

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, January 13, 2022 meeting:

Agenda Title: **Course and Minor Program Changes**

- Agricultural, Life and Environmental Sciences
- Arts
- Augustana
- Business
- Education
- Engineering
- Medicine and Dentistry
- Law
- Native Studies
- Nursing
- Science

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 Agricultural, Life and Environmental Sciences, Arts, Augustana, Business, Education, Engineering, Medicine and Dentistry, Law, Native Studies, Nursing, and Science.

FINAL Item 4

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

- A. BSc in Nutrition and Food Science, Dietetics Specialization Admission Requirements
- B. Préposé aux soins de santé Academic Standing Regulations
- C. Bachelor of Music (Performance), Admission Requirements
- D. Faculty of Nursing Admission Requirements and Academic Standing Regulations

CARRIED MOTION:

THAT the GFC Programs Committee, with delegated authority from General Faculties Council, approve

- the proposed changes to admission requirements for the BSc in Nutrition and Food Science, Dietetics Specialization, as set forth in attachment A;
- the proposed changes to academic standing regulations for the Préposé aux soins de santé, as set forth in attachment B;
- the proposed changes to admission requirements for the Bachelor of Music (Performance), as set forth in attachment C; and
- the proposed changes to admission requirements and academic standing regulations for the Faculty of Nursing as set forth in attachment D.

Final Item 5

Agenda Title: **Proposed Suspension of Admission to the Certificate in Engaged Leadership and Citizenship in Arts and Science**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority, the suspension of admission to the Certificate in Engaged Leadership and Citizenship in Arts and Science, for implementation upon approval.

FINAL Item 6

Agenda Title: **Proposed Suspension of the Gestion Touristique Diploma, Faculté Saint-Jean**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the suspension of admissions to the Centre Collégial de l'Alberta Gestion Touristique Diploma (GTO) Program, to take effect July 1, 2022, as submitted by the Centre collégial de l'Alberta, Faculté Saint-Jean.

FINAL Item 7

Agenda Title: **Proposed Deletion of Minors for Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs, Augustana Faculty**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed deletion of minors currently offered as optional components for the Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs in Augustana Faculty, with the exception of the minors in Management and Music, to take effect in Fall 2022.

FINAL Item 8

Agenda Title: **Proposed New Specialization in General Public Health and Suspension of Previous Specializations for the Master of Public Health, School of Public Health and Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed new second-level specialization in General Public Health for the Master of Public Health for implementation in Fall 2023, and the associated course changes, for publication in the 2022-2023 Calendar, as set forth in attachments 1, 3, and 4.

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the suspension of the seven current Master of Public Health second-level specializations effective October 1, 2022, and for publication in the 2022-2023 Calendar as set forth in attachments 2 and 3.

FINAL Item 9

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	<p>Course and Minor Program Changes</p> <ul style="list-style-type: none"> - Agricultural, Life and Environmental Sciences - Arts - Augustana - Business - Education - Engineering - Medicine and Dentistry - Law - Native Studies - Nursing - Science
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty Councils
Presenter(s)	Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC PC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve course and minor program changes.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>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.</p> <p>See individual item for Faculty Council approval information.</p>
Supplementary Notes and context	<i><This section is for use by University Governance only to outline governance process.></i>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Undergraduate Program Support Team • Graduate Program Support Team
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Items have been posted on the University Governance website for information
Approval Route (Governance)	See individual item for Faculty approval information

Item No. 4

(including meeting dates)	GFC PC January 13, 2022
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Strategic Alignment

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

Attachments

1. Agricultural, Life and Environmental Sciences
2. Arts
3. Augustana
4. Business
5. Education
6. Engineering
7. Medicine and Dentistry
8. Law
9. Native Studies
10. Nursing
11. Science

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

Faculty of ALES – Course Change

Submitted by Derek MacKenzie (instructor) and Nadir Erbilgin (Ren R Chair)

Type of change request: Minor

Will be effective Fall 2022.

Will be published in 2022/2023 calendar

	Current description	Proposed Changes
Course number	REN R 305	REN R 305
Credits	3	3
Distribution	3-0-0	3-0-0
Semester	first	Second
Title	Principles and Practices of Reclamation and Restoration	Principles and Practices of Land Reclamation and Restoration
Description	Principles and practical techniques currently applied in reclamation and restoration including: (1) landscape and soil reconstruction practices; (2) passive and active revegetation practices, taking into account the interaction between biotic and abiotic components; and (3) regulations governing reclamation after industrial disturbance. Field trips and lab exercises in the first month are held outside. Prerequisites: REN R 120, REN R 210, and REN R 250.	Principles and practical techniques currently applied in land reclamation and restoration including: (1) landscape and soil reconstruction practices; (2) passive and active revegetation practices, taking into account the interaction between biotic and abiotic components; and (3) regulations governing land reclamation after industrial disturbance. Prerequisites: REN R 120, REN R 210, and REN R 250.

Rationale: Many of the industrial partners are not available to contribute to the class in the fall, but are available in the spring. Given the budget cuts, it also seems unlikely that field trips will be possible.

Both the ENCS program committee and RENR Departmental Council have accepted this change request as of Nov. 12, 2021.

**AFNS NUFs Program
2022/23 Calendar Changes**

Current Calendar Entry	Proposed Calendar Entry
<p>BSc Nutrition and Food Science, Dietetics Specialization...</p> <p>Program Requirements (★120)...</p> <p>Year 2</p> <p>Fall/Winter</p> <p>★3 Approved Program Electives</p> <p>BIOCH 310 - Bioenergetics and Metabolism NU FS 356 - Nutrition Across the Lifespan NU FS 373 - Food Chemistry NU FS 374 - Food Fundamentals and Quality NU FS 377 - Introduction to Population and Public Health Nutrition NUTR 301 - Fundamentals of Nutritional Biochemistry and Metabolism I NUTR 302 - Fundamentals of Nutritional Biochemistry and Metabolism II NUTR 468 - Clinical Nutrition NUTR 482 - Introduction to Dietetic Practice Spring/Summer</p> <p>NUTR 483 - Introductory Professional Practice In Clinical Dietetics Year 3</p> <p>Fall/Winter</p> <p>★6 Approved Program Electives</p> <p>INT D 403 - Foundations of Collaborative Practice INT D 408 - Interprofessional Health Education Elective NU FS 461 - Foodservice Systems Management NUTR 400 - Research Methods in Nutritional Science NUTR 408 - Interprofessional Health Team Elective in Athlete Nutrition and Health NUTR 450 - Undergraduate Dietetics Specialization Research Project (Capstone) NUTR 476 - Advanced Clinical Nutrition</p> <p>★6 selected from</p>	<p>BSc Nutrition and Food Science, Dietetics Specialization...</p> <p>Program Requirements (★120)...</p> <p>Year 2</p> <p>Fall/Winter</p> <p>BIOCH 310 - Bioenergetics and Metabolism NUFS 310 – Teaching and Communication in Nutrition NU FS 356 - Nutrition Across the Lifespan NU FS 373 - Food Chemistry NU FS 374 - Food Fundamentals and Quality NU FS 377 - Introduction to Population and Public Health Nutrition NUTR 301 - Fundamentals of Nutritional Biochemistry and Metabolism I NUTR 302 - Fundamentals of Nutritional Biochemistry and Metabolism II NUTR 468 - Clinical Nutrition NUTR 482 - Introduction to Dietetic Practice Spring/Summer</p> <p>NUTR 483 - Introductory Professional Practice In Clinical Dietetics Year 3</p> <p>Fall/Winter</p> <p>★3 Approved Program Electives</p> <p>INT D 403 - Foundations of Collaborative Practice INT D 408 - Interprofessional Health Education Elective NU FS 461 - Foodservice Systems Management NUTR 400 - Research Methods in Nutritional Science NUTR 408 - Interprofessional Health Team Elective in Athlete Nutrition and Health NUTR 450 - Undergraduate Dietetics Specialization Research Project (Capstone) NUTR 476 - Advanced Clinical Nutrition NUTR 477 - Advanced Community Nutrition</p> <p>★6 selected from</p>

**AFNS NUFS Program
2022/23 Calendar Changes**

<p>NU FS 424 - Nutrition and Metabolism Related to Cancer NU FS 428 - Advances in Human Nutrition and the Intestinal Microbiome NUTR 443 - Diabetes, Cardiovascular Disease and Lifestyle NUTR 452 - Nutrition in the Prevention of Chronic Human Diseases NUTR 477 - Advanced Community Nutrition</p>	<p>NU FS 424 - Nutrition and Metabolism Related to Cancer NU FS 428 - Advances in Human Nutrition and the Intestinal Microbiome NUTR 443 - Diabetes, Cardiovascular Disease and Lifestyle NUTR 452 - Nutrition in the Prevention of Chronic Human Diseases</p>
<p>Proposed by: Anna Farmer (Dietetics Specialization, Academic Lead); Rationale for Change: To meet Partnership for Dietetic Practice and Education competencies in program required for accreditation.</p>	
<p>Detailed Rationale The Dietetics Specialization Management Committee met on May 26th, 2021 to discuss the required courses for the Dietetics Specialization (DS) program. The DS curriculum has evolved since its inception in 2016, the Integrated Competencies for Dietetic Education and Practice (ICDEP) have changed and so have the needs of the DS students for entry into dietetic practice. The new 2020 ICDEPv2 will be implemented by August 2022, however, the Partnership for Dietetic Practice and Education (PDEP) requires them to be implemented by August 2023. The DSMC discussed if current two senior-level APE courses (NUFS 310 and NUTR 477) should become required courses in the DS program to meet the PDEP requirements. The DSMC is proposing that NUTR 477 (Advanced Community Nutrition, now known as Advanced Population and Public Health Nutrition) and NUFS 310 (Teaching and Communication in Nutrition) be required courses for the Dietetics Specialization. There are many integrated competencies for dietetic education and practice that are met in these two courses. In the May 2017 post-visit report, the accreditation surveyors recommended that NUTR 477 be a required course. Based on the feedback received from the DS course cluster reviews, Alberta Health Services' preceptors and provincial leads, academic staff and students' feedback on USRIs and exit interviews, NUTR 477 and NUFS 310 stakeholders have recommended that these courses be required in the program.</p> <p>By making these courses required, we can be assured that all students in the DS program have been exposed to the required foundational knowledge and have also reached the level of competence that we are expecting for success in their practicum courses. Currently only 60% of students in the DS program complete both of these courses, leaving a gap of students no meeting requirements before entering practicum. Those who do not take these courses are highly likely to require substantial remedial work to fill a gap that places undue responsibility on Alberta Health Service Registered Dietitian preceptors supervising the practicum placements.</p> <p>Documentation of Approval/Consultation Dietetics Specialization Management Committee on May 26th, 2021. NU FS Program Committee on: June 28th 2021. Division Human Nutrition on: June 4th 2021 Endorsed by AFNS Dept. Council on: Sept 24th 2021 Approved by Academic Coordinating Committee: Sept 29, 2021</p>	

This package contains:

Faculty approval path and dates:

AAC Date: November 2, 2021		
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Music is requesting to cancel some minor program changes that were approved last year and then put “on hold” from being published in the current 2021-22 calendar. So they seek approval to keep some changes but not all and these submissions reflect the cancellation requests.

The department is working with central governance, ETT and the Calendar Editor. It’s not clear if Arts needs to review or approve this cancellation but to be on the safe side AAC should at least take a look and approve, if only as a consent agenda item.

Lindsay Dobson 10.28.21

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Music

Change: Undergraduate Minor Program Change

Rationale: Department Council has decided to cancel a small part of the calendar changes for the BMus (all routes) and BMus/BEd (Elementary and Secondary) programs that had originally been submitted in Spring 2020 and were later deferred due to the Covid-19 pandemic. After further discussion, council has decided not to introduce MUSIC 301 Music Pedagogy I and 302 Music Pedagogy II as a requirement for all programs (and to serve as a replacement for other Pedagogy courses already on the books).

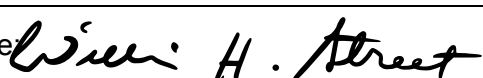
The courses MUSIC 301 and 302 only now appear in the 2022-2023 draft calendar and have not yet been implemented. We wish to cancel these new courses and revert to the program requirements which we had proposed they replace.

 [2022-2023 DRAFT Calendar:](#)

https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42268&returnto=11331 

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements for Bachelor of Music</p> <p>General Route [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p>MUSIC 301</p> <p>MUSIC 302</p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 455 - Music Theory V</p>	<p>Program Requirements for Bachelor of Music</p> <p>General Route [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p><u>MUSIC Option (6 units)</u></p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 455 - Music Theory V</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 8 October 2021
Chair or Designate: William Street	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

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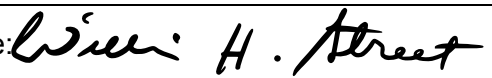
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Calendar Copy:

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<p>Program Requirements for Bachelor of Music</p> <p>[...]</p> <p>Performance Route - Guitar [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p><u>MUSIC 301</u></p> <p><u>MUSIC 302</u></p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 439 - Vocal and Instrumental Chamber Ensemble</p>	<p>Program Requirements for Bachelor of Music</p> <p>[...]</p> <p>Performance Route - Guitar [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p><u>Music options (6 units)</u></p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 439 - Vocal and Instrumental Chamber Ensemble</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 8 October 2021
Chair or Designate: William Street	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

Rationale: Department Council has decided to cancel a small part of the calendar changes for the BMus (all routes) and BMus/BEd (Elementary and Secondary) programs that had originally been submitted in Spring 2020 and were later deferred due to the Covid-19 pandemic. After further discussion, council has decided not to introduce MUSIC 301 Music Pedagogy I and 302 Music Pedagogy II as a requirement for all programs (and to serve as a replacement for other Pedagogy courses already on the books).

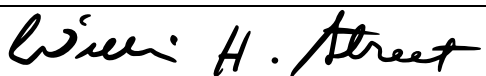
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Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements for Bachelor of Music</p> <p>[...]</p> <p>Performance Route - Piano [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p>MUSIC 301</p> <p>MUSIC 302</p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 439 - Vocal and Instrumental Chamber Ensemble</p>	<p>Program Requirements for Bachelor of Music</p> <p>[...]</p> <p>Performance Route - Piano [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p><u>MUSIC 303</u></p> <p><u>MUSIC 304</u></p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 439 - Vocal and Instrumental Chamber Ensemble</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 8 October 2021
Chair or Designate: William Street	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

Rationale: Department Council has decided to cancel a small part of the calendar changes for the BMus (all routes) and BMus/BEd (Elementary and Secondary) programs that had originally been submitted in Spring 2020 and were later deferred due to the Covid-19 pandemic. After further discussion, council has decided not to introduce MUSIC 301 Music Pedagogy I and 302 Music Pedagogy II as a requirement for all programs (and to serve as a replacement for other Pedagogy courses already on the books).

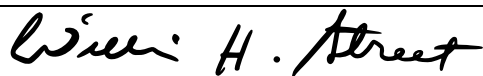
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Calendar Copy:

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<p>Program Requirements for Bachelor of Music</p> <p>[...]</p> <p>Performance Route - Strings and Harp [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p><u>MUSIC 301</u></p> <p><u>MUSIC 302</u></p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 439 - Vocal and Instrumental Chamber Ensemble</p>	<p>Program Requirements for Bachelor of Music</p> <p>[...]</p> <p>Performance Route - Strings and Harp [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p><u>Music options (6 units)</u></p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 439 - Vocal and Instrumental Chamber Ensemble</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 8 October 2021
Chair or Designate: William Street	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

Rationale: Department Council has decided to cancel a small part of the calendar changes for the BMus (all routes) and BMus/BEd (Elementary and Secondary) programs that had originally been submitted in Spring 2020 and were later deferred due to the Covid-19 pandemic. After further discussion, council has decided not to introduce MUSIC 301 Music Pedagogy I and 302 Music Pedagogy II as a requirement for all programs (and to serve as a replacement for other Pedagogy courses already on the books).

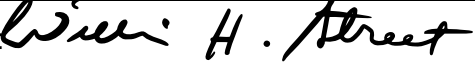
The courses MUSIC 301 and 302 only now appear in the 2022-2023 draft calendar and have not yet been implemented. We wish to cancel these new courses and revert to the program requirements which we had proposed they replace.

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Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements for Bachelor of Music</p> <p>[...]</p> <p>Performance Route - Voice [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p><u>MUSIC 301</u></p> <p><u>MUSIC 302</u></p> <p>MUSIC 425 - Applied Music</p> <p>MUSIC 455 - Music Theory V</p>	<p>Program Requirements for Bachelor of Music</p> <p>[...]</p> <p>Performance Route - Voice [Arts]</p> <p>[...]</p> <p>Year 3 (30 units)</p> <p>MUSIC 425 - Applied Music</p> <p><u>MUSIC 435 - Vocal Pedagogy I</u></p> <p><u>MUSIC 436 - Vocal Pedagogy II</u></p> <p>MUSIC 455 - Music Theory V</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 8 October 2021
Chair or Designate: William Street	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

Rationale: Department Council has decided to cancel a small part of the calendar changes for the BMus (all routes) and BMus/BEd (Elementary and Secondary) programs that had originally been submitted in Spring 2020 and were later deferred due to the Covid-19 pandemic. After further discussion, council has decided not to introduce MUSIC 301 Music Pedagogy I and 302 Music Pedagogy II as a requirement for all programs (and to serve as a replacement for other Pedagogy courses already on the books).

The courses MUSIC 301 and 302 only now appear in the 2022-2023 draft calendar and have not yet been implemented. We wish to cancel these new courses and revert to the program requirements which we had proposed they replace.

Because the proposed BMus/Bed Elementary Curriculum had a requirement of “One of: MUSIC 218 or 301,” the removal of MUSIC 301 means it is best to introduce a Music Option rather than revert to the MUSIC 207 requirement (this course is not offered with enough regularity; it’s better for students to have a measure of flexibility).

The Department of Elementary Education was consulted and agreed to this small amendment to our curriculum changes.

[2022-2023 DRAFT Calendar:](#)

https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42287&returnto=11331

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements</p> <p>[...]</p> <p>Year 2 (30 units)</p> <p>[...]</p> <p>3 units from: MUSIC 218 MUSIC 301</p>	<p>Program Requirements</p> <p>[...]</p> <p>Year 2 (30 units)</p> <p>[...]</p> <p><u>Music Option (3 units)</u></p>

Department Contact: Stephen Tchir	Department Council Approval Date: 8 October 2021
Chair or Designate: William Street	Signature: <i>William H. Street</i>

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

Rationale: Department Council has decided to cancel a small part of the calendar changes for the BMus (all routes) and BMus/BEd (Elementary and Secondary) programs that had originally been submitted in Spring 2020 and were later deferred due to the Covid-19 pandemic. After further discussion, council has decided not to introduce MUSIC 301 Music Pedagogy I and 302 Music Pedagogy II as a requirement for all programs (and to serve as a replacement for other Pedagogy courses already on the books).

The courses MUSIC 301 and 302 only now appear in the 2022-2023 draft calendar and have not yet been implemented. We wish to cancel these new courses and revert to the program requirements which we had proposed they replace.

Because the proposed BMus/Bed Secondary Curriculum had a requirement of “One of: MUSIC 218 or 301,” the removal of MUSIC 301 means it is best to return to a Music Option rather than a singular MUSIC 218 requirement (this course will not be offered with enough regularity, nor should it be a singular requirement of the program).

The Department of Secondary Education was consulted and agreed to this small amendment to our curriculum changes.

[2022-2023 DRAFT Calendar:](#)

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<p>Program Requirements</p> <p>[...]</p> <p>Year 2 (30 units)</p> <p>[...]</p> <p>3 units from: MUSIC 218 MUSIC 301</p>	<p>Program Requirements</p> <p>[...]</p> <p>Year 2 (30 units)</p> <p>[...]</p> <p><u>Music Option (3 units)</u></p>

Department Contact: Stephen Tchir	Department Council Approval Date: 8 October 2021
Chair or Designate: William Street	Signature: <i>William H. Street</i>

This package contains: [Undergraduate - Courses](#)

Faculty approval path and dates:

AAC Date: October 5, 2021		
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Page	Department or Unit	What is Changing
2	East Asian Studies	CHINA 450
3	East Asian Studies	EASIA 233, 315, 329, 338, 490
5	East Asian Studies	EASIA 372, 473
6	East Asian Studies	JAPAN 101,201,301,341,
7	History, Classics and Religion	GREEK 301 to 201
8	History, Classics and Religion	HEBR 210, 211
9	History, Classics and Religion	HIST 291, 302, 308, 315, 338, 344, 379, 479
11	History, Classics and Religion	HIST 298, 396
12	History, Classics and Religion	LATIN 201, 302
13	History, Classics and Religion	RELIG 304
14	History, Classics and Religion	SANSK 201, 202
16	Media Studies	MST 200

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **East Asian Studies**

Change: **Undergraduate Course**

Rationale: This is a new course in Chinese film and language, with multiple objectives: it helps advanced Chinese learners to break through the “textbook” Chinese level of learning and gain experience in an authentic language setting that includes students of a variety of levels and experiences. All materials are in Chinese and the course will be conducted in Chinese. Students will be expected to function at their current proficiency level and to make progress in their understanding of Chinese that could include advanced vocabulary and sentence structures as well as film studies terminology in Chinese. Course reflects the interests of a faculty member new to teaching in the Department.

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Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>CHINA 450 - Chinese Film and Language</u></p> <p><u>*3 (fi 6) (either term, 3-0-0). A careful examination of Chinese-language films and the language they use.</u></p> <p><u>Course will be taught in Chinese. Prerequisite:</u></p> <p><u>CHINA 402 or equivalent, or consent of Department.</u></p>

Department Contact: Anne Commons	Department Council Approval Date: 17 Sept 2021
Chair or Designate: Walter Davis	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **East Asian Studies**

Change: **Undergraduate Course**

Rationale: 233 - Responds to student interest; expands the Department’s course offerings at the 200 level; aligns with Faculty of Arts initiatives on equity and diversity.

315 - The prerequisite change sets the language requirement as JAPAN 202, while giving students three options for the linguistics requirement. This should make the course more accessible for students. Course content will remain unchanged.

329 - This is a new course, an East Asian poetry translation workshop intended to complement other EASIA translation courses. The focus is on translating poetry from one of the major East Asian Languages. Poetry translation provides a crucial avenue for students to deeply understand the poetry of another language. It also helps students develop critical language skills both in terms of careful, accurate reading of original texts and precise, eloquent rendering of these texts into English. The act of translation enhances the student’s ability to convey their understanding of Chinese, Japanese, or Korean in English. The design of the course is to allow students of any one of the languages to convene together and share their understanding of the poetry of the original language with each other, to draft, check for accuracy, and ultimately share their draft renderings with the group as well as to share in the discussions of the translations. Course reflects the interests of a faculty member new to teaching in the Department.

