducation - Études en langue et culture [Graduate] Le programme en langue et culture intègre plusieurs disciplines avec les théories et les pratiques des sciences de l'éducation. Il est conçu pour des personnes qui œuvrent dans les milieux de l'éducation et qui s'intéressent aux questions qui s'y rattachent. Le programme vise à former des spécialistes dans les domaines de l'éducation ainsi que des professionnels qui peuvent exercer un véritable rôle de leader dans leur milieu scolaire. Pour obtenir plus de renseignements, les candidats peuvent consulter le site web de la Faculté Saint-Jean et de la Faculty of Graduate Studies and Research. Note : Le diplôme de maîtrise en éducation (MEd) n'est pas un brevet d'enseignement. Pour plus de renseignements à ce sujet, veuillez consulter le site d'Alberta Education **Conditions d'admission** Les conditions minimales d'admission au programme de Maîtrise en sciences de l'éducation (MEd) sont les suivantes: 1. L'obtention d'un baccalauréat universitaire reconnu par l'Université de l'Alberta, avec une moyenne d'admission minimale de 3,0 sur l'echelle de 4 points, ou l'équivalent, dans les ★60 derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ; 2. ~~Trois~~ lettres de recommandation ; 3. une lettre d'intention ; 4. Les candidats au programme de maîtrise en éducation dans la voie sans thèse (projet), doivent avoir une expérience minimale de deux ans comme professionnel de l'éducation ou de la formation scolaire. …	**Maîtrise en sciences de l'éducation - Études en langue et culture [Graduate]** Le programme en langue et culture intègre plusieurs disciplines avec les théories et les pratiques des sciences de l'éducation. Il est conçu pour des personnes qui œuvrent dans les milieux de l'éducation et qui s'intéressent aux questions qui s'y rattachent. Le programme vise à former des spécialistes dans les domaines de l'éducation ainsi que des professionnels qui peuvent exercer un véritable rôle de leader dans leur milieu scolaire. Pour obtenir plus de renseignements, les candidats peuvent consulter le site web de la Faculté Saint-Jean et de la Faculty of Graduate Studies and Research. Note : Le diplôme de maîtrise en éducation (MEd) n'est pas un brevet d'enseignement. Pour plus de renseignements à ce sujet, veuillez consulter le site d'Alberta Education **Conditions d'admission** Les conditions minimales d'admission au programme de Maîtrise en sciences de l'éducation (MEd) sont les suivantes: 1. L'obtention d'un baccalauréat universitaire reconnu par l'Université de l'Alberta, avec une moyenne d'admission minimale de 3,0 sur l'echelle de 4 points, ou l'équivalent, dans les ★60 derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ; 2. Deux lettres de recommandation ; 3. une lettre d'intention ; 4. Les candidats au programme de maîtrise en éducation dans la voie sans thèse (projet), doivent avoir une expérience minimale de deux ans comme professionnel de l'éducation ou de la formation scolaire.

Programme MEd - Voie thèse Les étudiants qui choisissent la voie thèse doivent compléter un minimum de ~~★21~~ de cours, y compris la préparation et la soutenance avec succès d'une thèse. **Cours obligatoires (~~★~~12)** Tous les étudiants inscrits au programme de MEd doivent suivre quatre cours obligatoires comme suit : M EDU 520 - Tendances actuelles en éducation M EDU 580 - Méthodologie de la recherche en éducation I Deux cours en fonction de la concentration retenue, à choisir en consultation avec l'administration du programme des études supérieures de la Faculté Saint-Jean. **Cours facultatifs (~~★9~~):** Les ~~trois~~ cours facultatifs sont choisis en consultation avec le superviseur et l'administration du programme des études supérieures à la Faculté Saint-Jean. **Thèse** **I**nscription dans les cours THES de niveau 900. Les étudiants doivent réussir la soutenance d'une thèse	... **Programme MEd - Voie thèse** Les étudiants qui choisissent la voie thèse doivent compléter un minimum de ★18 de cours, y compris la préparation et la soutenance avec succès d'une thèse. **Cours obligatoires (~~★~~12)** Tous les étudiants inscrits au programme de MEd doivent suivre quatre cours obligatoires comme suit : M EDU 520 - Tendances actuelles en éducation M EDU 580 - Méthodologie de la recherche en éducation I Deux cours en fonction de la concentration retenue, à choisir en consultation avec l'administration du programme des études supérieures de la Faculté Saint-Jean. **Cours facultatifs (~~★~~6):** Les deux cours facultatifs sont choisis en consultation avec le superviseur et l'administration du programme des études supérieures à la Faculté Saint-Jean. **Thèse** **I**nscription dans les cours THES de niveau 900. Les étudiants doivent réussir la soutenance d'une thèse
The Degree of MEd in Etudes en langue et culture (Faculté Saint-Jean) [Graduate] This program proposes a multidisciplinary study of theories of language and culture and educational practices. It is designed for people both working in education and interested in educational issues. The program aims to train education specialists and professionals to take on key leadership roles in their school. For more information, visit the Faculté Saint-Jean and the Faculty of Graduate Studies and Research websites. Note: The Master of Education degree is not a teaching certificate. For more information, visit the Alberta Education website. **Entrance Requirements** Faculté Saint-Jean's minimum admission requirements are an undergraduate degree with an admission GPA of	**The Degree of MEd in Etudes en langue et culture (Faculté Saint-Jean) [Graduate]** This program proposes a multidisciplinary study of theories of language and culture and educational practices. It is designed for people both working in education and interested in educational issues. The program aims to train education specialists and professionals to take on key leadership roles in their school. For more information, visit the Faculté Saint-Jean and the Faculty of Graduate Studies and Research websites. Note: The Master of Education degree is not a teaching certificate. For more information, visit the Alberta Education website. **Entrance Requirements** Faculté Saint-Jean's minimum admission requirements are an undergraduate degree with an admission GPA of

at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Applicants are also required to submit ~~three~~ letters of reference and a statement of intent. Applicants to the course-based MEd program are required to have a minimum of two years of experience as a professional in education or educational training. …	at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Applicants are also required to submit two letters of reference and a statement of intent. Applicants to the course-based MEd program are required to have a minimum of two years of experience as a professional in education or educational training. …
Thesis-based MEd Students are required to complete a minimum of ~~★21~~ in coursework and a thesis. **Required courses (★12)** M EDU 520 - Tendances actuelles en éducation M EDU 580 - Méthodologie de la recherche en éducation I Two ★3 courses based on the chosen area of concentration, to be selected in consultation with the graduate program administration at Faculté Saint-Jean. **Elective Courses (~~★9~~)** ~~Three~~ ★3 courses to be selected in consultation with the graduate program administration at Faculté Saint-Jean. **Thesis** Registration in 900-level THES. Students are required to successfully defend a thesis.	**Thesis-based MEd** Students are required to complete a minimum of ★18 in coursework and a thesis. **Required courses (★12)** M EDU 520 - Tendances actuelles en éducation M EDU 580 - Méthodologie de la recherche en éducation I Two ★3 courses based on the chosen area of concentration, to be selected in consultation with the graduate program administration at Faculté Saint-Jean. **Elective Courses (★6)** Two ★3 courses to be selected in consultation with the graduate program administration at Faculté Saint-Jean. **Thesis** Registration in 900-level THES. Students are required to successfully defend a thesis.

Rationale:
Requirement of 2 letters of recommendation instead of three is the current practice in most Alberta Universities graduate programs AND students have great difficulty in obtaining 3 letters, especially in the Thesis-Based option.

The decision to reduce from 7 to 6 courses is to conform to the other Alberta Universities Thesis-based programs (some require less than 6 courses but 6 courses is the standard). The Thesis-based MEd in Études en langue et culture offers a streamlined path towards degree completion, without sacrificing breadth or quality of preparation or training. The proposed changes to Course load will add greater flexibility and affordability to the MEd in Études en langue et culture program at Faculté Saint-Jean.

Approvals : FSJ Faculty Council (Dec 13, 2019) and FGSR Council (Feb 17, 2021)

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

Current	Proposed
https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37303&returnto=10012 **Graduate Programs (Psychology)** Entrance Requirements […] ~~The deadline for submitting applications for admission is January 15 for the following September.~~	**Graduate Programs (Psychology)** Entrance Requirements […] We accept applications starting on September 1 in the year before entry into the program. The final deadline for submitting an application is December 1
Justification: Change is to advise applicants that the department begins to accept applications on September 1 in the year before entry into the program to allow the admissions committee to begin considering applications earlier. The application deadline is changed to December 1 to align with other institutions' application deadlines so that high-quality applicants are not lost to these other institutions. Approved by: Department of Psychology Council 30 October 2019.	

Approval: Arts Faculty Council, November 26, 2020

Faculty of Native Studies
Academic Planning and Undergraduate Programs
Calendar Change Request Form
2021-2022

Implementation: NORMAL _____ EARLY ___X_____

Type of Change: PROGRAM Change ____

NEW COURSE _____ COURSE CHANGE _____

COURSE DELETION _____ EDITORIAL _____

OTHER CHANGE ____X____

Current	Proposed
Admission Requirements by Faculty *Faculty of Native Studies* No changes until…. ***Certificate in Indigenous Governance and Partnership*** The Certificate in Indigenous Governance and Partnership is administered by the Faculty of Native Studies and is available to students: (1) in undergraduate degree programs across the University, regardless of Faculty or program; or (2) not currently attending the University of Alberta, as a University credit certificate only. Current University of Alberta students in a degree program wishing to pursue the Certificate in Indigenous Governance and Partnership should contact ~~the Academic Advisor in~~ the Faculty of Native Studies at nsadvisor@ualberta.ca (see The Certificate in Indigenous Governance and Partnership). ~~Students wishing to pursue the University Credit Certificate in Indigenous Governance and Partnership (Stand Alone) who are not currently registered in a University of Alberta degree program~~	Admission Requirements by Faculty *Faculty of Native Studies* No changes until…. ***Certificate in Indigenous Governance and Partnership*** The Certificate in Indigenous Governance and Partnership is administered by the Faculty of Native Studies and is available to students: (1) in undergraduate degree programs across the University, regardless of Faculty or program; or (2) not currently attending the University of Alberta, as a University credit certificate only. Current University of Alberta students in a degree program wishing to pursue the Certificate in Indigenous Governance and Partnership should contact the Faculty of Native Studies at nsadvisor@ualberta.ca (see The Certificate in Indigenous Governance and Partnership). The Certificate in Indigenous Governance and Partnership Stand Alone program has the same entry requirements as the Bachelor of Arts in Native Studies. Applicants must apply using the online application form.

~~must apply to the Faculty of Native Studies~~ using the online application form. ~~Applicants normally present admission requirements as follows:~~ ~~Subject Requirements (or equivalents):~~ ~~English Language Arts 30-1;~~ ~~Subject from Group A or C.~~ ~~Resumé~~ Applicants who do not present the normal subject admission requirements may be considered for admission on the basis of relevant employment, political, volunteer, educational, business or other experience. Decisions on admissibility will be made on a case by case basis. For more information contact the Faculty of Native Studies ~~Academic Advisor~~ at nsadvisor@ualberta.ca.	Applicants who do not present the normal subject admission requirements may be considered for admission on the basis of relevant employment, political, volunteer, educational, business or other experience. A resumé is required. Decisions on admissibility will be made on a case by case basis. For more information contact the Faculty of Native Studies at nsadvisor@ualberta.ca.
Rationale: The current admission requirements for the Certificate in Indigenous Governance and Partnership (Stand Alone) omit specific grade details (minimum academic standards for admission). While course requirements for admission are specific in the current calendar description, our proposed change is to direct applicants to the admissions requirements for the BA in Native Studies. We will still allow for applications with relevant experience on a case by case basis (with resumé). This calendar change request form is submitted to ensure that there is greater clarity and to position incoming students for success in their programming.	

Approval: Native Studies Faculty Council, October 30, 2020

Faculty of Native Studies
Academic Planning and Undergraduate Programs
Calendar Change Request Form
2021-2022

Implementation: NORMAL _____ EARLY ___X_____

Type of Change: PROGRAM Change ____

NEW COURSE _____ COURSE CHANGE _____

COURSE DELETION _____ EDITORIAL _____

OTHER CHANGE ____X____

Current

https://calendar.ualberta.ca/content.php?catoid=33&navoid=10002

Admission and Readmission Deadlines

Deadlines by Faculty:

Native Studies

	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	

No changes until….

University Credit Certificate in Indigenous Governance and Partnership					
Fall Term	~~May 1~~	Postsecondary transfer applicant ~~- June 15~~	~~May 1~~	~~June 15~~	Resumé ~~June~~ 15 (see Certificate in Indigenous Governanc

Proposed

https://calendar.ualberta.ca/content.php?catoid=33&navoid=10002

Admission and Readmission Deadlines

Deadlines by Faculty:

Native Studies

	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	

No changes until…

University Credit Certificate in Indigenous Governance and Partnership					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1)	March 1	March 15	Resumé March 15 (see Certificate in Indigenous

					e and Partnership)
Winter Term	November 15	November 15	November 15	November 15	Resumé June 15 (see Certificate in Indigenous Governance and Partnership)
Spring/Summer	March 1	March 31	March 1	March 31	Resumé March 31(see Certificate in Indigenous Governance and Partnership)

		June 15 (See Note 2)			Governance and Partnership)
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			

Notes

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

RATIONALE: In the past there have been very few applications to the Stand Alone Certificate in Indigenous Governance and Partnership for Winter and Spring admission. Fall admission better positions students to take the sequence of classes that are required and changing the date to March is more timely for the internal admissions processes at the Faculty of Native Studies.

Approval: Native Studies Faculty Council, October 30, 2020

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	**Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)**

Motion

THAT the GFC Programs Committee recommend that General Faculties Council approve the revision of the Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement) as set forth in Attachments 1-4, as amended, for immediate implementation, and inclusion in the 2022-2023 *Calendar*.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Brooke Milne - Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne - Vice-Provost and Dean, FGSR Ali Shiri - Associate Dean, FGSR Deanna Davis - Senior Lead, Educational Curriculum Developer, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because FGSR seeks to standardize academic integrity and ethics education by taking responsibility for the foundational training that all graduate students need.
Executive Summary (*outline the specific item – and remember your audience*)	FGSR will lead the design, development, implementation, and maintenance of two online, zero-credit courses (INT D 710 and INT D 720). The proposed design of these courses aligns with guidance and feedback already gathered through extensive campus consultation, and an environmental scan of UofA resources and external institutions with ethics education as a bonafide requirement. The proposed calendar entry and course design were approved by FGSR Council February 17, 2021 for inclusion in the 2022-2023 calendar. These are zero-credit courses in BearTracks, and their successful completion will appear on students' transcripts. Students who do not complete the course(s) within the first term of their program will be blocked from registering in subsequent terms until such time they are completed or a plan is submitted noting when they will be. By proposing required, zero-credit and flexibly accessible courses to be completed by all graduate students, FGSR aims to support the early development of graduate students as academic citizens, and offer timely and equitable access to information about academic integrity, research and scholarship integrity, and university policies. With attention given to EDI and Indigenization and decolonization, FGSR also seeks to support UAlberta's Strategic Plan for EDI by offering students a foundational understanding of equity, diversity and inclusivity, and Indigenization and decolonization. By taking responsibility for ethics education, FGSR seeks to standardize academic integrity and the foundational ethics education that all graduate students require to be successful in their programs. The proposed changes would reflect FGSR's minimum institutional requirement and would not

	supersede discipline specific requirements stipulated by professional accreditation bodies or agencies. The proposed Ethics and Academic Citizenship Requirement addresses issues related to deadlines for completion, curriculum, tracking, and resources identified in the formal review: 1. Implement an early intervention and clear deadlines to better educate students about their rights and responsibilities as members of the university community 2. Ensure completion of the requirement within the first term of study by blocking registration for students who fail to meet this deadline 3. Better support international students who come from different academic backgrounds where issues of plagiarism, copyright, and intellectual property are approached differently 4. Implement early intervention and standardized curriculum to reduce the number of complicated and resource intensive cases associated with the Code of Student Behaviour and academic misconduct through early, centralized, standardized, and coherent ethics education 5. Differentiate ethics education for Masters and Doctoral students to better address the complex research work and teaching responsibilities associated with doctoral studies through program specific courses: a. INT D 710: Ethics and Academic Citizenship (6 hours; zero-credit, online; to be completed by all graduate students) b. INT D 720: Advanced Ethics and Academic Citizenship (2 hours; zero-credit online; to be completed by all Doctoral students) 6. Integrate institutional priorities related to EDI, including Indigenization and decolonization into ethics education for graduate students 7. Support the safety and dignity of all members of the university campus through education on sexual violence, discrimination, harassment, and duty to accommodate 8. Support UAlberta's teaching mission by offering Doctoral students foundational knowledge of ethical principles related to teaching and learning 9. Reduce barriers for requirement completion by offering flexible access to ethics education that is designed in accordance with principles of universal design for learning 10. Reduce the administrative burden on departments currently tracking the completion of the requirement and standardize acceptable proof of completion 11. Reduce the burden on departments/faculties and student-service units currently providing foundational ethics training and thereby increase departmental capacity to offer discipline specific research and/or professional ethics training. **Ethics and Academic Citizenship Requirement:** The Ethics and Academic Citizenship Requirement would be fulfilled with two online, zero-credit courses, including: INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship. Modular in design, the courses would adhere to principles of universal design for learning and would include assessments of learning. The design of these courses would align with guidance and feedback gathered through the consultative process outlined below. FGSR would lead the development and implementation of these courses in consultation and partnership with key stakeholders as outlined

	below and in the proposed course design, and would assume responsibility for maintaining these courses, including regularly refreshing the content. INT D 710 Ethics and Academic Citizenship (6 hours, online) provides foundational knowledge of ethical principles and relevant university policies, including: land acknowledgement and relationship with land, academic integrity, plagiarism, research ethics, conflict of interest, and workplace ethics and self-care. INT D 720 Advanced Ethics and Academic Citizenship (2 hours, online) provides advanced treatment of ethical principles, including: land acknowledgement and Indigenization, research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching. *[See attached Course Description and Module Structure for details.]* **Resources:** Additional funds are not required for the development, implementation, and ongoing support for the proposed requirement. **Next Steps--Timelines and Transition:** The requirement would come into place in Fall 2022. The courses that would make up the new requirement will be available for completion in July 2021. Development and implementation of these courses would continue to embrace principles of consultation and partnership with key stakeholders and subject experts. The 2021-2022 academic year would serve as a transition period. FGSR's current programming would continue during the 2021-2022 academic year to support current students who may be midway through completing the requirement under the current calendar guidelines. All incoming students (Fall 2021) would be strongly encouraged to complete the requirement through these courses. Current students are also encouraged to complete their requirement through the courses; however, this would not be mandatory. A communication plan will be developed to ensure students and departments/faculties are informed of the changes to the requirement and will be instructed of the various options available to students during the transition period. Coordination between the FGSR's Senior Lead and Educational Curriculum Developer, Program Services Team (responsible for ethics education), and graduate coordinators and administrators will further support the transition to the proposed requirement.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources	*Those who are actively **participating**:* ● Brooke Milne - Vice-Provost and Dean, FGSR ● Ali Shiri - Associate Dean, FGSR ● Deanna Davis - Senior Lead, Educational Curriculum Developer, FGSR ● Members of the FGSR Decanal Team and FGSR Staff Team
	*Those who have been **consulted**:* ● An external environmental scan was completed, including a review of the University of Waterloo, University of Manitoba, McMaster, John Hopkins School of Public Health, University of Guelph, and the University of Toronto. An internal scan of campus resources, support, and subject expertise has also been completed. ● FGSR assembled an advisory group to seek input and support for this

section Student Participation Protocol>	proposal. The changes highlighted here were informed by consultation with this advisory group. The advisory group was comprised of a cross disciplinary group of graduate coordinators (from Medicine, Arts, Native Studies and Engineering) as well as campus partners, including the Academic Success Centre (Mebbie Bell, Director), Office of the Student Ombuds (Brent Epperson, Graduate Ombuds), Copyright Office (Amanda Wakaruk, Copyright Librarian), Office of Research Ethics (Susan Babcock, Director). ● FGSR has also consulted with the Office of the Provost (John Nychka, Vice-Provost of Learning Initiatives; Florence Glanfield, Vice-Provost of Indigenous Programming and Research; and, Nella Sajlovic, Indigenous Strategies Manager), the Office of Student Conduct and Accountability (Chris Hackett, Student Conduct Officer), and Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning. Further consultation is set with Ellen Watson, Lead Educational Developer, Assessment and Evaluation with the Centre for Teaching and Learning. ● Consultation on the logistics with the FGSR Program Services Leads ● GEFAC - December 3 and January 28, 2021 ● Policy Review Committee - January 6 FGSR Council - January 20, 2021 ● Graduate Program Support Team - January 28, 2021
Approval Route (Governance) (including meeting dates)	● Policy Review Committee - Approved calendar and proposed course design February 3, 2021 ● FGSR Council - Approved February 17, 2021 ● GFC Programs Committee - March 18, 2021 ● GFC Executive Committee - April 12, 2021 ● General Faculties Council - April 26, 2021

Strategic Alignment

Alignment with *For the Public Good*	Objective 4 Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐Enrolment Management ☐Faculty and Staff ☐Funding and Resource Management ☐IT Services, Software and Hardware ☐Leadership and Change ☐Physical Infrastructure	☐Relationship with Stakeholders X Reputation X Research Enterprise ☐Safety X Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act General Faculties Council GFC Programs Committee Terms of Reference	

Attachments:

1. Calendar - Ethics and Academic Citizenship Requirement
2. New Courses - Ethics and Academic Citizenship Requirement
3. Course Description and Module Structure
4. Additional Information: Overview, Mapping, and Transition Overview - Images

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR (bmilne@ualberta.ca)

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH
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Tel: 780.492.2816 / Fax: 780.492.0692
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Item: Ethics and Academic Citizenship Requirement
(formerly titled the Academic Integrity and Ethics Training Requirement)
Date: January 28, 2021 (Course numbers added on Feb. 25, 2021)

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

CURRENT	PROPOSED
Regulations of the Faculty of Graduate Studies and Research […] ~~**Academic Integrity and Ethics Training**~~ **Requirement** ~~The University of Alberta expects~~ graduate students, as members of the University community, to uphold the highest degree of ethical practice in the conduct of their education, research, and professional activities. Students are responsible for understanding~~ and following the various~~ policies and practices ~~mandated by the University (~~including~~, but not limited to,~~ the Code of Student Behaviour, the Discrimination and Harassment Policy, the Research and Scholarship Integrity Policy, the Animal Ethics Policy, the Standards for the Protection of Human Research Participants,~~ and~~ the Conflict of Commitment and Conflict of Interest Policy),~~ FGSR-specific guidelines and expectations,~~ departmental guidelines and expectations, Tri-Council or other funding bodies ethical requirements, and any ethical codes mandated by the students' professional governing body.	**Regulations of the Faculty of Graduate Studies and Research** […] **Ethics and Academic Citizenship Requirement** Graduate students, as members of the University of Alberta community, are expected to uphold the highest degree of ethical practice in the conduct of their education, research, workplace behaviour, and professional activities. Graduate students are responsible for understanding their rights, responsibilities, and obligations and for adhering to approved university policies and practices including the Code of Student Behaviour, Intellectual Property Guidelines for Graduate Students and Supervisors, Discrimination and Harassment and Duty to Accomodate Policy, Research and Scholarship Integrity Policy, Animal Ethics Policy, Standards for the Protection of Human Research Participants, Conflict of Commitment and Conflict of Interest Policy, and Sexual Violence Policy, among others. Graduate students are also responsible for meeting departmental guidelines and expectations, Tri-Council or other funding bodies ethical requirements, and any

	ethical codes mandated by a student's professional governing body. The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understands what it means to act with integrity, and are equipped to conduct themselves in ways that uphold the values of the University of Alberta. To meet this requirement, graduate students will complete the following by the end of the first term of registration in their degree program: Master's Course Based and Thesis ● The six hour, online, zero-credit course INT D 710 - Ethics and Academic Citizenship Doctoral ● The six hour, online, zero-credit course INT D 710 - Ethics and Academic Citizenship ● The two hour, online, zero-credit course INT D 720 - Advanced Ethics and Academic Citizenship Doctoral students who completed their Master's degree at the University of Alberta and previously passed INT D 710 Ethics and Academic Citizenship are only required to take INT D 720 - Advanced Ethics and Academic Citizenship. If a student does not complete the above noted courses by the end of their first term of registration in their degree program, their registration in subsequent terms will be blocked until such time as the course(s) is completed and/or a plan for completion is submitted by the student's academic unit to the Faculty of Graduate Studies and Research. The INT D 710 Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: land

	acknowledgement, academic integrity, plagiarism, introduction to research ethics, conflict of interest, and workplace ethics and self-care. The INT D 720 Advanced Ethics and Academic Citizenship course provides advanced treatment of ethical principles, including: Indigenization, academic citizenship, research and scholarship, , and ethical principles in university teaching. For information about INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship, students should refer to the FGSR website at: <<Link: https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics/index.htm>> The Ethics and Academic Citizenship Requirement is a minimum institutional requirement mandated by the Faculty of Graduate Studies and Research and does not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies. All graduate students are responsible for completing the requirement to successfully complete their course work and/or the conduct of research.
Ethics ~~training~~ is ~~a critical~~ part of ~~the education of all graduate students and in addition to their required ethics training~~ students are expected to seek opportunities to broaden their knowledge of ethics and good practice ~~early in~~ their programs. ~~Like all members of the University community, graduate students should be aware that they will be held accountable for their actions under these various codes even if they have not yet completed their required ethics training or are acting on the advice of others.~~ ~~Graduate degree requirements include a mandatory component that provides training in the areas of academic integrity and ethics.~~ ~~The normal requirements of this training component will include participation in activities such as workshops,~~	Ethics education is an integral part of all graduate programming. In addition to the Ethics and Academic Citizenship Requirement, students are expected to seek opportunities to broaden their knowledge of ethics and good practice throughout their programs.