338 - Course is being proposed to allow greater flexibility for Department’s China specialists to develop and teach new course material at the 300 level.

490 - This is the Department's Honors thesis, which was previously listed in the Calendar but does not appear to be there at present.

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Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>EASIA 315 - Introduction to Japanese Linguistics ★ 3 (fi 6) (either term, 3-0-0) Sound system, parts of speech, basic sentence structure, writing system, and language change and variation. Note: Not open to students with credit in JAPAN 325. Prerequisite: *3 from EASIA 215 or LING 101 and *3 from JAPAN 202 or EASIA 211, or consent of Department.</p>	<p><u>EASIA 233 - Gender and Sexuality in Chinese Literature and Culture</u> <u>★ 3 (fi 6) (either term, 3-0-0)</u> <u>Cultural representations of gender and sexuality throughout history in the Chinese-speaking world.</u></p> <p>EASIA 315 - Introduction to Japanese Linguistics ★ 3 (fi 6) (either term, 3-0-0) Sound system, parts of speech, basic sentence structure, writing system, and language change and variation. Note: Not open to students with credit in JAPAN 325. Prerequisite: <u>JAPAN 202 and one of EASIA 211, EASIA 316 or LING 101, or consent of Department.</u></p> <p><u>EASIA 329 - Poetry Translation Workshop</u> <u>*3 (fi 6) (either term, 3-0-0). A workshop on translating poetry from Chinese, Japanese, or Korean into English. Prerequisite: EASIA 101 and one of CHINA 301, JAPAN 301, or KOREA 301, or consent of Department.</u></p>

EASIA 338 – Topics in Chinese Studies
★ 3 (fi 6) (either term, 3-0-0) May be repeated for credit when course content differs. Prerequisite: one of EASIA, or consent of Department.

EASIA 490 - Honors Thesis
★ 3 (fi 6) (either term, variable). Note: Open to fourth year Honors students only.

Department Contact: Anne Commons	Department Council Approval Date: 10 Sept 2021
Chair or Designate: Walter Davis	Signature:

Submission Deadlines: 21-22 Calendar – 09.01.20, 09.22.20, 10.06.20, (11.10.20 –courses only)

Submission Deadlines: 21-22 Calendar – 01.12.21, 02, 09.21, 04.14.21

Department: **East Asian Studies**

Change: **Course**

Rationale: (why is this change being proposed and who was consulted?)

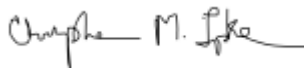
EASIA – 372 This course is proposed to offer reviews and discussions of various topics on K-pop and contemporary Korean culture. Discussion of various K-pop issues help facilitate broader and deeper understanding of Korean culture, often in the context of broader East Asian culture. Departmental faculty members were consulted.

EASIA – 473 This course reviews various notions of jeong, arguably the most crucial concept for understanding the cultural identity of Koreans. This course reviews how its various aspects are closely associated with love, death, and cannibalism from early times to the contemporary period. Departmental faculty members were consulted.

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=easia&filter%5Bexact_match%5D=1

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>EASIA 372 – K-Pop and Korean Culture</u> <u>*3 (fi 6) (either term, 3-0-0)</u> <u>Note: Not open to students with credit in EASIA 370 when its topic is “Culture Reflected on K-Pop.”</u> <u>Prerequisite: EASIA 101 or consent of Department.</u></p> <p><u>EASIA 473 – Love, Death, and Cannibalism in Korean Culture</u> <u>*3 (fi 6) (either term, 3-0-0)</u> <u>Note: Not open to students with credit in EASIA 472 when its topic is “Jeong in Korean Lit/Culture.”</u> <u>Prerequisite: EASIA 101 or consent of Department.</u></p>

Department Contact: Hyuk-chan Kwong	Department Council Approval Date: 05/19/2020
Chair or Designate: Christopher Lupke	Signature: 

Department: **East Asian Studies**

Change: **Undergraduate Course**

Rationale: To reflect the current course content in the description.

341 - Course description included out-of-date course number, now updated.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=JAPAN&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>JAPAN 101 - Basic Japanese I ★ 3 (fi 6) (either term, 5-0-0) A non-intensive written course designed to develop basic skills in spoken and written Japanese. Note: Not open to students with credit in Japanese 30, 35, JAPAN 150 or equivalent.</p> <p>JAPAN 201 - Basic Japanese III ★ 3 (fi 6) (either term, 5-0-0) A non-intensive course designed to develop further basic skills in spoken and written Japanese. Prerequisite: JAPAN 102 or 150 with a minimum grade of C+, or consent of Department.</p> <p>JAPAN 301 - Intermediate Japanese I ★ 3 (fi 6) (either term, 4-0-0) Designed to develop basic reading skills in modern Japanese prose with special emphasis on grammar and usage. Prerequisite: JAPAN 202 with a minimum grade of C+, or consent of Department.</p> <p>JAPAN 341 - Classical Japanese I ★ 3 (fi 6) (either term, 3-0-0) Introduction to the classical Japanese language, involving study of classical Japanese grammar and reading of primary texts. Not a literature course. Prerequisite: JAPAN 202 or consent of the Department. JAPAN 241 recommended.</p>	<p>JAPAN 101 - Basic Japanese I ★ 3 (fi 6) (either term, 5-0-0) <u>Intended for students with no or very limited prior knowledge of Japanese. Designed to develop basic skills in listening, speaking, reading, and writing.</u> Note: Not open to students with credit in Japanese 30, 35, JAPAN 150 or equivalent.</p> <p>JAPAN 201 - Basic Japanese III ★ 3 (fi 6) (either term, 5-0-0) <u>Intended for students who have some knowledge of basic Japanese. Designed to develop further basic skills in listening, speaking, reading, and writing.</u> Prerequisite: JAPAN 102 or 150 with a minimum grade of C+, or consent of Department.</p> <p>JAPAN 301 - Intermediate Japanese I ★ 3 (fi 6) (either term, 4-0-0) <u>Intended for students who have acquired basic Japanese. Designed to develop spoken and written communication skills at the intermediate level.</u> Prerequisite: JAPAN 202 with a minimum grade of C+, or consent of Department.</p> <p>JAPAN 341 - Classical Japanese I ★ 3 (fi 6) (either term, 3-0-0) Introduction to the classical Japanese language, involving study of classical Japanese grammar and reading of primary texts. Not a literature course. Prerequisite: JAPAN 202 or consent of Department. <u>EASIA 211</u> recommended.</p>

Department Contact: Anne Commons	Department Council Approval Date: 10 Sept 2021
Chair or Designate: Walter Davis	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **History, Classics and Religion**

Change: **Undergraduate Course**

Rationale: Currently, our second-year courses in Greek are numbered as 301 and 302. This numbering was put in place some years ago at a time when only 300- and 400-level courses counted as "senior level." That justification no longer applies, and the jump from 102 in second-semester to 301 in third-semester is confusing for students and may discourage them from continuing to the second year. This change would put in place a more intuitive numbering sequence for the first four semesters of Greek (101-102-201-302). This change only affects the numbering of the courses: their content and the overall structure of the program would remain the same. No programs outside of our own will be affected by the change.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=GREEK&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1 - aalog_template_course_filter

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>GREEK 301 - Intermediate Greek I</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Faculty of Arts</p> <p>Review of grammar, reading of Greek texts; translation of simple sentences from English into Greek. Prerequisite: GREEK 102 or consent of Department.</p> <p>GREEK 302 - Intermediate Greek II</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Faculty of Arts</p> <p>Selections from Greek poetry and prose. Prerequisite: GREEK 301 or consent of Department.</p>	<p><u>GREEK 201</u> - Intermediate Greek I</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Faculty of Arts</p> <p>Review of grammar, reading of Greek texts; translation of simple sentences from English into Greek. Prerequisite: GREEK 102 or consent of Department. <u>Not open to students with credit in GREEK 301</u></p> <p>GREEK 302 - Intermediate Greek II</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Faculty of Arts</p> <p>Selections from Greek poetry and prose. Prerequisite: GREEK <u>201, GREEK 301</u> or consent of Department.</p>

Department Contact: Adam Kemezis	Department Council Approval Date:09, 10, 21
Chair or Designate: Jamie Heilman	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: History, Classics, and Religious Studies
Change: Course

Rationale: The change in description is to more forcefully express that this course is not open to students with previous knowledge in Biblical Hebrew.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=34&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=HEBR+210&filter%5Bexact_match%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>HEBR 210 - Introduction to Biblical Hebrew I</p> <p>★ 3 (fi 6)(either term, 4-0-0)</p> <p>Fundamentals of Biblical Hebrew for reading and translation purposes. Designed for students with no previous knowledge of Biblical Hebrew. Note: not open to students with credit in HEBR 201.</p> <p>HEBR 211 - Introduction to Biblical Hebrew II</p> <p>★ 3 (fi 6) (either term, 4-0-0)</p> <p>A continuation of HEBR 210. Prerequisite: HEBR 210 or consent of Instructor.</p>	<p>HEBR 210 - Introduction to Biblical Hebrew I</p> <p>★ 3 (fi 6)(either term, 4-0-0)</p> <p>Fundamentals of Biblical Hebrew for reading and translation purposes. <u>Not open to students with previous knowledge of Biblical Hebrew or credit in HEBR 201.</u></p> <p>HEBR 211 - Introduction to Biblical Hebrew II</p> <p>★ 3 (fi 6)(either term, 4-0-0)</p> <p>A continuation of HEBR 210. Prerequisite: HEBR 210 or consent of Instructor. <u>Note: Not open to students with knowledge of Biblical Hebrew that exceeds one semester of university study.</u></p>

Department Contact: Peter Sabo	Department Council Approval Date: Sept 10, 2021
Chair or Designate: Jaymie Heilman	Signature: Jaymie Heilman

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **History, Classics and Religion**

Change: **Undergraduate Course**

Rationale:

Minor course changes for HIST 291, 302, 308, and 379: This change corrects an error by which each course was listed as a seminar rather than a lecture.

New courses:

HIST 315 This new course will provide flexibility at the 3XX level for continuing faculty, visiting professors, and/or contract instructors.

HIST 338: This new course will accommodate the teaching interests of multiple continuing faculty members, including two new Indigenous faculty members, and will provide flexibility at the 3XX level for visiting professors or contract instructors.

HIST 344: This new course will accommodate the teaching interests of multiple continuing faculty members and broaden departmental offerings in the field of environmental history.

HIST 479: This new course will accommodate the teaching interests of multiple continuing faculty members, including two new Indigenous faculty members, and will provide flexibility at the 4XX level for visiting professors or contract instructors.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=HIST&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>HIST 291 - World War One</p> <p>★ 3 (<i>fi</i> 6) (either term, 0-3s-0) The European conflict and its global dimensions, with an emphasis on political, social, and cultural histories.</p> <hr/> <p>HIST 302 - Germany in the 20th Century and Beyond</p> <p>★ 3 (<i>fi</i> 6) (either term, 0-3s-0) The economic, social, cultural, and political histories of the various Germanies in their European and global contexts, from 1900 to the present.</p> <hr/> <p>HIST 308 - Sexuality and Gender in Modern Europe</p>	<p>HIST 291 - World War One</p> <p>★ 3 (<i>fi</i> 6) (either term, <u>3-0</u>-0) The European conflict and its global dimensions, with an emphasis on political, social, and cultural histories.</p> <hr/> <p>HIST 302 - Germany in the 20th Century and Beyond</p> <p>★ 3 (<i>fi</i> 6) (either term, <u>3-0</u>-0) The economic, social, cultural, and political histories of the various Germanies in their European and global contexts, from 1900 to the present.</p> <hr/> <p>HIST 308 - Sexuality and Gender in Modern Europe</p>

★ 3 (fi 6) (either term, ~~0-3s-0~~) Introduction to the social organization, cultural construction, and political dimensions of sexuality and gender in Europe from the eighteenth to the twenty-first centuries.

HIST 379 - Religion in Modern Europe

★ 3 (fi 6) (either term, ~~0-3s-0~~) Religious revival and secularization in Europe from the French Revolution to the present. Topics include: relations between church and state; intellectual challenges and responses; and religion transformed by modernity.

★ 3 (fi 6) (either term, ~~3-0-0~~) Introduction to the social organization, cultural construction, and political dimensions of sexuality and gender in Europe from the eighteenth to the twenty-first centuries.

HIST315: Topics in Global History

★ 3 (fi 6) (either term, 3-0-0)

Addresses historical processes or themes affecting diverse areas of the world. Can be repeated if course content varies.

HIST338: Topics in Indigenous History

★ 3 (fi 6) (either term, 3-0-0)

Addresses select themes in the histories of Indigenous peoples. Can be repeated if course content varies.

HIST344: Global Environmental History

★ 3 (fi 6) (either term, 3-0-0)

Histories of interactions between non-human nature and diverse cultures, with attention to inequality and environmental change.

HIST 379 - Religion in Modern Europe

★ 3 (fi 6) (either term, ~~3-0-0~~) Religious revival and secularization in Europe from the French Revolution to the present. Topics include: relations between church and state; intellectual challenges and responses; and religion transformed by modernity.

HIST479: Topics in Indigenous Histories – Global and Local

★ 3 (fi 6) (either term, 0-3s-0)

Addresses select themes in the histories of Indigenous peoples in global, comparative, and/or local contexts. Can be repeated if course content varies.

Department Contact: Shannon Stunden Bower	Department Council Approval Date: Aug. 23, 2021
Chair or Designate: Jaymie Heilman	Signature: Jaymie Heilman

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **History, Classics and Religion**

Change: **Undergraduate Course**

Rationale: HIST 298: A faculty member wishes to teach this historical content, which is not covered by current course offerings, in order to develop and strengthen a coherent program for Indian and South Asian history. This course complements HIST 289, which covers Indian history up to 500 and HIST 292, which covers the period between 500 and 1500 CE.

HIST 396: This new variable topics course would accommodate the teaching of the Chair in India Studies, which is planned under the auspices of the Indian Council for Cultural Relations. The Faculty of Arts will likely host this Chair in fall 2022. The new variable topics course would also offer options to continuing faculty interested in trying out new courses or teaching occasional courses in South Asian history at the third-year level.

Consultations were carried out with the History Division and Department Council.

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Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>HIST 298: State and Society in Mughal India</u> <u>★ 3 (fi 6) (either term, 3-0-0)</u> <u>A political and social history of India from the 16th-19th centuries, focusing on the Mughal empire.</u></p> <p><u>HIST 396: Topics in South Asian History</u> <u>★ 3 (fi 6) (either term, 3-0-0)</u></p>

Department Contact: Dagmar Wujastyk	Department Council Approval Date: 17 June 2021
Chair or Designate: Jaymie Heilman, Associate Chair Undergraduate	Signature: Jaymie Heilman

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department:
Change: Undergraduate Course

Rationale: Currently, our second-year courses in Latin are numbered as 301 and 302. This numbering was put in place some years ago at a time when only 300- and 400-level courses counted as "senior level." That justification no longer applies, and the jump from 102 in second-semester to 301 in third-semester is confusing for students and may discourage them from continuing to the second year. This change would put in place a more intuitive numbering sequence for the first four semesters of Latin (101-102-201-302). This change only affects the numbering of the courses: their content and the overall structure of the program would remain the same. No programs outside of our own will be affected by the change.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=LATIN&filter%5B29%5D=&filter%5Bcourse_type%5D=1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1 - acalog_template_course_filter

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>LATIN 301 - Intermediate Latin I</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Faculty of Arts</p> <p>Review of grammar; reading of Latin texts; translation of simple sentences from English into Latin. Prerequisite: LATIN 102, 103, or 104 or consent of Department.</p>	<p><u>LATIN 201</u> - Intermediate Latin I</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Faculty of Arts</p> <p>Review of grammar; reading of Latin texts; translation of simple sentences from English into Latin. Prerequisite: LATIN 102, 103, or 104 or consent of Department. <u>Not open to students with credit in LATIN 301</u></p>
<p>LATIN 302 - Intermediate Latin II</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Faculty of Arts</p> <p>Selections from Latin poetry and prose. Prerequisite: LATIN 301 or consent of Department.</p>	<p>LATIN 302 - Intermediate Latin II</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Faculty of Arts</p> <p>Selections from Latin poetry and prose. Prerequisite: LATIN <u>201</u>, <u>LATIN 301</u> or consent of Department.</p>

Department Contact: Adam Kemezis	Department Council Approval Date: 09, 10, 21
Chair or Designate: Jaymie Heilman	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **History, Classics, and Religious Studies**

Change: **New Course Request**

Rationale: Right now, there is no upper level Jewish Studies course on the calendar. This course will fill that gap. Its specific topic will vary from year to year.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=34&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=RELIG+375&filter%5Bexact_match%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>RELIG 304 –Topics in Jewish Studies</u></p> <p><u>★ 3 (fi 6)(either term, 3-0-0)</u></p> <p><u>An exploration of matters related to Jewish history, religion, and culture. Can be repeated if course content varies. Prerequisite: RELIG 205 or consent of instructor.</u></p>

Department Contact: Peter Sabo	Department Council Approval Date: Sept 10, 2021
Chair or Designate: Jaymie Heilman	Signature: Jaymie Heilman

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: History, Classics and Religion

Change: Course

Rationale: To exclude any students from getting credit for this course if they already have substantial knowledge background in the Sanskrit language.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=34&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=SANSK+201&filter%5Bexactmatch%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>SANSK 201 - Introduction to Sanskrit I ★3 (fi 6)(either term, 4-0-0)</p> <p>Fundamentals of the Sanskrit language for reading and translation purposes. Designed for students with no previous knowledge of Sanskrit. Note: Not open to students with credit in SANSK 203 or RELIG 239.</p> <p>SANSK 202 - Introduction to Sanskrit II ★ 3 (fi 6) (either term, 4-0-0) A continuation of SANSK 201. Prerequisite: SANSK 201 or consent of Program in Religious Studies.</p>	<p>SANSK 201 - Introduction to Sanskrit I ★3 (fi 6)(either term, 4-0-0)</p> <p>Fundamentals of the Sanskrit language for reading and translation purposes. Designed for students with no previous knowledge of Sanskrit. Note: Not open to students with credit in SANSK 203, RELIG 239 <u>or equivalent, or NCERT Class 7 Sanskrit.</u></p> <p>SANSK 202 - Introduction to Sanskrit II ★ 3 (fi 6) (either term, 4-0-0) A continuation of SANSK 201. Prerequisite: SANSK 201 or consent of <u>Department.</u> <u>Note: Not open to students with credit in SANSK 203, RELIG 239 or equivalent, or NCERT Class 8 Sanskrit.</u></p>

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Department Contact: Neil Dalal	Department Council Approval Date: Sept 10, 2021
Chair or Designate: Jaymie Heilman	Signature: Jaymie Heilman

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: The class title for MST 200 is changed to more accurately describe the class content. This change is recommended by Jaimie Baron, Area Coordinator for Media Studies, in consultation with the Media Studies curriculum committee.

https://calendar.ualberta.ca/preview_program.php?catoid=34&pooid=39034&hl=%22media+studies%22&returnto=search

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
MST 200 - Critical Media Studies ★ 3 (fi 6) (either term, 3-0-0) A genealogy of advanced Media Studies theories and approaches in their historical contexts. Corerequisite: MST 100.	MST 200 - <u>Media Theory</u> ★ 3 (fi 6) (either term, 3-0-0) A genealogy of advanced Media Studies theories and approaches in their historical contexts. Corequisite: MST 100.

Department Contact: Nicola DiNicola	Department Council Approval Date: May 12, 2021
Chair or Designate: Nat Hurley	Signature: 

This package contains: [Undergraduate - Courses](#)

Faculty approval path and dates:

AAC Date: November 2, 2021		
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Page	Department or Unit	What is Changing
2	Art & Design	ART 322, 323, 442, 423, 441, 540, 541
4	History, Classics and Religion	HIST 299
5	Music	MUSIC 186
6	Music	MUSIC 201
7	Music	MUSIC 270
8	Music	MUSIC 477
10	Philosophy	PHIL 240, 343
11	Philosophy	PHIL 301
12	Philosophy	PHIL 457
13	Psychology	PSYCO 105, 303, 305, 405
15	Sociology	SOC 371, 401

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Department of Art & Design

Change: Undergraduate Course Changes

Rationale: To be scheduled for Fall 2022 and Winter 2023, if possible.

ART 322, 323, 422, 423:

After discussion with printmaking faculty (Sean Caulfield and Marilene Oliver) and undergraduate advisor Caitlin Wells, some ART courses in the Printmaking studio area are being changed in order to provide more clarity for students about which art medium they will be studying for the term. In addition, the ART 422 course will be changed from a full year (6 credit) course to two one-term (3 credit) courses in order to provide students more flexibility in planning their degree programs. This change will also reduce work for personnel at the department, faculty and registrar levels on occasion that students need to withdraw from their full year *6 course due to emergency situations. These changes will not affect courses in other areas.

ART 441, 540 and 541:

After discussion with drawing coordinator Tanya Harnett and undergraduate advisor Caitlin Wells, some ART courses in the Drawing studio area are being changed in order to better reflect the reality of the specific media explored in these classes now that Media Arts has its own numbering system. This change will provide more clarity for students about which art medium they will be studying. The prerequisites are also being adjusted to create more flexibility for students.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=ART&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpag%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>ART 322 - Printmaking: Introductory Studies I</p> <hr/> <p>★ 3 (<i>fi</i> 6) (first term, 0-6L-0) Introduction to the principles and technical applications of printmaking. Prerequisites: ART 134 and DES 135 or ART 136 and DES 138 and consent of Department. Normally ART 323 must be taken in the same academic year.</p> <p>ART 323 - Printmaking: Introductory Studies II</p> <hr/> <p>★ 3 (<i>fi</i> 6) (second term, 0-6L-0) Continued exploration of the principles and technical applications of printmaking with the introduction of new techniques. Prerequisites: ART 322 and consent of Department. Normally ART 322 must be taken in the same academic year. Not open to students with credit in ART 322 (*6) offered prior to 2012-13.</p> <p>ART 422 - Printmaking: Intermediate</p>	<p>ART 322 - Printmaking: Introductory Studies <u>(Silkscreen)</u></p> <hr/> <p>★ 3 (<i>fi</i> 6) (<u>either</u> term, 0-6L-0) Introduction to the principles and technical applications of printmaking <u>through silkscreen techniques</u>. Prerequisites: ART 134 and DES 135 or ART 136 and DES 138 and consent of Department. Normally ART 323 must be taken in the same academic year.</p> <p>ART 323 - Printmaking: Introductory Studies <u>(Intaglio/Relief)</u></p> <hr/> <p>★ 3 (<i>fi</i> 6) (<u>either</u> term, 0-6L-0) Continued exploration of the principles and technical applications of printmaking with the introduction of <u>intaglio and relief techniques</u>. Prerequisites: <u>ART 134 and DES 135 or ART 136 and DES 138</u> and consent of Department. Normally ART 322 must be taken in the same academic year.</p> <p>ART 422 - Printmaking: Intermediate</p>

Studies I

★ 6 (fi 12) (two term, 0-6L-0) Study of the principles and technical applications of printmaking with an emphasis on lithography and etching. Prerequisites: ART 322 and ART 323 and consent of Department.