~~presentations, discussion groups and course work related to each of the following areas:~~ ~~1. Intellectual Property Guidelines for Graduate Students and Supervisors www.uofa.ualberta.ca/graduate-studies/about/graduate-program-manual/section-10-intellectual-property~~ ~~2. The University of Alberta Research and Scholarship Integrity Policy https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/Research.aspx~~ ~~3. The relevant Tri-Council and Canadian Council on Animal Care requirements for ethics approval for research including emphasis on the limitations of the requirements, i.e., for which areas of research is ethics approval necessary.~~ ~~To fulfil these requirements, each student is normally expected to complete the equivalent of at least eight hours of structured academic activity for this training component. Students should consult the department for guidance about specific requirements for ethics training and refer to the FGSR website at https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics.~~ […]	[…]
Justification: Approved by: Policy Review Committee - February 3, 2021 FGSR Council - February 17, 2021	

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH
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

Item: **Ethics and Academic Citizenship Requirement Courses**

Date: **February 8, 2021 (Course numbers updated Feb. 25, 2021)**

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

CURRENT	PROPOSED
***NEW COURSE**	**INT D 710 Ethics and Academic Citizenship** **[*0; fi 0]** **(to be completed in a student's first term but offered in all terms, unassigned)** **[Faculty of Graduate Studies & Research]** This 6-hour Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: academic integrity, plagiarism, introduction to research ethics, conflict of interest, and workplace ethics and self-care. Master's students who have already completed the INT D 710 Ethics and Academic Citizenship course and pursue a second master's degree are not required to repeat the course.
Justification: See Explanatory Memo / Governance Executive Summary Approved by: FGSR Council Feb. 17, 2021 [Pending Approval]	

CURRENT	PROPOSED
***NEW COURSE**	**INT D 720 Advanced Ethics and Academic Citizenship** **[*0; fi 0]** **(to be completed in a student's first term but offered in all terms, unassigned)** **[Faculty of Graduate Studies & Research]** This 2-hour course provides advanced treatment of ethical principles, including: research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching. While this advanced course is only required for all Doctoral students at the Uof A, it is open to any graduate students who have already completed the INT D 710 Ethics and Academic Citizenship course, and who wish to participate in the advanced modules. Prerequisite: INT D 710

Justification: See Explanatory Memo / Governance Executive Summary
Approved by: FGSR Council Feb. 17, 2021 [Pending Approval]

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH

ETHICS AND ACADEMIC CITIZENSHIP REQUIREMENT

Course Descriptions, Module Structure, Outcomes, and Supporting Resources

INT D 710 Ethics and Academic Citizenship Course Overview
INT D 720 Advanced Ethics and Academic Citizenship Course Overview

Requirement Summary:
Graduate students, as members of the University of Alberta community, are expected to uphold the highest degree of ethical practice in the conduct of their education, research, workplace behaviour, and professional activities. The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understands what it means to act with integrity, and are equipped to conduct themselves in ways that uphold the values and policies, and practices of the University of Alberta.

The Ethics and Academic Citizenship Requirement will be fulfilled with two online, zero-credit courses, including: INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship. Modular in design, the courses will adhere to principles of universal design for learning and will include assessments of learning. The design of these courses align with guidance and feedback gathered through extensive campus consultation and an environmental scan of UofA resources and external institutions with ethics training as a bonafide requirement. FGSR will lead the development and implementation of these courses in consultation and partnership with key stakeholders as outlined below.

Reference Documents:
Thesis-Based Master's and PhD Learning Outcomes
Learning Outcomes and Quality Assurance

INT D 710 ETHICS AND ACADEMIC CITIZENSHIP

(Masters and Doctoral Students | 6 Hours | online, zero-credit)

COURSE DESCRIPTION INT D 710 Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: academic integrity, plagiarism, research ethics, conflict of interest, and workplace ethics and self-care.		
COURSE OBJECTIVES Equip graduate students with a basic understanding of university policy, including their rights and responsibilities Provide foundational knowledge of the behavioural expectations that support academic integrity, ethical research, and and atmosphere of safety and dignity for all members of the University of Alberta		
INTENDED LEARNING OUTCOMES Identify ethical concerns related to academic citizenship, including: relationship with land, academic integrity and research ethics, information and data handling, workplace ethics and self-care Define, recognize, analyse ethical matters related to academic citizenship		
MODULE 1: INTRODUCTION		
Time	AoL	Module Breakdown
.12	0	1.0 Introduction to ethics and academic citizenship and why it matters
		1.1 Overview of course objectives and outcomes
Supporting Resources/Resources on Hand The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI) (2021) University of Alberta: Vision, Mission, and Values		

MODULE 2: LAND ACKNOWLEDGEMENT AND RELATIONSHIP WITH LAND			
Time	AoL	Module Breakdown	Intended Learning Outcomes
.25	.12	1.0 Land Acknowledgement	
		1.1 Why do we have a land acknowledgement [FMNI]	Explain why land acknowledgement is important as a member of the university community Define key terms related to Indigenous-settler relations Explore your relationship to land and Indigenous communities
		1.2 What does it mean to live, work, research, and study with the land	Identify responsibilities members of the university community have as they live, work, research and study with the land
Campus Consultation/Design Partners Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic Florence Glanfield, Vice-Provost--Indigenous Programming and Research Indigeneous Research Task Force Kisha Supernant, Co-lead, Situated Knowledges (Anthropology) Adam Gaudry, Faculty of Native Studies Sean Robertson, Faculty of Native Studies			
Supporting Resources/Resources on Hand Acknowledgement of Acknowledgement of Traditional Territory What is Reconciliation? Team ReconciliAction YEG (2018) "As Long as The Sun Shines, The Grass Grows and The River Flow," *Faculty Blog*, Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021, https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flows.html			
Resources for Further Investigation: Territorial Acknowledgements Indigenous Canada MOOC, Faculty of Native Studies First Nations, Métis, Inuit Subject Guides Aboriginal/Indigenous Resources North Campus Indigenous Student Services (First Peoples' House)			
MODULE 3: ACADEMIC INTEGRITY			
Time	AoL	Module Breakdown	Intended Learning Outcomes
.75	.25	3.1 What is the Code of Student Behaviour (CoSB) and why is it in place?	Define who is a student under the CoSB Describe students' rights and responsibilities under the code Outline the sections of the code Identify possible consequences of cheating to the student, field of study and university Describe the disciplinary process and the various sanctions that can be applied Identify campus resources that support students in aligning their behaviour with the CoSB and resources that support students facing an allegation
		3.2 Cheating under the CoSB	Define cheating under the CoSB Distinguish cheating from other violations under the CoSB
		3.2 Misuse of Confidential Materials	Define misuse of confidential materials under the CoSB
		3.3 Misrepresentation of facts	Define misrepresentations of facts under the CoSB
		3.4 Bribery	Define bribery the CoSB
Campus Consultation/Design Partners Bryan Hogeveen, Vice-Dean, FGSR			

Remonia Stoddart-Morrison, Student Ombuds

Supporting Materials and/or Resources on Hand
Code of Student Behaviour
Graduate Ethics Training (GET) FGSR (Online Course)
Code of Student Behaviour and Your Graduate Studies: What you Need to Know, Academic Integrity and Ethics Training Series (FGSR, hybrid workshop, 2 hours)

Resources for Further Investigation
Code of Student Behaviour
Academic Success Centre
Research and Writing Library Guide
UofA Libraries Foundational Tutorials

MODULE 4: CITING THE WORK OF OTHERS

Time	AoL	Module Breakdown	Intended Learning Outcomes
1	.25	4.1 Why do we cite the work of others?	Describe why citing the works of others is important students, readers, and researchers
		4.2 What is Plagiarism?	Define plagiarism and identify potential consequences of plagiarism as it relates to the University of Alberta Code of Student Behaviour List the types of plagiarism and evaluate writing examples for plagiarism Identify common reasons students plagiarize Identify strategies to avoid plagiarism Differentiate between material that does and does not need to be cited
		4.3 When and how to cite: The Basics	Differentiate between material that does and does not need to be cited Identify correct strategies for paraphrasing and evaluate examples Identify different citation styles used in academic writing

Campus Consultation/Design Partners
Mebbie Bell, Director, Academic Success Centre
Stephen Kuntz, Associate Director, Academic Success Centre

Supporting Materials and/or Resources on Hand
Code of Student Behaviour
To Your Credit (CTL)
FGSR Understanding and Avoiding Plagiarism (2 hour online course)
Graduate Ethics Training (GET) FGSR (Online Course)

Resources for Further Investigation:
To Your Credit (CTL)
Avoiding Plagiarism (2 hour online course) [transition course to focus on paraphrasing and summarizing]
Academic Success Centre
Citation Guides, UAlberta Libraries

MODULE 5: INTRODUCTION TO RESEARCH ETHICS

Time	AoL	Module Breakdown	Intended Learning Outcomes
1	.25	5.1 Introduction to Research Ethics	Define research integrity Described why research integrity is important the field of study, individual researcher, and institution Explain how research ethics emerged and why research ethics is important to both human and animal research Explain who is responsible for research ethics Identify when ethics approval is needed Identify campus resources that support and provide expertise in the ethical conduct of research
		5.2 Indigenous Research	Explain the ethical imperative of Indigenous involvement in research Identify the role of Indigenous knowledge in research design, implementation and outputs

			Explain the importance of community engagement in Indigenous research List three key skills for building respectful relationships with Indigenous community, particularly in relation to post-TRC responsibilities at the University of Alberta Explain the importance of Indigenous knowledge systems
Campus Consultation/Design Partners Susan Babcock, Director, Research Ethics Office Charmaine Kabatoff, REB Consultant, Research Ethics Office Indigeneous Research Task Force Florence Glanfield, Vice-Provost--Indigenous Programming and Research) Jennifer Ward, Lead Ed. Developer, Indigeneous Focus Kisha Supernant, Co-lead, Situated Knowledges (Anthropology) Adam Gaudry, Faculty of Native Studies Sean Robertson, Faculty of Native Studies Anne Carr-Wiggin, Native Studies Librarian			
Supporting Resources/Resources On Hand Guidelines for Authorship Guidelines for Ownership of Research Materials Graduate Student Supported by Research Contracts or Affiliated Academic and Research Integrity (FGSR, 1 hour online course) Graduate Ethics Training (GET) FGSR (Online Course) Truth and Reconciliation Commission			
Resources for Further Investigation: Foundational Research Tutorials Research Ethics Office TCPS 2 Tutorial Course on Research Ethics (CORE) CITI Courses Part 1: Ethics of Animal Use Part 2: Species and Procedure/Technique Training Truth and Reconciliation Commission of Canada Residential Schools Library Guide Indigenous Canada MOOC, Faculty of Native Studies			
MODULE 6: CONFLICT OF INTEREST			
Time	AoL	Module Breakdown	Intended Learning Outcomes
.75	.25	6.1 Student-supervisor Relationships	Describe strategies for establishing and maintaining a strong relationship with your graduate supervisor Explain strategies understanding and setting expectations, roles, and responsibilities with your supervisor Identify strategies that support effective student-supervisor communication Describe strategies that support productive conflict resolution Identify campus resources that support graduate students with their supervisory relationship Analyse cases studies related to the student-supervisor relationship
		6.2 Intellectual Property	Define intellectual property as it relates to intellectual, artistic, and entrepreneurial creations and innovations Distinguish between copyright and patents Describe key components the University of Alberta's intellectual policy as it relates to graduate students' research, discoveries, and/or invention Explain graduate students' rights to intellectual property as outlined in the University of Alberta's Intellectual Property Guidelines
		6.3 Intellectual Property: Copyright	Explain who has the rights to content protected by copyright in their thesis and why List three options graduate students have related to including third party content in their theses

			Identify when it is appropriate to conduct a preliminary fair dealing assessment related to using third party content in your thesis. Identify resources to support students in interpreting policies and author agreements relevant to their published articles; and
Campus Consultation/Design Partners: Vicki Ruétalo, Associate Dean, FGSR Remonia Stoddart-Morrison, Student Ombuds Amanda Wakaruk, Copyright Office FGSR Decanal Team			
Supporting Resources/Resources on Hand: Naomi Krogman and Sarah Ficko (2018) *Supervision Guide*, Faculty of Graduate Studies and Research (October 18, 2018), Accessed 5 February 2021, https://www.ualberta.ca/graduate-studies/media-library/about/faculty-and-staff/resources-for-supervisors-and-graduate-coordinators/20181018-guidelines-for-supervision-and-mentorship-for-faculty-and-administrators.pdf Intellectual Property Guidelines for Graduate Students and Supervisors Frequently Asked Questions about Inventions and Commercialization at the University of Alberta Research and Scholarship Integrity Policy Copyright and Your Graduate Studies, Academic Integrity and Ethics Training Requirement Series (FGSR, hybrid workshop) Graduate Ethics Training (GET) FGSR (Online Course)			
Resources for Further Investigation: Intellectual Property Guidelines for Graduate Students and Supervisors Frequently Asked Questions about Inventions and Commercialization at the University of Alberta Research and Scholarship Integrity Policy Intellectual Property--An Entrepreneur's Guide (FGSR Online Course) Copyright Office, UAlberta			
MODULE 7: WORKPLACE ETHICS AND SELF-CARE			
Time	AoL	Module Breakdown	Intended Learning Outcomes
0.75	.25	7.1 Policy and legislation frameworks that support inclusive approaches	Identify the rights and responsibilities of students and employees, as they relate to human rights in learning and work spaces Identify the connection between human rights and accommodation, and inclusive learning and work spaces Define the terms: equity, diversity, inclusion, intersectionality, and oppression Define accessibility and universal design Identify strategies to support an inclusive approach
		7.2 Discrimination, Harassment and Duty to Accomodate	Define the terms discrimination, harassment, and accomodation Identify key components of the Discrimination, Harassment, and Duty to Accommodate policy Explain the value of cultivating an inclusive learning and work spaces Analyse case studies related to the Discrimination, Harassment, and Duty to Accommodate policy Analyze cases studies related to discrimination, harassement and duty to accomodate
		7.3 Sexual Violence Policy	Define sexual violence Define consent Define the difference between a disclosure and a complaint List the options available for survivors of sexual violence
		7.4 Ethics of Self-Care	Explain the ethical imperative of self-care as a member of the academic community Describe how self-care is connected to an individual's ability to manage personal conduct, including workplace ethics, and ethical standards that govern the academic community Describe strategies for self-care including setting, monitoring and revising milestones

			Describe how understanding your rights relates to self-care Identify campus resources that support students' self-care, personal conduct and ethical behaviours
Campus Consultation/Design Partners Deb Erekes, Student Conduct and Accountability Sexual Assault Centre Donnell Willis, Advisor, Office of Safe Disclosure Evelyn Hamdon, Senior Advisor, Equity and Human Rights, Office of the Provost and Vice-President (Academic) Remonia Stoddart-Morrison, Student Ombuds Suman Varghese, Registered Psychologist, Clinical Counselling Services Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education			
Supporting Resources/Resources on Hand Code of Student Behaviour Protected Areas and Grounds Under the Alberta Human Rights Act Human Rights at the University of Alberta EDI Strategic Plan OHS Act, Regulation and Code Discrimination, Harassment and Duty to Accommodate Policy Sexual Violence Policy Ethical Conduct and Safe Disclosure Policy Inclusive Work and Learning Spaces: Policy and Practices, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.75 hours) Responding to Sexual Violence at the University of Alberta, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.5 hours) Episode 2: Scholars in a Dangerous Time: Loneliness, Isolation and COVID-19, Postcase, FGSR Grad School Confidential, December 2021 Episode 3: Hitting the Wall: On Burnout in Grad School, Podcast, FGSR Grad School Confidential, February 2021			
Resources for Further Investigation Grad School Confidential Sexual Violence Information and Resources Sexual Assault Centre Discrimination, Harassment and Duty to Accommodate Policy Sexual Violence Policy Suicide Prevention Training (QPR) Office of Safe Disclosure and Human Rights Education, Office of Safe Disclosure and Human Rights Student Services Strategic Plan for EDI, UAlberta			
6	**COURSE TOTAL**		

INT D 720 ADVANCED ETHICS AND ACADEMIC CITIZENSHIP

(Doctoral Students | 2 Hours | zero-credit, online [optional for Masters Students])

Course Description: INT D 720 Advanced Ethics and Academic Citizenship provides advanced treatment of ethical principles, including: research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching.

Prerequisite: INT D 710 Ethics and Academic Citizenship

Course Objectives:

Equip graduate students with a basic understanding of university policy, including their rights and responsibilities

Provide doctoral students with a deeper understanding understanding of academic citizenship, including duties, responsibilities and values as it relates to their personal conduct, research and scholarly activities, and role as educators

Intended Learning Outcomes:

Identify ethical concerns related to indigenizing and decolonizing the academy, academic citizenship, research and scholarship integrity, ethical principles in university teaching

Define, recognize, analyse ethical matters related to indigenization, research and scholarship integrity, academic citizenship, and teaching and learning

Module 1: Introduction to Advanced Ethics and Academic Citizenship		
Time	Module Breakdown	Intended Learning Outcomes
.12	1.0 Introduction to Ethics and Academic Citizenship as a Doctoral Student 1.2 Overview of course objectives and outcomes	

Module 2: Land Acknowledgement and Indigenization		
Time	Module Breakdown	Intended Learning Outcomes
.25	1.0 Land Acknowledgement	
	1.1 Indigenizing and Decolonizing the Academy	Explain TRC of Canada's *Calls to Action* (2015) Describe three approaches to indigenization within post-secondary institutions (indigenous inclusion, reconciliations indigenization, decolonial indigenization) that attempt to response to the TRC *Calls to Action*

Campus Consultation/Design Partners

Florence Glanfield, Vice-Provost--Indigenous Programming and Research

Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic

Indigeneous Research Task Force

Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning

Adam Gaudry, Faculty of Native Studies

Sean Robertson, Faculty of Native Studies

Anne Carr-Wiggin, Native Studies Librarian

Supporting Resources/Resources on Hand

Acknowledgement of Traditional Territory

What is Reconciliation

Adam Gaudry and Danielle Lorenz (2018) "Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy," *AlterNative*, 14(3) 218-227.

Team ReconciliAction YEG (2018) "As Long as The Sun Shines, The Grass Grows and The River Flow," *Faculty Blog*, Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021. https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flows.html

Mae Cook, Jordan (2019) "What do people really mean when they say 'indigenization'? *Folio (*21 February 2019), Accessed 5 February 2021. https://www.ualberta.ca/folio/2019/02/what-do-people-really-mean-when-they-say-indigenization.html

Resources for Further Investigation

Indigenous Canada MOOC, Faculty of Native Studies

Truth and Reconciliation Commission, UAlberta Libraries

First Nation, Métis, and Inuit Subject Guide, UAlberta Libraries

Indigenous Research Guide, UAlberta Libraries

MODULE 3: ACADEMIC CITIZENSHIP		
Time	Module Breakdown	Intended Learning Outcomes
0.25	3.0 What is academic citizenship	Define academic citizenship

	3.1 What duties, behaviours, attitudes, and values characterize academic citizenship	Identify duties, behaviours, attitudes, and values characterize academic citizenship Analyze case studies that explore issues related to academic citizenship

Campus Consultation/Design Partners
FGSR Decanal Team
Mebbie Bell, Academic Success Centre
Chris Hackett, Student Conduct and Accountability
Florence Glanfield, Vice-Provost--Indigenous Programming and Research

Supporting Resources/Resources on Hand
The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI)
Bruce Macfarlane (2007) Defining and Rewarding Academic Citizenship: The implications for university promotions policy, *Journal of Higher Education Policy and Management*, 29:3, 261-273, DOI: 10.1080/13600800701457863
Academic Career Pathways: Case studies across the Academic Pathways Criteria, The University of Sheffield

Resources for Further Investigation
The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI)
Bruce Macfarlane (2007) Defining and Rewarding Academic Citizenship: The implications for university promotions policy, *Journal of Higher Education Policy and Management*, 29:3, 261-273, DOI: 10.1080/13600800701457863

MODULE 4: RESEARCH AND SCHOLARSHIP INTEGRITY

Time	Module Breakdown	Intended Learning Outcomes
.75	5.0 Research and Scholarship Integrity	Explain excellence in research is critical to the field of study, the university, and society Explain the purpose of the Research and Scholarship Integrity Policy Outline the responsibilities of researchers and scholars Outline the responsibilities of the principle investigator List behaviours defined as misconduct in research scholarship
	5.1 Intellectual Property and Your Graduate Research	Define intellectual property Explain the University of Alberta's intellectual property policy as it relates to graduate students' various research roles Identify supervisors' rights to students' discovery/invention Explain who owns data produced in a students' thesis Identify resources to support students should a dispute arise with respect to intellectual property and/or co-authorship

Campus Consultation/Design Partners
Susan Babcock, Director, Research Ethics Office
Charmaine Kabatoff, REB Consultant, Research Ethics Office
FGSR Decanal Team

Supporting Resources/Resources on Hand
Intellectual Property Guidelines for Graduate Students and Supervisors
Frequently Asked Questions about Inventions and Commercialization at the University of Alberta
Guidelines for Authorship
Guidelines for Ownership of Research Materials
Graduate Student Supported by Research Contracts or Affiliated Institutions
FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course)
Graduate Ethics Training (GET) FGSR (Online Course)
Research and Scholarship Integrity Policy
Human and Animal Research Ethics, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.5 hours)

Resources for Further Investigation
CITI: Responsible Conduct of Research (Ethics Credit: 2.5 hours)
CITI: Good Clinical Practice: Social and Behavioral Research Best Practices for Clinical Research (Ethics Credit: 2.5 hours)
CITI: Good Laboratory Practice (Ethics Credit: 2.5 hours)
CITI: Biomedical Basic (Ethics Credit: 2.5 hours)
TCPS 2 Tutorial Course on Research Ethics (CORE) [Human Research Ethics] (Ethics Credit: 3 hours)
FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course)

Intellectual Property Guidelines for Graduate Students and Supervisors
Graduate Program Manual: Intellectual Property
Frequently Asked Questions about Inventions and Commercialization at the University of Alberta

MODULE 5: ETHICAL PRINCIPLES IN UNIVERSITY TEACHING		
Time	Module Breakdown	Intended Learning Outcomes
.75	6.0 Twin Pillars of Ethical Teaching in University Teaching 6.1 Indigenizing and Decolonizing the Classroom 6.2 Assessment and Grading Policy	Describe the ethical areas of responsibility held when teaching in the university setting Explain what it means to indigenize and decolonize the classroom Identify strategies that support inclusion Outline the key features of the assessment and grading policy Analyze case studies focused on ethical issues in university teaching

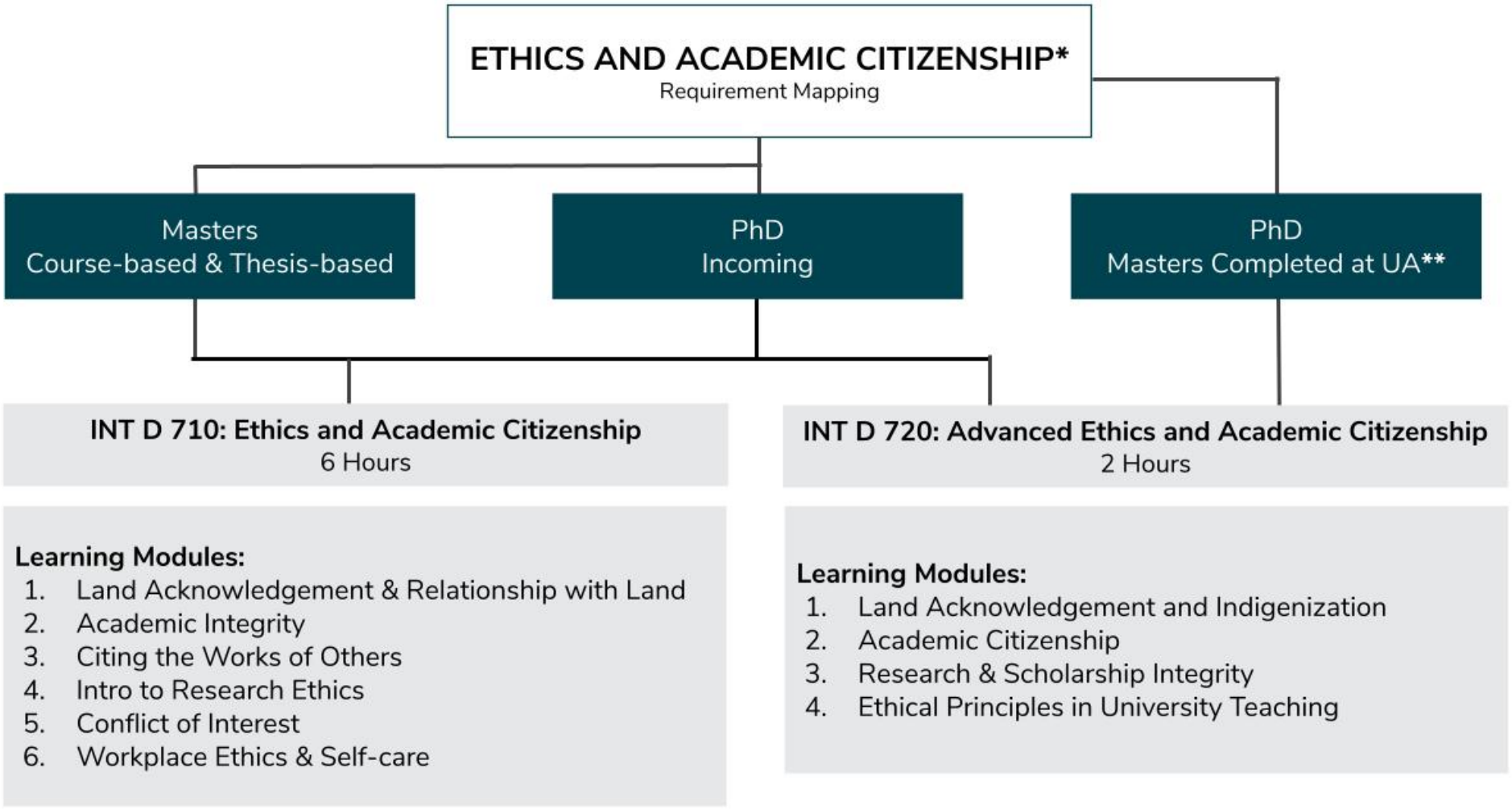
Campus Consultation/Design Partners
Chris Hackett, Student Conduct and Accountability
Bryan Hogeveen, Vice-Dean, FGSR
Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning
Cosette Lemelin, Assistant Director, Centre for Teaching and Learning
Lead Educational Developer, Assessment and Evaluation, Centre for Teaching and Learning
John Nychka, Vice-Provost, Teaching Initiatives

Supporting Resources/Resources on Hand
Intellectual Property Guidelines for Graduate Students and Supervisors
Graduate Program Manual: Intellectual Property
FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course)
Ethical Principles in University Teaching, Graduate Teaching and Learning Program (GTLP), Level 1 Workshop (1.75 hours)
Decolonizing and Indigenizing the Academy, GTLP, Level 1 Hybrid Workshop (1.75 hours)
Fundamentals of Grading and Assessment, GTLP, Level 1Hyrbrid Workshop (2 hours)

Resources for Further Investigation
Graduate Teaching and Learning Program
Centre for Teaching and Learning
STLHE Ethical Principles in University Teaching
Assessment and Grading Policy
Access to Evaluative Course Material Procedure
Grading Procedure
Indigenous Canada MOOC, Faculty of Native Studies

MODULE 7: AOL	
.25	Final Course Assessment (see ILOs outlined above for assessment strategies)
2	**COURSE TOTAL**

Additional Information:
Ethics and Academic Citizenship Requirement
Mapping

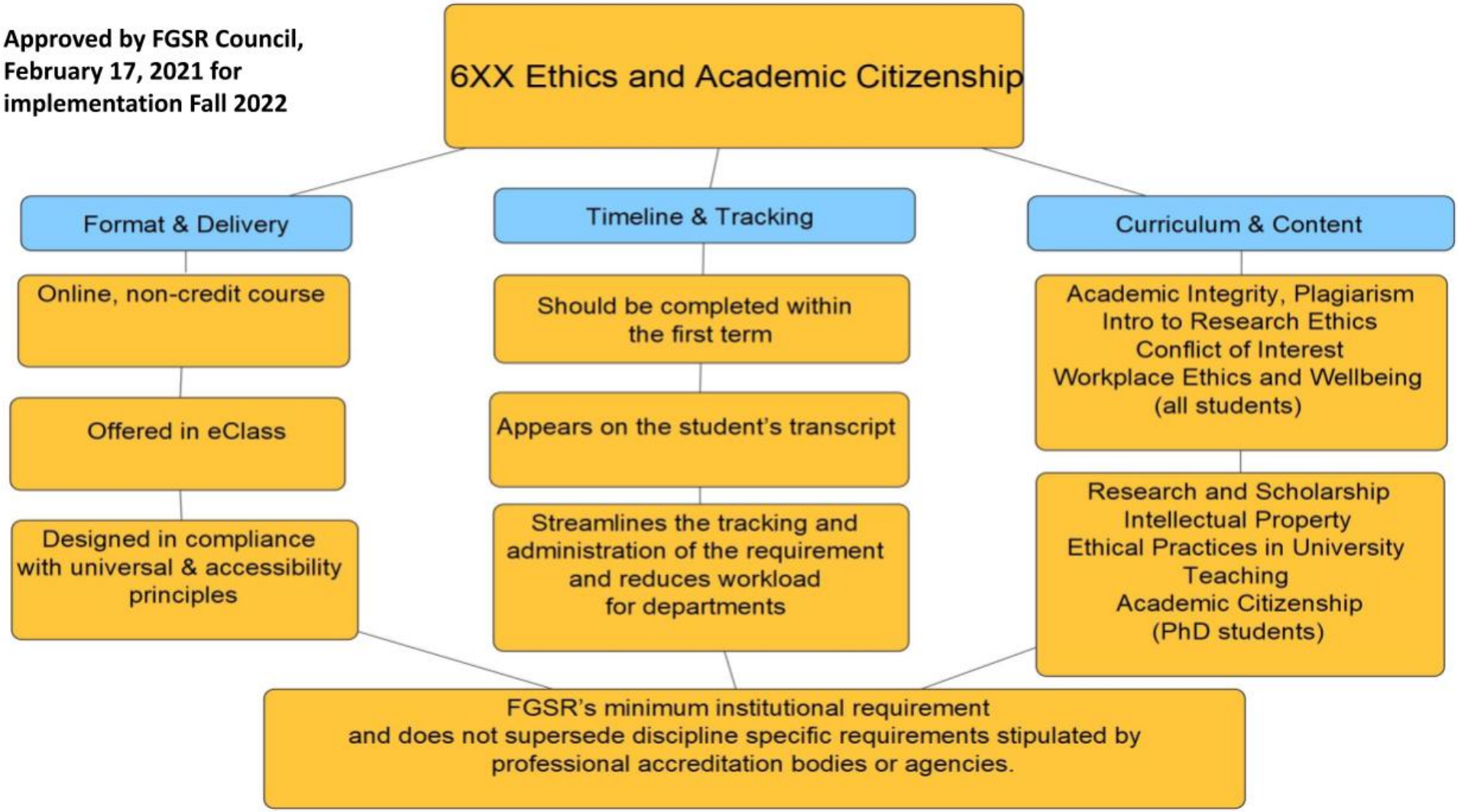


***Failure to complete requirement in first term will result in registration being blocked**
****Student must have taken INT D 710: Ethics and Academic Citizenship**

FGSR Council: January 20, 2021

Additional Information: Ethics and Academic Citizenship Requirement

Overview



Transition Plan for Current Students

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES & RESEARCH

Current Programming will continue until August 31, 2022

Academic Integrity and Ethics Training Series

Online courses (eClass)

- GET Course
- Understanding and Avoiding Plagiarism
- Academic and Research Integrity
- Intellectual Property

Other (such as):

- TCPS 2 Tutorial Course on Research Ethics
- CITI Courses
- Departmental Offerings used for the fulfilment of the FGSR Requirement

Communication Channels to Support Requirement Transition

Shortlist for Students

Shortlist for Staff

Special announcements

Listservs (GPAC, FGSR Council)

eClass announcements

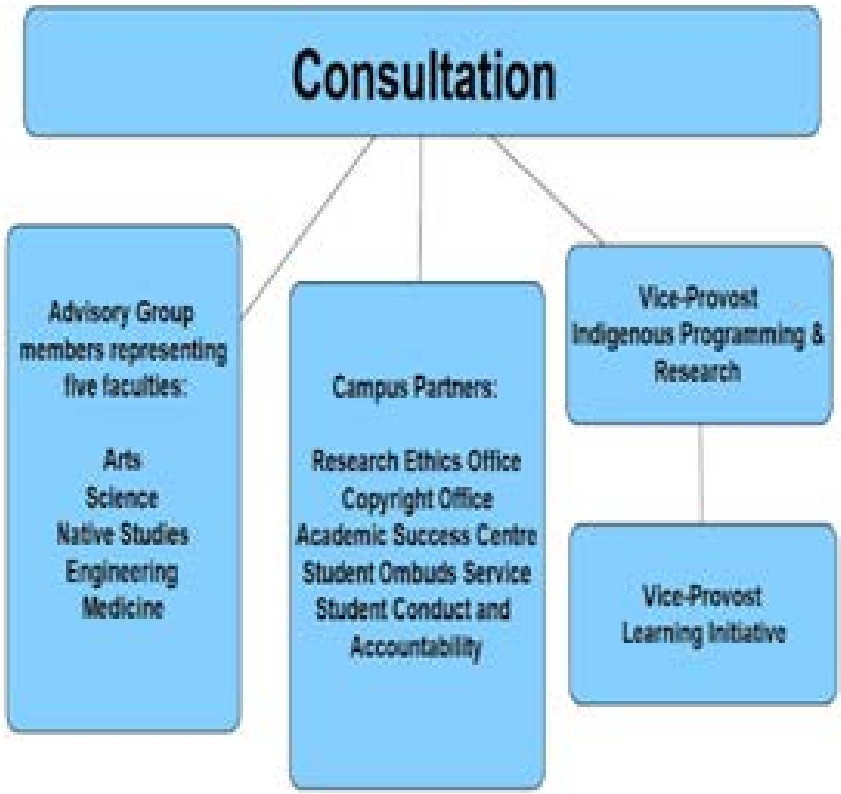
FGSR social media

FGSR website

All current students are encouraged to complete the new requirement; however, they will be given one year to meet the requirement under the old calendar entry. After August 31, 2022, students will be required to meet the new calendar guidelines.

FGSR Council: January 20, 2021

Consultation Overview



FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	**Digital Marketing Certificate Program Proposal**

Motion

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the Digital Marketing Certificate as submitted by the Faculty of Extension and as set forth in Attachment 1.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	The Faculty of Extension
Presenter(s)	Maria Mayan, Interim Dean, Faculty of Extension Megan Bertagnolli, Program Development Lead, Faculty of Extension

Details

Office of Administrative Responsibility	The Faculty of Extension, Communications & Design
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because The Faculty of Extension is developing a Digital Technology portfolio as part of its Continuing Professional Education (CPE) offerings.
Executive Summary (*outline the specific item – and remember your audience*)	Digital skills are paving the way of the future and these skills are in demand. In 2019, spending on digital advertising overtook that of traditional advertising and it is expected that by 2023, two-thirds of total ad spending will be digital. According to labour market data collected by EMSI, there were over nearly 5,000 unique job postings across Canada seeking people with Digital Marketing experience between September 2019 and October 2020. The success of our Social Media Certificate launched on July 1st, 2020s illustrates this growing demand. Since the Certificate launch, enrollment in this program has increased 180%. The requirements for the Digital Marketing Certificate includes: ● 5 required courses ● 3 elective courses All courses will be 21 hours in length, for a total of 168 hrs. In terms of the program launch, the plan is to begin developing new courses as early as March. Subject Matter Experts, who served on the Advisory Committee, are lined up to begin this work. A coordinated approach with the Faculty of Extension's Marketing Team means that the courses can be promoted in the spring for when the full program launches in the Fall 2021 semester. What sets the proposed Digital Technology portfolio apart is how equity, diversity and inclusion have been considered from the inception from committees to the classroom level.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Item No. 8

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Communications & Design, Extension Student Services Office and Marketing teams (Faculty of Extension), ongoing
	*Those who have been **consulted**:* • Digital Technology Advisory Committee, September 23, 2020 • Digital Marketing Advisory Committee, November 9, 2020 • Extension Student Services Office, November 2020.
	*Those who have been **informed**:* • Faculty of Extension GPPRC, Dec. 17, 2020
Approval Route (Governance) (including meeting dates)	Faculty of Extension, GPPRC, December 17, 2020 Program Support Team, January 21, 2021 Extension Faculty Council, February 18, 2021 GFC Programs Committee March 18, 2021

Strategic Alignment

Alignment with *For the Public Good*	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.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. 2. PSLA: The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). 3. GFC Programs Committee Terms of Reference 4. Non-Credit / Microcredential Framework - The Framework was approved by General Faculties Council (GFC) on May 25, 2020	

Attachments (each to be numbered 1 - <>)

1. Digital Marketing Certificate (page(s) 1-13)

Prepared by: Megan Bertagnolli, Program Development Lead, Faculty of Extension, megan.bertagnolli@ualberta.ca

UNIVERSITY OF ALBERTA

Program Approval Template
Non-Credit Certificates

Item 1-1

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics		
Certificate Name	Digital Marketing Certificate	
Sponsoring Faculty/ Academic Unit	Faculty of Extension, Communication & Design	
Contact information	Name and Title	Megan Bertagnolli, Program Development Lead (Communications & Design) Jill Corbett (Business Development Manager)
	Phone	780-492-2408 (Megan Bertagnolli) N/A (Jill Corbett) - Jill began her tenure at the Faculty of Extension after the advent of COVID-19, and has not yet been assigned a phone number.
	Email	megan.bertagnolli@ualberta.ca jecorbet@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	Digital Marketing is a rapidly growing field. The proposed certificate will provide 21st Century skills to students looking to get into the field of digital marketing, stay relevant in a current position, change careers, or help their own business grow.	
Section B: Rationale, Implications and Impacts		
Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.	**Background:** Digital Marketing is a new program for the Faculty of Extension. It will be part of the burgeoning Digital Technology Portfolio in Communications & Design, in which the existing Social Media Certificate will be rehoused. **Program Overview:** The requirements for the Digital Marketing Certificate includes: ● 5 required courses ● 3 elective courses All courses will be 21 hours in length, for a total of 168 hrs. **Rationale:** Digital skills are paving the way of the future and these skills are in demand. In 2019, spending on digital advertising over took that of traditional advertising and it is expected that by 2023, two-thirds of total ad spending will be digital. According to labour market data collected by EMSI, there were over nearly 5,000 unique job postings across Canada seeking people with Digital Marketing experience between September 2019 and October 2020.	

	Virtual/distributed classrooms are expanding the reach of established competitors. Now, more than ever, companies are building geographically distributed business models to create high-performance teams so the idea of training in the city that you would like to work in is becoming less of a motivating factor in the decision making process. By creating an asynchronous online Digital Marketing Certificate, we can help students gain the skills required to apply for these opportunities wherever they live. In order to meet the demands of students and employers, the proposed Digital Marketing Certificate includes a work integrated learning (WIL) Capstone Project. This allows students to integrate previously learned theory, methods, concepts and tools and apply them to a real-world digital marketing project. and confront a business problem with a digital solution. Mirroring industry practice, students will work in teams and operate within an agile project management framework. The success of our Social Media Certificate launched on July 1st, 2020s (an update of the previous Social Media Citation which had been around since 2012) illustrates this growing demand. Since the Certificate launch, enrollment in this program has increased 180%. As these programs are related, the boom in the Social Media Certificate provides further confidence to create and launch a related Certificate in Digital Marketing. As there is some overlap in content between the proposed Digital Marketing Certificate and the Social Media Certificate, electives for the former will be drawn from the latter, allowing students to get credit for these requirements that cross both programs. This will enable students to take courses for both programs simultaneously, thereby making it possible to complete both Certificates quickly and fast tracking their path into the job market. This overlap also means that just 5 courses need to be created for the Digital Marketing Certificate. In terms of the program launch, the plan is to begin developing these as early as March. Subject Matter experts, who served on the Advisory Committee, are lined up to begin this work. A coordinated approach with the Faculty of Extension's Marketing Team means that the courses can be promoted in the spring for when the full program launches in the Fall 2021 semester. The Faculty of Extension acknowledges that University of Alberta certificates, including non-credit certificates are recognized as valuable credentials within our communities. Our Faculty governance states that certificates are normally 120 instructional hours or greater, depending upon the learning needs and intended outcomes. (The range, including this certificate, will be 119 hours - 347 hours.) The addition of a relevant elective to this program provides the opportunity to shift the program towards the "certificate" level.
Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.	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: • Community, professional association, and industry consultation: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett)

	• Program development and design: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett); Extension Learning Engagement Office • Program administration: C&D program team; Extension Student Services Office (ESSO) team • Program development oversight: Laurenne Spratt, Director of Marketing & Strategic Insights • Marketing support: Extension Marketing team
Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.	Faculty of Extension internal consultations: ● Communication and Design Programs ● Business Development Team ● Extension Student Services Office (ESSO) ● Extension Marketing Team University of Alberta service unit consultations • Service unit processes will be consistent with those existing for all Faculty of Extension programs.
External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.	Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required. Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted. Community and external consultations: ● Digital Technology Advisory Committee, September 23, 2020 ● Digital Marketing Advisory Committee, November 9, 2020
Appendices	
Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.	● Appendix A: Digital Technology Programs at the Faculty of Extension ● Appendix B: Digital Marketing Certificate Program Overview ● Appendix C: Digital Technology Advisory Committee Members ● Appendix D: Digital Marketing Advisory Committee Members

REVIEW/APPROVAL:

Assistant Dean: November 30, 2020

GPPRC: December 17, 2020

Program Support Team: January 21, 2021

Extension Faculty Council: February 18, 2021

Vice-Provost, Programs (if applicable): _____

GFC Programs Committee (if applicable): _____

APPENDIX A

Digital Technology Programs at the Faculty of Extension

Digital skills are paving the way of the future and these skills are in demand. In 2019 the Faculty offered a comprehensive digital pilot program in collaboration with RED Academy, an organization that due to COVID no longer exists. The experience gained through this initiative demonstrated the need for and viability of a suite of digital programming. With that experience we embarked on developing a suite of Digital Technology programs to meet the needs of current and future students

Initial plans include the introduction of a diploma in Full Stack Web Development, and certificates in both Digital Marketing and User Experience / User Interface Design for launch in the 2021-2022 academic year. These will complement and connect with the existing certificate in Social Media that was launched in Fall 2020. Aside from the Full Stack Web Development Diploma, these programs are low code or codeless, meaning they do not require knowledge of coding languages to be successful, meeting the growing needs of students and employers alike.

Consideration was given to how Digital Technology programs speak to each other and to other programs/courses offered at Extension. The result is an ecosystem where programs overlap with at least one other area of learning, through common cores and electives that apply between them. Furthermore, we have built in leadership courses that teach essential non-technical skills and deliberately provide crossover with certificates in our Leadership programs. Taking crossover courses allows students to stack certificates and encourages lifelong learning, while using courses that already exist within our catalog enables new programs to get to market more efficiently.

The proposed programs vary in complexity and range from just six courses to complete all the way up to twenty, enabling students to complete their program in as little as eight months to a minimum of two years of study. Shorter programs will have courses phased in over the next six to twelve months, while the diploma will see courses introduced over the span of eighteen months. This builds in time to grow a student body and develop courses. It also allows flexibility for our students – the program is built to accommodate both those who wish to fast-track their academic careers and those who require part-time study.

To ensure the success of these programs, we have consulted and collaborated with several units on Main Campus including the Technology Training Centre (TTC), Computing Science, and the Department of Art & Design. Individuals from these areas have served on Advisory Committees and are paving the way for creative partnerships and the development of new programs.

What sets the proposed Digital Technology portfolio apart is how equity, diversity and inclusion have been considered from the inception. It is our view that we cannot have programs that are truly “for the people" unless potential students can see themselves in these programs from committees to the classroom. From our initial conversations about what a Digital Technology portfolio might look like to the formation of our Advisory Committees, we have been deliberate in including a range of voices and experiences including: women in technology, newcomers and immigrants to Canada. While some of these people fulfil the role of subject matter experts (SMEs), others represent communities underrepresented in both the Tech sector and in the

Faculty of Extension. This has allowed for conversations about potential barriers for future students and made for strategic decisions about how we can overcome these.

The Faculty of Extension is truly the hub for adult continuing education at the University of Alberta, and we understand their unique needs. The Digital Technology portfolio takes these learners into consideration by offering opportunities to reskill or upskill and reducing barriers such as the need to be in a physical space by operating virtual, disbanded classrooms and removing entrance requirements. Academic excellence is based on individual merit (all courses are graded), not their past. Added to this is a dedicated capstone project in each certificate/diploma that consists of a work integrated learning (WIL) opportunity for students to apply their knowledge to real-world challenges, equipping them for the next stage of their careers.

APPENDIX B

Program Name: Digital Marketing Certificate

Proposed program description (web copy):

Overview
Digital technology is deeply changing the way businesses and not-for-profits operate and market themselves. The Digital Marketing Certificate provides key skills to students looking to better understand the field of digital marketing, develop meaningful content, conduct analytics to evaluate campaigns, and know how to make the most of organic and paid tactics to best reach their target audience. A special capstone project allows students to integrate previously learned theory, methods, concepts and tools and apply them to a real-world digital marketing project.

With the exception of the Capstone Project, courses can be taken in any order (there are no prerequisites), though it is recommended that the Digital Marketing Fundamentals course be taken in the first semester.

Some electives are drawn from the Social Media Certificate, and students are able to get credit for requirements that cross both programs. This will enable students to take courses for both programs simultaneously, thereby making it possible to complete both Certificates quickly.

This program is delivered entirely online, via asynchronous learning.

Audience:
This career-enhancing program provides key skills to students looking to get into the field of marketing, stay relevant in a current position, change careers, or help their own business grow. Regardless of if students are new to the field or have existing backgrounds in marketing, everyone will benefit from learning about current approaches and tools, as well as upcoming trends, directly from industry leaders.