ART 441 - Drawing: Intermediate Studies

★ 3 (fi 6) (second term, 0-6L-0) Further study and application of the techniques and concepts of drawing. Prerequisite: ART 440 and consent of department.

ART 540 - Drawing/Intermedia: Advanced Studies I

★ 3 (fi 6) (first term, 0-6L-0) Study of the principles and concepts of Drawing and Intermedia. Prerequisite: ART 440 and 441 and consent of department.

ART 541 - Drawing/Intermedia: Advanced Studies II

★ 3 (fi 6) (second term, 0-6L-0) Study of the principles and concepts of Drawing and Intermedia. Prerequisite: ART 540 and consent of department.

Studies (Lithography)

★ 3 (fi 6) (either term, 0-6L-0) Study of the principles and technical applications of printmaking with an emphasis on lithography. Prerequisites: ART 322 and ART 323 and consent of Department.

ART 423 - Printmaking: Intermediate Studies (Etching)

3 (fi 6) (either term, 0-6L-0) Study of the principles and technical applications of printmaking with an emphasis on etching. Prerequisites: ART 322 and ART 323 and consent of Department. Not open to students with credit in ART 422 (*6).

ART 441 - Drawing: Intermediate Studies

★ 3 (fi 6) (second term, 0-6L-0) Further study and application of the techniques and concepts of drawing. Prerequisite: ART 340 and consent of Department.

ART 540 - Drawing: Advanced Studies I

★ 3 (fi 6) (first term, 0-6L-0) Study of the principles and concepts of drawing. Prerequisite: ART 440 and 441 and consent of Department.

ART 541 - Drawing: Advanced Studies II

★ 3 (fi 6) (second term, 0-6L-0) Study of the principles and concepts of drawing. Prerequisite: ART 440 and 441 and consent of Department.

Department Contact: Caitlin Wells	Department Council Approval Date: May 5, 2021
Chair or Designate: Aidan Rowe	Signature:

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: History, Classics and Religion

Change: Course

Rationale: New course to introduce 200-level students to the life, social activism, and influence of Mohandas K. (“Mahatma”) Gandhi on India’s national freedom movement. This course will contribute to History’s program on the history of India, British colonialism, and the role of non-violence as a method of political resistance.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=-1&filter%5B29%5D=&filter%5Bcourse_type%5D=20614&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpag e%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_t emplate_course_filter

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>HIST 299: Gandhi, Resistance, and Non-violence</u> <u>★ 3 (fi 6) (either term, 3-0-0)</u></p> <p><u>Introduction to the history and legacy of Mahatma Gandhi. Topics may include Gandhi’s influence on India’s national freedom movement from colonial rule, his application of non-violence as a method of resistance, and the ways in which his religious worldview shaped his ideology and actions.</u></p>

Department Contact: Shannon Stunden Bower	Department Council Approval Date: October 8, 2021
Chair or Designate: Jaymie Heilman	Signature: Jaymie Heilman

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Course**

Rationale: The entire Academic and Composition Area was consulted, and the proposed change is the result of a fully collaborative few weeks of work, and a final vote. The Department Chair, the Undergraduate Chair and Undergraduate Advisor were also consulted. Without changing the overall vision and purview of the course, we wanted to make sure the course’s content and range of topics covered would come across as clearly as possible: we decided for a slightly shorter title, with simpler words; and in the calendar description we substituted abstract concepts with more concrete terms/types of engagement with music. We believe that this more reader-friendly title and description will prompt more students (also those that are not required to take it) to choose this fundamental 100-level course.

<https://calendar.ualberta.ca/content.php?catoid=34&navoid=10323>
<https://calendar.ualberta.ca/content.php?catoid=34&navoid=10323>

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>MUSIC 186 - Musical Life in the Contemporary World</p> <p>★ 3 (fi 6) (first term, 3-0-0) Introduction to the spectrum of musical practices in the world through focus on listening and on the repertoires, social contexts, and lives of its practitioners.</p>	<p>MUSIC 186 - Musical Life <u>Today</u></p> <p>★ 3 (fi 6) (first term, 3-0-0) <u>Explores how people engage with musical genres, practices, and traditions across different cultures and places.</u></p>

Department Contact: Stephen Tchir	Department Council Approval Date: n/a
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Course**

Rationale: **Music 201 - Western Music and Contexts** currently cannot be taken by BMus students, while the two other courses offered at the same level in world and popular music (202 - Studies in World Music; 203 - Issues in Popular Music Studies) are open to all. The proposed calendar change will harmonize the requirements of 201 with those of 202 and 203, so that Music 201 will be available to

BOTH

- Students outside the BMus routes. After getting a brief survey of Western music history in Music 101 (Introduction to Western Art Music), they can decide to take Music 201 to explore in greater details a few selected musical works from this tradition.

AND

- Students inside the BMus routes. In addition to taking the required, thorough historical surveys of Western art music (Music 283 and Music 284), they can decide to take Music 201 to explore in greater details selected musical works, with the **potential of focusing also on historical, geographical, performance and listening contexts that are different from those in which the music was first created**. The course could include, for instance, an exploration of the meanings of singing Rossini in New Orleans or Calcutta in the nineteenth century; propagandist uses of Mozart's music under the Nazi regime; or why recordings of music by Bach and Beethoven were sent into outer space on the probe Voyager in 1977. In other words, Music 201 will give BMus students an opportunity to think about how different peoples and contexts shape musical meanings: from sailor songs changing the words of a Verdi aria to national anthems and music in concentration camps; from "classical music YouTubers" to opera live-streams in cinemas. **BMus students currently have no access to this kind of topics and instruction**. They only study this repertoire in its original historical contexts, which provides an extremely narrow perspective on the meanings of Western music. The proposed calendar change will correct this issue.

The Undergraduate Chair, the Undergraduate Advisor and the Undergraduate Committee were consulted and supported the proposal for this calendar change unanimously.

<https://apps.ualberta.ca/catalogue/course/music/201>

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>MUSIC 201 - Western Music and Contexts</p> <p>★ 3 (fi 6)(EITHER, 3-0-0) Study of selected works and their <u>significance</u> in a variety of musical, social, and historical contexts. Prerequisite: MUSIC 101 <u>or equivalent. Not available for degree credit to BMus (all routes) students</u></p>	<p>MUSIC 201 - Western Music and Contexts</p> <p>★ 3 (fi 6)(EITHER, 3-0-0) Study of selected works and their <u>meaning</u> in a variety of musical, social, <u>geographical</u>, and historical contexts. Prerequisite: MUSIC 101 <u>or consent of the department.</u></p>

Department Contact: stchir@ualberta.ca	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature: <i>William H. Street</i>

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Course**

Rationale: Brings this course in line with the prerequisites for other Composition courses (for example Music 470). The Departmental permission in Composition courses is always based on portfolio review.

https://calendar.ualberta.ca/content.php?catoid=34&catoid=34&navoid=10323&filter%5Bitem_type%5D=3&filter%5Bonly_active%5D=1&filter%5B3%5D=1&filter%5Bcpage%5D=55#

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>MUSIC 270 - Composition and Sonic Arts 1</p> <p>★ 3 (fi 6) (two term, 0.5-0-0) Prerequisite: MUSIC 470, or permission from the Department. Twenty-six half-hour composition tutorials over two terms. Note: Public performance of works completed in the course will be expected. Registration priority given to BMus, BA (Honors) Music Major, BEd Music Major/Minor, and BA Music Major students.</p>	<p>MUSIC 270 - Composition and Sonic Arts 1</p> <p>★ 3 (fi 6) (two term, 0.5-0-0) Prerequisite: Permission from the Department <u>based on portfolio review</u>. Twenty-six half-hour composition tutorials over two terms. Note: Public performance of works completed in the course will be expected. Registration priority given to BMus, BA (Honors) Music Major, BEd Music Major/Minor, and BA Music Major students.</p>

Department Contact: stchir@ualberta.ca	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Course**

Rationale: This change will create a new course, **MUSIC 477 - Topics in Musicology**. The addition of Music 477 will neither replace nor duplicate the content of musicology courses already in the calendar, but will complement the existing offering in this area with a course boasting **a broader and more inclusive purview**.

The benefit of current split-level courses such as Music 487/587 (Period Studies/Advanced Period Studies) or Music 485/585 (Composer Studies/Advanced Composer Studies) is the ability to explore in great detail a period or personality in music history. This kind of purviews used to mirror closely scholarly specialisms within the discipline. Until 30 years ago, the “virtual containers” and frameworks of research were often identified by markers such as “19th-century opera”, “the Symphony in France” or “Haydn, Mozart and Beethoven”. These have remained important foci of interest, but they have also been complemented by new perspectives - and musicologies - challenging and complicating the structures of thoughts implied in these containers/markers.

For example, an interest in the materiality of music (the bodies and technologies that mediate sound, the natural and built environments in which music is practiced, etc.) has exposed relations between musics/peoples previously confined to different period or area “containers”. And scholars grappling with globalization, imperialism, and migration have often abandoned static intellectual frameworks based on ideologies of cultural wholeness, in favor of “mobility-based models” with far-reaching consequences for the arts and humanities.

The proposed calendar change will **ensure our course offering will reflect these (and other) substantial disciplinary reorientations**, by adding a musicology course that relies on **less prescriptive, pre-established scholarly frameworks**. The choice of the title “Topics in Musicology” follows the lead adopted by our ethnomusicology area with Music 466/566 (Topics in Ethnomusicology), which has catered flexibly and successfully to the department for over a decade.

Just as it is the case for Music 466/566, Music 477/577 will be a **variable topic course**, which means we will be able to insert a different course title every time it is taught, and that title will actually appear on the students’ transcript. Currently we have no musicology course in the calendar with this built-in flexibility. The latter will be an asset not only for a changing musicology, but also for changing staffing. From one year to the next, different faculty members and even sessionals (if faculty members are on leave) will be able to step in and deliver on the more pressing needs of the musicology program under the cover of this topics course.

Both undergraduate and graduate committees were consulted and supported the proposal unanimously.

<https://calendar.ualberta.ca/content.php?catoid=34&navoid=10323>

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>MUSIC 477 - Topics in Musicology</u></p> <p><u>★ 3 (fi 6)(EITHER, 3-0-0)</u></p> <p><u>Prerequisite: consent of Department.</u></p> <p>[...]</p> <p><u>MUSIC 577 - Advanced Topics in Musicology</u></p> <p><u>★ 3 (fi 6)(EITHER, 3-0-0)</u></p> <p><u>Prerequisite: consent of Department.</u></p>

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Department Contact: stchir@ualberta.ca	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Philosophy**

Change: **Undergraduate Course**


Rationale:

We are revising the information provided about the historical figures covered in these two courses to reflect current teaching practices and provide instructors with more flexibility in designing their sections. We have consulted the instructors affected and the Undergrad Studies and Teaching Committee in the Department of Philosophy.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=PHIL&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>PHIL 240 - Descartes to Hume</p> <p>★ 3 (<i>fi</i> 6) (either term, 3-0-0) A survey of Philosophy in the 17th- and 18th centuries. Philosophers studied will include Descartes, Leibniz, Spinoza, Locke, Berkeley, and Hume.</p> <p>PHIL 343 - Kant to Nietzsche</p> <p>★ 3 (<i>fi</i> 6) (either term, 3-0-0) A survey of the philosophy of Kant and the 19th century. Philosophers studied will include Kant, Hegel, Marx, the Utilitarians, and Nietzsche. Note: Not open to students with credit in PHIL 245.</p>	<p>PHIL 240 - Descartes to Hume</p> <p>★ 3 (<i>fi</i> 6) (either term, 3-0-0) A survey of Philosophy in the 17th- and 18th centuries. Philosophers studied <u>may</u> include Descartes, Leibniz, <u>Princess Elisabeth of Bohemia</u>, Spinoza, Locke, Berkeley, and Hume.</p> <p>PHIL 343 - Kant to Nietzsche</p> <p>★ 3 (<i>fi</i> 6) (either term, 3-0-0) A survey of the philosophy of Kant and the 19th century. Philosophers studied <u>may also</u> include Hegel, Marx, <u>Mill</u>, and Nietzsche. Note: Not open to students with credit in PHIL 245.</p>

Department Contact: Christine Whelan	Department Council Approval Date: Oct. 19, 2021
Chair or Designate: Marie-Eve Morin	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Philosophy**

Change: **Undergraduate Course**

Rationale: There is increased demand for courses in areas of non-Western and comparative philosophies from students and instructors. Rather than create a suite of courses of which only one would be taught in any given semester, we are proposing a single variable content course which can be used for a variety of topics. Possible topics we envision being offered in the near future include happiness in Indian philosophy, African philosophy, and comparisons of Asian and Western philosophical perspectives.


This course will keep the same number as the one it replaces, PHIL 301 “World Philosophies.” Like that course, it will have no prerequisite. World Philosophies was last taught in 2012 and became inactive in 2018. Its description as an “introduction to one or more non-Western approaches to philosophy” proved too general for advertising to students. By restructuring this as a variable content course, we can more effectively advertise the course content to students interested in non-Western and comparative philosophy without creating more courses than we actually require.

We have consulted the Undergrad Studies and Teaching Committee in the Department of Philosophy.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=PHIL&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>PHIL 301: Topics in Non-Western and Comparative Philosophy</u></p> <p><u>★ 3 (fi 6) (either term, 3-0-0)</u></p> <p><u>Variable content course which may be repeated if topic(s) vary.</u></p>

Department Contact: Christine Whelan	Department Council Approval Date: Oct. 19, 2021
Chair or Designate: Marie-Eve Morin	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Philosophy**

Change: **Undergraduate Course**

Rationale: The course proposed, PHIL 457, allows us to offer a 400 level undergraduate seminar in Philosophy of Religion. We currently offer a survey course in the area (PHIL 357) but no upper level seminars. Given student interest in more advanced course work, adding an advanced seminar will meet student demand.

The return of student interest in this subject area is welcome (we had previously had a course numbered PHIL 457, but it was last offered in 1989.) Offering the seminar as a variable content course will allow us to maintain interest by allowing instructors to explore different topics in different semesters and to advertise those topics effectively. We have several instructors available who are interested in teaching this course so anticipate no difficulties in staffing it.


The prerequisites for PHIL 457 will be two courses in Philosophy with one at the 200-level or consent of the Department (our standard prerequisites for our 400-level courses). The course will be scheduled (in combination with PHIL 557) in Winter 2023.

We have consulted the future instructors and the Undergrad Studies and Teaching Committee in the Department of Philosophy.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=PHIL&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>PHIL 457 – Topics in Philosophy of Religion</u></p> <p><u>★ 3 (fi 6) (either term, 3-0-0) Prerequisite: At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department. Variable content course which may be repeated if topic(s) vary.</u></p>

Department Contact: Christine Whelan	Department Council Approval Date: Oct. 19, 2021
Chair or Designate: Marie-Eve Morin	Signature: 

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: **Psychology**

Change: **Course**

Rationale: The Department’s Undergraduate Program Committee has reviewed our course prerequisites.

PSYCO 105: removing PSYCO 104 as a prerequisite. The content covered in PSYCO 104 is not necessary to complete before the content in PSYCO 105. Also, adding a note to reflect the reality that has existed for quite a while, for clearer communication to students. Due to the research participation component (lab section) of both PSYCO 104 and 105 it is not possible to be registered in both courses in one term.

PSYCO 303: removing PSYCO 104 and 105. This is redundant as students are already required to have a 200-level ARTS PSYCO class and a 200-level SCIENCE PSYCO class.

PSYCO 305: adding a 200-level PSYCO course as a prerequisite. Currently there is not a 200-level prerequisite for this 300-level class, we want to change this. It would also put the course on par with PSYCO 302, the Science 300-level special topics class which requires a 200-level PSYCO course.

PSYCO 405: adding a 300-level PSYCO course as a prerequisite. Currently there is not a 300-level prerequisite for this 400-level class, we want to change this. It would also put the course on par with PSYCO 403, the Science 400-level special topics class with requires a 300-level PSYCO course.

[Calendar Search - University of Alberta - Acalog ACMS™ \(ualberta.ca\)](#)

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>PSYCO 105 – Individual and Social Behaviour</p> <p>★ 3 (fi 6) (either term, 3-0-1/4) Introduction to the study of human individuality, personality, and social psychological processes. Some aspects of normal and abnormal human development, psychological assessment and treatment may be reviewed. Fulfillment of the ¼ laboratory credit typically entails serving as a research participant but can be fulfilled through the completion of alternative assignments. <u>Prerequisite: PSYCO 104 or SCI 100.</u> [Faculty of Arts]</p>	<p>PSYCO 105 – Individual and Social Behaviour</p> <p>★ 3 (fi 6) (either term, 3-0-1/4) Introduction to the study of human individuality, personality, and social psychological processes. Some aspects of normal and abnormal human development, psychological assessment and treatment may be reviewed. Fulfillment of the ¼ laboratory credit typically entails serving as a research participant but can be fulfilled through the completion of alternative assignments. [Faculty of Arts]</p>
<p>PSYCO 303 - History of Ideas in Psychology</p> <p>★ 3 (fi 6) (either term, 3-0-0) Psychological ideas from ancient times to the beginning of cognitive science in the mid 20th century. Prerequisite: <u>PSYCO 104 or SCI 100, PSYCO 105;</u> one 200-level PSYCO offered by the Faculty of Arts; one 200-level PSYCO offered by the Faculty of Science. [Faculty of Arts]</p>	<p>PSYCO 303 - History of Ideas in Psychology</p> <p>★ 3 (fi 6) (either term, 3-0-0) Psychological ideas from ancient times to the beginning of cognitive science in the mid 20th century. Prerequisite: one 200-level PSYCO offered by the Faculty of Arts; one 200-level PSYCO offered by the Faculty of Science. [Faculty of Arts]</p>
<p>PSYCO 305 - Special Topics in Psychology I</p> <p>★ 3 (fi 6) (either term, 3-0-0) Review and discussion of special topics or methods in one or more of the areas of contemporary psychology such as developmental, social, personality, cognitive. Prerequisites: PSYCO 104 or SCI 100, and PSYCO 105. Note: Consult <u>with the Department</u> for the specific topic offered each year and any additional prerequisites. [Faculty of Arts]</p>	<p>PSYCO 305 - Special Topics in Psychology I</p> <p>★ 3 (fi 6) (either term, 3-0-0) Review and discussion of special topics or methods in one or more of the areas of contemporary psychology such as developmental, social, personality, cognitive. Prerequisites: PSYCO 104 or SCI 100, PSYCO 105 <u>and a 200-level PSYCO class.</u> Note: Consult <u>the Department of Psychology’s website</u> for the specific topic(s) offered each year and any additional prerequisites. [Faculty of Arts]</p> <p>PSYCO 405 - Special Topics in Psychology II</p>

<p>PSYCO 405 - Special Topics in Psychology II</p> <p>★ 3 (fi 6) (either term, 3-0-0) Review and discussion of special theoretical or methodological topics, or a novel or emerging research areas in contemporary psychology. Prerequisites: PSYCO 104 or SCI 100, and PSYCO 105, and STAT 141 or 151 or 161. Note: Consult with the Department for the specific topic offered each year and any additional prerequisites. [Faculty of Arts].</p>	<p>★ 3 (fi 6) (either term, 3-0-0) Review and discussion of special theoretical or methodological topics, or a novel or emerging research areas in contemporary psychology. Prerequisites: PSYCO 104 or SCI 100, and PSYCO 105, STAT 141 or 151 or 161, and <u>a 300-level PSYCO course</u>. Note: Consult the <u>Department of Psychology's website</u> for the specific(s) topic offered each year and any additional prerequisites. [Faculty of Arts].</p>
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<p>Department Contact: Kerry Ann Berrisford</p>	<p>Department Council Approval Date: 01 October 21</p>
<p>Chair or Designate: Dr Cor Baerveldt</p>	<p>Signature:</p>

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Sociology**

Change: **Undergraduate Course**

Rationale: The Department would like to create a permanent course for a 300 level “Topics” course (SOC 371). We would also like to create a separate Individual Study course (SOC 404) for students who wish to undertake an empirical or applied research project. This course will serve as a capstone option for students completing the Certificate in Applied Social Science Research (CASSR). These course proposals have been approved by the Undergraduate Teaching Committee (UTC) as well as Department Council.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=SOC&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>SOC 371 - Anti-Racism and Racial Injustice</u></p> <p><u>★ 3 (fi 6) (either term, 3-0-0) Examines historical and contemporary forms of racial injustice and anti-racist strategies and practices. Prerequisite: SOC 100 or consent of Instructor.</u></p> <p><u>SOC 404 - Individual Empirical Research Project</u></p> <p><u>★ 3 (fi 6) (either term, 3-0-0) Individual research project conducted under the supervision of a faculty member. Course must involve empirical or applied research for which the student is responsible. Prerequisite: Consent of Instructor and the Undergraduate Advisor.</u></p>

Department Contact: Alison Dunwoody	Department Council Approval Date: October 20, 2021
Chair or Designate: Alison Dunwoody	Signature: 

This package contains: [Undergraduate - Minor Program Changes](#)

Faculty approval path and dates:

AAC Date: October 5, 2021		
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Page	Department or Unit	What is Changing
2	Mathematics and Statistical Science	BA Honors Math
3	Media Studies	BA Major in Media Studies
4	History, Classics and Religion	BA Major in Classics
6	History, Classics and Religion	BA Honors Classics (Combined)
8	History, Classics and Religion	BA Major in History
14	East Asian Studies	BA Major notes on LOE

Department: Mathematical and Statistical Sciences
Change: Program

Rationale: There is too much overlap between MATH 424 and MATH 429 to offer both. It is judged that MATH 429 is a better course, so we will stop offering MATH 424, and instead require MATH 429 in the Honors Math program.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38130

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Honors in Mathematics [Arts] [...]</p> <p>Program Requirements Honors in Mathematics requires a minimum of ★48 as follows.</p> <p>Course Requirements MATH 117 - Honors Calculus I MATH 118 - Honors Calculus II MATH 127 - Honors Linear Algebra I MATH 217 - Honors Advanced Calculus I MATH 227 - Honors Linear Algebra II MATH 317 - Honors Advanced Calculus II MATH 326 - Rings and Modules MATH 328 - Algebra: Introduction to Group Theory MATH 334 - Introduction to Differential Equations MATH 411 - Honors Complex Variables MATH 417 - Honors Real Variables I MATH 418 - Honors Real Variables II <u>MATH 424 - Algebra: Groups and Fields</u> MATH 447 - Elementary Topology MATH 448 - Introduction to Differential Geometry</p>	<p>Honors in Mathematics [Arts] [...]</p> <p>Program Requirements Honors in Mathematics requires a minimum of ★48 as follows.</p> <p>Course Requirements MATH 117 - Honors Calculus I MATH 118 - Honors Calculus II MATH 127 - Honors Linear Algebra I MATH 217 - Honors Advanced Calculus I MATH 227 - Honors Linear Algebra II MATH 317 - Honors Advanced Calculus II MATH 326 - Rings and Modules MATH 328 - Algebra: Introduction to Group Theory MATH 334 - Introduction to Differential Equations MATH 411 - Honors Complex Variables MATH 417 - Honors Real Variables I MATH 418 - Honors Real Variables II <u>MATH 429: Algebra: Advanced Group Theory</u> MATH 447 - Elementary Topology MATH 448 - Introduction to Differential Geometry</p>