Program Hours: 168
Grading: Graded (Alpha)
Course Format: Online
Admission Requirements: none

Program At A Glance
• 5 core courses + 3 electives
• May be completed between 1 to 2 years of part-time study

Core Courses:

EXSM 3915 - Digital Marketing Fundamentals - NEW

Explore key concepts used by marketing professionals to help integrate digital marketing into an overall marketing strategy. Be introduced to digital engagement as a means to define and develop a target audience, create and increase brand awareness, generate leads, and ultimately drive sales and other business objectives. Understand the risks, challenges, and ethical considerations associated with digital marketing as well as current and future digital marketing landscapes.

Outcomes:

- Understand how to build an effective online presence through a strong digital marketing strategy.
- Understand the basic terms and language used by digital marketers to describe concepts and techniques.
- Learn to analyze your audience and begin audience segmentation
- Build a customer journey map and assess both digital and brick and mortar touchpoints.
- Learn how to assess your organization's unique competitive landscape from a digital perspective.
- Explore the human factors that need to be considered in digital marketing like data privacy and ethics.

EXSM 5512 - Analytics & Reporting for Digital Media
(Core in the Social Media Certificate)

Learn how to measure where your web traffic is coming from, how much web traffic you are receiving, which messages are most effective at driving users to your desired destination, and how to report on these measures. Explore various approaches to analytics, including Google Analytics and ROI analysis.

Outcomes:

- Understand the language of analytics, including a working knowledge of the many acronyms and how to interpret the information provided by analytics tools.
- Identify the characteristics of social measures as they apply to traditional and digital media.
- Identify metrics that are valid for social media and describe how they can be analyzed to support business objectives.
- Describe the benefits and challenges associated with applying social media analytics to business objectives.
- Develop a reporting framework that conveys the information acquired from social media analytics.

EXSM 3916 - Organic Digital Marketing Tactics – NEW

Learn how to leverage current organic digital marketing tactics and best practices to begin building an audience and capturing sales for your organization without spending money on media. This course will introduce you to the principles of search engine optimization (SEO), local citation management, reputation management, social media outreach, and email marketing, and will help you understand which tactics to choose and when.

Outcomes:

- Demonstrate familiarity with the suite of free tools that are available to businesses (from organizations like Google)
- Understand the benefits and challenges of organic tactics and when their use is appropriate
- Learn how to structure your website to best optimize it for strong search results
- Learn the importance of reputation management and best practices for building your brand reputation
- Learn the basics of social media best practices and engagement

EXSM 3917 - Paid Digital Marketing Tactics - NEW

Learn how to leverage current paid digital marketing tactics and best practices to expand your reach and ultimately increase ROI for your organization. This course will introduce you to the principles of paid tactics such as paid social, paid search, display, remarketing, and video advertising. Learn when to use paid tactics, how to create and manage a paid digital marketing budget, how to grow your conversion rate, and how to benchmark your expenses and budget performance.

Outcomes:

- Understand the difference between primary and secondary paid services and how to apply them in your business
- Learn the basics of Google Ads (including paid search, Shopping, display, and video campaigns)
- Learn the basics of paid social media advertising (including Facebook, Instagram, LinkedIn, and Twitter).
- Demonstrate familiarity with online tools for merchants and how they connect to paid advertising
- Explore audience creation and targeting as it relates to paid tactics

EXSM 3918 - Digital Marketing Capstone Project - NEW

The digital marketing capstone project allows students to integrate previously learned theory, methods, concepts and tools and apply them to a real-world digital marketing project. This course requires students to confront a business problem and implement a digital solution. Students will research, plan, execute, present and review their digital marketing plan as part of this course. Mirroring industry practice, students will work in teams and operate within an agile project management framework.

Prerequisites: successful completion of all other 5 cores.

Outcomes:

- Apply theoretical knowledge to a real-world scenario
- Learn best practices for working with a team and clearing challenges as they arise
- Apply communication strategies to ensure project success
- Get hands-on experience with the tools used throughout this program
- Understand the intricacies of working with clients or other business stakeholders on digital marketing projects

Elective Courses:

EXSM 3919 - Content Marketing for Digital Media - NEW

Explore the principles of content development, planning, and management in the digital space. Understand the importance of strong copywriting, photography, videography, and design, and learn to develop strong omni-channel content while utilizing free tools that are available to you. Learn how to adopt best practices to plan a global content strategy, including objectives, metrics, and guidelines in developing and evaluating your communications to create content that is effective and relevant to different markets.

Outcomes:

- Understand the connection between different digital marketing channels and their content requirements
- Learn how to use readily available tools to quickly and successfully develop content
- Practice catering your content to different audiences while ensuring aligned outcomes
- Learn how to test and measure your content

EXSM 5511 - Integrated Social Media Marketing Strategy
(Core in the Social Media Certificate)

Build an effective online presence through a strong marketing strategy that reflects your organizational culture. Learn about best practices for social media and marketing across various platforms, building and strengthening organizational reputation and brand online, strategic planning and development, how to build a social media following, and steps for executing an integrated strategic social media marketing plan

Outcomes:

- Articulate how social media can be used for strategic communication, brand & reputation, and marketing.
- Identify your social media persona.
- Develop an awareness of the different approaches required for each platform.
- Understand the difference between organic, earned, and paid marketing.
- Acquire knowledge and skills to integrate social media technologies into your marketing plan.
- Apply key concepts and methods related to marketing by using a social media platform for strategic marketing purposes.
- Develop an integrated social media marketing plan.

EXSM 5513 – Online Sales & Mobile Marketing
(Elective in the Social Media Certificate)

Learn the skills needed to maximize your online presence and impact across various platforms as a means to help drive sales. Delve deeper into internet marketing opportunities, website design, e-commerce, engaging online communities, and best strategies for creating and directing web traffic.

Outcomes:

- Understand the basics of online sales and mobile marketing, including web marketing, email marketing, mobile marketing, and affiliate marketing.
- Investigate the impact of mobile platforms and cloud computing.
- Examine the changing landscape of paid online marketing.
- Develop a sales-focused marketing campaign by combining several marketing methods.

EXSM 3998 - Risk Management & Crisis Response
(Elective in the Social Media Certificate)

Learn how to identify, prepare for, and manage the risks inherent to a professional presence on social media, as well as to recognize the impacts of emerging problems elsewhere online. Explore best practices for policy, procedures, and guidelines for social media within an organization. Draw on learnings from traditional media and public relations concepts to prepare for and respond to emerging issues.

Outcomes:

- Understand and articulate the social media-related risks to an organization.
- Analyse an organization's preparedness for the issues it might face.
- Explain how an issue or crisis may emerge, how to manage it, and how to recover from it.
- Develop online issues management and crisis communications and messages.
- Develop organizational policies, procedures, and guidelines for social and digital media use.

EXSM 3995 - Intellectual Property & Copyright
(Elective in the Social Media Certificate)

For anyone who participates in the online environment, it is important to know the etiquette, ethics, and various legal and policy issues that affect how we use social media. Among the topics that will be discussed in this course. Explore the etiquette, ethics, and various legal and policy issues that affect how we use social media. Discuss topics like copyright, privacy, intellectual property, fair dealing, creative commons, and the public domain. Learn how these issues play out differently nationally and internationally, as well as the implications of those differences for social media use

Outcomes:

- Develop a working knowledge of ethical and legal issues in the context of social media communication.

- Understand the term user-generated content and how it applies to both managing and using content online.
- Examine and critically think about current rules (legal or societal) and common assumptions of copyright.
- Understand the basics of privacy protection as they relate to social media.
- Analyze where and how to acquire, use, and repurpose multimedia content in ways that follow etiquette, ethical, and legal standards.

APPENDIX C

Digital Technology Advisory Committee Members

Chair:
Megan Bertagnolli, Program Development Lead, Communications & Design, Faculty of Extension

Program staff members(s):
Jill Corbett, Business Development Manager, Faculty of Extension
Rebecca Anderson, Program Advisor, Communications & Design, Faculty of Extension
Michael Splinter, Assistant Dean, Finance & Operations, Faculty of Extension

Industry or professional representative(s):
Laurenne Spratt, Director of Marketing & Strategic Insights, Faculty of Extension
Dana DiTomasso, President & Partner, Kick Point Inc.
Scott Cunningham, Founder & Managing Director, Social Lite Communications
Ameet Khabra, Founder, Hop Skip Media
Haidee Kongpreecha, Learning Experience Designer, SwissVBS
Sam Jenkins, Founding & Managing Partner, Punchcard Systems
Austin Watt, Senior Manager, Technical Training, EPCOR
Jonathan Sanderson, Web Development Instructor, RED Academy; Freelance Web Developer
Najia Aftab, Learning Facilitator, RED Academy; Freelance Instructional Designer
Alena Valova, UX/UI Instructor, RED Academy; Freelance Graphic Designer

APPENDIX D

Digital Marketing Advisory Committee Members

Chair:
Megan Bertagnolli, Program Development Lead, Communications & Design, Faculty of Extension

Program staff members(s):
Jill Corbett, Business Development Manager, Faculty of Extension
Rebecca Anderson, Program Advisor, Communications & Design, Faculty of Extension
Michael Splinter, Assistant Dean, Finance & Operations, Faculty of Extension

Industry or professional representative(s):
Laurenne Spratt, Director of Marketing & Strategic Insights, Faculty of Extension
Dana DiTomasso, President & Partner, Kick Point Inc.
Scott Cunningham, Founder & Managing Director, Social Lite Communications
Ameet Khabra, Founder, Hop Skip Media
Haidee Kongpreecha, Learning Experience Designer, SwissVBS

FINAL Item No. 9

Governance Executive Summary
Action Item

Agenda Title	**User Experience / User Interface Design Certificate Program Proposal**

Motion

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the User Experience / User Interface Design Certificate Program Proposal as submitted by the Faculty of Extension and as set forth in Attachment 1.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	The Faculty of Extension
Presenter(s)	Maria Mayan, Interim Dean, Faculty of Extension Megan Bertagnolli, Program Development Lead, Faculty of Extension

Details

Office of Administrative Responsibility	The Faculty of Extension, Communications & Design
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because The Faculty of Extension is proposing a new User Experience / User Interface Design Certificate, as part of its Continuing Professional Education (CPE) offerings.
Executive Summary (*outline the specific item – and remember your audience*)	The demand for people with digital skills is growing, and User Experience (UX) designers rank third of the ten most in-demand digital jobs in Alberta. User-centered design is an emergent field. An industry relevant program requires an understanding of both User Experience (UX) Design and User Interface (UI) Design. It is through this lens that these two design practices have been blended into a singular certificate program. This is particularly relevant as most of the job postings in Alberta are listing both together as a requirement. To avoid overlap between programs and to ensure quality coursework, a representative from the Department of Art and Design sits on the Advisory Committee for this program and has collaborated on the course descriptions/outcomes. The requirements for the User Experience / User Interface Design Certificate includes: ○ 5 required courses ○ 4 elective courses All courses owned by the User Experience Design Certificate will be 21 hours in length, for a total of 189 hrs.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Communications & Design, Extension Student Services Office and Marketing teams (Faculty of Extension), ongoing
	*Those who have been **consulted**:* • Digital Technology Advisory Committee, September 23, 2020 • Digital Marketing Advisory Committee, November 9, 2020 • Extension Student Services Office, November 2020.
	*Those who have been **informed**:* • Faculty of Extension GPPRC, Dec. 17, 2020
Approval Route (Governance) (including meeting dates)	Faculty of Extension, GPPRC, December 17, 2020 Program Support Team, January 21, 2021 Extension Faculty Council, February 18, 2021 GFC Programs Committee - March 18, 2021

Strategic Alignment

Alignment with *For the Public Good*	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.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. 2. PSLA: The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). 3. GFC Programs Committee Terms of Reference 4. Non-Credit / Microcredential Framework - The Framework was approved by General Faculties Council (GFC) on May 25, 2020	

Attachments (each to be numbered 1 - <>)

1. User Experience User Interface Design Certificate (page(s) 1-19)

Prepared by: Megan Bertagnolli, Program Development Lead, Faculty of Extension, megan.bertagnolli@ualberta.ca

Item 2-1

Program Approval Template
Non-Credit Certificates

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics		
Certificate Name	User Experience / User Interface Design Certificate	
Sponsoring Faculty/ Academic Unit	Faculty of Extension, Communication & Design	
Contact information	Name and Title	Megan Bertagnolli, Program Development Lead (Communications & Design) Jill Corbett (Business Development Manager)
	Phone	780-492-2408 (Megan Bertagnolli) N/A (Jill Corbet) - Jill began her tenure at the Faculty of Extension after the advent of COVID-19, and has not yet been assigned a phone number.
	Email	megan.bertagnolli@ualberta.ca jecorbet@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	The User Experience / User Interface Design Certificate will teach students the theory and practice of design thinking, providing foundational knowledge in both User Experience and User Interface Design and to how to approach problems from a user-centred perspective.	

Section B: Rationale, Implications and Impacts	
Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.	Background: The User Experience / User Interface Design Certificate is a suite of new courses for the Faculty of Extension that includes coursework in both User Experience (UX) and User Interface (UI) Design. It will be part of the burgeoning Digital Technology Portfolio in Communications & Design, in which the existing Social Media Certificate will be rehoused. Program Overview: The requirements for the User Experience / User Interface Design Certificate includes: ○ 5 required courses ○ 4 elective courses All courses owned by the User Experience Design Certificate will be 21 hours in length, for a total of 189 hrs. Rationale: Digital skills are paving the way of the future and these skills are in demand. According to the Information and Communication Technology Council of Canada

	(ICTC-CTIC), digital occupations stand out as in demand across Alberta. "These are occupations that will drive business development and expansion, and ultimately, are central to the success of many sectors. The need for these roles is substantial. The rapid pace of development in areas like artificial intelligence and data science, coupled with the increased adoption of technology across sectors indicates an accelerating demand for digital roles in Alberta – one that is forecasted to reach nearly 9,000 by 2023. With a job growth rate double that of the overall economy in the coming years, total employment in key digital roles is expected to surpass 77,000 by 2023." User Experience (UX) designers rank third of the ten most in-demand digital jobs in Alberta. User-centered design is an emergent field. An industry relevant program requires an understanding of both User Experience (UX) Design and User Interface (UI) Design, as these skill sets are two sides of the user-centred design coin. One explores what it means to be user-centred while the other examines how users interact within a space - whether physical or digital. It is through this lens that these two design practices have been blended into a singular certificate program. This is particularly relevant as most of the job postings in Alberta are listing both together as a requirement. The UX/UI design process is not modular and so core courses in the program have been designed to ladder into each other. Electives, however, are primarily stand-alone courses (some with prerequisites) to capture the interest of those looking to grow their work experience/develop new skills, business professionals that are looking to broaden their knowledge and experienced designers wanting to develop a specific skill set. Offering electives in this way may also encourage students who take these to ultimately enrol in the Certificate. What sets the proposed Digital Marketing Certificate apart are courses on BOTH Digital Accessibility and a work integrated learning (WIL) Capstone Project. This allows students to integrate previously learned theory, methods, concepts and tools and apply them to a real-world digital marketing project that considers different kinds of users. and confront a business problem with a digital solution. Mirroring industry practice, students will work in teams and operate within an agile project management framework. Electives in the UX/UI Certificate overlap with those in the existing Social Media Certificate and Full Stack Web Development Diploma. This means the focus can be on developing the core courses in the UX/UI Certificate. In terms of the program launch, the plan is to begin developing these as early as March, which will enable the Intro course to be offered in July. As courses like the WIL Capstone Project require students have taken all other cores, the development of courses will be phased in over several months. Subject Matter experts, who served on the Advisory Committee, are lined up to begin this work. A coordinated approach with the Faculty of Extensions Marketing Team means that the courses can be promoted in the spring for when the program launches in the Fall semester. Virtual classrooms are expanding the reach of established competitors. Now, more than ever, companies building geographically distributed business models to create high-performance teams so the idea of training in the city that you would like to work in is becoming less of a motivating factor in the decision-making process. By

	creating an asynchronous online UX/UI Certificate, we can help students gain the skills required to apply for these opportunities wherever they live. The demand for digital technology programs, designers with grounding in UX/UI, and the interest in distributed work environments has only been accelerated by the global pandemic. The success of the Faculty of Extension's own Social Media Certificate illustrates this growing demand. Since the updated Certificate was launched on July 1, 2020, enrollment in this program has increased 180%. The Faculty of Extension acknowledges that University of Alberta certificates, including non-credit certificates are recognized as valuable credentials within our communities. Our Faculty governance states that certificates are normally 120 instructional hours or greater, depending upon the learning needs and intended outcomes. (The range, including this certificate, will be 119 hours - 347 hours.) The addition of a relevant elective to this program provides the opportunity to shift the program towards the "certificate" level.
Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.	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: ● Community, professional association, and industry consultation: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett) ● Program development and design: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett); Extension Learning Engagement Office ● Program administration: C&D program team; Extension Student Services Office (ESSO) team ● Program development oversight: Laurenne Spratt, Director of Marketing & Strategic Insights ● Marketing support: Extension Marketing team
Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.	Faculty of Extension internal consultations: ● Communication and Design Programs ● Business Development Team ● Extension Student Services Office (ESSO) ● Extension Marketing Team University of Alberta service unit consultations ● Service unit processes will be consistent with those existing for all Faculty of Extension programs.
External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.	Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required. Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted. Community and external consultations: ● Digital Technology Advisory Committee

	o September 23, 2020

Appendices	
Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.	• Appendix A: Digital Technology Programs at the Faculty of Extension • Appendix B: UX/UI Certificate Program Overview • Appendix C: Digital Technology Advisory Committee Members • Appendix D: UX/UI Advisory Committee Members

REVIEW/APPROVAL:

Assistant Dean: November 30, 2020

GPPRC: December 17, 2020

Program Support Team: January 21, 2021

Extension Faculty Council: _____

Vice-Provost, Programs (if applicable): _____

GFC Programs Committee (if applicable): _____

APPENDIX A

Digital Technology Programs at the Faculty of Extension

Digital skills are paving the way of the future and these skills are in demand. In 2019 the Faculty offered a comprehensive digital pilot program in collaboration with RED Academy, an organization that due to COVID no longer exists. The experience gained through this initiative demonstrated the need for and viability of a suite of digital programming. With that experience we embarked on developing a suite of Digital Technology programs to meet the needs of current and future students

Initial plans include the introduction of a diploma in Full Stack Web Development, and certificates in both Digital Marketing and User Experience / User Interface Design for launch in the 2021-2022 academic year. These will complement and connect with the existing certificate in Social Media that was launched in Fall 2020. Aside from the Full Stack Web Development Diploma, these programs are low code or codeless, meaning they do not require knowledge of coding languages to be successful, meeting the growing needs of students and employers alike.

Consideration was given to how Digital Technology programs speak to each other and to other programs/courses offered at Extension. The result is an ecosystem where programs overlap with at least one other area of learning, through common cores and electives that apply between them. Furthermore, we have built in leadership courses that teach essential non-technical skills and deliberately provide crossover with certificates in our Leadership programs. Taking crossover courses allows students to stack certificates and encourages lifelong learning, while using courses that already exist within our catalog enables new programs to get to market more efficiently.

The proposed programs vary in complexity and range from just six courses to complete all the way up to twenty, enabling students to complete their program in as little as eight months to a minimum of two years of study. Shorter programs will have courses phased in over the next six to twelve months, while the diploma will see courses introduced over the span of eighteen months. This builds in time to grow a student body and develop courses. It also allows flexibility for our students – the program is built to accommodate both those who wish to fast-track their academic careers and those who require part-time study.

To ensure the success of these programs, we have consulted and collaborated with several units on Main Campus including the Technology Training Centre (TTC), Computing Science, and the Department of Art & Design. Individuals from these areas have served on Advisory Committees and are paving the way for creative partnerships and the development of new programs.

What sets the proposed Digital Technology portfolio apart is how equity, diversity and inclusion have been considered from the inception. It is our view that we cannot have programs that are truly “for the people" unless potential students can see themselves in these programs from committees to the classroom. From our initial conversations about what a Digital Technology portfolio might look like to the formation of our Advisory Committees, we have been deliberate in including a range of voices and experiences including: women in technology, newcomers and

immigrants to Canada. While some of these people fulfil the role of subject matter experts (SMEs), others represent communities underrepresented in both the Tech sector and in the Faculty of Extension. This has allowed for conversations about potential barriers for future students and made for strategic decisions about how we can overcome these.

The Faculty of Extension is truly the hub for adult continuing education at the University of Alberta, and we understand their unique needs. The Digital Technology portfolio takes these learners into consideration by offering opportunities to reskill or upskill and reducing barriers such as the need to be in a physical space by operating virtual, disbanded classrooms and removing entrance requirements. Academic excellence is based on individual merit (all courses are graded), not their past. Added to this is a dedicated capstone project in each certificate/diploma that consists of a work integrated learning (WIL) opportunity for students to apply their knowledge to real-world challenges, equipping them for the next stage of their careers.

APPENDIX B

Program Name: User Experience / User Interface Design Certificate

Proposed program description (web copy):

Overview
User-centered design is an emergent field that has seen rapid growth over the past few years. It requires skills in design thinking, research, and working with diverse teams and stakeholders. Central to this field are User Experience (UX) Design and User Interface (UI) Design.
The UX/UI Certificate will teach students the foundations of both UX and UI, how to approach problems from a user-centred perspective, and how to conduct research that will best guide the design process. A special capstone project integrates previous learning, applies theory and method, and stretches the student's generative and creative abilities.

Core courses must be taken in a pre-set order, starting with either UX Design Fundamentals or UI Design Fundamentals, as the information in each successive course builds on the previous course(s) taken. The Capstone Project is the final course in the entire program.

This program is delivered entirely online.

<u>UX Design - User Experience Design</u>
Everyday we have a myriad of interactions - both in the physical and digital world. Some of these interactions are amazing, while others bring high levels of frustration. The best of these occur when the exchange feels personalized and intuitive. What makes them so successful is thoughtful and skilled user-centered design thinking.

- UX design is all about the overall feel of the experience
- UX design is all about identifying and solving user problems
- UX deals with the purpose and functionality

<u>UI Design - User Interface Design</u>
A great UI Designer has the skills and knowledge to create designs that are true to brand while seamlessly blending interactivity and ease of navigation. Exceedingly, people expect flawless, high quality experiences and it is the caliber of the UI Design that can make or break this impact.

- UI design is all about how an interfaces looks and functions - the quality of the interaction that the end-user has with the product
- UI design is all about creating intuitive, aesthetically-pleasing, interactive interfaces
- UI design has an artistic component as it relates to the design and interface with the product
- UI considers accessibility and the different kinds of users who might interact with an experience, from kids to seniors and people with all kinds of different abilities

Audience:
This career-enhancing program provides key skills to students looking to up-skill or develop new skills in the design fields of User Experience (UX) and User Interface (UI). In particular, this program will be particularly relevant to those who are graphic designers, digital marketers, computer programmers, business and agency owners, entrepreneurs, technology startups, and managers/team leads who work with designers.

Regardless of if students are new to the field or have existing backgrounds in design, everyone will benefit from learning about current approaches and tools, as well as upcoming trends, directly from industry leaders.

Program Hours: 189
Grading: Graded (Alpha)
Course Format: Online
Admission Requirements: none

Program At A Glance
• 5 core courses + 4 electives
• May be completed between 1 to 2 years of part-time study

Core Courses:

EXSM 3920 - Fundamentals of UX Design

Discover what it means to use a user-centred design process and learn the fundamentals of UX (user experience) design including the principles of design thinking, user-centred design and information architecture in this course. Gain an understanding of the importance of user research, usability testing and assessment, and the basics of contextual inquiry. By the end of the course, you will be able to describe and apply current best practices and conventions in UX design and make use of the fundamental principles of UX design.

Prerequisites: None
Corequisite: Fundamentals of UI Design

Learning Outcomes:

- Develop competency in the user-centred design process, users need analysis, competitive analysis, heuristic evaluation, business goals and stakeholder requirements identification.
- Interaction and communication design, multiscreen design and contextual inquiry
- Waterfall and Agile methodologies and working with Agile teams
- Usability testing and assessment basics
- Learn to develop the mental models, use cases, and sitemaps
- Storyboarding, wireframing and prototyping (paper and rapid)
- Evaluate Information architecture, content quality and discoverability through user research
- Learn how UI and UX both contribute to solving human problems

EXSM 3921 - Fundamentals of UI Design

The user interface (UI) is the point where your users interact with your website/app. In this course, you'll learn the fundamentals of UI design. You will learn the UI design process including storytelling, sketching, and prototyping, and how the user experiences these on the front end. Understand how data visualization, and web design, impacts branding, visual identity, and accessibility. By the end of this course, you'll be able to articulate the design process and how this influences the user experience.

Prerequisites: None
Corequisite: Fundamentals of UX Design

Course Outcomes:

- Learn to create and test prototypes to improve your design
- Selecting basic colour palettes, fonts and royalty-free images
- Learn to craft UI elements like scale, emphasis, organization, motion, and colour
- Learn to design using mobile-first principles and exploring best practices for solving design problems

- Create user interfaces that are not only functional but visually appealing and accessibility compliant
- Knowledge of accessibility principles like colour contrast and font size and visual content organization
- Fundamentals of web page anatomy like bread crumbs, F scanning patterns and error states
- Learning Sketching, prototyping and wireframing
- Developing skills to create a basic style guide and pattern library
- Exploring different areas (apps) to create an effective portfolio of UI design work
- Learn to communicate the details of your design to the developers who will be building it

EXSM 3922 - Visual Design for UI

Visual design is a field that has emerged by blending the principles of both user interface design and graphic design. Learn how to use key design principles such as imagery, colour, typography, and form to enhance usability and improve user experience. You will learn to analyze and construct graphic/visual design using conceptual and technical approaches appropriate to client and target audience. Apply this knowledge to a hands-on project that integrates UI and the principles of graphic design.

Prerequisite: Fundamentals of UI Design
Corequisite: User Research Fundamentals

Course Outcomes:
- Define design principles, terminology and concepts
- Develop an understanding of imagery and typography to elicit user mood and explore the relationships between legibility, typography, and page layout.
- Demonstrate and apply knowledge of the design process and key principles of design
- Acquire skills in how to size and frame images
- Apply an understanding of the importance composition plays in visual communication
- Apply knowledge of colour theory to branding
- Apply methods for giving constructive feedback in design-related projects
- Design a logo and branding systems
- Design infographics, posters and web design
- Learn about colour theory in digital media and web accessibility standards to create a colour palette
- Develop mood boards, modular and web grids

EXSM 3923 - User Research Fundamentals

Understanding your user is key to building a successful experience. Learn how human-centred design can guide quantitative and qualitative methods, and generate "the right" research questions and methods for your client. This course will include practical experience in

brainstorming, planning and conducting user-centred research, as well as creating user personas and infinity diagrams. It will also touch upon legal and ethical concerns.

Prerequisite: Fundamentals of UI Design, Fundamentals of UX Design
Corequisite : Visual Design for UI

Course Outcomes:
- Learn to develop, conduct, analyze and report findings from a user research study
- Learn best practices for developing a research plan
- Synthesize, create and plan surveys, interviews and questionnaires both online and in-person using a variety of communication mediums.
- Create user personas, contextual inquiry and infinity diagrams.
- Conduct your own heuristic analysis to understand potential usability problems if testing cannot be done
- Understanding the advantages and disadvantages of different user research methods
- Analyze research data, report results, and make recommendations
- Learn different testing techniques to validate the design process.

EXSM 3924 – User Experience / User Interface Capstone Project

The capstone project integrates previous learning, applies theory and method, and stretches the student's generative and creative abilities. This course requires the student to research, plan, execute, present and review a real-world project. Mirroring industry practice, students will work in teams and operate within an agile project management framework and evaluate the features of this approach.

Prerequisite: successful completion of all other 5 cores.

Course Outcomes:
- Use diagrams to visually communicate with end-users and other team members
- Create low- to high-fidelity prototypes and iterate based on user research findings.
- Create Affinity diagrams, task analysis and user flows
- Apply the design process
- Create customer specific journey maps and experience maps
- Evaluate organization level Information Architecture and content quality and discoverability through user research
- Apply functional and visual fidelity
- Perform Usability testing
- Perform Feasibility analysis

Elective Courses:

EXSM 3925 - Generative User Experience Research

Understanding your user is key to building a successful experience. Learn how human-centred design can generate user insights using quantitative and qualitative methods such as surveys, interviews and in-context observations. This course will also teach students how to summarize their research using Experience Mapping, Journey Mapping, Personas and Service Design Blueprint. This course will also touch upon legal and ethical concerns.

Prerequisite: None

Course Outcomes:

- Develop skills to synthesize, create and plan brainstorming sessions, surveys, interviews and data collection techniques.
- Understanding of how to write and conduct diary studies to understand your audience
- Articulate when to and how to use which research method, how to select and screen participants, get informed consent, and speak to participants without bias.
- Know how to create a research guide of questions and tasks, beta test a study
- Undertake best practices around storing personal information
- Analyze research data, report results, and make recommendations
- Make budgetary decisions, such as how to reduce the cost of methods without compromising quality
- Study theoretical components of applied research and explore industry best practices for developing a research plan.

EXSM 3926 - Evaluative User Experience Research

Students will evaluate a set of quantitative and qualitative research methods to gain insights into how we can design things better. This course will teach students how to evaluate their user research using feedback to develop effective UX design strategies. You'll learn the most widely used technique by UX Researchers, usability testing. Additionally, this course will cover the fundamentals of organizing information with card-sorting and tree testing and basic statistical analysis through A/B testing. Learn about key tools in evaluative research such as prototyping, MVP, moderated and unmoderated user testing, and AB/Testing.

Prerequisite: None

Course Outcomes:

- Conduct your own heuristic analysis to understand potential usability problems if testing cannot be done
- Understanding the advantages and disadvantages of different user research methods
- Articulate when to and how to use which research method, how to select and screen participants, get informed consent, and speak to participants without bias.
- Understanding of the difference between Moderated, Unmoderated and A/B testing and

when to use each approach
- Understanding how to translate business goals into research objectives
- Perform Card Sorting and Tree Testing studies to match information systems to users' mental models
- Learn how to iterate based on feedback generated during the evaluative process
- Learn how to present data to different audiences so that your research has an impact

EXSM 3927 - Content Design

How to create content that is user friendly, optimized for mobile and speaks to customers in a tone that represents the business. In this course students will learn how to craft user friendly text for digital products that aligns with user needs and organization's goals. Students will explore the role of case studies and will develop skills to write better case studies.

Prerequisites: None

Course Outcomes:

- Learn to craft user friendly and intuitive text for the interface of digital products
- Learn to align the user's needs and the company's goals using industry best practices.
- Storytelling in product development
- Learn to create a cohesive content experience to elevate every user touchpoint within the product.
- Understand the role of case studies and develop skills to write a readable case study
- Learn best practices for content strategy and learn to plan and manage better content.

EXSM 3928 - Code for Designers

This course provides an introduction to web design principles and client-side scripting. This course will introduce students to HTML5 and CSS and the fundamentals of web development and design. The course provides a foundation on web page construction, wireframing, prototyping and development. By the end, students will understand the anatomy of a web page and know how to work with developers/communicate with developers. Students will have an opportunity to design and develop a personal website.

Prerequisite: none.

Course Outcomes:
- Learn to effectively communicate with developers in a development environment.
- Understand HTML5 document structure and learn to integrate cascading stylesheets (CSS)
- Apply principles of web design usability and accessibility in design and development phases.
- Develop web page wireframes and prototype.

- Articulate the limitations of scripting and the importance of mobile responsive design
- Understand website optimization and performance traits
- Understand web hosting process
- Understand deployment and version control with Github

EXSM 3929 - Digital Accessibility

Digital accessibility refers to the practice of building digital content and applications that can be used by a wide range of people, including children and individuals who have visual, motor, auditory, speech, or cognitive disabilities. This course will teach students how to incorporate accessibility into the design process. Students will explore the principles of universal design in the light of the multimedia accessibility to improve the experience of websites, apps and forms for people with disabilities. They will develop their own design guidelines to make online content more accessible.

Prerequisites: HTML Fundamentals OR Code for Designers

Course Outcomes:
- Understand what accessibility means.
- Apply Universal Design principles - multiple ways of engagement, representation and expressions.
- Understand how design (content, text, videos, images, color) impacts mobility, cognitive, vision and auditory issues
- Understand and explore cognitive, psychomotor and affective preferences in a design perspective (Inspiration from Bloom's taxonomy)
- Understand the perception and monitoring concepts in design
- Explore and apply key design techniques for exploratory vs. explanatory visualization
- Develop human-centered design
- Identify the text and color usage cognitive bias
- Outline roles and semantic HTML5 as well as ARIA attributes as they relate to accessibility
- Implement web browser/screen reader compatibility

EXSM 3930 - Agile Principles and Practices

In this course students will learn values, principles, practices, and benefits of Agile development and management framework to effectively respond to change, work collaboratively with customers and increase productivity. They will learn the principles of Agile management and ways to apply them in design and development. They will explore a variety of Agile methodologies like scrum, which emphasizes adaptive teamwork to solve complex problems; lean development, which focuses on waste reduction; and kanban, which concentrates on reduced lead times and the amount of work in process. Through practical exercises they will discover how to apply the framework to successfully implement change, improve customer engagement, create faster and predictable products and reduce risk.

Prerequisites: none

Course Outcomes:
- Define and differentiate Agile and Waterfall frameworks.
- Understand Scrum and Lean methodologies and illustrate the characteristics of each methodology and assess the strengths and weaknesses of alternative methodologies.
- Learn similarities and differences between different methodologies and their use through application on a variety of scenarios.
- Learn values, principles, practices, and benefits of Agile development.
- Identify the different characteristics of Agile methodology
- Learn how Agile works and understand where Agile does not work
- Apply learning on exercises, interpret findings and draw appropriate conclusions.

EXSM 3931 - Web Development Foundations
(Core in the Full Stack Web Development Certificate)

Learn about and practice how to navigate and use your computer effectively and explore some software common to developers in this low-code course that introduces the basics of web development. Students will be introduced to basic web-hosting options, tools, and topics, and learn how to launch a website. The basics of quality assurance, and why it is so integral to the success of software projects will also be covered.

Prerequisites: none

Course Outcomes:
- Become familiar with the Filesystem and know how to navigate your computer from Terminal
- Be able to create and edit files using Visual Studio Code
- Understand how to using Git and incorporate GitHub
- Implement planning and time time tracking into your work
- Understand the basics of a domain
- Know how to select and use different web-hosting platforms
- Articulate the difference between Black Box vs. White Box Testing

EXSM 3932 - HTML5 Fundamentals
(Core in the Full Stack Web Development Certificate)

This course introduces students to the fundamentals of HTML5 (HyperText Markup Language, version 5), the foundational markup language used for structuring and presenting content online. The basics of building a webpage using HTML, as well as updated best-practices with the recent and evolving HTML5 specification will be covered.

Prerequisites: none

Outcomes:

- Understand HTML5 document structure and the anatomy of a Webpage, including: elements/tags, and page structure
- Articulate what attributes are and how the function
- Define IDs vs. Classes
- Apply principles of web design usability and accessibility in design and development phases.
- Articulate the limitations of scripting and the importance of mobile responsive design
- Understand website optimization and performance traits

EXSM3995 - Intellectual Property & Copyright
(Elective in the Social Media Certificate)

For anyone who participates in the online environment, it is important to know the etiquette, ethics, and various legal and policy issues that affect how we use social media. Among the topics that will be discussed in this co Explore the etiquette, ethics, and various legal and policy issues that affect how we use social media. Discuss topics like copyright, privacy, intellectual property, fair dealing, creative commons, and the public domain. Learn how these issues play out differently nationally and internationally, as well as the implications of those differences for social media use.

Prerequisites: none

Course Outcomes:

- Develop a working knowledge of ethical and legal issues in the context of social media
- communication.
- Understand the term user-generated content and how it applies to both managing and using content online.
- Examine and critically think about current rules (legal or societal) and common assumptions of copyright.
- Understand the basics of privacy protection as they relate to social media.
- Analyze where and how to acquire, use, and repurpose multimedia content in ways that follow etiquette, ethical, and legal standards.

EXLDR 5622 - Leading Teams
(Core in the Advanced Leadership Certificate)

Leading people and teams acknowledges the vital role of others in the leadership relationship. Topics may include: performance management; introductory coaching and mentoring; developing talent; and building trust and resiliency. The overall goal for this course is to give students an understanding of the leadership and management skill sets required for leading prosperous teams.

Prerequisites: none

Course outcomes:

- Recognize what makes a team and understand the different types of teams and individual
- roles within
- Demonstrate an understanding of team development and what are team norms
- Assess on an ongoing basis your own development and leadership practice
- Demonstrate a range of effective skills for successfully building, facilitating and leading
- teams
- Recognize and begin to apply principles and approaches that promote ongoing trust and
- respect with all team members
- Understand the principles of team decision-making
- Demonstrate skills to create an effective team

EXBA 5689 - Analyzing Processes, Information and People
(Core course in the Business Analysis Certificate)

This course will explore various analysis and modelling techniques to better understand the requirements associated with people, processes, and information elements in a business context. Basic business modelling tools such as organization models, workflow models and swim-lane diagrams are used to explore solution requirements. UML models (use cases, state and sequence diagrams) extend the solution requirements and establish the context for solution design. Principles of data and data analysis are introduced. Various methodologies are used to set a framework for analysis.

Prerequisites: none

Course Outcomes:

- Explain the foundational elements associated with analyzing requirements
- Select and apply appropriate techniques to analyze people, processes and information
- effectively
- Identify and apply common standards and methodologies
- Document a business process, using swim-lane notation
- Distinguish between types of technical models
- Describe the characteristics of good data
- Tailor analysis and models so that they convey meaning effectively

APPENDIX C

Digital Technology Advisory Committee Members

Chair:
Megan Bertagnolli, Program Development Lead, Communications & Design, Faculty of Extension

Program staff members(s):
Jill Corbett, Business Development Manager, Faculty of Extension
Rebecca Anderson, Program Advisor, Communications & Design, Faculty of Extension
Michael Splinter, Assistant Dean, Finance & Operations, Faculty of Extension

Industry or professional representative(s):
Laurenne Spratt, Director of Marketing & Strategic Insights, Faculty of Extension
Dana DiTomasso, President & Partner, Kick Point Inc.
Scott Cunningham, Founder & Managing Director, Social Lite Communications
Ameet Khabra, Founder, Hop Skip Media
Haidee Kongpreecha, Learning Experience Designer, SwissVBS
Sam Jenkins, Founding & Managing Partner, Punchcard Systems
Austin Watt, Senior Manager, Technical Training, EPCOR
Jonathan Sanderson, Web Development Instructor, RED Academy; Freelance Web Developer
Najia Aftab, Learning Facilitator, RED Academy; Freelance Instructional Designer
Alena Valova, UX/UI Instructor, RED Academy; Freelance Graphic Designer

APPENDIX D

UX/UI Advisory Committee Members

Chair:
Megan Bertagnolli, Program Development Lead, Communications & Design, Faculty of Extension

Program staff members(s):
Jill Corbett, Business Development Manager, Faculty of Extension
Rebecca Anderson, Program Advisor, Communications & Design, Faculty of Extension
Michael Splinter, Assistant Dean, Finance & Operations, Faculty of Extension

Industry or professional representative(s):
Cindy Couldwell, Technician, Visual Communication Design, Department of Art and Design, Faculty of Arts, University of Alberta
Sam Jenkins, Founding & Managing Partner, Punchcard Systems
Billal Sarwar, Senior UX Researcher, Postman
Jonathan Sanderson, Web Development Instructor, RED Academy; Freelance Web Developer
Najia Aftab, Learning Facilitator, RED Academy; Freelance Instructional Designer
Alena Valova, UX/UI Instructor, RED Academy; Freelance Graphic Designer

FINAL Item No. 10

Governance Executive Summary
Action Item

Agenda Title	**Full Stack Web Development Diploma Program Proposal**

Motion

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the Full Stack Web Development Diploma Program Proposal as submitted by the Faculty of Extension and as set forth in Attachment 1.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	The Faculty of Extension
Presenter(s)	Maria Mayan, Interim Dean, Faculty of Extension Megan Bertagnolli, Program Development Lead, Faculty of Extension

Details

Office of Administrative Responsibility	The Faculty of Extension, Communications & Design
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because The Faculty of Extension is proposing a new Full Stack Web Development Diploma as part of its Continuing Professional Education (CPE) offerings.
Executive Summary (*outline the specific item – and remember your audience*)	The Faculty of Extension is developing a Digital Technology portfolio as part of its Continuing Professional Education (CPE) offerings. Full Stack Web Development ranks fourth of the ten most in-demand digital jobs in Alberta. A version of the proposed Full Stack Web Development Diploma ran for 3 years in partnership between the Provincial Government and the Technology Training Centre. During the run of this partnership, an astonishing 700 people applied to be part of just three cohorts of students. Those who were successfully admitted completed the program with a 96% success rate (67 out of 70 students). Unfortunately, the funding for this project came to an end; however, demand for the content still exists as does interest for a recognized Diploma. As such, This Diploma has been developed in close collaboration with the TTC, in particular Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), and Warren Uhrich, TECHCareers Lead Instructor. The requirements for the Full Stack Web Development Diploma are: ○ 8 core courses, total 236hrs ○ 8 required courses, total 240hrs ○ a minimum of 80hrs of electives Courses vary in length, but combine to a minimum total of 516hrs. As there is overlap between the proposed Web Development Diploma and the User Experience / User Interface Design Certificate, electives for the former will be drawn from the latter (and vice versa), allowing

	students to get credit for these requirements that cross both programs, potentially earning two credentials.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Communications & Design, The Technology Training Cetnre (TTC), Extension Student Services Office and Marketing teams (Faculty of Extension), ongoing *Those who have been **consulted**:* • Digital Technology Advisory Committee, September 23, 2020 • Digital Marketing Advisory Committee, November 9, 2020 • Extension Student Services Office, November 2020. *Those who have been **informed**:* • Faculty of Extension GPPRC, Dec. 17, 2020
Approval Route (Governance) (including meeting dates)	Faculty of Extension, GPPRC, December 17, 2020 Program Support Team, January 21, 2021 Extension Faculty Council, February 18, 2021 GFC Programs Committee - March 18, 2021

Strategic Alignment

Alignment with *For the Public Good*	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.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. 2. PSLA: The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). 3. GFC Programs Committee Terms of Reference 4. Non-Credit / Microcredential Framework - The Framework was approved by General Faculties Council (GFC) on May 25, 2020	

Item No. 10

Attachments (each to be numbered 1 - <>)

1. Full Stack Web Development Diploma (page(s) 1-22)

Prepared by: Megan Bertagnolli, Program Development Lead, Faculty of Extension, megan.bertagnolli@ualberta.ca

UNIVERSITY OF ALBERTA

Item 3-1

Program Approval Template
Non-Credit Certificates

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics		
Certificate Name	Full Stack Web Development Diploma	
Sponsoring Faculty/ Academic Unit	Faculty of Extension, Communication & Design	
Contact information	Name and Title	Megan Bertagnolli, Program Development Lead (Communications & Design) Jill Corbett (Business Development Manager)
	Phone	780-492-2408 (Megan Bertagnolli) N/A (Jill Corbett) - Jill began her tenure at the Faculty of Extension after the advent of COVID-19, and has not yet been assigned a phone number.
	Email	megan.bertagnolli@ualberta.ca jecorbet@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	The Full Stack Web Development Diploma will teach students both the front and back end of website development. This program consists of one set of front end core courses and two different streams of back end coding, one within C# the other in Python. This program is being offered in partnership between the Faculty of Extension and the Technology Training Centre (TTC).	

Section B: Rationale, Implications and Impacts	
Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.	**Background:** A version of the proposed Full Stack Web Development Diploma ran for 3 years as Accelerated Web Application Developer program - funded by Manpower and Provincial Government, and offered by the TTC. This was an intensive program where students would complete 13 weeks of full-time coursework. During the run of this partnership, an astonishing 700 people applied to be part of just three cohorts of students. Those who were successfully admitted completed the program with a 96% success rate (67 out of 70 students). Unfortunately, the funding for this project came to an end; however, demand for the content still exists as does interest for a recognized Diploma. As such, the TTC has rigorously developed and polished the content for modularized delivery and the Faculty of Extension has mapped course delivery for the continuing education market. **Program Overview:** The requirements for the Full Stack Web Development Diploma includes: ○ 8 core courses, total 236hrs ○ 8 required courses, total 240hrs ○ a minimum of 80hrs of electives

	Courses are a variety of lengths, but combine to a minimum total of 516hrs. **Rationale:** Digital skills are paving the way of the future and these skills are in demand. According to the Information and Communication Technology Council of Canada (ICTC-CTIC), digital occupations stand out as in demand across Alberta. “These are occupations that will drive business development and expansion, and ultimately, are central to the success of many sectors. The need for these roles is substantial. The rapid pace of development in areas like artificial intelligence and data science, coupled with the increased adoption of technology across sectors indicates an accelerating demand for digital roles in Alberta – one that is forecasted to reach nearly 9,000 by 2023. With a job growth rate double that of the overall economy in the coming years, total employment in key digital roles is expected to surpass 77,000 by 2023.” Full Stack Web Development ranks fourth of the ten most in-demand digital jobs in Alberta, while back end development ranks 5th and front end development ranks 7th, with growth in these areas projected at 46%, 30% and 26% respectively. Why offer full stack web development (front and back end of website development) instead of one or the other? Even if an individual decides to only pursue a career in a specific part of the application development process, students are at a great disadvantage if they do not possess understanding of both aspects of web development. It will enable them to work better with a team, and teach them to become flexible and adaptable to a range of working scenarios. Virtual/distributed classrooms expanding also the reach of established competitors. Now, more than ever, companies building geographically distributed business models to create high-performance teams so the idea of training in the city that you would like to work in is becoming less of a motivating factor in the decision making process. By creating an online Web Development Diploma, we can help students gain the skills required to apply for these opportunities wherever they live. The value-add that we possess and that is often unmatched by inexpensive pre-recorded alternatives, is the TTC’s live-instruction presented by knowledgeable industry professionals and their "Homework Help" offering built into each course. This unique set up provides students with the opportunity to work through practical solutions in real-time. The success of our Social Media Certificate launched on July 1st, 2020s (an update of the previous Social Media Citation which had been around since 2012) illustrates this growing demand for online learning options. Since the Certificate launch, enrollment in this program has increased 170%. As these programs are related, the boom in the Social Media Certificate provides further confidence to create and launch a related Diploma in Web Development. As there is some overlap in content between the proposed Full Stack Web Development Diploma and the User Experience / User Interface Design Certificate, electives for the former will be drawn from the latter (and vice versa), allowing students to get credit for these requirements that cross both programs. This will enable students to take courses for both programs simultaneously, thereby making it

	possible to complete both programs quickly and fast tracking their path into the job market.
Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.	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: ● Community, professional association, and industry consultation: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett) ● Program development and design: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett); Extension Learning Engagement Office ● Program administration: C&D program team; Extension Student Services Office (ESSO) team ● Program development oversight: Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta & Warren Uhrich, TECHCareers Lead Instructor, University of Alberta ● Marketing support: Extension Marketing team & TTC
Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.	Faculty of Extension internal consultations: ● Communication and Design Programs ● Business Development Team ● Extension Student Services Office (ESSO) ● Extension Marketing Team University of Alberta service unit consultations ● Service unit processes will be consistent with those existing for all Faculty of Extension programs.
External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.	Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required. Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted. Community and external consultations: ● Digital Technology Advisory Committee o September 23, 2020 ● Consultation with the TTC (Technology Training Centre) o Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta o Warren Uhrich, TECHCareers Lead Instructor, University of Alberta

Appendices

Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.	• Appendix A: Digital Technology Programs at the Faculty of Extension • Appendix B: Full Stack Web Development Program Overview • Appendix C: Digital Marketing Advisory Committee Members • Appendix D: TTC Representatives

REVIEW/APPROVAL:

Assistant Dean: November 30, 2020

GPPRC: December 17, 2020

Program Support Team: January 21, 2021

Extension Faculty Council: February 18, 2021

Vice-Provost, Programs (if applicable): _____

GFC Programs Committee (if applicable): _____

APPENDIX A

Digital Technology Programs at the Faculty of Extension

Digital skills are paving the way of the future and these skills are in demand. In 2019 the Faculty offered a comprehensive digital pilot program in collaboration with RED Academy, an organization that due to COVID no longer exists. The experience gained through this initiative demonstrated the need for and viability of a suite of digital programming. With that experience we embarked on developing a suite of Digital Technology programs to meet the needs of current and future students

Initial plans include the introduction of a diploma in Full Stack Web Development, and certificates in both Digital Marketing and User Experience / User Interface Design for launch in the 2021-2022 academic year. These will complement and connect with the existing certificate in Social Media that was launched in Fall 2020. Aside from the Full Stack Web Development Diploma, these programs are low code or codeless, meaning they do not require knowledge of coding languages to be successful, meeting the growing needs of students and employers alike.