Department Contact: David McNeilly	Department Council Approval Date: May 11, 2021
Chair or Designate:	Signature:

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: New English courses are added to count toward the major because they support the program’s learning outcomes. English courses no longer offered have been deleted. Kristine Smitka and Peter Sinnema (EFS) were consulted by Jaimie Baron, Area Coordinator for Media Studies.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=39034&hl=%22media+studies%22&returnto=search

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Major in Media Studies [Arts] [...]</p> <p>Required Courses [...]</p> <p>★24 from the list of approved courses, including the following: [...] ENGL 397 - History of the Book ENGL 301 - Topics in Genre ENGL 303 - Digital Culture ENGL 304 ENGL 384 ENGL 385 - Topics in Popular Culture ENGL 395 - Topics in Print Culture and Media Studies</p> <p>ENGL 424 - Studies in the History of Books ENGL 483 - Studies in Popular Culture ENGL 484 - Studies in Literature and Film ENGL 486 - Studies in Computer Technologies and Culture [...]</p>	<p>Major in Media Studies [Arts] [...]</p> <p>Required Courses [...]</p> <p>★24 from the list of approved courses, including the following: [...] ENGL 397 - History of the Book (move down) ENGL 301 - Topics in Genre ENGL 303 - Digital Culture</p> <p>ENGL 385 - Topics in Popular Culture ENGL 395 - Topics in Print Culture and Media Studies <u>ENGL 398 – Histories of Reading</u> ENGL 424 - Studies in the History of Books ENGL 483 - Studies in Popular Culture ENGL 484 - Studies in Literature and Film ENGL 486 - Studies in Computer Technologies and Culture [...]</p>

Department Contact: Nicola DiNicola	Department Council Approval Date: May 10, 2021
Chair or Designate: Nat Hurley	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: History, Classics and Religion

Change: Undergraduate Major Program Change


Rationale: This change is needed as part of re-numbering our second-year GREEK and LATIN courses from 301/302 to 201/202. In order for the numbering change to not affect the structure of the program, we need the renumbered GREEK and LATIN courses to still count toward the same major requirements they currently do, given their content will not change.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38078&returnto=10264

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Major in Classics [Arts]</p> <hr/> <p>General Information</p> <hr/> <p>See Bachelor of Arts (BA) for additional regulations and requirements, including specific regulations for cross-listed courses.</p> <p>Requirements for the Major</p> <hr/> <p>Any combination of courses in CLASS, GREEK and LATIN, totalling a minimum of ★30 and a maximum of ★48 at the senior level, with at least ★18 at the 300-level or above, including a minimum of:</p> <ul style="list-style-type: none"> • ★6 in GREEK and/or LATIN at the senior level AND • ★6 of CLASS, GREEK, and/ or LATIN at the 400-level. <p>Notes</p> <hr/> <p>i. Students who anticipate graduate study in Classics are strongly advised to study at least one of GREEK or LATIN to the 400-level</p> <p>ii. See Cross-Listed Courses regarding cross-listed regulations.</p>	<p>Major in Classics [Arts]</p> <hr/> <p>General Information</p> <hr/> <p>See Bachelor of Arts (BA) for additional regulations and requirements, including specific regulations for cross-listed courses.</p> <p>Requirements for the Major</p> <hr/> <p>Any combination of courses in CLASS, GREEK and LATIN, totalling a minimum of ★30 and a maximum of ★48 at the senior level, with at least ★18 at the 300-level or above, including a minimum of:</p> <ul style="list-style-type: none"> • ★6 in GREEK and/or LATIN at the senior level AND • ★6 of CLASS, GREEK, and/ or LATIN at the 400-level. <p>Notes</p> <hr/> <p>i. Students who anticipate graduate study in Classics are strongly advised to study at least one of GREEK or LATIN to the 400-level</p> <p>ii. See Cross-Listed Courses regarding cross-listed regulations.</p>

<p>iii. The requirement to include a minimum ★6 in GREEK and/or LATIN at the senior level is waived for students who also complete the Certificate in Archaeology or a double major with Anthropology. Students in this situation are still strongly advised to take at least one year of GREEK and/or LATIN.</p>	<p>iii. The requirement to include a minimum ★6 in GREEK and/or LATIN at the senior level is waived for students who also complete the Certificate in Archaeology or a double major with Anthropology. Students in this situation are still strongly advised to take at least one year of GREEK and/or LATIN.</p> <p>iv. Either or both of GREEK 201 and LATIN 201 may be counted toward the requirement for ★18 at the 300-level or above.</p>
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<p>Department Contact: Adam Kemezis</p>	<p>Department Council Approval Date: Sept 10, 2021</p>
<p>Chair or Designate: Jaymie Heilman</p>	<p>Signature: <i>Jaymie Heilman</i> </p>

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: History, Classics and Religion
Change: Undergraduate Major Program Change

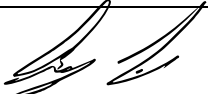
Rationale: The requirements for the combined honors in Classics and another discipline are very unclear, especially with regard to the honors thesis. The Classics division was consulted, and the program change also went through Departmental Council.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38130&returnto=10264

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Combined Honors in Classics and Another Discipline</p> <p>General Information</p> <p>Students may pursue a Combined Honors program in Classics and another discipline.</p> <p>Program Requirements</p> <p>The common requirements in a Combined Honors program are the same as for other Honors programs (refer to Bachelor of Arts (Honors)).</p> <p>The requirement in Classics is a minimum of ★36 in CLASS and/or GREEK and/or LATIN, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level.</p> <p>The Honors Essay (CLASS 500, GREEK 500, or LATIN 500) or a Combined Honors Essay, INT D 520, may be included for ★3 of the minimum ★36.</p> <p>Interested students must consult the Honors Advisor in Classics.</p> <p>Honors Advisors in both disciplines must be in agreement about the program.</p> <p>Students must satisfy Honors requirements for promotion and graduation in each discipline.</p> <p>Promotion and Graduation Requirements</p> <p>In a Combined Honors program, students must meet the promotion and graduation standards of each <u>Department</u>. The requirements in Classics are outlined above.</p>	<p>Combined Honors in Classics and Another Discipline</p> <p>General Information</p> <p>Students may pursue a Combined Honors program in Classics and another discipline.</p> <p>Program Requirements</p> <p>The common requirements in a Combined Honors program are the same as for other Honors programs (refer to Bachelor of Arts (Honors)).</p> <p>The requirements <u>are</u> in Classics <u>are</u>:</p> <ul style="list-style-type: none"> a minimum of ★36 in CLASS and/or GREEK and/or LATIN, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level. The Honors Essay (CLASS 500, GREEK 500, or LATIN 500) or a Combined Honors Essay, INT D 520, may be included for ★3 of the minimum ★36). <u>The Honors Essay requirement may be filled in one of three ways:</u> <ol style="list-style-type: none"> <u>An Honors Essay in Classics (CLASS 500, GREEK 500, or LATIN 500).</u> <u>An Honors Essay in the student's other discipline (does not count toward the ★36).</u> <u>A Combined Honors Essay (requires special permission, see Honors Essay).</u> <u>Consult the Honors Advisor for further information.</u> <p>Interested students must consult the Honors Advisor in Classics.</p> <p>Honors Advisors in both disciplines must be in agreement about the program.</p> <p>In a Combined Honors program, students must meet the promotion and graduation standards of each <u>discipline</u>. The requirements in Classics are outlined above.</p>

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Department Contact: Frances Pownall	Department Council Approval Date: Sept 10, 2021
Chair or Designate: Jaymie Heilman	Signature: <i>Jaymie Heilman</i> 

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: History and Classics

Change: Program

Rationale: The History major had a breadth requirement in the 1990s that was deleted solely because it was difficult to administer. There has been a longstanding desire among the historians to bring back this requirement – one that is common in History majors across Canada and the US.

The proposed changes are very manageable for students, requiring them to take *3 from a list of courses with primarily pre-1800 content and *12 of courses chosen from four of eight different areas of study.

We consulted extensively with members of History section, as well as Department Council.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38078&hl=%22history%22&returnto=search

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Major in History [Arts]</p> <hr/> <p>General Information</p> <p>See Bachelor of Arts (BA) for additional regulations and requirements.</p> <p>Requirements for the Major</p> <hr/> <p>Minimum of ★30 to a maximum of ★48 at the senior level in HIST including:</p> <ul style="list-style-type: none"> • HIST 290 (★3) • ★6 at the 300-level (Move up) • ★6 at the 400-level (Move up) 	<p>Major in History [Arts]</p> <hr/> <p>General Information</p> <p>See Bachelor of Arts (BA) for additional regulations and requirements.</p> <p><u>Program Requirements</u></p> <hr/> <p><u>Minimum of ★30 to a maximum of ★48 at the senior level in HIST including a minimum of ★6 credits at the 300 level and ★6 at the 400 level.</u></p> <p><u>Course Requirements</u></p> <hr/> <p><u>HIST 290 Introduction to History as a Discipline</u></p> <p><u>★3 from courses on early periods as listed below.</u></p> <hr/> <p><u>HIST 207 From Constantine to the Cathedral: Europe in the Middle Ages</u></p> <p><u>HIST 212 Early Modern Europe</u></p> <p><u>HIST 228 The Early History of the British Peoples</u></p> <p><u>HIST 241 Colonial Latin America</u></p>

HIST 243 The Golden Age of Islam: History of the Muslim World to the 16th Century
HIST 246 Africa from Medieval to Modern Times
HIST 250 American History to 1865
HIST 252 Slavery in the Americas
HIST 260 Pre-Confederation Canada
HIST 280 East Asia to 1500
HIST 289 Classical India to 500 CE
HIST 292 Medieval India from 500 to 1500
HIST 303 Saints and Medieval Christianity
HIST 310 A History of the Habsburg Monarchy, 1526-1918
HIST 313 Medieval and Early Imperial Russia
HIST 323 The Middle East in the Making: 1300-1920
HIST 365 The Canadian West to 1885
HIST 383 The Civilization and Culture of Early China
HIST 386 History of Science in Ancient and Classical India
HIST 387 History of Indian Yoga and Meditation
HIST 395 The Early British Empire
HIST 401 Topics in the History of the Habsburg Monarchy
HIST 403 Topics in Medieval European History
HIST 405 - Fashion and Material Culture c. 1600-1900
HIST 420 Topics in the History of Early Modern Europe

A minimum of ★3 from at least four different areas of study as listed below for a total of ★12.

1. Indigenous History in Global Perspective

HIST 237 The Pacific World Since 1500
HIST 241 Colonial Latin America
HIST 242 Modern Latin America
HIST 246 Africa from Medieval to Modern Times
HIST 247 Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations
HIST 250 American History to 1865
HIST 260 Pre-Confederation Canada
HIST 338 Topics in Indigenous History
HIST 368 Histories of Indigenous Peoples and Kanata until 1870
HIST 369 Histories of Indigenous Peoples and Kanata after 1870
HIST 478 Topics in the History of the Canadian North
HIST 479 Indigenous Histories – Global and Local

2. Global and/or Comparative Approaches

HIST 205 Capitalism
HIST 285 China and the West
HIST 287 The Chinese in Canada and Canadians in China
HIST 293 History of Science, Technology and Medicine: Key Moments
HIST 294 History of Science, Technology and Medicine
HIST 296 World War Two

HIST 297 The History of Christianity
HIST 315 Topics in Global History
HIST 339 The Modern British Empire and the Commonwealth Experience
HIST 344 Global Environmental History
HIST 373 Peasants, Slaves and Workers
HIST 394 History of Astronomy
HIST 395 The Early British Empire
HIST 405 Fashion and Material Culture
HIST 444 Topics in Transnational History
HIST 490 Topics in British Empire and Commonwealth History

3. Canadian History

HIST 260 Pre-Confederation Canada
HIST 261 Post-Confederation Canada
HIST 359 Canadian Environmental History
HIST 360 Topics in Canadian History
HIST 362 History of Alberta
HIST 365 The Canadian West to 1885
HIST 366 The Canadian West Since 1885
HIST 368 Histories of Indigenous Peoples and Kanata until 1870
HIST 369 Histories of Indigenous Peoples and Kanata after 1870
HIST 370 Making War in Canada
HIST 371 History of Women in Canadian Society
HIST 376 Canada 1900 to 1945
HIST 377 Canada Since 1945
HIST 460 Topics in Canadian History
HIST 464 Topics in the History of the Canadian West
HIST 465 History of Edmonton
HIST 467 Topics in Alberta History
HIST 470 Topics in Canadian Social History
HIST 478 Topics in the History of the Canadian North

4. Middle East or African History

HIST 220 The Making of the Modern Middle East
HIST 243 The Golden Age of Islam: History of the Muslim World to the 16th Century
HIST 246 Africa from Medieval to Modern Times
HIST 247 Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations
HIST 323 The Middle East in the Making: 1300-1920
HIST 348 History of the Contemporary Middle East
HIST 349 Topics in Middle East History
HIST 446 Themes and Issues in African History
HIST 449 Advanced Topics in Middle East History
HIST 491 Topics in Mediterranean History

5. American History

HIST 250 American History to 1865
HIST 251 From the End of Slavery to the Present: American History Since 1865
HIST 252 Slavery in the Americas
HIST 351 History of Women in the United States
HIST 352 African American History from Slavery to Black Power

In addition to courses offered in History (HIST) Students may count up to ★3 of any CLASS course at the 200 or 300 level toward their major in HIST, except when their second major or minor is in Classics or in Ancient and Medieval History.-(move down)

HIST 378 Topics in the History of the United States

HIST 450 Topics in American History

HIST 453 Topics in 20th-Century America

6. Latin American & Caribbean History

HIST 241 Colonial Latin America

HIST 242 Modern Latin America

HIST 342 Political and Social Revolution in Latin America

HIST 345 Topics in Latin American History

HIST 442 Topics in Latin American History Since 1850

7. Asian History

HIST 280 East Asia to 1500

HIST 281 East Asia from 1500

HIST 285 China and the West

HIST 289 Classical India to 500 CE

HIST 292 Medieval India from 500 to 1500

HIST 298 State and Society in Mughal India

HIST 382 History of Modern Japan

HIST 383 The Civilization and Culture of Early China

HIST 384 History of Chinese Philosophy

HIST 385 Modern China

HIST 386 History of Science in Ancient and Classical India

HIST 387 History of Indian Yoga and Meditation

HIST 390 Imperial China from circa 600 to 1911

HIST 396 Topics in South Asian History

HIST 427 Topics in Indian History

HIST 481 Topics in Chinese History

8. European History

HIST 206 Women and Gender in Modern Europe

HIST 207 From Constantine to the Cathedral: Europe in the Middle Ages

HIST 210 Europe in the 19th and 20th Centuries

HIST 212 Early Modern Europe

HIST 228 The Early History of the British Peoples

HIST 229 Britain and Its Peoples in the Modern Era

HIST 231 Scotland from Early Times to the Present Day

HIST 232 Ireland from Early Times to the Present Day

HIST 291 World War One

HIST 300 Topics in European History

HIST 301 Europe in the Age of Total War, 1890-1945

HIST 302 Germany in the 20th Century and Beyond

HIST 303 Saints and Medieval Christianity

HIST 305 France: Old Regime and Revolution (1600-1815)

HIST 306 France in the 20th Century and Beyond

HIST 308 Sexuality and Gender in Modern Europe

HIST 309 The History of Paris

HIST 310 History of the Habsburg Monarchy, 1526-1918


HIST 311 History of Vienna

HIST 312 Foundations of East European History
HIST 313 Medieval and Early Imperial Russia
HIST 318 Modern Ukraine
HIST 320 Russia from Reform to Revolution, 1800-1917
HIST 322 Russia in the 20th Century
HIST 379 Religion in Modern Europe
HIST 401 Topics in the History of the Habsburg Monarchy
HIST 403 Topics in Medieval European History
HIST 414 Topics in the History of Modern Germany
HIST 416 Topics in Eastern European History
HIST 419 Topics in Soviet History
HIST 420 Topics in the History of Early Modern Europe
HIST 421 Topics in the History of Europe
HIST 428 Topics in the History of Christianity
HIST 429 Topics in British History

NOTES:

1. In addition to courses offered in History (HIST), students may count up to ★3 of any CLASS course at the 200 or 300 level toward their major in HIST, except when their second major or minor is in Classics.

2. Students cannot use a single course to satisfy multiple breadth requirements.

Department Contact: Shannon Stunden Bower	Department Council Approval Date: Aug. 23, 2021
Chair or Designate: Jaymie Heilman	Signature: 

Department: **East Asian Studies**

Change: **Undergraduate Minor Program Change**

Rationale: The proposed change in wording clarifies the Department’s intent with regard to the CHINA 341/JAPAN 341 requirement for the East Asian Studies major.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38129

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Major in East Asian Studies [Arts] [...] Requirements for the Major</p> <p>EASIA 101 - Understanding East Asia</p> <p>Senior Level Courses</p> <p>A minimum of ★30 to a maximum of ★48 at the senior level from EASIA, CHINA, JAPAN, or KOREA, including ★6 in CHINA, JAPAN, KOREA at the senior level including one or more of 302, 401, 402; ★12 in EASIA at the senior level, ★6 of which must be at the <u>400-level</u>.</p> <p><u>One of</u> CHINA 341 – Classical Chinese I JAPAN 341 – Classical Japanese I KOREA 302 – Intermediate Korean II</p> <p>Note: Related East Asian content courses may be taken as options, or applied to the major to a maximum of ★9. These will be in addition to, not in place of, the requirements above. The list of related East Asian content courses is available from the Department of East Asian Studies.</p>	<p>Major in East Asian Studies [Arts] [...] Requirements for the Major</p> <p>EASIA 101 - Understanding East Asia</p> <p>Senior Level Courses</p> <p>A minimum of ★30 to a maximum of ★48 at the senior level from EASIA, CHINA, JAPAN, or KOREA, including ★12 in EASIA at the senior level, ★6 of which must be at the <u>400 level</u> [Remove Hyphen] <u>and</u> <u>★9 in CHINA at the senior level including CHINA 341 and at least one of CHINA 302, 401, 402</u> <u>or</u> <u>★9 in JAPAN at the senior level including JAPAN 341 and at least one of JAPAN 302, 401, 402</u> <u>or</u> <u>★9 in KOREA at the senior level including KOREA 302 and at least one of KOREA 401, 402</u></p> <p>Note: Related East Asian content courses may be taken as options, or applied to the major to a maximum of ★9. These will be in addition to, not in place of, the requirements above. The list of related East Asian content courses is available from the Department of East Asian Studies.</p>
<p>Department Contact: Anne Commons</p>	<p>Department Council Approval Date: 10 Sept 2021</p>
<p>Chair or Designate: Walter Davis</p>	<p>Signature:</p>

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Faculty / Undergraduate Student Services

Change: Undergraduate Major Program Change

Rationale: We are requesting approval to suspend admission to the Certificate in Engaged Leadership and Citizenship in Arts and Science. Students who have already declared the Certificate will have five years to complete it. We intend to request approval to terminate once the deadline for declaring the Certificate has passed and there are no more students in the Certificate.

The Certificate was developed at a time when the Peter Lougheed Leadership College was establishing its own leadership program as a highly select program open only to a small number of undergraduates. PLLC also scheduled their courses in such a complex way that many senior students and students in Faculties with practicums were unable to participate. The Faculties of Arts and Science wanted to offer a more inclusive experience for all undergraduates through an embedded undergraduate certificate. PLLC has since changed their scheduling and has opened up their programming, first under the leadership of Principal Lois Harder and continuing with the current Interim Director, Richard Field.

Meanwhile, Arts and Science have found it challenging to staff the courses in the certificate, especially the 400-level courses. Because of the staffing issues it has been harder than we expected to attract students. We believe our resources can be better used for programs with high student demand.

There are no Arts students currently in the certificate. Of the required courses, INT D 240 was last offered in Fall 2019, INT D 241 in Winter 2020, and INT D 441 in Winter 2019. INT D 440 has never been offered.

If the suspension of admission is approved by GFC Programs Committee before the end of January 2022, then the notice below will appear in the 2022-2023 Calendar. We have left YEAR unspecified because it will depend on the decision of GFC Programs.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38932&returnto=10264

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Certificate in Engaged Leadership and Citizenship in Arts and Science (Faculty of Arts)</p> <p>The Certificate in Engaged Leadership and Citizenship in Arts and Science is designed to</p>	<p>Certificate in Engaged Leadership and Citizenship in Arts and Science (Faculty of Arts)</p> <p><u>Effective September YEAR, there will be no further admission to this embedded certificate. Students who declared the certificate prior to September SAME YEAR must complete all certificate requirements by April 30, YEAR + 5. The last Certificate in Engaged Leadership and Citizenship in Arts and Science will be granted at Spring Convocation YEAR + 5.</u></p> <p>[...]</p> <p>The Certificate in Engaged Leadership and Citizenship in Arts and Science is designed to..... <u>(no change)</u></p>

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

This package contains: [Undergraduate - Minor Program Changes](#)

Faculty approval path and dates:

AAC Date: November 2, 2021		
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Page	Department or Unit	What is Changing
2	Drama	BA/BEd
3	Drama	BA
4	Drama	BA Honors
5	Music	BMus - General
6	Music	BMus - Performance - Piano
7	Music	BMus - Performance - Guitar
9	Music	BMus - Performance - Strings
11	Music	BMus - Performance - Voice
13	Music	BMus - Performance - Wind & Percussion
15	Sociology	CASSR - Cert options
16	USS	BA Options 18 to 21 options
17	USS	Minor in Business Add to Regulations
18	USS	General Program Requirements 18-21 options
19	USS	BA Honors 18-21 options

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Drama
Change: Undergraduate Minor Program Change

Rationale: Rationale: Drama 312, Indigenous Theatre in Canada is a new course recently added to the calendar. We plan to include it as a requirement for BA Drama Majors. The Department of Drama and the University has a commitment to EDI and Reconciliation with Indigenous people as stated in the University For Tomorrow [Equity, Diversity and Inclusion and Indigenous Initiatives Goals](#) and in Drama’s Mission / Vision Statement: “to advance respectful and reciprocal relationships with Indigenous peoples.”

Making this course a requirement begins to address the TRC Calls to Action # 10 iii (Developing culturally appropriate curricula) and # 63 iii (Building student capacity for intercultural understanding, empathy, and mutual respect). Department of Drama EDI committee, Faculty of Education, the chair and instructors were consulted.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38610&returnto=10267

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
Year 3 (★30) Taken in the Faculty of Arts <hr/> DRAMA 302 – Modern Canadian Theatre DRAMA 308 - Theatre History II: Modern Theatre DRAMA 357 - Scene Study II DRAMA 383 - Introduction to Directing DRAMA 391 - Production Lab I ★9 Minor requirement (see Education Chart 2 and consult advisor) EDU 210 - Introduction to Educational Technology EDPY 304 - Adolescent Development and Learning	Year 3 (★30) Taken in the Faculty of Arts <hr/> DRAMA 308 - Theatre History II: Modern Theatre DRAMA 357 - Scene Study II DRAMA 383 - Introduction to Directing DRAMA 391 - Production Lab I One of: DRAMA 302 - Modern Canadian Theatre DRAMA 312 – Indigenous Theatre in Canada ★9 Minor requirement (see Education Chart 2 and consult advisor) EDU 210 - Introduction to Educational Technology EDPY 304 - Adolescent Development and Learning

Department Contact: Selena Couture	Department Council Approval Date: 21 October 2021
Chair or Designate: Melanie Dreyer-Lude	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Drama
Change: Undergraduate Minor Program Change

Rationale: Drama 312, Indigenous Theatre in Canada is a new course recently added to the calendar. We plan to include it as a requirement for BA Drama Majors. The Department of Drama and the University has a commitment to EDI and Reconciliation with Indigenous people as stated in the University For Tomorrow [Equity, Diversity and Inclusion and Indigenous Initiatives Goals](#) and in Drama’s Mission / Vision Statement: “to advance respectful and reciprocal relationships with Indigenous peoples.”

Making this course a requirement begins to address the TRC Calls to Action # 10 iii (Developing culturally appropriate curricula) and # 63 iii (Building student capacity for intercultural understanding, empathy, and mutual respect). Department of Drama EDI committee, the chair and instructors were consulted.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38078&returnto=10264

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: Underline and highlight additions
<p>Foundation Courses</p> <hr/> <p>These should be taken in the first year to fulfill the Group 1 Breadth and Diversity Requirement of the BA: DRAMA 103 - Critical Analysis of Playtexts DRAMA 150 - Making and Performing Theatre</p> <p>Senior Level</p> <hr/> <p>Minimum of ★30 and a maximum of ★48 (at least ★9 of which must be at the 400-level or above), including: DRAMA 203 - Performance Analysis DRAMA 208 - Theatre History I DRAMA 257 - Scene Study I DRAMA 279 - Introduction to Theatre Production DRAMA 308 - Theatre History II: Modern Theatre ★6 from</p> <hr/> <p>DRAMA 302 – Modern Canadian Theatre DRAMA 305 DRAMA 306 - Historical Approaches to Western Dramatic and Theatrical Theories DRAMA 327 - Community-Based Theatre DRAMA 406 - Contemporary Approaches to Dramatic and Theatrical Theories DRAMA 409 - Contemporary Theatre</p> <hr/>	<p>Foundation Courses</p> <hr/> <p>These should be taken in the first year to fulfill the Group 1 Breadth and Diversity Requirement of the BA: DRAMA 103 - Critical Analysis of Playtexts DRAMA 150 - Making and Performing Theatre</p> <p>Senior Level</p> <hr/> <p>Minimum of ★30 and a maximum of ★48 (at least ★9 of which must be at the 400-level or above), including: DRAMA 203 - Performance Analysis DRAMA 208 - Theatre History I DRAMA 257 - Scene Study I DRAMA 279 - Introduction to Theatre Production DRAMA 308 - Theatre History II: Modern Theatre ★3 from</p> <hr/> <p>DRAMA 306 - Historical Approaches to Western Dramatic and Theatrical Theories DRAMA 327 - Community-Based Theatre DRAMA 406 - Contemporary Approaches to Dramatic and Theatrical Theories DRAMA 409 - Contemporary Theatre</p> <p>★3 from</p> <hr/> <p>DRAMA 302 - Modern Canadian Theatre DRAMA 312 – Indigenous Theatre in Canada</p> <hr/>

Department Contact: Selena Couture	Department Council Approval Date: 21 October 2021
Chair or Designate: Melanie Dreyer-Lude	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Drama**

Change: **Undergraduate Minor Program Change**

Rationale: : Drama 312, Indigenous Theatre in Canada is a new course recently added to the calendar. We plan to include it as a requirement for BA (honors) Drama Majors. The Department of Drama and the University has a commitment to EDI and Reconciliation with Indigenous people as stated in the University For Tomorrow Equity, Diversity and Inclusion. strategic plan. Drama 302 Modern Canadian Theatre also has considerable Indigenous content and requiring Honors students to take one of these courses allows some flexibility in their course planning while also ensuring they will engage with Indigenous theatre during the course of their degree.

<https://www.ualberta.ca/uofa-tomorrow/goals/equity-diversity-inclusivity-and-indigenous-initiatives.html>
 Making this course a requirement begins to address # 10 iii (Developing culturally appropriate curricula) and # 63 iii (Building student capacity for intercultural understanding, empathy, and mutual respect) of the Calls to Action. (why is this change being proposed and who was consulted?)

Paste **current** calendar URL here

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements</p> <hr/> <p>Honors in Drama requires a minimum of ★48, maximum of ★72 in Drama (at the junior and senior levels)</p> <p>Course Requirements</p> <ul style="list-style-type: none"> ● DRAMA 103 - Critical Analysis of Playtexts ● DRAMA 150 - Making and Performing Theatre ● DRAMA 203 - Performance Analysis ● DRAMA 208 - Theatre History I ● DRAMA 257 - Scene Study I ● DRAMA 279 - Introduction to Theatre Production ● DRAMA 306 - Historical Approaches to Western Dramatic and Theatrical Theories ● DRAMA 308 - Theatre History II: Modern Theatre ● DRAMA 401 - Research and Critical Writing Skills ● DRAMA 402 - Tutorial Fourth-Year Honors Essay ● DRAMA 406 - Contemporary Approaches to Dramatic and Theatrical Theories ● DRAMA 409 - Contemporary Theatre <p>[...]</p>	<p>Program Requirements</p> <hr/> <p>Honors in Drama requires a minimum of ★48, maximum of ★72 in Drama (at the junior and senior levels)</p> <p>Course Requirements</p> <ul style="list-style-type: none"> ● DRAMA 103 - Critical Analysis of Playtexts ● DRAMA 150 - Making and Performing Theatre ● DRAMA 203 - Performance Analysis ● DRAMA 208 - Theatre History I ● DRAMA 257 - Scene Study I ● DRAMA 279 - Introduction to Theatre Production ● DRAMA 306 - Historical Approaches to Western Dramatic and Theatrical Theories ● DRAMA 308 - Theatre History II: Modern Theatre ● DRAMA 401 - Research and Critical Writing Skills ● DRAMA 402 - Tutorial Fourth-Year Honors Essay ● DRAMA 406 - Contemporary Approaches to Dramatic and Theatrical Theories ● DRAMA 409 - Contemporary Theatre <p>One of:</p> <ul style="list-style-type: none"> ● DRAMA 312 - Indigenous Theatre in Canada ● DRAMA 302 - Modern Canadian Theatre <p>[...]</p>

Department Contact: Selena Couture	Department Council Approval Date: 21 October 2021
Chair or Designate: Melanie Dreyer-Lude	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Music
Change: Undergraduate Minor Program Change

Rationale: The Department of Music is introducing a few variable topics course in the field of Musicology, MUSIC 477. The course needs to be added to the fourth-year “One of” requirement list of academic courses, as all other 400-500 level academic courses are listed.

This proposal came from the Academic area and passed a vote in Department Council.

◀ 2022-2023 DRAFT Calendar:

https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42268&returnto=11331 ▶

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements for Bachelor of Music</p> <p>General Route [Arts]</p> <p>[...]</p> <p>Year 4 (30 units)</p> <p>[...]</p> <p>One of</p> <p>MUSIC 464 - Topics in Ethnomusicology: Music and Religion</p> <p>MUSIC 465 - Area Studies in Ethnomusicology</p> <p>MUSIC 466 - Topics in Ethnomusicology</p> <p>MUSIC 468 - Area Studies in Ethnomusicology: The Arab World</p> <p>MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam</p> <p>MUSIC 472 - Area Studies in Ethnomusicology: Africa</p> <p>MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World</p> <p>MUSIC 481 - Topics in Contemporary Music and Sonic Arts</p> <p>MUSIC 482 - Studies in Music and Gender</p>	<p>Program Requirements for Bachelor of Music</p> <p>General Route [Arts]</p> <p>[...]</p> <p>Year 4 (30 units)</p> <p>[...]</p> <p>One of</p> <p>MUSIC 464 - Topics in Ethnomusicology: Music and Religion</p> <p>MUSIC 465 - Area Studies in Ethnomusicology</p> <p>MUSIC 466 - Topics in Ethnomusicology</p> <p>MUSIC 468 - Area Studies in Ethnomusicology: The Arab World</p> <p>MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam</p> <p>MUSIC 472 - Area Studies in Ethnomusicology: Africa</p> <p>MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World</p> <p><u>MUSIC 477 - Topics in Musicology</u></p> <p>MUSIC 481 - Topics in Contemporary Music and Sonic Arts</p> <p>MUSIC 482 - Studies in Music and Gender</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Music

Change: Undergraduate Minor Program Change

Rationale: The Department of Music has made MUSIC 201 available to BMus and BMus/Bed students, and is introducing a few variable topics course in the field of Musicology, MUSIC 477. The courses need to be added to the fourth-year “One of” requirement list of academic courses, as all other senior-level academic-area courses are listed.

This proposal came from the Academic area and passed a vote in Department Council.

◀ 2022-2023 DRAFT Calendar:

https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42268&returnto=11331 ▶

Calendar Copy:

Current: Strike-through and highlight deletions	Proposed: Underline and highlight additions
<p>Program Requirements for Bachelor of Music [...] Performance Route - Piano [Arts] [...]</p> <p>Year 4 (30 units) [...] One of</p> <p>MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World</p> <p>MUSIC 481 - Topics in Contemporary Music and Sonic Arts [...]</p>	<p>Program Requirements for Bachelor of Music [...] Performance Route - Piano [Arts] [...]</p> <p>Year 4 (30 units) [...] One of</p> <p><u>MUSIC 201 - Western Music and Contexts</u> MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World <u>MUSIC 477 - Topics in Musicology</u> MUSIC 481 - Topics in Contemporary Music and Sonic Arts [...]</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

Rationale: The Department of Music has made MUSIC 201 available to BMus and BMus/Bed students, and is introducing a few variable topics course in the field of Musicology, MUSIC 477. The courses need to be added to the fourth-year “One of” requirement list of academic courses, as all other senior-level academic-area courses are listed.

This proposal came from the Academic area and passed a vote in Department Council.

 [2022-2023 DRAFT Calendar:](#)

https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42268&returnto=11331 

Calendar Copy:

Current: Strike-through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements for Bachelor of Music [...] Performance Route - Guitar [Arts] [...]</p> <p>Year 4 (30 units) [...] One of MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World MUSIC 481 - Topics in Contemporary Music and Sonic Arts MUSIC 482 - Studies in Music and Gender MUSIC 483 - Studies in Musical Genre MUSIC 484 - Studies in Music and Society MUSIC 485 - Composer Studies MUSIC 487 - Period Studies MUSIC 488 - Studies in Music and Film MUSIC 489 - Studies in Music and Identity MUSIC 501 - Music History Seminar I MUSIC 505 - Bibliography and Methods of Research MUSIC 507 - Writing About Music MUSIC 508 - Seminar on Music in Canada MUSIC 555 - Issues in Theory and Analysis MUSIC 556 - Seminar in Music Theory</p>	<p>Program Requirements for Bachelor of Music [...] Performance Route - Guitar [Arts] [...]</p> <p>Year 4 (30 units) [...] One of <u>MUSIC 201 - Western Music and Contexts</u> MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World <u>MUSIC 477 - Topics in Musicology</u> MUSIC 481 - Topics in Contemporary Music and Sonic Arts MUSIC 482 - Studies in Music and Gender MUSIC 483 - Studies in Musical Genre MUSIC 484 - Studies in Music and Society MUSIC 485 - Composer Studies MUSIC 487 - Period Studies MUSIC 488 - Studies in Music and Film MUSIC 489 - Studies in Music and Identity MUSIC 501 - Music History Seminar I MUSIC 505 - Bibliography and Methods of Research MUSIC 507 - Writing About Music MUSIC 508 - Seminar on Music in Canada MUSIC 555 - Issues in Theory and Analysis MUSIC 556 - Seminar in Music Theory</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

Rationale: The Department of Music has made MUSIC 201 available to BMus and BMus/Bed students, and is introducing a few variable topics course in the field of Musicology, MUSIC 477. The courses need to be added to the fourth-year “One of” requirement list of academic courses, as all other senior-level academic-area courses are listed.

This proposal came from the Academic area and passed a vote in Department Council.

 [2022-2023 DRAFT Calendar:](#)

https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42268&returnto=11331 

Calendar Copy:

Current: Strike-through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements for Bachelor of Music [...] Performance Route - Strings and Harp [Arts] [...]</p> <p>Year 4 (30 units) [...] One of MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World MUSIC 481 - Topics in Contemporary Music and Sonic Arts MUSIC 482 - Studies in Music and Gender MUSIC 483 - Studies in Musical Genre MUSIC 484 - Studies in Music and Society MUSIC 485 - Composer Studies MUSIC 487 - Period Studies MUSIC 488 - Studies in Music and Film MUSIC 489 - Studies in Music and Identity MUSIC 501 - Music History Seminar I MUSIC 505 - Bibliography and Methods of Research MUSIC 507 - Writing About Music MUSIC 508 - Seminar on Music in Canada MUSIC 555 - Issues in Theory and Analysis MUSIC 556 - Seminar in Music Theory</p>	<p>Program Requirements for Bachelor of Music [...] Performance Route - Strings and Harp [Arts] [...]</p> <p>Year 4 (30 units) [...] One of <u>MUSIC 201 - Western Music and Contexts</u> MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World <u>MUSIC 477 - Topics in Musicology</u> MUSIC 481 - Topics in Contemporary Music and Sonic Arts MUSIC 482 - Studies in Music and Gender MUSIC 483 - Studies in Musical Genre MUSIC 484 - Studies in Music and Society MUSIC 485 - Composer Studies MUSIC 487 - Period Studies MUSIC 488 - Studies in Music and Film MUSIC 489 - Studies in Music and Identity MUSIC 501 - Music History Seminar I MUSIC 505 - Bibliography and Methods of Research MUSIC 507 - Writing About Music MUSIC 508 - Seminar on Music in Canada MUSIC 555 - Issues in Theory and Analysis MUSIC 556 - Seminar in Music Theory</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Music

Change: Undergraduate Minor Program Change

Rationale: The Department of Music has made MUSIC 201 available to BMus and BMus/Bed students, and is introducing a few variable topics course in the field of Musicology, MUSIC 477. The courses need to be added to the fourth-year “One of” requirement list of academic courses, as all other senior-level academic-area courses are listed.

This proposal came from the Academic area and passed a vote in Department Council.

◀ 2022-2023 DRAFT Calendar:

https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42268&returnto=11331 ▶

Calendar Copy:

Current: Strike-through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements for Bachelor of Music [...] Performance Route - Voice [Arts] [...]</p> <p>Year 4 (30 units) [...] One of MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World MUSIC 481 - Topics in Contemporary Music and Sonic Arts MUSIC 482 - Studies in Music and Gender MUSIC 483 - Studies in Musical Genre MUSIC 484 - Studies in Music and Society MUSIC 485 - Composer Studies MUSIC 487 - Period Studies MUSIC 488 - Studies in Music and Film MUSIC 489 - Studies in Music and Identity MUSIC 501 - Music History Seminar I MUSIC 505 - Bibliography and Methods of Research MUSIC 507 - Writing About Music MUSIC 508 - Seminar on Music in Canada MUSIC 555 - Issues in Theory and Analysis MUSIC 556 - Seminar in Music Theory</p>	<p>Program Requirements for Bachelor of Music [...] Performance Route - Voice [Arts] [...]</p> <p>Year 4 (30 units) [...] One of <u>MUSIC 201 - Western Music and Contexts</u> MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World <u>MUSIC 477 - Topics in Musicology</u> MUSIC 481 - Topics in Contemporary Music and Sonic Arts MUSIC 482 - Studies in Music and Gender MUSIC 483 - Studies in Musical Genre MUSIC 484 - Studies in Music and Society MUSIC 485 - Composer Studies MUSIC 487 - Period Studies MUSIC 488 - Studies in Music and Film MUSIC 489 - Studies in Music and Identity MUSIC 501 - Music History Seminar I MUSIC 505 - Bibliography and Methods of Research MUSIC 507 - Writing About Music MUSIC 508 - Seminar on Music in Canada MUSIC 555 - Issues in Theory and Analysis MUSIC 556 - Seminar in Music Theory</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Music**

Change: **Undergraduate Minor Program Change**

Rationale: The Department of Music has made MUSIC 201 available to BMus and BMus/Bed students, and is introducing a few variable topics course in the field of Musicology, MUSIC 477. The courses need to be added to the fourth-year “One of” requirement list of academic courses, as all other senior-level academic-area courses are listed.

This proposal came from the Academic area and passed a vote in Department Council.

◀ 2022-2023 DRAFT Calendar:

https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42268&returnto=11331 ▶

Calendar Copy:

Current: Strike-through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Program Requirements for Bachelor of Music [...] Performance Route - Wind and Percussion [Arts] [...]</p> <p>Year 4 (30 units) [...] One of MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World MUSIC 481 - Topics in Contemporary Music and Sonic Arts MUSIC 482 - Studies in Music and Gender MUSIC 483 - Studies in Musical Genre MUSIC 484 - Studies in Music and Society MUSIC 485 - Composer Studies MUSIC 487 - Period Studies MUSIC 488 - Studies in Music and Film MUSIC 489 - Studies in Music and Identity MUSIC 501 - Music History Seminar I MUSIC 505 - Bibliography and Methods of Research MUSIC 507 - Writing About Music MUSIC 508 - Seminar on Music in Canada MUSIC 555 - Issues in Theory and Analysis MUSIC 556 - Seminar in Music Theory</p>	<p>Program Requirements for Bachelor of Music [...] Performance Route - Wind and Percussion [Arts] [...]</p> <p>Year 4 (30 units) [...] One of <u>MUSIC 201 - Western Music and Contexts</u> MUSIC 202 - Studies in World Music MUSIC 203 - Issues in Popular Music Studies MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology MUSIC 464 - Topics in Ethnomusicology: Music and Religion MUSIC 465 - Area Studies in Ethnomusicology MUSIC 466 - Topics in Ethnomusicology MUSIC 468 - Area Studies in Ethnomusicology: The Arab World MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam MUSIC 472 - Area Studies in Ethnomusicology: Africa MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World <u>MUSIC 477 - Topics in Musicology</u> MUSIC 481 - Topics in Contemporary Music and Sonic Arts MUSIC 482 - Studies in Music and Gender MUSIC 483 - Studies in Musical Genre MUSIC 484 - Studies in Music and Society MUSIC 485 - Composer Studies MUSIC 487 - Period Studies MUSIC 488 - Studies in Music and Film MUSIC 489 - Studies in Music and Identity MUSIC 501 - Music History Seminar I MUSIC 505 - Bibliography and Methods of Research MUSIC 507 - Writing About Music MUSIC 508 - Seminar on Music in Canada MUSIC 555 - Issues in Theory and Analysis MUSIC 556 - Seminar in Music Theory</p>

Department Contact: Stephen Tchir	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Sociology**


Change: **Undergraduate Minor Program Change**

Rationale: The Department would like to add three new courses to the list of advanced methods/statistics options for the Certificate in Applied Social Science Research (CASSR). The Certificate Advisor, the Undergraduate Teaching Committee (UTC), and Department Council have approved this change. NOTE: POL S 411/511 will appear in the 2022/23 Calendar.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38957&returnto=10264

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Certificate in Applied Social Science Research</p> <p>Certificate Requirements (★15)</p> <p>★3 introductory statistics course from [...]</p> <p>★3 introductory overview course in social science methodology from [...]</p> <p>★6 advanced methods or statistics courses from</p> <p>ANTHR 301 - Introduction to Ethnographic Methods [...]</p> <p>ECON 399 - Introductory Econometrics</p> <p>ECON 497 - Econometric Methods [...]</p> <p>POL S 399 - Third-Year Honors Seminar</p> <p>PSYCO 325 - Applied Research in Developmental Psychology [...]</p> <p>SOC 456 - Data Analysis and Research</p> <p>STAT 252 - Introduction to Applied Statistics II [...]</p>	<p>Certificate in Applied Social Science Research</p> <p>Certificate Requirements (★15)</p> <p>★3 introductory statistics course from [...]</p> <p>★3 introductory overview course in social science methodology from [...]</p> <p>★6 advanced methods or statistics courses from</p> <p>ANTHR 301 - Introduction to Ethnographic Methods [...]</p> <p>ECON 399 - Introductory Econometrics</p> <p><u>ECON 494 - Economic Data Analysis I</u></p> <p>ECON 497 - Econometric Methods [...]</p> <p>POL S 399 - Third-Year Honors Seminar</p> <p><u>POL S 411/511 - Quantitative Political Analysis</u></p> <p>PSYCO 325 - Applied Research in Developmental Psychology [...]</p> <p>SOC 456 - Data Analysis and Research</p> <p><u>SPH 431/531 - Statistical Methods in Health Research</u></p> <p>STAT 252 - Introduction to Applied Statistics II [...]</p>

Department Contact: Alison Dunwoody	Department Council Approval Date: October 20, 2021
Chair or Designate: Alison Dunwoody	Signature: 

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Faculty / Undergraduate Student Services
Change: Undergraduate Minor Program Change

Rationale: The newly-approved Minor in Business for students in Arts requires a minimum of 15 units to a maximum of 21 units in courses offered by the Alberta School of Business. We propose to raise the old maximum of 18 units of non-Arts or non-Science options to 21 units so that students can take the maximum allowed in the minor, if they wish, and have every course count towards the 120 units required in the degree.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38078&returnto=10264

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
Bachelor of Arts (BA) Program Requirements ... 8. Non-Arts or Non-Science Options: A maximum of ★18 may be taken outside the Faculties of Arts and Science as long as the courses do not duplicate courses already offered by these two Faculties. Courses offered by the Faculty of Native Studies will be counted as Arts courses [see Options and Native Studies (Faculty of Native Studies)]. See also Registration Information.	Bachelor of Arts (BA) Program Requirements ... 8. Non-Arts or Non-Science Options: A maximum of <u>21 units</u> may be taken outside the Faculties of Arts and Science as long as the courses do not duplicate courses already offered by these two Faculties. Courses offered by the Faculty of Native Studies will be counted as Arts courses [see Options and Native Studies (Faculty of Native Studies)]. See also Registration Information.