Consideration was given to how Digital Technology programs speak to each other and to other programs/courses offered at Extension. The result is an ecosystem where programs overlap with at least one other area of learning, through common cores and electives that apply between them. Furthermore, we have built in leadership courses that teach essential non-technical skills and deliberately provide crossover with certificates in our Leadership programs. Taking crossover courses allows students to stack certificates and encourages lifelong learning, while using courses that already exist within our catalog enables new programs to get to market more efficiently.

The proposed programs vary in complexity and range from just six courses to complete all the way up to twenty, enabling students to complete their program in as little as eight months to a minimum of two years of study. Shorter programs will have courses phased in over the next six to twelve months, while the diploma will see courses introduced over the span of eighteen months. This builds in time to grow a student body and develop courses. It also allows flexibility for our students – the program is built to accommodate both those who wish to fast-track their academic careers and those who require part-time study.

To ensure the success of these programs, we have consulted and collaborated with several units on Main Campus including the Technology Training Centre (TTC), Computing Science, and the Department of Art & Design. Individuals from these areas have served on Advisory Committees and are paving the way for creative partnerships and the development of new programs.

What sets the proposed Digital Technology portfolio apart is how equity, diversity and inclusion have been considered from the inception. It is our view that we cannot have programs that are truly “for the people" unless potential students can see themselves in these programs from committees to the classroom. From our initial conversations about what a Digital Technology portfolio might look like to the formation of our Advisory Committees, we have been deliberate in including a range of voices and experiences including: women in technology, newcomers and

immigrants to Canada. While some of these people fulfil the role of subject matter experts (SMEs), others represent communities underrepresented in both the Tech sector and in the Faculty of Extension. This has allowed for conversations about potential barriers for future students and made for strategic decisions about how we can overcome these.

The Faculty of Extension is truly the hub for adult continuing education at the University of Alberta, and we understand their unique needs. The Digital Technology portfolio takes these learners into consideration by offering opportunities to reskill or upskill and reducing barriers such as the need to be in a physical space by operating virtual, disbanded classrooms and removing entrance requirements. Academic excellence is based on individual merit (all courses are graded), not their past. Added to this is a dedicated capstone project in each certificate/diploma that consists of a work integrated learning (WIL) opportunity for students to apply their knowledge to real-world challenges, equipping them for the next stage of their careers.

APPENDIX B

Program Name: Full Stack Web Development Diploma

Proposed program description (web copy):

O**verview**
The Full Stack Web Development Diploma will teach students both the front and back end of website development. This program consists of one set of front end core courses, the option between two different streams of back end coding, one within C# the other in Python, and a complimentary set of electives. Offered in partnership between the Faculty of Extension and the Technology Training Centre (TTC), this is a robust and well developed program.

This program is delivered entirely online, and the value-add that we bring (and that is often unmatched by inexpensive pre-recorded alternatives) is the TTC's live-instruction presented by knowledgeable industry professionals and their "Homework Help" offering built into each course. This unique set up provides students with the opportunity to work through practical solutions in real-time with practicing professionals.

Some electives overlap with User Experience Design Certificate, and students are able to get credit for requirements that cross both programs. This will enable students to take courses for both programs simultaneously, thereby making it possible to complete both programs quickly.

Digital skills are paving the way of the future and these skills are in demand with Full-stack Web Development ranking fourth out of the ten most in-demand digital jobs in Alberta, while back end development ranks 5th and front end development ranks 7th, with annual growth in these areas projected at 46%, 30% and 26% respectively (ICTC-CTIC, 2019).

Audience:
This career-enhancing program provides key skills to students looking to get into the field of Web Development, stay relevant in a current position, change careers, up-skill or develop new skills in the field of web development and design.

This program will be particularly relevant to those wanting to learn programming, build software, create websites, as well as computer programmers, business and agency owners, entrepreneurs, technology startups, and managers/team leads who work with developers.

Regardless of if students are new to the field or have existing backgrounds in web development, everyone will benefit from learning about current approaches and tools, as well as upcoming trends, directly from industry leaders.

Program Hours: Minimum total of 516hr
Grading: Graded (Alpha)

Course Format: Online
Admission Requirements: none

Program At A Glance

- 8 core courses + 8 required courses + minimum 80hrs of electives
- This program consists of two different “streams” of required courses: C# OR Python. Students can take whichever stream they choose, but must complete all 8 courses in either to graduate with the Diploma. Courses from another stream may be taken as electives.
- May be completed between 2-3 years of part-time study

Core Courses:

EXSM 3931 - Web Development Foundations
Learn about and practice how to navigate and use your computer effectively and explore some software common to developers in this low-code course that introduces the basics of web development. Students will be introduced to basic web-hosting options, tools, and topics, and learn how to launch a website. The basics of quality assurance, and why it is so integral to the success of software projects will also be covered.

Prerequisites: none
Hours: 32

EXSM 3932 - HTML5 Fundamentals
This course introduces students to the fundamentals of HTML5 (HyperText Markup Language, version 5), the foundational markup language used for structuring and presenting content online. The basics of building a webpage using HTML, as well as updated best-practices with the recent and evolving HTML5 specification will be covered.

Prerequisites: none
Hours: 24

EXSM 3933 - Design for Developers
Strong visual design is key for success in the online world. In this course you will learn how to use key design principles such as layout, colour theory, typography, images, and form to enhance usability and improve user experience. Common industry tools and considerations will be explored to build competence in basic design concepts and meet common needs in a developer workflow. The importance of collaboration and the differences between designers and developers will be covered.

Prerequisites: none
Hours: 28

EXSM 3934 - CSS3 Fundamentals
CSS3 is the latest evolution of the Cascading Style Sheets language that enables the presentation of content online. In this course, students will be introduced to the CSS3 language, and how it can be leveraged to style a web page and format content into a desirable layout. Content and practices covered in this course include planning and wireframing, CARP considerations, query selectors, and Flexbox among others.

Prerequisites: HTML5 Fundamentals
Hours: 20

EXSM 3935 - JavaScript Fundamentals
JavaScript is a coding language that allows you to implement complex features on web pages from timely content updates, interactive maps, to animated graphics and more. It is the third layer of standard web technologies, which include HTML and CSS. Here, students will be

introduced to JavaScript by exploring the fundamentals of the language, and learn to apply these concepts via interactive webpages to create visually interesting websites.

Prerequisites: HTML5 Fundamentals, CSS3 Fundamentals
Hours: 36

EXSM 3936 - JavaScript Level II
JavaScript II takes students beyond the basics and builds upon the skills gained in JavaScript Fundamentals. In this course, students will learn about string, number and array manipulation, API / Fetch, ES6 Classes and Functions and how to use Libraries to create engaging websites.

Prerequisites: HTML5 Fundamentals, CSS3 Fundamentals, JavaScript Fundamentals
Hours: 36

EXSM 3937 - SQL Fundamentals
SQL stands for Structured Query Language and is used to communicate with a database. Knowing how to use SQL is essential for storing data in software projects and websites small and large. In this course, students will explore databases through MariaDB (MySQL) and Structured Query Language (SQL.). Other topics such as database relationships, Normalization, transactions and sub queries will be covered.

Prerequisites: none
Hours: 32

EXSM 3938 - Web Development Capstone Project
The Web Development capstone project allows students to integrate previously learned theory, methods, concepts and tools and apply them to a real-world web development project. This course requires students to confront a development problem and implement a practical solution. Students will research, plan, execute, present and review both the front and back end of a web page as part of this course.

Prerequisites: successful completion of all other 7 cores and one entire stream of required courses (C# or Python).

Required Courses, C# Stream:

EXSM 3939 - React Fundamentals

React is an efficient and flexible JavaScript library for building user interfaces. Students will build on their existing knowledge of JavaScript with the addition of this popular front-end library from the Facebook team. You will cover React's core concepts by building applications in this course. Topics include: Props, Lifecycle Hooks, thinking in Components among others.

Prerequisites: JavaScript Fundamentals
Hours: 26

EXSM 3940 - React with Redux

In this course, students will build on their existing knowledge of React with an introduction to the idea of "global state" in a React application via the Redux JavaScript library.

Prerequisites: React Fundamentals
Hours: 14

EXSM 3941 - C# Fundamentals

C# (c-sharp) is a general-purpose back-end programming language that can be used to perform a wide range of tasks and objectives. Students will learn programming fundamentals, and the basics of developing and compiling software written in the C# language. Topics include: Pseudo-Coding and Planning, Debugging, Loops, User Input and Output, as well as Unit Testing.

Prerequisites: JavaScript Fundamentals
Hours: 40

EXSM 3942 - C# Level II

Building upon the fundamentals, this course introduces students to intermediate C# concepts. Learn and practice the fundamental OOP (Object-Oriented Programming) features C# offers as a language. Topics include: Namespaces, Classes,Property Get / Set Accessors, Access Modifiers, Events, Instantiating Classes (Objects),Static Classes and Inheritance / Overriding.

Prerequisites: C# Fundamentals
Hours: 40

EXSM 3943 - C# Level III

In this third and final C# course, students are exposed to advanced programming concepts. Understand CRUD (Create, Read, Update, and Delete) actions with files and databases and develop skills in Language-Integrated Query (LINQ) and Read / Write Files (System.IO.File).

Prerequisites: C# Level II
Hours: 40

EXSM 3944 - .NET Core MVC
.NET is a framework that provides programming guidelines used to develop a wide range of applications from web to mobile. The .NET framework speaks to C#. This course teaches students to extend your knowledge of C# and Microsoft's .NET Core SDK. You'll learn how to make web applications using C# and .NET Core MVC with an SQL database. Topics include: setting up a project, configuring database connections, models and EF, views and CRUD.

Prerequisites: C# Level III and SQL Fundamentals
Hours: 44

EXSM 3945 - .NET Core Web API
Building on your knowledge of C# and .NET Core MVC, web applications will be explored through developing a web API capable of receiving requests and sending responses using .NET Core Web API. Topics include: purpose of API, Postman and advanced CRUD.

Prerequisites: .NET Core MVC
Hours: 16

EXSM 3946 - .NET Core Web API with React
The final course in the C# stream, this class combines knowledge of .NET Core Web API and React to develop interactive full-stack web applications. Topics include: React + Axios, Building .NET Core API CRUD and using React with your API.

Prerequisites: .NET Core MVC
Hours: 20

Required Courses, Python Stream:

EXSM 3947 - React Fundamentals

React is an efficient and flexible JavaScript library for building user interfaces. Students will build on their existing knowledge of JavaScript with the addition of this popular front-end library from the Facebook team. You will cover React's core concepts by building applications in this course. Topics include: Props, Lifecycle Hooks, thinking in Components among others.

Prerequisites: JavaScript Fundamentals
Hours: 26

EXSM 3948 - React with Redux

In this course, students will build on their existing knowledge of React with an introduction to the idea of "global state" in a React application via the Redux JavaScript library.

Prerequisites: React Fundamentals
Hours: 14

EXSM 3949 - Python Fundamentals

Python is an interpreted, high-level and general-purpose programming language that can automate specific series of tasks, making it more efficient. It is often used in software applications, pages within a web browser, and the shells of operating systems. In this course students will learn programming fundamentals, and the basics of developing and running software written in Python.

Prerequisites: JavaScript Fundamentals
Hours: 40

EXSM 3950 - Python Level II

Building upon the fundamentals, this course introduces students to intermediate Python concepts. Here students will learn and practice writing software, how to work with data, debugging code, data-types, conversion, common operators, decisions and loops.

Prerequisites: Python Fundamentals
Hours: 40

EXSM 3951- Python Level III

In this third and final Python course, students are exposed to advanced programming concepts. Testing software, installing packages (PIP), as well as setting up and running unit tests will be covered.

Prerequisites: Python Level II
Hours: 40

EXSM 3952 - Django
Django is a high-level Python Web framework that encourages rapid development and clean, pragmatic design. In this course, students will extend their knowledge of Python by learning how to make web applications using Python's Django framework with an SQL database. Topics include MVC (Model-View-Controller), PIP, creating and configuring a Django project.

Prerequisites: Python Level III
Hours: 44

EXSM 3953 - Django API
Building on your knowledge of Python and Django, web applications will be explored through developing a web API capable of receiving requests and sending responses using Django API. Topics include:

Prerequisites: Django
Hours: 16

EXSM 3954 - Django API with React
The final course in the Python stream, this class combines knowledge of Django API and React to develop interactive full-stack web applications. Topics include:

Prerequisites: Django API
Hours: 20

Electives:

EXSM 3921 - Fundamentals of UI Design
(Core in the User Experience / User Interface Design Certificate)

The user interface (UI) is the point where your users interact with your website/app. In this course, you'll learn the fundamentals of UI design. You will learn the UI design process including storytelling, sketching, and prototyping, and how the user experiences these on the front end. Understand how data visualization, and web design, impacts branding, visual identity, and accessibility. By the end of this course, you'll be able to articulate the design process and how this influences the user experience.

Prerequisites: None
Hours: 21

EXSM 3922 - Visual Design for UI
(Core in the User Experience / User Interface Design Certificate)

Visual design is a field that has emerged by blending the principles of both user interface design and graphic design. Learn how to use key design principles such as imagery, colour, typography, and form to enhance usability and improve user experience. You will learn to analyze and construct graphic/visual design using conceptual and technical approaches appropriate to client and target audience. Apply this knowledge to a hands-on project that integrates UI and the principles of graphic design.

Prerequisite: Fundamentals of UI Design
Hours: 21

EXSM 3928 - Code for Designers
(Elective in the User Experience / User Interface Design Certificate)

This course provides an introduction to web design principles and client-side scripting. This course will introduce students to HTML5 and CSS and the fundamentals of web development and design. The course provides a foundation on web page construction, wireframing, prototyping and development. By the end, students will understand the anatomy of a web page and know how to work with developers/communicate with developers. Students will have an opportunity to design and develop a personal website.

Prerequisite: none
Hours: 21

EXSM 3929 - Digital Accessibility
(Elective in the User Experience / User Interface Design Certificate)

Digital accessibility refers to the practice of building digital content and applications that can be used by a wide range of people, including children and individuals who have visual, motor, auditory, speech, or cognitive disabilities. This course will teach students how to incorporate accessibility into the design process. Students will explore the principles of universal design in the light of the multimedia accessibility to improve the experience of websites, apps and forms for people with disabilities. They will develop their own design guidelines to make online content more accessible.

Prerequisites: HTML Fundamentals OR Code for Designers is recommended
Hours: 21

EXSM 3955 - Java Fundamentals
Java is a powerful general-purpose programming language. It is used for such diverse applications as developing desktop and mobile applications, big data processing, and embedded systems. This course introduces students to the programming fundamentals, and the basics of developing and compiling software written in the Java language.

Prerequisites: Web Development Fundamentals
Hours: 36

EXSM 3956 - Android Development Fundamentals
Building upon the fundamentals of Java, Students will be introduced to modern core Android development concepts and programming using the Kotlin language and Android Studio. Installing Android Studio, creating a project, material design, UI best practices on Android, Activity and Fragment Lifecycles, ViewModel, LiveData, and Data Binding will all be covered.

Prerequisites: Java Fundamentals
Hours: 48

EXSM 3957 - Wordpress: Themes & Plugins
Wordpress: Themes & Plugins introduces students to the web's leading CMS (Content Management System). Explore how to use it from an administrative perspective, as well as develop your own plugins and themes. Topics include: Setting up a Local Development Environment, Folder Structure of WordPress, Developing a Theme, Anatomy of Themes and Plugins, and Building a WordPress Plugin.

Prerequisites: Experience with and basic knowledge of HTML, CSS, and JavaScript recommended
Hours: 48

EXSM 3958 - Wordpress: Gutenberg Blocks
Wordpress: Gutenberg Blocks deepens students' knowledge of the web's leading CMS (Content Management System). This course will teach students about the development of custom Gutenberg Blocks. Topics include: Setting up a Custom Block, Dashboard / Editor Rendering and Input, Public Output, and Building or Adding to a Theme or Plugin

Prerequisites: Experience with and basic knowledge of HTML, CSS, and JavaScript, as well as Wordpress: Themes & Plugins is recommended.
Hours: 32

EXSM 3959 - Angular Fundamentals
Angular is an open-source front-end web platform for building mobile and desktop web applications. This course builds on student's existing knowledge of JavaScript with the addition of this popular front-end library from the Google team. You will cover Angular's core concepts by building applications in this course. Topics include: Anatomy of an Angular Project, JSX (JavaScript XML), Props, States, Conditions and Loops.

Prerequisites: JavaScript Fundamentals
Hours: 26

EXSM 3960 - Angular with RxJS
Building upon existing knowledge of Angular, students will be introduced to RxJS (Reactive Extensions for JavaScript). The idea of "global state" in an Angular application via the RxJS JavaScript library. Topics Include: What is a global state? What is RxJS, and what problem does it solve?, setting up and using RxJS

Prerequisites: Angular Fundamentals
Hours: 14

EXSM 3961 - Ruby Fundamentals
Ruby is a dynamic, open source programming language with a focus on simplicity and productivity. It has an elegant syntax that is natural to read and easy to write. It has many applications like data analysis, prototyping, and proof of concepts. Learn programming fundamentals, and the basics of developing and running software written in the Ruby language in this course. Topics include: Anatomy of a Ruby Application, running and writing software, working with data, and testing your software.

Prerequisites: React Fundamentals
Hours: 40

EXSM 3962 - Ruby on Rails
Ruby on Rails is a model–view–controller framework, providing default structures for a database, a web service, and web pages. Building on your existing knowledge of Ruby, students will learn how to make web applications using the Ruby on Rails framework with an SQL database. Topics include: Creating and Configuring a Ruby on Rails Project, Using RubyGems, Views and ERB (Embedded RuBy), Data in Rails projects, CRUDE and Forms.

Prerequisites: Ruby Fundamentals, SQL Fundamentals
Hours: 44

NB: Electives from here down are a repeat of those grouped under the Required C# and Python Streams. This allows students in one stream to take courses in the other as electives. Full descriptions are above.

React Fundamentals
(Required in the C# Stream)
Prerequisites: JavaScript Fundamentals
Hours: 26

React with Redux
(Required in the C# Stream)
Prerequisites: React Fundamentals
Hours: 14

C# Fundamentals
(Required in the C# Stream)
Prerequisites: JavaScript Fundamentals
Hours: 40

C# Level II
(Required in the C# Stream)
Prerequisites: C# Fundamentals
Hours: 40

C# Level III
(Required in the C# Stream)
Prerequisites: C# Level II
Hours: 40

.NET Core MVC
(Required in the C# Stream)
Prerequisites: C# Level III and SQL Fundamentals
Hours: 44

.NET Core Web API
(Required in the C# Stream)
Prerequisites: .NET Core MVC
Hours: 16

.NET Core Web API with React
(Required in the C# Stream)
Prerequisites: .NET Core MVC
Hours: 20

React Fundamentals
(Required in the Python Stream)
Prerequisites: JavaScript Fundamentals
Hours: 26

React with Redux
(Required in the Python Stream)
Prerequisites: React Fundamentals
Hours: 14

Python Fundamentals
(Required in the Python Stream)
Prerequisites: JavaScript Fundamentals
Hours: 40

Python Level II
(Required in the Python Stream)
Prerequisites: Python Fundamentals
Hours: 40

Python Level III
(Required in the Python Stream)
Prerequisites: Python Level II
Hours: 40

Django
(Required in the Python Stream)
Prerequisites: Python Level III
Hours: 44

Django API
(Required in the Python Stream)
Prerequisites: Django
Hours: 16

Django API with React
(Required in the Python Stream)
Prerequisites: Django API
Hours: 20

APPENDIX C

Digital Technology Advisory Committee Members

Chair:
Megan Bertagnolli, Program Development Lead, Communications & Design, Faculty of Extension

Program staff members(s):
Jill Corbett, Business Development Manager, Faculty of Extension
Rebecca Anderson, Program Advisor, Communications & Design, Faculty of Extension
Michael Splinter, Assistant Dean, Finance & Operations, Faculty of Extension

Industry or professional representative(s):
Laurenne Sprat, Marketing Manager, Faculty of Extension
Dana DiTomasso, President & Partner, Kick Point Inc.
Scott Cunningham, Founder & Managing Director, Social Lite Communications
Ameet Khabra, Founder, Skip Hop Media
Haidee Kongpreecha, Learning Experience Designer, SwissVBS
Sam Jenkins, Founding & Managing Partner, Punchcard Systems
Austin Watt, Senior Manager, Technical Training, EPCOR
Jonathan Sanderson, Web Development Instructor, RED Academy; Freelance Web Developer
Najia Aftab, Learning Facilitator, RED Academy; Freelance Instructional Designer
Alena Valova, Freelance Graphic Designer

APPENDIX D

Technology Training Centre Representatives
Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta
Warren Uhrich, TECHCareers Lead Instructor, University of Alberta

FINAL Item No. 11

Governance Executive Summary
Action Item

Agenda Title	**Proposed New Graduate Certificate in Coaching, Faculty of Kinesiology, Sport and Recreation, and Faculty of Graduate Studies and Research**

Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new Graduate Certificate in Coaching, as submitted by the Faculty of Kinesiology, Sport, and Recreation, and as set forth in the included attachments, for implementation upon final approval.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Brooke Milne - Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne - Vice-Provost and Dean, FGSR Normand Boule - Assoc. Dean, Graduate, KSR Jill Cameron - Manager, ICE, KSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to approve a new Graduate Certificate in Coaching which covers in a comprehensive and research-based way, a variety of topics and issues related to both the art and science of coaching. Content includes the principles of planning, skill development, pedagogy, leadership, and coach-athlete relations. The Graduate Certificate in Coaching will allow students to advance their knowledge and understanding of coaching through a curriculum tailored to specific needs and objectives. There are no other similar programs being offered at other institutions.
Executive Summary (*outline the specific item – and remember your audience*)	The Graduate Certificate in Coaching is the fourth Graduate Certificate in the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. The aim of this Certificate is to equip students with the knowledge and skills to reflect and think critically about their coaching in order to challenge and question numerous taken-for-granted coaching practices and assumptions within sport concerning what it means to be an effective and ethical coach. Courses will be delivered online, students are considered part-time and there will be no-cohort (students can take courses at their own pace). Successful completion of this certificate may be laddered into a course-based Master of Coaching Degree, a course-based Master of Arts Degree, or a course-based Master of Arts, Recreation and Leisure Degree in KSR. Students will have seven courses to choose from and are required to complete four plus the mandatory, zero-credit seminar. Students will have up to four years to complete. Students must also complete at least one course from the social sciences (Social Dimensions of Sport, Psychological Dimensions of Performance in Sport, Sport and Physical Activity for Children and Youth, Coaching Athletes Experiencing a Disability) and at least one course from the natural sciences (Motor Learning and Performance in Sport, Physiology and Performance in Sport, Biomechanics and Performance in Sport) unless permission is otherwise granted.

Tuition and fees are set similar to other KSR Graduate Certificates:

- Domestic tuition: $1,600/course
- International tuition: $2,000/course
    - Plus non-instructional fees

Admissions requirements include and undergraduate degree (in any discipline however, a degree in a sport-related subject such as Kinesiology, Physical Education, Physical Activity Studies, etc. is preferred). A minimum 1 year of related experience (this includes professional coaching, volunteer coaching, amateur coaching, etc.), a letter of intent, along with a current CV or resume. As per FGSR requirements, the minimum grade point average should be 3.0 or a B standing to enter. There will be no opportunity for a residency. Requirements for graduation are successful completion of four courses plus the mandatory zero-credit seminar (KSR 789).