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

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Faculty / Undergraduate Student Services**

Change: **Faculty Minor Undergraduate**

Rationale: The Minor in Business was approved with delegated authority by GFC Programs Committee on September 16, 2021 and must now be added where available minors are listed in the Calendar.

 Paste **current** calendar URL here 

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Bachelor of Arts (BA)</p> <p>....</p> <p>Residence Requirement</p> <p>In the ★120 to complete the degree, the following must be included:</p> <p>...</p> <p>5. a minimum of ★15 at the senior level applied to the major and a minimum of ★6 at the senior level applied to any minor must be completed with courses offered by the Faculty of Arts at the University of Alberta (except Science minors, see below.</p> <p>...</p> <p>Program Requirements</p> <p>...</p> <p>4. Minor: Students may declare one or more minors. See BA Minor Requirements for a list of subjects which may be declared as minors in the BA...</p> <p>.</p> <p>In addition to the Arts and Science disciplines noted in Programs and Certificates (including MATH, PSYCO and STAT), students may also select a minor from the Faculty of Science from the list below. Students must meet the minor requirements of the Faculty of Arts as well as those of the Faculty of Science, which include requirements for specific courses [see Minors [Science]]. The requirements are a minimum of ★24 to a maximum of ★36 in the minor subject(s), including no more than ★12 at the junior level and at least ★6 at the 300-level or higher.</p>	<p>Bachelor of Arts (BA)</p> <p>....</p> <p>Residence Requirement</p> <p>In the 120 units to complete the degree, the following must be included:</p> <p>...</p> <p>5. a minimum of 15 units at the senior level applied to the major and a minimum of 6 units at the senior level applied to any minor must be completed with courses offered by the Faculty of Arts at the University of Alberta (except Science minors <u>and the minor in Business</u>, see below).</p> <p>...</p> <p>Program Requirements</p> <p>...</p> <p>4. Minor: Students may declare one or more minors. See BA Minor Requirements for a list of subjects which may be declared as minors in the BA.</p> <p>....</p> <p>In addition to the Arts and Science disciplines noted in Programs and Certificates (including MATH, PSYCO and STAT), students may also select <u>the minor in Business or</u> a minor from the Faculty of Science from the list below. Students must meet the minor requirements of the Faculty of Arts as well as those of the Faculty of Science, which include requirements for specific courses [see Minors [Science]]. The requirements are a minimum of 24 units to a maximum of 36 units in the minor subject(s), including no more than 12 units at the junior level and at least 6 units at the 300-level or higher.</p>

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

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Faculty / Undergraduate Student Services

Change: Undergraduate Minor Program Change

Rationale: The newly-approved Minor in Business for students in Arts requires a minimum of 15 units to a maximum of 21 units in courses offered by the Alberta School of Business. We propose to raise the old maximum of 18 units of non-Arts or non-Science options to 21 units so that students can take the maximum allowed in the minor, if they wish, and have every course count towards the 120 units required in the degree.

<https://calendar.ualberta.ca/content.php?catoid=34&navoid=10128#general-program-information>

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Faculty of Arts Regulations</p> <p>...</p> <p>General Program Information</p> <p>...</p> <p>3. Options</p> <p>...</p> <p>Notes: Students registered in any program other than the BFA or BMus may take up to 18 (as options) in Faculties other than Arts and Science.</p>	<p>Faculty of Arts Regulations</p> <p>...</p> <p>General Program Information</p> <p>...</p> <p>3. Options</p> <p>...</p> <p>Notes: Students registered in any program other than the BFA or BMus may take up to <u>21 units</u> (as options) in Faculties other than Arts and Science.</p>

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Department: Faculty / Undergraduate Student Services
Change: Undergraduate Minor Program Change

Rationale: The newly-approved Minor in Business for students in Arts requires a minimum of 15 units to a maximum of 21 units in courses offered by the Alberta School of Business. We propose to raise the old maximum of 18 units of non-Arts or non-Science options to 21 units so that students can take the maximum allowed in the minor, if they wish, and have every course count towards the 120 units required in the degree.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38130&returnto=10264

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
Bachelor of Arts (Honors) ... Program Requirements ... Non-Arts or Non-Science Courses: A maximum of ★18 in non-Arts or non-Science courses may be taken outside the Faculties of Arts or Science, as long as the courses do not duplicate courses already offered by these two Faculties.	Bachelor of Arts (Honors) ... Program Requirements ... Non-Arts or Non-Science Courses: A maximum of <u>21 units</u> in non-Arts or non-Science courses may be taken outside the Faculties of Arts or Science, as long as the courses do not duplicate courses already offered by these two Faculties.

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

**Augustana Faculty
Course Changes
For Implementation in Fall 2022**

Current	Proposed
<p>AUART 270 - Special Topics in Painting ★ 3 (fi 6) (either term, 0-6L-0) An introductory painting course that explores contemporary themes germane to other disciplines. This is a water-based media course: primarily acrylic with the possibility for some use of watercolour. Prerequisite: Second year standing or consent of the instructor (based on portfolio submission).</p>	<p>AUART 270 - Special Topics in Painting ★ 3 (fi 6) (either term, 0-6L-0) An introductory painting course that explores contemporary themes germane to other disciplines. This is a water-based media course: <u>ink and/or watercolour and/or acrylic.</u> Prerequisite: Second year standing or consent of the instructor (based on portfolio submission).</p>
<p>AUBIO 351 - Biogeography ★ 3 (fi 6) (either term, 3-0-3) Analysis of the spatial patterns of biotic systems and species. The course examines their past and present distribution patterns in the context of biological and ecological processes and human impacts. The course employs several methods of analysis, including geographic information systems. Prerequisite: AUBIO 253. Note: Credit may be obtained for only one of AUBIO 351, AUENV 351, and AUGEO 351 (2021). Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>	<p>AUBIO 351 - Biogeography ★ 3 (fi 6) (either term, 3-0-<u>0</u>) Analysis of the spatial patterns of biotic systems and species. The course examines their past and present distribution patterns in the context of biological and ecological processes and human impacts. The course employs several methods of analysis, including geographic information systems. Prerequisite: AUBIO 253. Note: Credit may be obtained for only one of AUBIO 351, AUENV 351, and AUGEO 351 (2021). Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>
<p>AUCSC 220 - Software Engineering I ★ 3 (fi 6) (first term, 3-0-1.5) Software engineering paradigms, requirements specification, iterative software development, object-oriented design patterns, visual modelling with UML, software architecture; testing, verification and maintenance; software development environments and software engineering tools; societal implications such as the cost of failure and professional responsibilities. Prerequisite: AUCSC 112 (2021) or AUCSC 211 and AUSCI 235.</p>	<p>AUCSC 220 - Software Engineering I ★ 3 (fi 6) (first term, 3-0-1.5) Software engineering paradigms, requirements specification, iterative software development, object-oriented design patterns, visual modelling with UML, software architecture; testing, verification and maintenance; software development environments and software engineering tools; societal implications such as the cost of failure and professional responsibilities. Prerequisite: AUCSC 112 (2021), or AUCSC 211 and AUSCI 235.</p>
<p>AUCSC 250 - Computer Organization and Architecture I</p>	<p>AUCSC 250 - Computer Organization and Architecture I</p>

<p>★ 3 (fi 6) (first term, 3-0-1.5) Introduction to computer systems as multilevel machines. Topics include data representation; the organization and execution cycle of Von Neumann machines; assembly-level programming, addressing modes, control flow, procedure calls, input/output, interrupts, caching; finite state machines, Boolean algebra, logic gates, and digital circuits. Prerequisite: AUCSC 112 (2021) or AUCSC 211 and AUSCI 235.</p>	<p>★ 3 (fi 6) (first term, 3-0-1.5) Introduction to computer systems as multilevel machines. Topics include data representation; the organization and execution cycle of Von Neumann machines; assembly-level programming, addressing modes, control flow, procedure calls, input/output, interrupts, caching; finite state machines, Boolean algebra, logic gates, and digital circuits. Prerequisite: AUCSC 112 (2021) or AUCSC 113 and AUSCI 135.</p>
<p>AUCSC 310 - Algorithm Design and Analysis</p> <p>★ 3 (fi 6) (either term, 3-0-1.5) Algorithm design techniques (divide-and-conquer, dynamic programming, the greedy method). Merge-sort and the analysis of divide-and-conquer algorithms with recurrence relations; bucket-sort, radix-sort, and the lower bound on sorting; comparison of sorting algorithms. Trees, binary trees, search trees, their implementation, traversal, and search and update operations. Introduction to graph theory; data structures for the representation of graphs, digraphs, and networks, and their associated algorithms (traversal, connected components, topological sorting, minimum-spanning trees, shortest paths, transitive closure). Dynamic equivalence relations and union-find sets; amortized analysis. String matching. Prerequisites: AUCSC 112 (2021) or AUCSC 211 and AUSCI 235; and AUMAT 250.</p>	<p>AUCSC 310 - Algorithm Design and Analysis</p> <p>★ 3 (fi 6) (either term, 3-0-1.5) Algorithm design techniques (divide-and-conquer, dynamic programming, the greedy method). Merge-sort and the analysis of divide-and-conquer algorithms with recurrence relations; bucket-sort, radix-sort, and the lower bound on sorting; comparison of sorting algorithms. Trees, binary trees, search trees, their implementation, traversal, and search and update operations. Introduction to graph theory; data structures for the representation of graphs, digraphs, and networks, and their associated algorithms (traversal, connected components, topological sorting, minimum-spanning trees, shortest paths, transitive closure). Dynamic equivalence relations and union-find sets; amortized analysis. String matching. Prerequisites: AUCSC 112 (2021) or AUCSC 211 and AUSCI 235; and AUMAT 250.</p>
<p>AUCSC 330 - Database Management Systems I</p> <p>★ 3 (fi 6) (second term, 3-0-1.5) Introduction to current database management systems in theory and practice. Topics include relational database design (including entity-relationship modelling, relational schema, and normal forms); relational algebra, use of a query language (typically SQL) and other components of a current database management system; overview of database system architecture, file structures (including B-tree indices), query processing, and transaction management; new directions.</p>	<p>AUCSC 330 - Database Management Systems I</p> <p>★ 3 (fi 6) (second term, 3-0-1.5) Introduction to current database management systems in theory and practice. Topics include relational database design (including entity-relationship modelling, relational schema, and normal forms); relational algebra, use of a query language (typically SQL) and other components of a current database management system; overview of database system architecture, file structures (including B-tree indices), query processing, and transaction management; new directions.</p>

<p>Prerequisites: AUCSC 112 (2021) or AUCSC 211 and AUSCI 235, and AUMAT 250.</p>	<p>Prerequisites: AUCSC 112 (2021), or AUCSC 211 and AUSCI 235. Corequisite: AUMAT 250.</p>
<p>AUCSC 355 – Networks and Security ★ 3 (fi 6) (either term, 3-0-1.5) Introduction to computer communication networks and network security. Physical and architectural elements and information layers of a communication network, including communication protocols, network elements, switching and routing, local area networks, and wireless networks. Authentication, cryptography, firewalls, intrusion detection, and communication security, including wireless security. Prerequisite: AUCSC 250. Corequisite: AUCSC 380</p>	<p>Delete</p>
<p>AUCSC 370 - Programming Languages ★ 3 (fi 6) (first term, 3-0-1.5) Principles of language design, abstraction, syntax and parsing, operational semantics (declaration, allocation, evaluation, run-time environment, typing, activation), and programming language paradigms (procedural, object-oriented, functional, logic programming). Prerequisites: AUCSC 112 (2021) or AUCSC 211 and AUSCI 235, and AUMAT 250. Corequisite: AUCSC 250.</p>	<p>AUCSC 370 - Programming Languages ★ 3 (fi 6) (first term, 3-0-1.5) Principles of language design, abstraction, syntax and parsing, operational semantics (declaration, allocation, evaluation, run-time environment, typing, activation), and programming language paradigms (procedural, object-oriented, functional, logic programming). Prerequisites: AUCSC 112 (2021), or AUCSC 211 and AUSCI 235. Corequisite: AUCSC 250.</p>
<p>AUCSC 380 – Operating Systems Concepts ★ 3 (fi 6) (second term, 3-0-1.5) Operating system functions, concurrent process coordination, scheduling and deadlocks, memory management and virtual memory, secondary storage management and file systems, protection. Prerequisites: AUCSC 250.</p>	<p>Delete</p>
<p>AUCSC 450 - Parallel and Distributed Computing ★ 3 (fi 6) (either term, 3-0-1.5) Parallel architectures, programming language constructs for parallel computing, parallel algorithms and complexity. Message-passing, remote procedure call, and shared-memory models. Synchronization and data coherence. Load balancing and scheduling. Appropriate applications. Prerequisites: AUCSC 250.</p>	<p>AUCSC 450 - Parallel and Distributed Computing ★ 3 (fi 6) (either term, 3-0-1.5) Parallel architectures, programming language constructs for parallel computing, parallel algorithms and complexity. Message-passing, remote procedure call, and shared-memory models. Synchronization and data coherence. Load balancing and scheduling. Appropriate applications. Prerequisites: AUCSC 250 and AUCSC 370.</p>
<p>New</p>	<p>AUCSC 455 - Networks and Security</p>

	<p>★ 3 (fi 6) (either term, 3-0-1.5) <u>Introduction to computer communication networks and network security. Physical and architectural elements and information layers of a communication network, including communication protocols, network elements, switching and routing, local area networks, and wireless networks. Authentication, cryptography, firewalls, intrusion detection, and communication security, including wireless security. Prerequisite: AUCSC 250. Corequisite: AUCSC 480. Note: Credit may be obtained for only one of AUCSC 455 and AUCSC 355 (2022).</u></p>
<p>AUCSC 460 - Artificial Intelligence ★ 3 (fi 6) (either term, 3-0-1.5) Survey of concepts and applications of artificial intelligence, including knowledge representation, state-space search, heuristic search, <u>expert systems and shells</u>, natural language processing, propositional logic; <u>learning and cognitive models, vision; implementation using an AI language (LISP or PROLOG).</u> Prerequisites: AUCSC 370 and AUMAT 250.</p>	<p>AUCSC 460 - Artificial Intelligence ★ 3 (fi 6) (either term, 3-0-1.5) Survey of concepts and applications of artificial intelligence, including knowledge representation, state-space search, heuristic search, natural language processing, propositional logic, <u>reasoning, and various machine learning algorithms.</u> Prerequisites: AUCSC 310 and AUMAT 250.</p>
<p>New</p>	<p><u>AUCSC 480 – Operating Systems Concepts</u> ★ 3 (fi 6) (second term, 3-0-1.5) <u>Operating system functions, concurrent process coordination, scheduling and deadlocks, memory management and virtual memory, secondary storage management and file systems, protection. Prerequisites: AUCSC 250 and AUCSC 370. Note: Credit may be obtained for only one of AUCSC 480 and AUCSC 380 (2022).</u></p>
<p>AUDRA 260 Dramaturgy and Play Analysis ★ 3 (fi 6) (either term, 0-3-0) An introduction to dramaturgical analysis. Students will engage in structural and literary analyses of plays drawn from both the classic canon and modern Canadian plays (with reference to historical context, script development and production histories), investigating their literary substance and gaining a practical understanding of dramatic techniques such as structure, character, dialogue, image and plot.</p>	<p>AUDRA 260 Dramaturgy and Play Analysis ★ 3 (fi 6) (either term, 0-3-0) An introduction to dramaturgical analysis. Students will engage in structural and literary analyses of plays drawn from both the classic canon and modern Canadian plays (with reference to historical context, script development and production histories), investigating their literary substance and gaining a practical understanding of dramatic techniques such as structure, character, dialogue, image and plot.</p>

<p>Visitors will include dramaturges and directors, and students will work on a new script-in-progress with a Canadian playwright. Prerequisites: <u>2nd-year standing.</u></p>	<p>Visitors will include dramaturges and directors, and students will work on a new script-in-progress with a Canadian playwright. Prerequisites: <u>AUENG 102.</u></p>
<p>AUENG 218 - Creative Writing Memoir ★ 3 (fi 6) (variable, 1.5-0-0) Advanced study of creative non-fiction and memoir. Students will analyze selected readings in the art of autobiography and will write three works of memoir. <u>Students will also take part in</u> an intensive workshop process. Prerequisite: <u>AUENG 215 or</u> AUENG 102.</p>	<p>AUENG 218 - Creative Writing Memoir ★ 3 (fi 6) (variable, 1.5-0-0) Advanced study of creative non-fiction and memoir. Students will analyze selected readings in the art of autobiography and will write three works of memoir, through an intensive workshop process. Prerequisite: AUENG 102. <u>Note: Credit may be obtained for only one of AUENG 218 and AUENG 318 (2022).</u></p>
<p>New</p>	<p><u>AUENG 260 Literary Animal Studies</u> ★ 3 (fi 6) (either term, 3-0-0) A survey of <u>representations of nonhuman animals in texts ranging from sacred literature to scientific writing that explores humanity’s evolving relationship with our fellow creatures. Texts will be drawn from a variety of genres and periods, including poetry and prose from antiquity, biblical texts, medieval romance and devotional literature, early modern philosophical and scientific treatises, and more contemporary writing with direct links to the modern animal rights movement. Readings from theorists of animal studies and ecofeminism will guide our exploration of texts and the questions they raise about our connections with nonhuman animals.</u> Prerequisites: <u>AUENG 102.</u></p>
<p>AUENG 420 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Advanced study of selected authors, works, periods, and critical approaches. Focus and content of each course are determined by student and faculty interests, and vary from year to year. Prerequisites: <u>Fourth-year standing or consent of the instructor; previous course(s) in English as determined by the instructor.</u></p>	<p>AUENG 420 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Advanced study of selected authors, works, periods, and critical approaches. Focus and content of each course are determined by student and faculty interests, and vary from year to year. Prerequisites: <u>Third-year standing.</u></p>
<p>AUENG 441 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Advanced study of selected authors, works, periods, and critical approaches. Focus and content of each course are determined by student and faculty</p>	<p>AUENG 441 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Advanced study of selected authors, works, periods, and critical approaches. Focus and content of each course are determined by student and faculty</p>

<p>interests, and vary from year to year. Prerequisites: <u>Fourth-year standing or consent of the instructor; previous course(s) in English as determined by the instructor.</u></p>	<p>interests, and vary from year to year. Prerequisites: <u>Third-year standing.</u></p>
<p>AUENG 450 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Advanced study of selected authors, works, periods, and critical approaches. Focus and content of each course are determined by student and faculty interests, and vary from year to year. Prerequisites: <u>Fourth-year standing or consent of the instructor; previous course(s) in English as determined by the instructor.</u></p>	<p>AUENG 450 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Advanced study of selected authors, works, periods, and critical approaches. Focus and content of each course are determined by student and faculty interests, and vary from year to year. Prerequisites: <u>Third-year standing.</u></p>
<p>AUENG 460 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Advanced study of selected authors, works, periods, and critical approaches. Focus and content of each course are determined by student and faculty interests, and vary from year to year. Prerequisites: <u>Fourth-year standing or consent of the instructor; previous course(s) in English as determined by the instructor.</u></p>	<p>AUENG 460 - Selected Topics in English Studies ★ 3 (fi 6) (either term, 3-0-0) Advanced study of selected authors, works, periods, and critical approaches. Focus and content of each course are determined by student and faculty interests, and vary from year to year. Prerequisites: <u>Third-year standing.</u></p>
<p>New</p>	<p>AUENV 331 Science of the Climate Crisis ★ 3 (fi 6) (either term, 3-0-0) Climate change is one of the greatest challenges facing humanity. This course provides students an opportunity to develop familiarity and critical reasoning about the empirical evidence for and science behind the global climate crisis. With a global reach, we will consider the international scope of climate change, but a focus will be placed on developing a Canadian context. This is a seminar-style course – one driven by discussion and in which students will take on leadership roles of introducing materials and guiding discussions. Prerequisites: <u>AUENV 231; Third-year standing.</u></p>
<p>AUENV 351 - Biogeography ★ 3 (fi 6) (either term, 3-0-3) Analysis of the spatial patterns of biotic systems and species. The course examines their past and present distribution patterns in the context of biological and ecological processes and human impacts. The course employs several</p>	<p>AUENV 351 - Biogeography ★ 3 (fi 6) (either term, 3-0-<u>0</u>) Analysis of the spatial patterns of biotic systems and species. The course examines their past and present distribution patterns in the context of biological and ecological processes and human impacts. The course employs several</p>