Courses include:

- Social Dimensions of Performance in Sport (★ 3)
- Psychological Dimensions of Performance in Sport (★ 3)
- Sport and Physical Activity for Children and Youth (★ 3)
- Motor Learning and Performance in Sport (★ 3)
- Physiology and Performance in Sport (★ 3)
- Biomechanics and Performance in Sport (★ 3)
- Coaching Athletes Experiencing a Disability (APA Graduate Certificate) (★ 3)
- Coaching Seminar (mandatory, zero-credit, P/F) (★ 0)

The Seminar is a mandatory, zero-credit (P/F) component that will provide students with a supportive student-centered forum to share their experiences, thoughts, perspective, and insights on their coaching experience (no fees are charged for this).

A survey was distributed to the following organizations:

- University of Alberta Athletics
- Coaching Association of Canada (contacts)
- Alberta Schools' Athletic Association
- Faculty of KSR PD listserv
- Athletics Directors across Canada
- Provincial Sport Organizations for:
    - Hockey
    - Swimming
    - Basketball
    - Volleyball
    - Soccer

Internal consultation was done as well and includes a KSR advisory committee, the Faculty of Graduate Studies and Research, and the Office of the Provost. External consultation includes the Coaching Association of Canada, the Alberta Schools' Athletic Association and Special Olympics Alberta.

The target audience for this program includes but is not limited to professional coaches, volunteer/community coaches, education/physical educators, individuals working in sport, recreation, dance, fitness, and more.

	The strategic impact of this proposal includes alignment with the Coaching Association of Canada and community connection to both individuals and community partners as well. It provides an opportunity to extend the Faculty of KSR along with the University's reach with online delivery and will provide sustainable opportunities for Faculty, staff, and students. This also supports the University's goal to move towards revenue generating opportunities and to increase our reach by attracting learners from across a wider scale including age, location, and lifelong learners. This program will address the lack of graduate level opportunities in coach development by offering an accessible program where students can learn in place. This will also meet the demand of students looking for quality graduate level programs without needing to complete an entire Master's degree but provide them with the option of laddering into one should they decide at a later point in time.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* ● Brooke Milne - Vice-Provost and Dean, FGSR ● Normand Boule - Assoc. Dean, Graduate, KSR ● Jill Cameron - Manager, ICE, KSR ● Jim Denison - Professor, KSR
	*Those who have been **consulted**:* ● FGSR ● CAC (Coaching Assoc Canada) ● KSR GPC (Graduate Programs Committee) ● GPST (GFC Committee) ● RACF ● FKSR Faculty Council ● Policy Review Committee
	*Those who have been **informed**:* ● FGSR ● CAC (Coaching Assoc Canada) ● KSR GPC (Graduate Programs Committee) ● GPST (GFC Committee) ● RACF ● FKSR Faculty Council ● Policy Review Committee
Approval Route (Governance) (including meeting dates)	KSR GPC: January 14, 2021 RACF - January 26, 2021 KSR Faculty Council: January 27, 2021 PRC: February 3, 2021 FGSR Faculty Council: February 17, 2021 Programs Committee: March 18, 2021 (Tuition will be recommended by APC in June 2021)

Strategic Alignment

Item No. 11

<table>
<tr><td>Alignment with For the Public Good</td><td colspan="2">In the 2017 Institutional Strategic Plan. Page 14, {7. OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience}.

● Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally. On page 21, {14. OBJECTIVE: Inspire, model, and support excellence in teaching and learning}.
● Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels [Appendix VII_Institutional Strategic Plan].

For the Public Good, page 15:

Objective: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education program, experiences, and lifelong learning activities.

● Strategy: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university's faculty members to the needs of diverse learner communities.

This free-standing certificate program also falls in alignment with the 2017 Institutional Plan for providing accessible programming. [Appendix VIII_CIP_2017. pp 7].</td></tr>
<tr><td rowspan="2">Alignment with Core Risk Area</td><td colspan="2">Please note below the specific institutional risk(s) this proposal is addressing.</td></tr>
<tr><td>☐Enrolment Management
☐Faculty and Staff
☐Funding and Resource Management
☐IT Services, Software and Hardware
☐Leadership and Change
☐Physical Infrastructure</td><td>☐Relationship with Stakeholders
☐Reputation
☐Research Enterprise
☐Safety
X Student Success</td></tr>
<tr><td>Legislative Compliance and jurisdiction</td><td colspan="2">Post-Secondary Learning Act
General Faculties Council
GFC Programs Committee Terms of Reference</td></tr>
</table>

Attachments:

1. Certificate Diploma and NonCredential Template 1_Coaching
2. NEW FINAL_PROGRAM_Calendar Change - Coaching Certificate Program
3. 500Level_Calendar Change_CoachingCourses
4. 700Level_Calendar Change_CoachingCourses

Prepared by: Jill Cameron, Manager, ICE, KSR (jill.cameron@ualberta.ca)

Alberta Advanced Education

Proposal Template: New Certificate and Diploma Programs and Specializations and Non-Credential Programming

Complete this template for proposals for new certificate and diploma programs and non-credential programming or new specializations within existing programs.

Indicate "not applicable" when questions are not relevant to a particular proposal.

SECTION 1: PROPOSAL OVERVIEW

1.1 Basic Information (*Complete the table below*)

Institution	**University of Alberta**
Program/Specialization Name	**Coaching**
Credential Awarded	**Graduate Certificate**
Proposed Effective Date	**September 2021/ Winter 2022**

1.2 Type of Initiative

1.2.1.*This is a proposal for (check one):*

☒*new certificate*
☐*new diploma*
☐*new non-credential*
☐ *new specialization(s) in existing program*

1.3 Nomenclature *(Answer the following questions)*

1.3.1 *What program and/or specialization name will appear on parchments and transcripts?*

Graduate Certificate in Coaching

1.3.2 *Provide a brief rationale for the program and/or specialization name selected.*

The name for this program is based on elements of Athlete Learning and Development and Sport Science. The Graduate Certificate in Coaching covers in a comprehensive and research-based way, a variety of topics and issues related to both the art and science of coaching. Content includes the principles of planning, skill development, pedagogy, leadership, sport and society, and coach-athlete relations. The Graduate Certificate in Coaching will allow students to advance their knowledge and understanding of coaching through a curriculum tailored to their specific needs and objectives.

SECTION 2: OVERVIEW OF PROPOSED PROGRAM OF STUDY

2.1 Program Description *(Answer the following questions)*

2.1.1 *Provide a 3-4 sentence calendar description of the program*

Central to the Graduate Certificate in Coaching is the aim, through both coursework and assignments, to equip students with the knowledge and skills to reflect and think critically about their coaching in order to challenge and question numerous taken-for-granted coaching practices and assumptions within sport concerning what it means to be an effective and ethical coach. This includes issues and topics related to historical forms of exclusion within sport and coaching resulting from racism, long-standing colonial structures, and other forms of bias and prejudice such as gender-based inequities. It is in this way that this Certificate will aim to promote inclusion and diversity especially as it relates to the positive and enriching opportunities that can come from an Indigenous perspective on sport and coaching. Content across the Certificate, therefore, will be informed by a range of natural and social science perspectives, as well as the arts and humanities, and various quantitative and qualitative methodologies. Specifically, the Certificate offers courses in biomechanics, physiology, motor learning, sociology, and psychology all with a focus on the practice of coaching across a variety of sport contexts including youth, university, and high-performance with an emphasis on promoting diversity and inclusion. Students will have seven courses to choose from and are required to complete four plus KSR 789 for the certificate.

Courses include:

KSR 775 Social Dimensions of Performance in Sport (★ 3)

KSR 744 Psychological Dimensions of Performance in Sport (★ 3)

KSR 741 Sport and Physical Activity for Children and Youth (★ 3)

KSR 786 Motor Learning and Performance in Sport (★ 3)

KSR 787 Physiology and Performance in Sport (★ 3)

KSR 788 Biomechanics and Performance in Sport (★ 3)

KSR 722 Coaching Athletes Experiencing a Disability (Adapted Physical Activity Graduate Certificate) (★ 3)

KSR 789 Coaching Seminar (★0)

(KSR 789 is a mandatory, zero-credit component that will provide students with a supportive student-centered forum to share their experiences, thoughts, perspective, and insights on their coaching – no fees will be charged for this).

*Students should complete at least one course from the social sciences (775, 744, 741, 722), and at least one course from the natural sciences (786, 787, 788) unless special permission is otherwise granted.

2.1.1a *Attach a proposed program of study (including course names, descriptions, credits and pre-requisites, by semester or year of study) as an appendix to this proposal.*

See attached. Appendix I: Course Descriptions

2.1.2 *List program learning outcomes.*

Upon successful completion of the Certificate, students will have developed a number of highly relevant competencies – knowledges, skills, and qualities – to enable them to work successfully as a coach across a variety of sport contexts.

More specifically, students will be prepared to:

1. Lead and empower others with respect and an awareness and appreciation of difference especially as it concerns age, gender, racial background, Indigenous background, disability, or sexual orientation;
2. Problematize a range of taken-for-granted coaching practices through the application of a number of advanced social science and natural science theories and concepts;
3. Analyze the processes related to athlete development and performance enhancement from a holistic and multi-disciplinary perspective that goes beyond coaching the physical to include the mental (intellectual and emotional), spiritual, and cultural;
4. Identify and manage effectively the multiple factors that contribute to sport's dynamic and diverse nature;
5. Demonstrate the importance of thinking ethically as a coach and using one's power and expertise responsibly in order to promote and foster coaching environments that are safe, positive, healthy, developmentally appropriate, and that also acknowledge individuals' unique life experiences, qualities, and characteristics;
6. Critically evaluate the production and dissemination of sport science and coaching research with a particular emphasis on structures of knowledge that reinforce and perpetuate coaching practices that fail to consider a multiplicity of perspectives and approaches to the provision of sport;
7. Communicate effectively, both orally and in writing, to develop strong and positive relationships across a range of relevant communities, e.g., athletes, families, support team members, and other stakeholders;
8. Disseminate through various formats, such as publications and presentations, advanced conceptions of effective coaching.

2.1.3 *Does the program align with characteristics (e.g., credits, learning outcomes, etc.) associated with this credential? (Consult with the Ministry as necessary)*

x *Yes;* ☐ *No; or* ☐ *Not Applicable*

2.1.4 *Indicate where the program will be offered (i.e., campus locations and/or off-site locations) and how it will be delivered (i.e., face-to-face, online, or blended).*

This program will be delivered completely online.

2.1.5 *Identify any collaborations or potential collaborations with other post-secondary institutions or other organizations that this program respectively facilitates or provides for.*

The graduate certificate in Coaching will align with work being done by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) and the Coaching Association of Canada (CAC) to provide formal accreditation for University degrees in the area of sports coaching. Work is currently underway with CCUPEKA and the CAC to ensure that the graduate certificate will align with the accreditation process. Once accreditation is complete, and the University of Alberta program gains accreditation, graduates of the Coaching Certificate who ladder to the University of Alberta's existing Master of Coaching (MCoach) degree, will have completed the educational component towards the professional designation of Chartered Professional Coach (ChPC). ChPC designation is an important designation for Coaches. ChPC designation is required by coaches to be selected to provincial or national coaching team staffs.

2.1.6 *Indicate how the proposed FLE and load calculations align both with internal institutional practices and with similar Ministry-approved programs. (Consult with the Ministry as required)*

This program will align with other similar Ministry-approved programs such as the Indigenous Sport and Recreation Graduate Certificate, the Sport and Recreation Management Graduate and the new Adapted Physical Activity Graduate Certificate all of which are offered by the Faculty of Kinesiology, Sport, and Recreation. This program is also similar in design to other Graduate Certificates offered in post-secondary institutions such as the Pain Management and Stroke Rehabilitation in the Faculty of Rehabilitation and Medicine at the University of Alberta.

2.1.7 *Document the CIP (Classification of Instructional Programs, Statistics Canada) code being proposed for this program and explain the rationale for its selection, if necessary (e.g., in the case of an interdisciplinary program).*

The CIP code is 51.2309.

2.2 Program Requirements *(Answer the following questions)*

2.2.1 *List primary admission requirements for the proposed program.*

Requirements for admission follow the Faculty of Graduate Studies and Research and will include an undergraduate degree with a minimum GPA of 3.0 along with a minimum one year

of coaching experience. Prospective students' undergraduate degree can be in any discipline, however a degree in a sport-related subject is preferred.

There is no residency requirement. There may be an opportunity for academic advancement by laddering the certificate to a course-based Master of Coaching degree from the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. Academic standing will reflect the Faculty of Graduate Studies and Research requirements; a minimum grade point average of 2.7 with no grade less than C+. Requirements for graduation are successful completion of all course and program requirements. Students may also be able to ladder their completed certificate to a course-based Master of Arts or course-based Master of Arts, Recreation, and Leisure from the Faculty of Kinesiology, Sport, and Recreation. *Additional requirements may need to be completed depending on the program.

Note: International students will need to meet the minimum FGSR English Language Proficiency Requirement: (https://www.ualberta.ca/graduate-studies/prospective-students/international-admissions-protocol/english-language-proficiency). Students can meet this by possession of a degree or its academic equivalent from an institution recognized by the University of Alberta and where the language of instruction is English. Proof that the instruction for the degree was English will be required.

Current satisfactory ELP scores are as follows:

- TOEFL: a minimum overall score of 90 (internet-based), with a minimum score of 21 on each of the individual skill areas;
- IELTS: an overall band score of 6.5, with a score of at least 5.5** on each test band (Academic) (**6.0 for Fall 2021 admission);
- CAEL: a minimum overall score of 70, and a minimum score of 60 on all subtests;
- Pearson (PTE academic): a minimum overall score of 61, and add a minimum band score of 60.

2.2.2 *List program completion requirements.*

Completion requirements include successful completion of four courses valued at three credits each for a total of twelve credits. Students will have the choice of four out of seven courses plus completion of the mandatory, non-credit seminar.

2.3 Work Integrated Learning Placements *(If applicable, answer the following questions)*

2.3.1 *Identify the number of placements required in the proposed program (including type of work setting and duration/timing of activities).*

N/A

2.3.2 *Describe communications from employers (e.g., letters of support, minutes of program advisory committee meetings, etc.) that would indicate that sufficient placements will be available when needed.*

N/A

2.3.2a *Comment on whether/how work integrated learning placements in other programs (at the institution or at other Campus Alberta institutions) may be impacted as a result of this program.*

N/A

2.3.3 *Describe the student's role, if any, in securing placements.*

N/A

2.4 Endorsement of and/or Support for Program *(Indicate endorsement(s) from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry, when applicable.)*

There is a strong level of support and endorsement from a variety of related professional organizations as well as our advisory/oversight committee and employers in the area of coaching.

Please see appendix II-V: Letters of support from the following:

1. Coaching Association of Canada [Appendix II];
2. Special Olympics Alberta [Appendix III];
3. University of Alberta Athletics; Golden Bear and Pandas [Appendix IV];
4. Alberta Schools' Athletic Association [Appendix V].

SECTION 3: LABOUR MARKET DEMAND AND ENROLMENT PLANNING

3.1 Demand for Program *(Answer the following questions)*

3.1.1 *Describe anticipated employment outcomes (including entrepreneurial and/or self-employment paths) for program graduates.*

The Faculty of Kinesiology, Sport, and Recreation at the University of Alberta conducted a survey in August 2020 that indicated a clear interest in online delivery and education in this specific area. Specifically, graduates of this program will gain the knowledge, skills and

qualities to enable them to work successfully as a coach across a variety of sport contexts or advance their career as a coach.

3.1.2 *Describe the labour market demand for the proposed program in the region that your institution serves, detailing how labour market demand was projected. (Append supporting documentation, as appropriate.)*

The primary target audience is working professionals seeking an opportunity to enhance their knowledge in the area of coaching. This includes individuals working in sport, recreation, and education, as well as full-time/professional or volunteer coaches, assistant coaches, and other additional sectors. Knowledge and experiences gained from this certificate may contribute toward professional growth, better training, development, and environments for athletes and other involved in sport along with promotional opportunities and job security.

A survey was sent out to working professionals in the areas of sport and coaching. This includes post-secondary Athletic Directors and their team coaches, Provincial Sport Organizations for basketball, soccer, hockey, volleyball, and swimming, The Coaching Association of Canada, and the Alberta Schools' Athletics Association and their coaches/contacts. Full survey results are attached in Appendix VI.

3.1.3 *In cases where labour market demand is not the primary driver for creating the program, comment on social and/or community benefits.*

There is a strong demand for this type of education based on current application trends in the existing MCoach program along with the findings in the survey attached in Appendix VI.
The following are some of the results from the survey, for a full report, please see appendix VI:

- 100% of respondents indicated they are interested in some level of Professional Development related to coaching;
- When asked what type of PD opportunity is preferred, majority of respondents indicated that they would prefer either a credit or non-credit University program;
- Majority of respondents indicated that they are interested in enrolling in a part-time, University level, certificate program;
- Majority of respondents indicated that they are also interested in a Graduate Certificate in Coaching that can be laddered into a Master Degree;
- Majority of respondents indicated that online delivery is appealing to them;
- Majority of respondents hold a bachelor's degree as a minimum level of education.

3.1.4 *Identify which stakeholder groups were consulted regarding demand/need for this program:*

x *Students/learners*

x *Faculty*

x Program advisory committee

x Regulator and/or accreditation bodies

x Employers and professional associations

x Community organizations

☐ *Other post-secondary institutions*

☐ *Other (please identify)*

3.1.4a *Discuss the results of these consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.*

Both internal and external consultation has been done in the area of coaching. This includes:

1. Faculty members: The Faculty of Kinesiology, Sport, and Recreation;
2. The Coaching Association of Canada;
3. The Alberta Schools' Athletic Association;
4. Provincial Sport Organizations for Soccer, Basketball, Volleyball across Canada;
5. University of Alberta Golden Bears and Pandas Athletics;
6. Special Olympics Alberta;
7. Post-Secondary Athletics across Canada.

3.1.5 *Will this program target students from outside the institution's traditional catchment zone? (If yes, where will these students be targeted – i.e., which particular regions/jurisdictions within Alberta and Canada, foreign countries, and/or geographic regions?)*

Given the online delivery format of this Graduate Certificate, this program will target students outside of the institution's traditional catchment zone as it will be available to professionals who are working in areas outside of Alberta, Canada or globally.

There will be no immigration/visa requirements for International students as there will be no requirements to be in Canada.

3.1.6 *Comment on the overall sustainability of learner demand for this program over the longer term.*

This program is relevant to professionals working in a wide range of sectors including sport, recreation, coaching (professionally), education, and kinesiology which means there is a diverse group of potential students. We anticipate there will be long term interest and demand as these sectors continue to hire people who will need ongoing training and professional

development, for example: high school coaches, volunteer coaches within sport organizations, paid coaches, and those that go onto professional coaching.

The proposed Graduate Certificate is unique in that it will provide ongoing professional development to those working as professional coaches as well as volunteer coaches by providing knowledge specific in the area of athlete learning and development as well as sport science. Utilizing online delivery methods makes this program appealing to the working professional and accessible to prospective students across the province, country, and world.

3.2 Projected Domestic Student Enrolment (*Complete the table below as applicable)*

(NB: Proposals for non-credentials do not complete anticipated no. of graduates line or divide enrolments by year of study.)

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Total head count	12	15	18	20	20+
● Year 1	0	0	0	0	0
● Year 2	0	0	0	0	0
● Year 3	0	0	0	0	0
Total FLE	0	0	0	0	0
● FLE Year 1	0	0	0	0	0
● FLE Year 2	0	0	0	0	0
● FLE Year 3	0	0	0	0	0
Anticipated No. of Graduates	0	12	15	18	20+

3.3 Projected International Student Enrolment *(Complete the table below as applicable)*

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Total head count	1	3	5	6	6+
● Year 1	0	0	0	0	0
● Year 2	0	0	0	0	0
● Year 3	0	0	0	0	0
Total FLE	0	0	0	0	0
● FLE Year 1	0	0	0	0	0
● FLE Year 2	0	0	0	0	0
● FLE Year 3	0	0	0	0	0

Anticipated No. of Graduates	0	1	3	5	6+

3.4 Enrolment Planning Assumptions *(Answer the following questions)*

3.4.1 *Will total enrolment (as measured in FLEs) at your institution increase as a result of implementation of this proposed program?*

We anticipate a minimal increase to our FLE count as a result of this program as students are considered part-time.

3.4.1a *Identify enrolment impacts in similar programs or non-credential areas within your institution, when applicable.*

There are no similar programs being offered within this institution and therefore, there will be little to no enrolment impacts to other programs both credit and non-credit.

3.4.2 *How many cohorts or intakes of new students will occur per year, or is a continuous intake model used?*

A continuous intake model will be used to allow students the flexibility to apply and study when it fits into their schedule. This is similar to the model that the Faculty of Kinesiology, Sport and Recreation currently uses with the Sport and Recreation Management Graduate Certificate and the new Adapted Physical Activity Certificate.

3.4.3 *When applicable, provide rationale for how enrolment projections were established with regard to domestic/international student ratio.*

Enrolment projections were established based on applications for the MCoach program, other graduate certificate enrolments from current certificates that KSR offers, coupled with results from the aforementioned survey of industry professionals and volunteer coaches. Each year, the MCoach program turns away approximately 10-12 applicants based on location (outside Edmonton and not able/willing to move, the MCoach is an in-person degree program), lack of supervisor, etc. By offering the Coaching Certificate online, it will allow these applicants a potential option to study in the area of coaching, while learning in place.

3.4.4 *Explain assumptions regarding attrition and/or numbers of graduates.*

Based on the design of this program, evidence from our already existing certificate programs, along with the fact that no other similar program currently exists, a low attrition rate is expected, less than 10%.

3.4.5 *What is the minimum number of FLEs needed for this program to be viable (i.e., the "break-even" point)?*

The minimum number of FLE students needed to break even in one year would be approximately 7 students. Note: minimum FLE is 9 credits/term, 9 credits equals 3 courses which is 6 courses annually.

Formula:

Expenses: $68,000

Tuition: $1,600.00/course (assuming each student takes an average of three courses per year)

1,600 x 6 courses = $9,600.00

9,600 x 7 = $67, 200.00

SECTION 4: QUALITY CONSIDERATIONS

4.1 Quality Assurance Considerations *(If applicable, answer the following questions)*

(NB: non-credential programs complete 4.1.1 only.)

4.1.1 *What strategies did your institution use to foster program quality for the proposed program (e.g., curriculum mapping, use of expert panels, industry panels, or advisory panels, etc.)?*

An advisory committee is in place that includes Faculty members, researchers in the area of coaching and sport science, as well as industry experts including a professional coach and member of the U of A Athletics Department. The role of this committee includes providing recommendations on learning modalities, terms of courses, learning outcomes, assessment, credits, course descriptions, and overall framework of the Certificate.

This committee will also serve as the content oversight committee and they will oversee the development of all course content, ensure the content is relevant, current, and applicable to professionals, and that learning outcomes are met.

An admissions committee will be formed with representatives from the Faculty of KSR. The role of this committee will be to review applications and make recommendations for admission, specifically for those applicants who may be eligible based on life experience (i.e. applicant does not hold an undergraduate degree but has 10+ years of advanced, related experience).

4.1.2 *Provide copy of independent academic expert review, when applicable.*

N/A

4.1.3 *Provide copy of institution's response to independent academic expert review, when applicable.*
N/A

4.1.4 *Describe the institutional quality assurance process(es) that will be used to ensure the continuing high quality of the proposed program.*

A student survey will be conducted at the completion of each course along with course USRIs (Universal Student Ratings of Instructors). The survey will address overall program satisfaction, instruction and instructors, IT support, online learning environment and engagement, and all other aspects of the program. Students will be contacted year over year to assess the impact of the certificate, their employment opportunities, career advancement, and impact on their community. Rate of completion, attrition, and withdrawals will also be monitored.

An exit interview will be offered to those who do not complete. An annual report to the Advisory Committee will also be completed year over year.