<p>methods of analysis, including geographic information systems. Prerequisite: AUBIO 253. Note: Credit may be obtained for only one of AUGEO 351 (2021), AUENV 351 and AUBIO 351. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>	<p>methods of analysis, including geographic information systems. Prerequisite: AUBIO 253. Note: Credit may be obtained for only one of AUGEO 351 (2021), AUENV 351 and AUBIO 351. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>
<p>AUIDS 101 - Topics in Liberal Studies ★ 3 (fi 6) (either term, 3-0-0) Selected topics that highlight the interdisciplinary nature of the Liberal Arts and Sciences. This seminar-style class is a key aspect of the Augustana First Year Experience. The focus and content of each course are determined by faculty interests, and vary from year to year.</p>	<p>AUIDS 101 – First Year Seminar ★ 3 (fi 6) (either term, 3-0-0) Selected topics that highlight the interdisciplinary nature of the Liberal Arts and Sciences. This seminar-style class is the first course in Augustana’s Core. The focus and content of each course are determined by faculty interests, and vary from year to year.</p>
<p>New</p>	<p><u>AUPED 180 Outdoor Skills for Work and Recreation</u> ★ 3 (fi 6) (either term, 0-0-3) This course is designed to provide students with the foundational skills and knowledge for safe and enjoyable work and recreational experiences in the outdoors. Students will develop skills such as personal thermoregulation, efficient camp management, trip planning, equipment selection and repair, food planning and water treatment, knots and shelters, fire lighting and stove use, axe and saw use, outdoor cooking and a variety of safety skills including hypothermia prevention and treatment and bear safety. Skills will be practiced during weekly labs and other short local field experiences.</p>
<p>New</p>	<p><u>AUPED 380 Solo Outdoor Experiences for Wellness</u> ★ 3 (fi 6) (either term, 0-0-3) Spending time alone in natural places has a long tradition in the human experience. These experiences of silence and solitude have been sources of wisdom, self-awareness, and physical and mental wellbeing as well as served as a rite of passage for some people and cultures. This course will include regular readings followed by solo explorations in local urban parks and green spaces with the goal of having students discover a ‘Listening Point’ that might serve</p>

	as a foundation for wellness and a lifetime practice of solo and solitude.
<p>AUSCI 115 - Scientific Inquiry in Biological Sciences</p> <p>★ 3 (<i>fi 6</i>) (either term, 1-0-3) Introduction to the scientific process and methods in biological sciences. Hands-on, project-based introduction to the scope of biology, diversity of life, levels of organization of biological systems and essential laboratory and field techniques.</p>	<p>AUSCI 115 - Scientific Inquiry in Biological Sciences</p> <p>★ 3 (<i>fi 6</i>) (either term, 1-0-3) Introduction to the scientific process and methods in biological sciences. Hands-on, project-based introduction to the scope of biology, diversity of life, levels of organization of biological systems and essential laboratory and field techniques. Prerequisite: At least one of Biology 30, Chemistry 30, Physics 30, or Science 30.</p>
<p>AUSCI 125 - General Chemistry Lab I</p> <p>★ 3 (<i>fi 6</i>) (either term, 1-0-3) Introduction to the scientific process and methods in chemical sciences. Hands-on experiments will be used to introduce key techniques and concepts in the chemistry lab, including simple aqueous reactions, manipulation of solids and liquids, titrations and stoichiometry.</p>	<p>AUSCI 125 - General Chemistry Lab I</p> <p>★ 3 (<i>fi 6</i>) (either term, 1-0-3) Introduction to the scientific process and methods in chemical sciences. Hands-on experiments will be used to introduce key techniques and concepts in the chemistry lab, including simple aqueous reactions, manipulation of solids and liquids, titrations and stoichiometry. Prerequisite: At least one of Biology 30, Chemistry 30, Physics 30, or Science 30.</p>
<p>AUSCI 165 - Physics Laboratory</p> <p>★ 3 (<i>fi 6</i>) (either term, 1-0-3) Introduction to the scientific process and experimental methods in physics. Hands-on experiments, spanning several branches of physics, will develop skills in experimental design, quantitative data analysis, experiment evaluation and scientific communication.</p>	<p>AUSCI 165 - Physics Laboratory</p> <p>★ 3 (<i>fi 6</i>) (either term, 1-0-3) Introduction to the scientific process and experimental methods in physics. Hands-on experiments, spanning several branches of physics, will develop skills in experimental design, quantitative data analysis, experiment evaluation and scientific communication. Prerequisite: At least one of Biology 30, Chemistry 30, Physics 30, or Science 30.</p>
<p>AUSCI 330 - History and Theory of Computing</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) History and models of computers including finite automata and Turing machines, computability, basics of formal languages and complexity classes (P, NP, NP-complete). Prerequisite: AUCSC 113 or AUSCI 135 and AUMAT 250. Note: Credit may be obtained for only one of AUMAT 355, AUCSC 315 and AUCSC 415 (2021).</p>	<p>AUSCI 330 - History and Theory of Computing</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) History and models of computers including finite automata and Turing machines, computability, basics of formal languages and complexity classes (P, NP, NP-complete). Prerequisite: AUCSC 111 (2021), or AUCSC 113 and AUSCI 135; and AUMAT 250. Note: Credit may be obtained for only one of AUMAT 355, AUCSC 315 and AUCSC 415 (2021).</p>

Changes approved by Augustana Faculty Council: December 3, 2021

**Augustana Faculty
Program Changes
For Implementation in Fall 2022**

Current	Proposed
<p>Bachelor of Music (BMus) [Augustana]</p> <p>Overview The Bachelor of Music program consists of 122 units in Performance-Based Pedagogy major, including 64-67 units of core music requirements, 25-28 units in a Comprehensive, Conducting, Keyboard, or Voice stream of study, and 30 units of non-music requirements.</p> <p>Residence Requirement Students registered in a BMus program must complete at least 60 credits offered by the Augustana Faculty, at least 54 of which must be at the senior level. However,</p> <p style="padding-left: 40px;">Language or other study abroad may, with special permission of the Associate Dean, Academics, count toward the residence requirement</p> <p style="padding-left: 40px;">An exception to this may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Music degree in fewer than 60 units. Normally in such cases at least the final 45 units must be completed at Augustana.</p> <p>General Information The Bachelor of Music, Performance-Based Pedagogy major, provides study and performance concentrations in voice, keyboard, conducting and comprehensive streams, with broad possibilities for exploration in performance, music education, music therapy, arts administration and musicology. The wide-ranging curriculum, with extensive performance and pedagogical opportunities, equips students for successful</p>	<p>Bachelor of Music (BMus) [Augustana]</p> <p>Overview The Bachelor of Music program consists of 122 units in Performance-Based Pedagogy major, including 61 units of core music requirements, 31 units in a Comprehensive, Conducting, Keyboard, or Voice stream of study, and 30 units of non-music requirements.</p> <p>Residence Requirement Students registered in a BMus program must complete at least 60 units offered by the Augustana Faculty, at least 54 of which must be at the senior level. However,</p> <p style="padding-left: 40px;">Language or other study abroad may, with special permission of the Associate Dean, Academics, count toward the residence requirement</p> <p style="padding-left: 40px;">An exception to this may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Music degree in fewer than 60 units. Normally in such cases at least the final 45 units must be completed at Augustana.</p> <p>General Information The Bachelor of Music, Performance-Based Pedagogy major, provides study and performance concentrations in voice, keyboard, conducting and comprehensive streams, with broad possibilities for exploration in performance, music education, music therapy, arts administration and musicology. The wide-ranging curriculum, with extensive performance and pedagogical opportunities, equips students for successful careers as performing artists or as teachers of studio, classroom or choral.</p>

careers as performing artists or as teachers of studio, classroom or choral.

[Effective October 2020, there will be no further admission to the Bachelor of Music Comprehensive, Piano or Voice majors. Students who entered the Bachelor of Music program prior to October 2020 must complete all program requirements by April 30, 2025. The last degree with these specific majors will be granted at Spring Convocation 2025.]

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

Admission Requirements

See Augustana Faculty. Each student who wishes to be exempt from taking AUMUS 100 must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. All successful applicants will complete a general first year within the Comprehensive stream, and a further audition to specific BMus streams (Comprehensive, Conducting, Keyboard, and Voice) will take place at the end of the first year of BMus study. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

Program Requirements

The minimum of 122 units required during the program is drawn from three areas: Core Music Requirements, Additional Music Requirements according to stream of study, and Non-Music Requirements.

Core Music Requirements (64-67 units):

A common core of music courses and requirements is required of every student enrolled in the Bachelor of Music program.

Passing grade in the Keyboard Skills Proficiency Examination (KSPE).

[Effective October 2020, there will be no further admission to the Bachelor of Music Comprehensive, Piano or Voice majors. Students who entered the Bachelor of Music program prior to October 2020 must complete all program requirements by April 30, 2025. The last degree with these specific majors will be granted at Spring Convocation 2025.]

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

Admission Requirements

See Augustana Faculty. Each student who wishes to be exempt from taking AUMUS 100 must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. All successful applicants will complete a general first year within the Comprehensive stream, and a further audition to specific BMus streams (Comprehensive, Conducting, Keyboard, and Voice) will take place at the end of the first year of BMus study. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

Program Requirements

The minimum of 122 units required during the program is drawn from three areas: Core Music Requirements, Additional Music Requirements according to stream of study, and Non-Music Requirements.

Core Music Requirements (61 units):

A common core of music courses and requirements is required of every student enrolled in the Bachelor of Music program.

Passing grade in the Keyboard Skills Proficiency Examination (KSPE).

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

A student who fails to achieve at least a C+ standing in a primary instrument or voice at the end of an academic year will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually. Such students may transfer to another program in Augustana Faculty or in another Faculty if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be met.

A student beyond first year who fails to achieve an academic average of at least 2.3 will be required to withdraw from the Bachelor of Music program. Such students may transfer to another program in Augustana Faculty or in another Faculty if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be met. Each student's progress will be reviewed annually.

Music Performance (25-28 units)

- 16 units in Applied Music: ~~students in the Conducting or Voice stream will complete this requirement in voice; students in the Keyboard stream will complete this requirement in piano; students in the Comprehensive stream may choose from a variety of solo instruments.~~ Note: Consult Department of Fine Arts and Humanities for details.
- Choral and/or Instrumental Ensembles (9-12 units):

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

A student who fails to achieve at least a C+ standing in **their** primary instrument **of study** at the end of an academic year will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually. Such students may transfer to another program in Augustana Faculty or in another Faculty if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be met.

A student beyond first year who fails to achieve an academic average of at least 2.3 will be required to withdraw from the Bachelor of Music program. Such students may transfer to another program in Augustana Faculty or in another Faculty if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be met. Each student's progress will be reviewed annually.

Music Performance (25 units)

- 16 units Applied Music: **to be completed in an approved major instrument of study.** Note: Consult Department of Fine Arts and Humanities for details.
- **9** units Choral and/or Instrumental Ensembles

Music History and Literature, Music in Society (12 units):

- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 224 - Music from the Ancient to Baroque Eras
- AUMUS 225 - Music from the Classical Era to the Present Day
- AUMUS 369 - Popular Music: Analysis, Interpretation, Meaning

Theoretical and Analytical Studies, Musicianship Skills (24-units) credits:

- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 - Aural, Sight Singing, and Keyboard Skills I
- AUMUS 231 - Lyric Diction
- AUMUS 235 - Introduction to Conducting
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 - Aural, Sight Singing and Keyboard Skills II
- AUMUS 263 - Aural, Sight Singing, and Keyboard Skills III

Music Education (3 units):

- AUMUS 250 - Introduction to Music Education

Additional Music Requirements According to Major (★25-28-units):

In addition to the Core Music Requirements listed above, additional courses are required in each stream. Students in the Keyboard and Voice streams have the option of completing a public recital in their 4th year of study:

Comprehensive Stream:

- AUMUS 236 - Introduction to Choral Techniques, Literature, and Interpretation
- AUMUS 238 - Piano Pedagogy I

Music History and Literature, Music in Society (12 units):

- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 224 - Music from the Ancient to Baroque Eras
- AUMUS 225 - Music from the Classical Era to the Present Day
- AUMUS 369 - Popular Music: Analysis, Interpretation, Meaning

Theoretical and Analytical Studies, Musicianship Skills (21 units):

- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 - Aural, Sight Singing, and Keyboard Skills I
- AUMUS 231 - Lyric Diction
- AUMUS 235 - Introduction to Conducting
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 - Aural, Sight Singing and Keyboard Skills II
- AUMUS 263 - Aural, Sight Singing, and Keyboard Skills III

Music Education (3 units):

- AUMUS 250 - Introduction to Music Education

Additional Music Requirements According to Major (31 units):

In addition to the Core Music Requirements listed above, additional courses are required in each stream. Students in the Keyboard and Voice streams have the option of completing a public recital in their 4th year of study:

Comprehensive Stream:

- AUMUS 236 - Introduction to Choral Techniques, Literature, and Interpretation
- AUMUS 238 - Piano Pedagogy I **OR** AUMUS 239 - Vocal Pedagogy I

- AUMUS 239 - Vocal Pedagogy I
- AUMUS 252 - The Child Voice
- AUMUS 351 - Music Education II
- AUMUS 356 - Music and Wellness
- 4 units: Additional applied credits. Note: Consult Department of Fine Arts and Humanities for details.
- ~~3-6~~ units: Music options, depending on ensemble credits completed in the Core Music requirements.

Conducting Stream:

- AUMUS 236 - Introduction to Choral Techniques, Literature, and Interpretation
- AUMUS 239 - Vocal Pedagogy I
- AUMUS 252 - The Child Voice
- ~~AUMUS 331 - Lyric Diction II~~
- ~~AUMUS 339 - Vocal Pedagogy II~~
- AUMUS 351 - Music Education II
- AUMUS 356 - Music and Wellness
- 4 units: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.
- ~~0-3~~ units: Music options, depending on ensemble credits completed in the Core Music requirements.

Keyboard Stream:

- AUMUS 238 - Piano Pedagogy I
- AUMUS 329
- AUMUS 338 - Piano Pedagogy II
- AUMUS 347 - Chamber Ensemble
- AUMUS 351 - Music Education II
- 4 units: Additional applied credits in Voice. Note: Consult Department of Fine Arts and Humanities for details.
- ~~3-6~~ units: Music options, depending on ensemble credits completed in the Core Music requirements.
- ~~3~~ units:
- ~~AUMUS 496 - Performance Studies II~~
OR

- AUMUS 252 - The Child Voice
- AUMUS 351 - Music Education II
- AUMUS 356 - Music and Wellness
- 4 units: Additional applied credits. Note: Consult Department of Fine Arts and Humanities for details.
- ~~12~~ units: Music options.

Conducting Stream:

- ~~AUMUS 231 - Lyric Diction~~
- AUMUS 236 - Introduction to Choral Techniques, Literature, and Interpretation
- AUMUS 239 - Vocal Pedagogy I
- AUMUS 252 - The Child Voice
- AUMUS 351 - Music Education II
- AUMUS 356 - Music and Wellness
- 4 units: Additional secondary-instrument applied (Piano or Voice). Note: Consult Department of Fine Arts and Humanities for details.
- ~~3~~ units: Additional ensemble
- ~~6~~ units: Music options

Keyboard Stream:

- AUMUS 238 - Piano Pedagogy I
- AUMUS 329
- AUMUS 338 - Piano Pedagogy II
- AUMUS 347 - Chamber Ensemble
- AUMUS 351 - Music Education II
- ~~8~~ units: Additional applied credits in Piano
- ~~2~~ units: Additional applied credits in Voice. Note: Consult Department of Fine Arts and Humanities for details.
- ~~6~~ units Music options.

- Music options. Note: Consult Department of Fine Arts and Humanities for details.

Voice Stream:

- AUMUS 239 - Vocal Pedagogy I
- AUMUS 252 - The Child Voice
- AUMUS 327 - History of Vocal Literature
- AUMUS 330 - Music for the Theatre
- AUMUS 331 - Lyric Diction II
- AUMUS 339 - Vocal Pedagogy II
- 0-3 units: Music options, depending on ensemble credits completed in the Core Music requirements.
- 4 units: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.

3 units:

- AUMUS 496 - Performance Studies II
OR
- Music options. Note: Consult Department of Fine Arts and Humanities for details.

Non-Music Requirements (30 units):

The Augustana Core: 18 units

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

- AUIDS 101 - Topics in Liberal Studies
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

Note:

All students must complete AUIDS 101. Bachelor of Music students may be granted permission to opt out of the remainder of the Augustana Core in order to explore other pathways of study. Students interested in this route should consult the Department of Fine Arts and Humanities for details.

Voice Stream:

- AUMUS 231 - Lyric Diction
- AUMUS 239 - Vocal Pedagogy I
- AUMUS 252 - The Child Voice
- AUMUS 327 - History of Vocal Literature
- AUMUS 330 - Music for the Theatre
- 8 units: Additional applied credits in Voice
- 2 units: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.
- 6 units: Music options.

Non-Music Requirements (30 units):

The Augustana Core: 18 units

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

- AUIDS 101 - First Year Seminar
- AUIDS 201 - Collaborative Learning
- AUIDS 301 - Community Partnership Project
- AUIDS 401 - Advanced Integration Project

Note:

All students must complete AUIDS 101. Bachelor of Music students may be granted permission to opt out of the remainder of the Augustana Core in order to explore other pathways of study. Students interested in this route should consult the Department of Fine Arts and Humanities for details.

<p>6 units from:</p> <ul style="list-style-type: none"> • AUENG 102 - Critical Reading, Critical Writing • 3 units from non-Music 200-level or 300- level Creativity and Culture: Text and Theory courses <p>6 units</p> <ul style="list-style-type: none"> • Any second language. Note: A Voice stream student must include 3 units in German. 	<p>6 units from:</p> <ul style="list-style-type: none"> • AUENG 102 - Critical Reading, Critical Writing • 3 units from non-Music 200-level or 300- level Creativity and Culture: Text and Theory courses <p>6 units</p> <ul style="list-style-type: none"> • Any second language. Note: A Voice stream student must include 3 units in German.
<p>Major in Physical Education (BA) [Augustana]</p> <p>Requirements</p> <p>27-unit Core:</p> <ul style="list-style-type: none"> • AUPED 112 - Structural Human Anatomy • AUPED 160 - Sociocultural Aspects of Sport and Physical Activity • AUPED 215 - Introduction to Human Physiology I • AUPED 293 - Introduction to Research in Physical Education • AUPED 314 - Exercise Physiology • AUPED 393 - Tests and Measurements in Physical Education • AUPED 462 - Issues in Physical Education • AUPSY 103 - Introduction to Psychology • AUSTA 153 - Introductory Applied Statistics <p>6 units in</p> <ul style="list-style-type: none"> • 3 units in AUPAC (Physical Activity Courses) • 3 units in AUPAC (Physical Activity Courses) <p>or any 1 of</p> <ul style="list-style-type: none"> • AUPED 184 - Introduction to Outdoor Education - Snowshoeing 	<p>Major in Physical Education (BA) [Augustana]</p> <p>Requirements</p> <p>27-unit Core:</p> <ul style="list-style-type: none"> • AUPED 112 - Structural Human Anatomy • AUPED 160 - Sociocultural Aspects of Sport and Physical Activity • AUPED 215 - Introduction to Human Physiology I • AUPED 293 - Introduction to Research in Physical Education • AUPED 314 - Exercise Physiology • AUPED 393 - Tests and Measurements in Physical Education • AUPED 462 - Issues in Physical Education • AUPSY 103 - Introduction to Psychology • AUSTA 153 - Introductory Applied Statistics <p>6 units in</p> <ul style="list-style-type: none"> • 3 units in AUPAC (Physical Activity Courses) • 3 units in AUPAC (Physical Activity Courses) <p>or any 1 of</p> <ul style="list-style-type: none"> • AUPED 180 – Outdoor Skills for Work and Recreation • AUPED 184 - Introduction to Outdoor Education - Snowshoeing

- AUPED 281 - Explorations of the Canadian North
- AUPED 283 - Introduction to Outdoor Education - Backpacking
- AUPED 284 - Introduction to Outdoor Education - Canoeing
- AUPED 286 - Outdoor Education and Leadership
- AUPED 387 - Arctic Expedition Planning
- AUPED 388 - Arctic Canoe Expedition

9 units in Historical and Cultural Perspectives from:

- AUHIS 212 - Sport, Physical Activity, and the Body: Historical Perspectives
- AUHIS 312 - The Modern Olympic Games
- AUHIS 368 - History of Sport in Canada
- AUIDS 302 - Exploring Body Issues
- AUMGT 360 - Hockey: Culture and Commerce
- AUPED 266 - Gender in Sport and Physical Activity
- AUPED 469 - Sport and Canadian Popular Culture

9 units in Scientific and Performance Perspectives from:

- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- AUPED 216 - Introduction to Human Physiology II
- AUPED 220 - Human Growth and Development
- AUPED 222 - Introduction to Movement Activities of Youth (Ages 5 - 12)
- AUPED 232 - Introduction to Biomechanics
- AUPED 251 - Prevention and Care of Athletic Injuries
- AUPED 261 - Psychology of Sport

- AUPED 281 - Explorations of the Canadian North
- AUPED 283 - Introduction to Outdoor Education - Backpacking
- AUPED 284 - Introduction to Outdoor Education - Canoeing
- AUPED 286 - Outdoor Education and Leadership
- AUPED 380 – Solo Outdoor Experiences for Wellness
- AUPED 387 - Arctic Expedition Planning
- AUPED 388 - Arctic Canoe Expedition

9 units in Historical and Cultural Perspectives from:

- AUHIS 212 - Sport, Physical Activity, and the Body: Historical Perspectives
- AUHIS 312 - The Modern Olympic Games
- AUHIS 368 - History of Sport in Canada
- AUIDS 302 - Exploring Body Issues
- AUMGT 360 - Hockey: Culture and Commerce
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- AUPED 232 - Introduction to Biomechanics
- AUPED 251 - Prevention and Care of Athletic Injuries
- AUPED 261 - Psychology of Sport

<ul style="list-style-type: none"> • AUPED 275 - Introduction to Coaching Studies • AUPED 281 - Explorations of the Canadian North • AUPED 283 - Introduction to Outdoor Education - Backpacking • AUPED 284 - Introduction to Outdoor Education - Canoeing • AUPED 286 - Outdoor Education and Leadership • AUPED 317 - Exercise in Special Populations • AUPED 343 - Training Methodologies and Athletic Performance • AUPED 344 - Introduction to Human Nutrition • AUPED 375 • AUPED 387 - Arctic Expedition Planning • AUPED 388 - Arctic Canoe Expedition • AUPED 414 - Advanced Exercise and Occupational Physiology <p>Additional Perspectives 6 units in Social Sciences</p> <ul style="list-style-type: none"> • Any AUCRI, AUECO, AUHIS, AUIND, AUMGT, AUPOL, AUPSY (even-numbers), AUSSC, AUSOC <p>3 units in Ethics and Philosophy from:</p> <ul style="list-style-type: none"> • AUREL 257 - Modern Ethics • AUREL 259 - Bioethics, Suffering and the Soul • AUPHI 260 - Ethics • AUPHI 350 - Philosophy of Science <p>3 units in Fine Arts</p> <ul style="list-style-type: none"> • Any Fine Arts course <p>3 units in Humanities</p> <ul style="list-style-type: none"> • Any Humanities course 	<ul style="list-style-type: none"> • AUPED 275 - Introduction to Coaching Studies • AUPED 281 - Explorations of the Canadian North • AUPED 283 - Introduction to Outdoor Education - Backpacking • AUPED 284 - Introduction to Outdoor Education - Canoeing • AUPED 286 - Outdoor Education and Leadership • AUPED 317 - Exercise in Special Populations • AUPED 343 - Training Methodologies and Athletic Performance • AUPED 344 - Introduction to Human Nutrition • AUPED 375 • AUPED 380 – Solo Outdoor Experiences for Wellness • AUPED 387 - Arctic Expedition Planning • AUPED 388 - Arctic Canoe Expedition • AUPED 414 - Advanced Exercise and Occupational Physiology <p>Additional Perspectives 6 units in Social Sciences</p> <ul style="list-style-type: none"> • Any AUCRI, AUECO, AUHIS, AUIND, AUMGT, AUPOL, AUPSY (even-numbers), AUSSC, AUSOC <p>3 units in Ethics and Philosophy from:</p> <ul style="list-style-type: none"> • AUREL 257 - Modern Ethics • AUREL 259 - Bioethics, Suffering and the Soul • AUPHI 260 - Ethics • AUPHI 350 - Philosophy of Science <p>3 units in Fine Arts</p> <ul style="list-style-type: none"> • Any Fine Arts course <p>3 units in Humanities</p> <ul style="list-style-type: none"> • Any Humanities course
<p>Major in Integrative Biology [Augustana]</p>	<p>Major in Integrative Biology [Augustana]</p>