SECTION 5: FINANCIAL VIABILITY AND SUSTAINABILITY

5.1 Annual Budget and Funding Sources *(Complete the table below)*

- *Identify annual and one-time expenditures and annual revenues for the program in the budget tables below.*
- *If program implementation will take place over more than one year, provide estimates for each year until full implementation.*

Formula:
Domestic:
$1600/course
3 courses/ year
1600 x 3 = 4800 x # of students

International:
$2000/course
3 courses/ year
2000 x 3 = 6000 x # of students

*subject to ministry approval

Ongoing Revenues and Operational Costs

	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Revenues					
Domestic Tuition/Fees	$57,600	$72,000	$86,400	$96,000	$96,000
International Tuition/ Fees	$6,000	$18,000	$30,000	$36,000	$36,000
External Funding	$0	$0	$0	$0	$0
Internal Re-allocation	$0	$0	$0	$0	$0
By-Product Sales/Services	$0	$0	$0	$0	$0
Other Internal Sources	$0	$0	$0	$0	$0
Total Revenue	$63,600	$90,000	$116,400	$132,000	$132,000
Operational Costs					
Faculty Salaries/Benefits	$33,000	$35,000	$38,000	$40,000	$40,000
Service Teaching Costs	$0	$0	$0	$0	$0
Admin Salaries/Benefits	$15,000	$18,000	$20,000	$22,000	$22,000
Materials/Contracted Service	$0	$0	$0	$0	$0
Other Direct Costs	$20,000	$20,000	$20,000	$20,000	$20,000
Indirect Costs	$0	$0	$0	$0	$0
Total Operational Costs	$68,000	$73,000	$78,000	$82,000	$82,000

*Direct Costs include: curriculum development, promotion, miscellaneous overhead

One-Time Expenditures

One-time expenditures	Amount	Revenue Source	Details
Facilities	$0		
Equipment and IT	$0		
Curriculum Development	$60,000		
Library	$0		
Other (specify)	$5,000		Marketing and Promotions

5.2 Budgetary Assumptions *(Answer the following questions)*

5.2.1 *If revenue projections include internal reallocations, comment on institutional impacts for other programs/operations.*

N/A

5.2.2 *If projected revenues include by-product sales/services as a result of delivery of the proposed program (e.g., salon services as part of a Hairstyling program), indicate the basis upon which prices were established.*

N/A

5.2.3 *Provide staffing plan information to support faculty salaries/benefits projection.*

If a Faculty member develops content or teaches into the certificate, revenue generated by the certificate program is expected to cover the cost of their teaching or course development work. It is expected that most development of and teaching in this certificate will be done in combination by Faculty, Academic Teaching Staff (ATS) career or term academic teaching staff.

> **5.2.3a** *In cases where service teaching costs are projected, indicate number of courses being purchased. N/A*

5.2.4 *Identify what types of material costs and contracted services are projected.*

There will be no additional material costs because the courses will all be delivered online. Additional contract services will include the support of an eLearning Specialist to design the content in an engaging, online format.

5.2.5 *Specify what direct costs include.*

The only direct costs will include a portion of the salary for the Manager, International and Community Education position (approximately $9,000).

5.2.6 *Explain how indirect costs are projected and calculated (e.g., formula-driven, full-costing, etc.)*
N/A

5.2.7 *Describe risk mitigation plans should revenue forecasts not be achieved or should costs exceed amounts budgeted.*

Enrolment numbers will drive whether any course is offered or if the program runs. If enrolment is below the breakeven point or no enrolment at all, courses will be canceled and

teaching does not happen. Each course offered is reviewed on a case by case basis. If enrolment does not support running a course, the course is cancelled, mitigating the staff costs. Most costs are closely linked to enrolment (revenue).

Should forecasts not be achieved after a course is offered, the faculty (KSR) would offset the cost from the other revenue from existing credit and non-credit programs.

5.3 Tuition and Student Cost Considerations *(Answer the following questions)*

5.3.1 *Compare the proposed tuition rate (both domestic and international) with that of similar programs in the Campus Alberta system and in other relevant jurisdictions. (Consult with the Ministry as needed.)*

Tuition rates are within the range for similar programs offered at the University of Alberta and across Canada.

Domestic tuition and fees are set at $1,600 per course plus the cost of part-time, off-campus student non-instructional fees.

International tuition and fees are set at $2,000 per course plus the cost of part-time, off-campus student and non-instructional fees.

These are in line with other similar programs with non-standard fees offered by the University of Alberta. Examples include:

- Advanced Adolescent Literacy: $1,600/course;
- Teaching Students with Complex Communication Issues: $1,600/course;
- Master of Education in Education Studies: $1,635.20/course;
- Master of Education in Health Science Education: $1,600/course.

{https://www.ualberta.ca/registrar/costs-tuition-fees/other-fees/non-standard-programs-courses.html}

5.3.2 *Does the proposed program align with the Tuition Fee Regulation?* **X**☐ Yes; or ☐No

5.3.2a *Please elaborate on above answer, if necessary.*
N/A

5.3.3 *List additional projected financial costs (e.g., fees, books, equipment, travel for WIL, etc.) for students.*

Each course may have required textbooks and/or readings. There will be no further costs associated with the program.

SECTION 6: INSTITUTIONAL IMPACT

6.1 Institutional Capacity *(Answer the following questions)*

6.1.1 *Describe how the proposed program builds on institutional strengths and/or builds institutional capacity.*

6.1.1a *Explain how the proposed program fits with existing programs at the institution.*

This Graduate Certificate fits well within the existing programs offered at the University of Alberta. The delivery model of this program affords opportunities in an online course setting, allowing for flexibility for non-traditional students or those working while continuing their education.

6.1.1b *Describe how the proposed program aligns with the institution's mandate and Comprehensive Institution Plan, and other planning documents.*

The Graduate Certificate in Coaching will align well with the University of Alberta in the following areas:

1. In the 2017 Institutional Strategic Plan. Page 14, *{7. OBJECTIVE: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience}.*

   Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally. On page 21, *{14. OBJECTIVE: Inspire, model, and support excellence in teaching and learning}.*

2. Strategy: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.

   [Appendix VII_Institutional Strategic Plan].

3. For the Public Good, page 15:
   Objective: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education program, experiences, and lifelong learning activities.

   Strategy: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university's faculty members to the needs of diverse learner communities.

4. This free-standing certificate program also falls in alignment with the 2017 Institutional Plan for providing accessible programming. [Appendix VIII_CIP_2017. pp 7].

5. This certificate provides the ability to ladder into a course based Master of Coaching/Arts/Arts Recreation and Leisure Studies degree or it can stand alone as a certificate. The Faculty of Graduate Studies and Research recently approved a policy enabling students to ladder credits into a course based Master degree program as part of the Faculty's overall strategy to provide flexibility and access to graduate level education.

6. This certificate also aligns well with the KSR Faculty Strategic Plan. As outlined on page 6, number 2, under EXCEL: "*Expand access to innovative life-long learning approaches: Practical knowledge shouldn't stop once a student receives their undergraduate degree. We are dedicated to establishing a more defined career path in kinesiology, sport and recreation, and developing a series of post-baccalaureate certificates which can culminate into a Master's degree. Furthermore, we will explore other life-long learning approaches like online and blended learning opportunities."*
   [Appendix_IX_final_physed-and-rec-strategic-report. pp 6, number 2.]

6.1.2 *Comment on the facilities and equipment available at your institution to support the program.*

There will be no requirement for equipment and facilities because the delivery model is completely online.

6.1.3 *In cases where facilities and equipment are shared with other programs, identify impacts and/or mitigating strategies for other programs.*

N/A

6.2 Internal Review and Approval *(Indicate which internal governance body recommended approval and specify date of approval.)*

SECTION 7: SYSTEM IMPACT

7.1 Program Duplication *(Answer the following questions)*

7.1.1 *Does the proposed program duplicate existing programming in Alberta?*

A current market scan revealed there are no other University level programs of this kind being offered in Canada. This certificate is unique in its content, online learning format, graduate level, and its collaboration with the Coaching Association of Canada as mentioned in 2.1.5.

7.1.1a *If yes, list these programs (including those offered by private career colleges).*

N/A

7.1.2 *If proposed program does constitute program duplication, explain why such duplication is appropriate and beneficial in this circumstance.*

N/A

7.2 Learner Pathways *(Answer the following questions)*

7.2.1 *Which programs or learning activities in the Alberta adult learning system ladder/transfer into this proposed program or non-credential?*

Adult learners that have completed an undergraduate degree in the areas of Kinesiology, Sport Science, Physical Education, Sport Management, Education, Allied Health, and/or Psychology would be strong candidates for this program.

7.2.2 *Into which programs in the Alberta adult learning system does this proposed program or non-credential ladder, transfer, or otherwise provide the necessary conditions for admission?*

This certificate may be laddered into a Master of Coaching Degree (MCoach), a course-based Master of Arts (MA) or a course-based Master of Arts in Recreation and Leisure Studies (MARLS) Degree from the Faculty of Kinesiology, Sport, and Recreation. Laddering a certificate into a course-based Master's Degree program can provide students advanced standing in their chosen program. It should be noted that completion of a Graduate Certificate does not guarantee admission into a graduate degree program. Depending on which route a student choses, there may be additional requirements.

SECTION 8: OTHER CONSIDERATIONS

Are there are other considerations that you believe that the Ministry should take into account when reviewing this proposal?

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Faculty of Kinesiology, Sport, and Recreation
Proposed Calendar Changes to the **2021/22** University Calendar

CURRENT	***PROPOSED***
Current Description as it appears in the current Calendar: **Kinesiology, Sport, and Recreation** **[Graduate]** ***NEW***	Proposed Description as it should appear in the Calendar: **Kinesiology, Sport, and Recreation** **[Graduate]** **The Graduate Certificate in Coaching [Graduate]** **General Information** The aim of the Graduate Certificate in Coaching is, through both coursework and assignments, to equip students with the knowledge and skills to reflect and think critically about their coaching in order to challenge and question numerous taken-for-granted practices and assumptions within sport concerning what it means to be an effective and ethical coach. This includes issues and topics related to historical forms of exclusion within sport and coaching resulting from racism, long-standing colonial structures, and other forms of bias and prejudice such as gender-based inequities. It is in this way that this Certificate will aim to promote inclusion and diversity especially as it relates to the positive and enriching opportunities that can come from an Indigenous perspective on sport and coaching. Content across the Certificate, therefore, will be informed by a range of natural and social science perspectives, as well as the arts and humanities, and various quantitative and qualitative methodologies. **Entrance Requirements** The Faculty's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. The undergraduate degree can be in any discipline however, a degree in a sport-related area is preferred. Some experience working in a coaching environment will be considered an asset. A minimum 1 year of relevant work experience is also required (preferably in coaching).

Where applicable, applicants must meet the minimum FGSR English Language Requirement.

Applicants are also required to submit the following:

- Current resume/curriculum vitae
- One professional letter of reference
- One letter of intent

Applicants who do not meet the minimum academic requirement but have considerable relevant professional experience may also be admissible. Individuals who feel this situation applies to them are encouraged to contact the Manager, International and Community Education, Faculty of Kinesiology, Sport, and Recreation to discuss their status.

Program Requirements

Course Work (★12)
All students are required to complete the following:

- KSR 789 (★ 0) Pass/Fail seminar

Plus four of the following ★3 courses:

- KSR 775 ★3
- KSR 744 ★3
- KSR 741 ★3
- KSR 786 ★3
- KSR 787 ★3
- KSR 788 ★3
- KSR 722 ★3

Note: It is strongly recommended that students should complete at least one course from the social sciences (KSR 775, KSR 744, KSR 741, KSR 722), and at least one course from the natural sciences (KSR 786, KSR 787, KSR 788).

Length of Program
The maximum time to complete the Graduate Certificate as set by the Faculty of Graduate Studies and Research is four years.

Laddering
Students who complete the certificate in good standing may be able to use the courses from the certificate to receive advanced standing in the course-based Master of Arts or course-based Master of Arts in Recreation and Leisure Studies in Kinesiology, Sport, and Recreation, or the Master of Coaching. Completion of the certificate does not guarantee admission to a master's degree program. The certificate may be used

	for both the basis of admission and laddered into the course-based master degree. Details on laddering can be found in the Calendar under Regulations of the Faculty of Graduate Studies and Research.

Rationale – Proposal for New Graduate Certificate in Coaching

Note: Calendar documents for creation of new courses are part of this proposal but will have a separate approval pathway.

Note: In the Calendar, the entry for the MA/MARLS in Kinesiology, Sport, and Recreation comes before the entries for Graduate Certificates.

Approved by:

- KSR Graduate Program Committee: January 14, 2021
- KSR Faculty Council: January 27, 2021
- Policy Review Committee: February 3, 2021
- FGSR Council: February 17, 2021

Faculty of Kinesiology, Sport, and Recreation
Proposed Calendar Changes to the **2021/22** University Calendar

CURRENT	***PROPOSED***
Current Description as it appears in the current Calendar: **KSR 575 ~~Coaching 'Knowledges:' The~~ Social Dimensions of Performance Sport (★3)** ~~A critical examination of the construction of coaches' knowledge and what makes coaches effective.~~ Note: Credit will be granted for only one of KSR 57~~3~~, KRLS 57~~3 or~~ PERLS 57~~3~~. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either	Proposed Course Description as it should appear in the Calendar: **KSR 575 Social Dimensions of Performance in Sport (★3)** This course critically examines various power-knowledge formations and systems of discrimination such as racism and sexism and the implications they hold for those involved in the provision and production of sport. The starting point for this course is that performance and coaching in sport is an inherently complex, uncertain, and ambiguous process with long-standing colonial ties and neoliberal tendencies. This course provides students with a number of strategies and approaches informed by social theory to enable them to reflect on the effects of these various systems and processes in order to design and implement more effective and ethical practices. Note: Credit will be granted for only one of KSR 575, KRLS 575, PERLS 575 or KSR 775. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either
KSR 544 Psychosocial Dimensions of ~~Athletic Behavior in the Competitive Sport Environment (★3)~~ ~~A theoretical analysis of psychosocial constructs in sport including competitive anxiety, motivation, perfectionism, burnout, aggression, moral reasoning, enjoyment, and sport injury. Frequently examines the construct validation processes that researchers employ in the development of latent constructs and associated nomological networks.~~ Note: Credit will be granted for only one of KSR 544, KIN 544 or PEDS 544. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either	**KSR 544 Psychological Dimensions of Performance in Sport (★3)** This course offers a theoretical and empirical analysis of psychological constructs that underlie athlete performance and experience in competitive sport. The course examines the theoretical underpinnings of psychological (e.g., confidence, motivation), emotional (e.g., anxiety, anger), cultural (e.g., norms, roles), and personality characteristics (e.g., perfectionism, grit) that shape and inform the competitive sport experience for athletes. Students are exposed to key psychological constructs relevant to competitive sport settings and effective coaching in order to account for participation and performance in sport as a deeply holistic process. Note: Credit will be granted for only one of KSR 544, KIN 544, PEDS 544 or KSR 744. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either
KSR 541 Sport and Physical Activity for Children and Youth (★3) This course examines a range of psychosocial aspects of sport and physical activity participation among children and youth. ~~It may include~~ topics ~~such as~~ parental involvement, peer relationships, coach/leader behaviour,	**KSR 541 Sport and Physical Activity for Children and Youth (★3)** This course examines a range of psychosocial aspects of sport and physical activity participation among children and youth. Topics may include parental involvement, peer relationships, coach/leader behaviour, sport for development, talent development, life skills, and inclusion, and exclusion especially as they relate to an

sport for development, talent development, life skills, inclusion, and exclusion. Note: Credit will be granted for only one of KSR 541, KIN 541 ~~or~~ PEDS 541. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either	awareness and appreciation of difference and diversity. Throughout this course, ways in which coaches and physical activity instructors can promote positive developmental experiences for children and youth will be discussed, along with strategies for knowledge translation and exchange with broader community audiences including, in particular, Indigenous communities. Note: Credit will be granted for only one of KSR 541, KIN 541, PEDS 541, or KSR 741. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either
NEW	**KSR 586 Motor Learning and Performance in Sport (★3)** This course will explore recent and seminal research in the field of motor learning and performance in sport. A number of current theories and models will be discussed as well as the experimental literature concerned with the learning and performance of skilled movement across a diverse range of sport contexts. Also covered in this course will be various issues concerning the 'nature' of motor skills, transfer of practice and feedback, as well as their integration with the retention of motor skills with specific application to the practice of coaching as a complex and highly integrated act. Note: Credit will be granted for only one of KSR 586 or KSR 786. Approved Hours = 3-0-0 Fee Index: 6 Term: Either
KSR 514 ~~Sport Physiology (★3)~~ ~~A survey of selected topics in exercise physiology with emphasis on application to sport. The course will normally include study of metabolic, cardio-pulmonary, neuromuscular and environmental physiology with reference to training and competition. Prerequisite: KIN 200 or equivalent.~~ Note: Credit will be granted for only one of KSR 514, KIN 514 ~~or~~ PEDS 514. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either	**KSR 514 Physiology and Performance in Sport (★3)** This course provides students with a survey of selected topics in exercise physiology with an emphasis on the application to sport and the planning practices employed by coaches. The course will normally include the study of metabolic, cardiorespiratory, neuromuscular and environmental physiology with reference to training and competition across a variety of sporting contexts. As well, possible topics may include the discussion of a variety of contemporary physiological issues related to coaching such as: sex-based differences in fitness norms for sport performance, ergogenic aids, and the place of experiential knowledge in enhancing sport performance. Note: Credit will be granted for only one of KSR 514, KIN 514, PEDS 514, or KSR 787. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either
NEW	**KSR 588 Biomechanics and Performance in Sport (★3)** This course will provide students with a detailed mechanical exploration of form and function in the

	human system with respect to performance in sport. The focus will be on the integration of various anatomical and mechanical concepts and their specific application to movement across a range of sport contexts. Students will also be encouraged to consider how both qualitative and quantitative applications of biomechanics to coaching can enhance athletes' movement and performance capabilities through a rich and holistic understanding of the moving body in culture. Note: Credit will be granted for only one of KSR 588 or KSR 788. Approved Hours = 3-0-0 Fee Index: 6 Term: Either

Rationale – These courses will be offered as part of the new Graduate Certificate in Coaching. The 700 level will be for Certificate students to ensure the correct fees are associated with the student. The corresponding 500 levels (where available) will be for Graduate students to take as electives.

Approved by:

- KSR Graduate Program Committee: January 14, 2021
- KSR Faculty Council: January 27, 2021
- Policy Review Committee: February 3, 2021
- FGSR Council: February 17, 2021

Faculty of Kinesiology, Sport, and Recreation
Proposed Calendar Changes to the **2021/22** University Calendar

CURRENT	***PROPOSED***
Current Description as it appears in the current Calendar: ***NEW***	Proposed Course Description as it should appear in the Calendar: **KSR 775 Social Dimensions of Performance in Sport (★3)** This course critically examines various power-knowledge formations and systems of discrimination such as racism and sexism and the implications they hold for those involved in the provision and production of sport. The starting point for this course is that performance and coaching in sport is an inherently complex, uncertain, and ambiguous process with long-standing colonial ties and neoliberal tendencies. This course provides students with a number of strategies and approaches informed by social theory to enable them to reflect on the effects of these various systems and processes in order to design and implement more effective and ethical practices. Note: Credit will be granted for only one of KSR 775, KSR 575, KRLS 575, or PERLS 575. *May contain {alternative delivery/cost recovery} sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either **KSR 744 Psychological Dimensions Performance in Sport (★3)** This course offers a theoretical and empirical analysis of various psychological constructs that underlie athlete performance and experience in competitive sport. This course examines the theoretical underpinnings of psychological (e.g., confidence, motivation), emotional (e.g., anxiety, anger), cultural (e.g., norms, roles), and personality characteristics (e.g., perfectionism, grit) that can play a role in the competitive sport experience for athletes. Students are exposed to key psychological constructs relevant to competitive sport settings and effective coaching in order to account for participation and performance in sport as a deeply holistic process. Note: Credit will be granted for only one of KSR 744, KIN 544, PEDS 544, or KSR 544. *May contain {alternative delivery/cost recovery} sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either

	KSR 741 Sport and Physical Activity for Children and Youth (★3) This course examines a range of psychosocial aspects of sport and physical activity participation among children and youth. Topics may include parental involvement, peer relationships, coach/leader behaviour, sport for development, talent development, life skills, inclusion, and exclusion especially as they relate to an awareness and appreciation of difference and diversity. Throughout this course, ways in which coaches and physical activity instructors can promote positive developmental experiences for children and youth will be discussed, along with strategies for knowledge translation and exchange with broader community audiences including, in particular, Indigenous communities Note: Credit will be granted for only one of KSR 741, KIN 541, PEDS 541, or KSR 541. *May contain {alternative delivery/cost recovery} sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either **KSR 786 Motor Learning and Performance in Sport (★3)** This course will explore recent and seminal research in the field of motor learning and performance in sport. A number of current theories and models will be discussed as well as the experimental literature concerned with the learning and performance of skilled movement across a diverse range of sport contexts. Also covered in this course will be various issues concerning the 'nature' of motor skills, transfer of practice and feedback, as well as their integration with the retention of motor skills with specific application to the practice of coaching as a complex and highly integrated act. Note: Credit will be granted for only one of KSR 786 or KSR 586. *May contain {alternative delivery/cost recovery} sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Approved Hours = 3-0-0 Fee Index: 6 Term: Either **KSR 787 Physiology and Performance in Sport (★3)** This course provides students with a survey of selected topics in exercise physiology with an emphasis on the application to sport and the planning practices employed by coaches. The course will normally include the study of metabolic, cardiorespiratory, neuromuscular and environmental physiology with reference to training and competition across a variety of sporting contexts. As well, possible topics may include the discussion of a variety of

	contemporary physiological issues related to coaching such as: sex-based differences in fitness norms for sport performance, ergogenic aids, and the place of experiential knowledge in enhancing sport performance. Note: Credit will be granted for only one of KSR 787, KIN 514, PEDS 514, or KSR 514. *May contain {alternative delivery/cost recovery} sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Approved Hours = 0-3s-0 Fee Index: 6 Term: Either **KSR 788 Sport Biomechanics (★3)** This course will provide students with a detailed mechanical exploration of form and function in the human system with respect to performance in sport. The focus will be on the integration of various anatomical and mechanical concepts and their specific application to movement across a range of sport contexts. Students will also be encouraged to consider how both qualitative and quantitative applications of biomechanics to coaching can enhance athletes' movement and performance capabilities through a rich and holistic understanding of the moving body in culture. Note: Credit will be granted for only one of KSR 788 or KSR 588. *May contain {alternative delivery/cost recovery} sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Approved Hours = 3-0-0 Fee Index: 6 Term: Either **KSR 789 Seminar (★)** The purpose of this seminar is to provide a forum for students to share their thoughts, perspectives, and insights on their coaching in a supportive student-centred environment. This non-credit course is mandatory for students to earn their certificate and will be offered once per academic year. The seminar will be convened by a KSR professor and each session will typically run for up to three hours and be held a maximum of five times in the term where it has been scheduled, e.g., fall, winter, spring, summer. The seminar's content will vary from year to year based on the specific needs and make-up of the students. In general, however, each session will include opportunities for students to discuss and reflect on their own coaching based on different prompts, exercises, readings, and guest lectures concerning a variety of coaching-related topics. Importantly, there will also be a

	focus on equity, diversity, and inclusion as it relates to coaching running through every topic covered. One topic in particular that will be covered will be the uniqueness of Indigenous cultures, values, and lifestyles and the influence this can have in shaping more equitable and just coaching practices. Other possible session topics might include: athlete-centred coaching, coaching ethics, practice design issues, philosophical issues, evaluating performance, game-day preparation, off-season training, managing staff and budgets, athlete development models, identifying and closing performance gaps, sport and coaching cultures, systems of exclusion and marginalization in sport, the role of sport science, and athlete health.

Rationale – These courses will be offered as part of the new Graduate Certificate in Coaching. The 700 level will be for Certificate students to ensure the correct fees are associated with the student. The corresponding 500 levels (where available) will be for graduate students to take as electives.

Approved by:

- KSR Graduate Program Committee: January 14, 2021
- KSR Faculty Council: January 27, 2021
- Policy Review Committee: February 3, 2021
- FGSR Council: February 17, 2021