Requirements:**18 units in Science Foundations for Biology**

- AUBIO 111 - Functional Biology
- AUCHE 110 - General Chemistry I
- AUPHY 120 - Introductory Physics

3 units from

- AUMAT 116 - Calculus Concepts and Modelling
- AUMAT 120 - Linear Algebra I

6 units from

AUSCI foundations laboratory courses, including

- AUSCI 115 - Scientific Inquiry in Biological Sciences
- 3 units from any other science discipline lab foundation course

39 units in Integrative Biology:

- AUBIO 212
- AUBIO 230 - Molecular Cell Biology
- AUBIO 253 - Ecological Interactions
- AUBIO 260 - Principles of Genetics
- AUBIO 338 - Developmental Biology
- AUBIO 380
- AUBIO 411 - History and Theory of Biology

6 units in Cell Biology from:

- AUBIO 336 - Integrative Histology
- AUBIO 337 - Histology of Reproduction and Sensation
- AUBIO 374
- AUBIO 381 - Biochemistry: Intermediary Metabolism
- AUBIO 388 - Biochemistry Laboratory
- AUBIO 389 - Molecular Biology of the Gene
- AUBIO 438 - Evolutionary Development Biology
- AUBIO 475 - Pathogenic Mechanisms of Microorganisms

Requirements:**18 units in Science Foundations for Biology**

- AUBIO 111 - Functional Biology
- AUCHE 110 - General Chemistry I
- AUPHY 120 - Introductory Physics

3 units from

- AUMAT 116 - Calculus Concepts and Modelling
- AUMAT 120 - Linear Algebra I

6 units from

AUSCI foundations laboratory courses, including

- AUSCI 115 - Scientific Inquiry in Biological Sciences
- 3 units from any other science discipline lab foundation course

39 units in Integrative Biology:

- AUBIO 212
- AUBIO 230 - Molecular Cell Biology
- AUBIO 253 - Ecological Interactions
- AUBIO 260 - Principles of Genetics
- AUBIO 338 - Developmental Biology
- AUBIO 380
- AUBIO 411 - History and Theory of Biology

6 units in Cell Biology from:

- AUBIO 336 - Integrative Histology
- AUBIO 337 - Histology of Reproduction and Sensation
- AUBIO 374
- AUBIO 381 - Biochemistry: Intermediary Metabolism
- AUBIO 388 - Biochemistry Laboratory
- AUBIO 389 - Molecular Biology of the Gene
- AUBIO 438 - Evolutionary Development Biology
- AUBIO 475 - Pathogenic Mechanisms of Microorganisms
- AUBIO 485 - Selected Topics in Biochemistry

- AUBIO 485 - Selected Topics in Biochemistry

6 units in Organisms from:

- AUBIO 323 - Plant Biology
- AUBIO 390 - Animal Behaviour
- AUBIO 394 - Comparative Invertebrate Zoology
- AUBIO 395 - Vertebrate Form and Function
- AUBIO 397 - Vertebrate Physiology
- AUBIO 413 - Advanced Topics in Evolutionary Ecology
- AUBIO 471

6 units in Ecosystems from:

- AUBIO 315 - Advanced Biological Analysis
- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 351 - Biogeography
- AUBIO 354 - Freshwater Ecology and Management
- AUBIO 355 - Ecological Dynamics
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUENV 335 - Wildlife Ecology and Management
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology

9 units in Overlapping Requirements (may overlap with the Integrative Biology requirements):

3 units from

- AUBIO at the 400-level

6 units involving laboratory or field work from:

- AUBIO 323 - Plant Biology

6 units in Organisms from:

- AUBIO 323 - Plant Biology
- AUBIO 390 - Animal Behaviour
- AUBIO 394 - Comparative Invertebrate Zoology
- AUBIO 395 - Vertebrate Form and Function
- AUBIO 397 - Vertebrate Physiology
- AUBIO 413 - Advanced Topics in Evolutionary Ecology
- AUBIO 471

6 units in Ecosystems from:

- AUBIO 315 - Advanced Biological Analysis
- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 351 - Biogeography
- AUBIO 354 - Freshwater Ecology and Management
- AUBIO 355 - Ecological Dynamics
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUENV 335 - Wildlife Ecology and Management
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology

9 units in Overlapping Requirements (may overlap with the Integrative Biology requirements):

3 units from

- AUBIO at the 400-level

6 units involving laboratory or field work from:

- AUBIO 323 - Plant Biology

<ul style="list-style-type: none"> • AUBIO 334 - Field Studies in Environmental Science and Ecology • AUBIO 351 - Biogeography • AUBIO 354 - Freshwater Ecology and Management • AUBIO 374 • AUBIO 388 - Biochemistry Laboratory • AUBIO 390 - Animal Behaviour • AUBIO 394 - Comparative Invertebrate Zoology • AUBIO 395 - Vertebrate Form and Function • AUBIO 459 - Field Studies in Tropical Ecology and Conservation • AUBIO 471 • AUBIO 475 - Pathogenic Mechanisms of Microorganisms • AUENV 434 - Advanced Field Studies in Environmental Science and Ecology <p>9 units in Scientific Perspectives</p> <ul style="list-style-type: none"> • AUCHE 212 • AUCHE 250 - Synthesis I • AUSTA 215 - Statistical Methods for the Natural Sciences <p>15 units in Additional Requirements</p> <ul style="list-style-type: none"> • 9 units in Fine Arts and Humanities, with at least 3 units in each • 6 units in Social Sciences 	<ul style="list-style-type: none"> • AUBIO 334 - Field Studies in Environmental Science and Ecology • AUBIO 354 - Freshwater Ecology and Management • AUBIO 374 • AUBIO 388 - Biochemistry Laboratory • AUBIO 390 - Animal Behaviour • AUBIO 394 - Comparative Invertebrate Zoology • AUBIO 395 - Vertebrate Form and Function • AUBIO 459 - Field Studies in Tropical Ecology and Conservation • AUBIO 471 • AUBIO 475 - Pathogenic Mechanisms of Microorganisms • AUENV 434 - Advanced Field Studies in Environmental Science and Ecology <p>9 units in Scientific Perspectives</p> <ul style="list-style-type: none"> • AUCHE 212 • AUCHE 250 - Synthesis I • AUSTA 215 - Statistical Methods for the Natural Sciences <p>15 units in Additional Requirements</p> <ul style="list-style-type: none"> • 9 units in Fine Arts and Humanities, with at least 3 units in each • 6 units in Social Sciences
<p>Major in Computing Science and Mathematics [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> • AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving • AUCSC 211 - Data Structures and Algorithms • AUCSC 250 - Computer Organization and Architecture I • AUCSC 310 - Algorithm Design and Analysis • AUMAT 116 - Calculus Concepts and Modelling 	<p>Major in Computing Science and Mathematics [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> • AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving • AUCSC 211 - Data Structures and Algorithms • AUCSC 250 - Computer Organization and Architecture I • AUCSC 310 - Algorithm Design and Analysis • AUMAT 116 - Calculus Concepts and Modelling • AUMAT 120 - Linear Algebra I • AUMAT 216 - Intermediate Calculus • AUMAT 250 - Discrete Mathematics

- AUMAT 120 - Linear Algebra I
- AUMAT 216 - Intermediate Calculus
- AUMAT 250 - Discrete Mathematics
- AUSCI 135 - Practical Introduction to Computational Thinking and Problem Solving
- AUSCI 235 - Practices in Data Structures and Algorithms
- AUSCI 250 - Introduction to Computational Methods
- AUSCI 330 - History and Theory of Computing
- AUSCI 430 - Ethical Issues in Computing and Mathematics

Mathematics

3 units from

AUSTA 153 - Introductory Applied Statistics

AUSTA 215 - Statistical Methods for the Natural Sciences

Sciences

3 units from

- AUSCI 115 - Scientific Inquiry in Biological Sciences
- AUSCI 125 - General Chemistry Lab I
- ~~AUSCI 145~~
- AUSCI 165 - Physics Laboratory

Additional Requirements

- 3 units in AUBIO, AUCHE, AUENV, or AUPHY at the 100-level.
- 9 units in Fine Arts and Humanities, with at least 3 credits in each.
- 6 units in Social Sciences.

Computing Science Stream

Students in the Computing Science stream must also complete the following:

- AUCSC 220 - Software Engineering I
- AUCSC 370 - Programming Languages

18 units from

- AUCSC 204 - Computing Technology in Modern Society

- AUSCI 135 - Practical Introduction to Computational Thinking and Problem Solving
- AUSCI 235 - Practices in Data Structures and Algorithms
- AUSCI 250 - Introduction to Computational Methods
- AUSCI 330 - History and Theory of Computing
- AUSCI 430 - Ethical Issues in Computing and Mathematics
- AUSTA 215 - Statistical Methods for the Natural Sciences

Sciences

3 units from

- AUSCI 115 - Scientific Inquiry in Biological Sciences
- AUSCI 125 - General Chemistry Lab I
- AUSCI 165 - Physics Laboratory

Additional Requirements

- 3 units in AUBIO, AUCHE, AUENV, or AUPHY at the 100-level.
- 9 units in Fine Arts and Humanities, with at least 3 credits in each.
- 6 units in Social Sciences.

Computing Science Stream

Students in the Computing Science stream must also complete the following:

- AUCSC 220 - Software Engineering I
- AUCSC 370 - Programming Languages

18 units from

- AUCSC 204 - Computing Technology in Modern Society

<ul style="list-style-type: none"> • AUCSC 218 - Web Design, Development and Scripting • AUCSC 320 - Software Engineering II • AUCSC 330 - Database Management Systems I • AUCSC 355 - Networks and Security • AUCSC 380 - Operating Systems Concepts • AUCSC 395 - Directed Study I • AUCSC 401 - Professional Practicum I • AUCSC 402 - Professional Practicum II • AUCSC 450 - Parallel and Distributed Computing • AUCSC 460 - Artificial Intelligence • AUCSC 495 - Directed Study II <p>Computational and Applied Mathematics stream Students in the Computational and Applied Mathematics stream must also complete the following:</p> <ul style="list-style-type: none"> • AUMAT 332 - Mathematical Ecology and Dynamical Systems <p>9 units from</p> <ul style="list-style-type: none"> • AUMAT 320 – Numerical Linear Algebra • AUMAT 328 - Cryptography • AUMAT 350 - Optimization • AUMAT 353 - Applied Probability 	<ul style="list-style-type: none"> • AUCSC 218 - Web Design, Development and Scripting • AUCSC 320 - Software Engineering II • AUCSC 330 - Database Management Systems I • AUCSC 395 - Directed Study I • AUCSC 401 - Professional Practicum I • AUCSC 402 - Professional Practicum II • AUCSC 450 - Parallel and Distributed Computing • AUCSC 455 - Networks and Security • AUCSC 460 - Artificial Intelligence • AUCSC 480 - Operating Systems Concepts • AUCSC 495 - Directed Study II <p>Computational and Applied Mathematics stream Students in the Computational and Applied Mathematics stream must also complete the following:</p> <ul style="list-style-type: none"> • AUMAT 332 - Mathematical Ecology and Dynamical Systems <p>9 units from</p> <ul style="list-style-type: none"> • AUMAT 320 – Numerical Linear Algebra • AUMAT 328 - Cryptography • AUMAT 350 – Optimization • AUMAT 353 – Applied Probability
<p>Major in Environmental Science [Augustana]</p> <p>Requirements</p> <p>12 units in Environmental Science Core:</p> <ul style="list-style-type: none"> • AUENV 120 - Human Activities and the Natural Environment • AUENV 234 - Research and Field Skills in Environmental Science • AUENV 324 - Resource and Environmental Management 	<p>Major in Environmental Science [Augustana]</p> <p>Requirements</p> <p>12 units in Environmental Science Core:</p> <ul style="list-style-type: none"> • AUENV 120 - Human Activities and the Natural Environment • AUENV 234 - Research and Field Skills in Environmental Science • AUENV 324 - Resource and Environmental Management

- AUENV 421 - Environmental Science: History and Impacts

12 units in Biology:

- AUBIO 111 - Functional Biology
- AUBIO 212 - Evolution and Biodiversity
- AUBIO 253 - Ecological Interactions
- AUSCI 115 - Scientific Inquiry in Biological Sciences

12 units in Chemistry:

- AUCHE 110 - General Chemistry I
 - AUCHE 212 - General Chemistry II
 - AUSCI 125 - General Chemistry Lab I
- 3 units from:**
- AUCHE 220 - Analysis I
 - AUCHE 341 - Introduction to Environmental Chemistry

6 units from Environmental Foundations:

- AUENV 230 - Geomorphology
- AUENV 231 - Climatology
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta

6 units from Environmental Social Sciences:

- AUENV 327 - Environmental Education and Heritage Interpretation
- AUENV 341 - Environmental Economics
- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUPOL 328 - Environmental Politics
- AUPSY 344 - Environmental Psychology
- AUSOC 358 - Environmental Sociology

9 units from Applied Environmental Studies:

- AUENV 421 - Environmental Science: History and Impacts

12 units in Biology:

- AUBIO 111 - Functional Biology
- AUBIO 212 - Evolution and Biodiversity
- AUBIO 253 - Ecological Interactions
- AUSCI 115 - Scientific Inquiry in Biological Sciences

12 units in Chemistry:

- AUCHE 110 - General Chemistry I
 - AUCHE 212 - General Chemistry II
 - AUSCI 125 - General Chemistry Lab I
- 3 units from:**
- AUCHE 220 - Analysis I
 - AUCHE 341 - Introduction to Environmental Chemistry

6 units from Environmental Foundations:

- AUENV 230 - Geomorphology
- AUENV 231 - Climatology
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta

6 units from Environmental Social Sciences:

- AUENV 327 - Environmental Education and Heritage Interpretation
- AUENV 341 - Environmental Economics
- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUPOL 328 - Environmental Politics
- AUPSY 344 - Environmental Psychology
- AUSOC 358 - Environmental Sociology

9 units from Applied Environmental Studies:

- AUBIO 315 - Advanced Biological Analysis

- AUBIO 315 - Advanced Biological Analysis
- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 351 - Biogeography
- AUBIO 354 - Freshwater Ecology and Management
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving
- AUECO 449 - Economic Methods of Project Evaluation
- AUENV 218 - Introduction to Geographic Information Systems
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 301 - Directed Studies
- AUENV 302 - Directed Reading
- AUENV 320 - Parks and Wilderness
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 335 - Wildlife Ecology and Management
- AUENV 351 - Biogeography
- AUENV 354 - Freshwater Ecology and Management
- AUENV 401 - Directed Studies
- AUENV 402 - Directed Reading
- AUENV 410 - Selected Topics in Environmental Studies
- AUENV 420 - Parks and Wilderness
- AUENV 425 - Environmental Impact Assessment
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology

**9 units in Fine Arts and Humanities:
3-6 units from Humanities**

- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 351 - Biogeography
- AUBIO 354 - Freshwater Ecology and Management
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving
- AUECO 449 - Economic Methods of Project Evaluation
- AUENV 218 - Introduction to Geographic Information Systems
- AUENV 233 - Soil Science and Soil Resources
- AUENV 252 - Wildlife Diversity of Alberta
- AUENV 301 - Directed Studies
- AUENV 302 - Directed Reading
- AUENV 320 - Parks and Wilderness
- **AUENV 331 – Science of the Climate Crisis**
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 335 - Wildlife Ecology and Management
- AUENV 351 - Biogeography
- AUENV 354 - Freshwater Ecology and Management
- AUENV 401 - Directed Studies
- AUENV 402 - Directed Reading
- AUENV 410 - Selected Topics in Environmental Studies
- AUENV 420 - Parks and Wilderness
- AUENV 425 - Environmental Impact Assessment
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology

**9 units in Fine Arts and Humanities:
3-6 units from Humanities**

- AUENG 102 - Critical Reading, Critical Writing
- AUENG 207
- AUENG 280 - Canadian Literature to 1950
- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUPHI 355 - Philosophy and the Environment
- AUREL 263 - Spirituality and Globalization
- AUREL 345 - Religion and Ecology
- AUREL 365 - Storied Landscapes
- AUSCA 231 - Scandinavian Culture and Civilization
- AUSCA 271 - Personal Narratives of the North

3-6 units of Fine Arts:

- AUART 100 - Introduction to Art History and Visual Culture
- AUART 220 - Modern Life, Modern Art
- AUART 231 - Drawing I: A Basic Toolkit
- AUART 271 - Painting I: A Basic Toolkit (Oil)
- AUART 289 - Studies in Visual Culture
- AUDRA 250 - Applied Improvisation
- AUMUS 170 - Tuning In: An Introduction to Music

3 units in Statistics:

- AUSTA 215 - Statistical Methods for the Natural Sciences

3 units from Mathematics:

- AUMAT 116 - Calculus Concepts and Modelling
- AUMAT 120 - Linear Algebra I

3 units from Experiential Learning:

- AUBIO 334 - Field Studies in Environmental Science and Ecology

- AUENG 102 - Critical Reading, Critical Writing
- AUENG 207
- AUENG 280 - Canadian Literature to 1950
- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUPHI 355 - Philosophy and the Environment
- AUREL 263 - Spirituality and Globalization
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- AUMUS 170 - Tuning In: An Introduction to Music

3 units in Statistics:

- AUSTA 215 - Statistical Methods for the Natural Sciences

3 units from Mathematics:

- AUMAT 116 - Calculus Concepts and Modelling
- AUMAT 120 - Linear Algebra I

3 units from Experiential Learning:

- AUBIO 334 - Field Studies in Environmental Science and Ecology

- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 360 - Community Service-Learning Practicum
- AUCSL 361 - Community Service-Learning Practicum
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- AUPED 281 - Explorations of the Canadian North
- AUPED 283 - Introduction to Outdoor Education - Backpacking
- AUPED 284 - Introduction to Outdoor Education - Canoeing
- AUPED 286 - Outdoor Education and Leadership
- AUPED 388 - Arctic Canoe Expedition

6 units in

- overlapping credits at the 400 level

Certificate in Writing Studies

A Writing Studies Certificate indicates a high level of achievement in written communication. Writing is a fundamental aspect of education that crosses fields, disciplines, departments and programs, and the research-teaching divide. Writing helps develop critical thinking as it allows individuals to reflect upon, understand, and learn complex new ideas. Writing enables the growth of insight into knowledge, and good writing skills are at the heart of clear, concise, and cogent communication.

Writing is, in fact, a cornerstone to nearly all postsecondary academic endeavours, and it is the integral connection between learning and discovery. Enhanced skills in written communication gained through the integration of learning and discovery, and through

- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 360 - Community Service-Learning Practicum
- AUCSL 361 - Community Service-Learning Practicum
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- AUPED 281 - Explorations of the Canadian North
- AUPED 283 - Introduction to Outdoor Education - Backpacking
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6 units in

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Writing is, in fact, a cornerstone to nearly all postsecondary academic endeavours, and it is the integral connection between learning and discovery. Enhanced skills in written communication gained through the integration of learning and discovery, and through multidisciplinary endeavours, are necessary for the highest achievements in knowledge acquisition and translation. The requirements for this

multidisciplinary endeavours, are necessary for the highest achievements in knowledge acquisition and translation. The requirements for this Certificate are founded in both mentorship and peer-based learning, and will inspire students to a deeper engagement with personal development. Excellent writing skills are a necessary competency that stands out in an increasingly competitive job market.

To qualify for the Certificate in Writing Studies, students accepted into the program must successfully complete 30 units as follows:

12 units of writing instruction:

- AUENG 102 - Critical Reading, Critical Writing

3 units from

- AUENG 213 - The English Language
- AUENG 215 - Creative Writing
- AUENG 221 - Chaucer and Premodern Society
- AUIDS 244 - Introduction to Peer Tutoring and Second-Language Learning Practices in the Writing Centre

6 units from

- AUENG at the 400-level

18 units in additional courses designated as "writing intensive" according to the following criteria

- at least 3,000 words of assigned writing,
- at least 50% of the course grade based on writing assignment including but not limited to essays, journals, lab manuals, and exams/quizzes that are graded and returned to the student,
- substantial revision of writing/staged writing assignments through faculty and/or peer review,
- class time devoted to instruction in writing in the discipline.

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- substantial revision of writing/staged writing assignments through faculty and/or peer review,
- class time devoted to instruction in writing in the discipline.

Courses eligible for inclusion from a range of disciplines in this requirement are as follows:

- AUBIO 253 - Ecological Interactions
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 390 - Animal Behaviour
- AUBIO 413 - Advanced Topics in Evolutionary Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCRI 453 - Women and the Law
- AUDRA 384 - Playwriting
- AUENG 205 - Children's Literature
- AUENG 207
- AUENG 214 - Advanced Creative Writing: Poetry
- AUENG 230 - The Early English Renaissance
- AUENG 240 - Restoration and Eighteenth Century Literature and Culture
- AUENG 270 - America, Exceptionalism and Empire
- AUENG 271 - American Law, Literature and Justice
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 305
- AUENG 307
- AUENG 316 - Advanced Creative Writing: Fiction
- AUENG 318 - Creative Writing Memoir
- AUENG 330 - The Early English Renaissance
- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950
- AUENG 382 - Postcolonial Literature and Theory

Courses eligible for inclusion from a range of disciplines in this requirement are as follows:

- AUBIO 253 - Ecological Interactions
- AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUBIO 390 - Animal Behaviour
- AUBIO 413 - Advanced Topics in Evolutionary Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCRI 453 - Women and the Law
- AUDRA 384 - Playwriting
- AUENG 205 - Children's Literature
- AUENG 207
- AUENG 214 - Advanced Creative Writing: Poetry
- AUENG 218 - Creative Writing Memoir
- AUENG 230 - The Early English Renaissance
- AUENG 240 - Restoration and Eighteenth Century Literature and Culture
- **AUENG 260 – Literary Animal Studies**
- AUENG 270 - America, Exceptionalism and Empire
- AUENG 271 - American Law, Literature and Justice
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 305
- AUENG 307
- AUENG 316 - Advanced Creative Writing: Fiction
- AUENG 330 - The Early English Renaissance
- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950
- AUENG 382 - Postcolonial Literature and Theory
- AUENG 392 - Feminist Theory and Women's Writing
- AUENV 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUENV 459 - Field Studies in Tropical Ecology and Conservation

- AUENG 392 - Feminist Theory and Women's Writing
- AUENV 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUENV 459 - Field Studies in Tropical Ecology and Conservation
- AUHIS 260 - An Introduction to the Study of Canadian History to 1867
- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present
- AUHIS 361 - Selected Topics in Canadian History
- AUHIS 460 - Selected Topics in Canadian History
- AUHIS 467 - The Collaborative Research Seminar: Selected Topics in Canadian History
- AUHIS 480 - The Historian's Craft: Historiography
- AUIDS 270 - Topics in Integrative Studies
- AUMGT 330 - Introduction to Marketing
- AUPHI 102 - Introduction to Western Philosophy II: Modern Philosophy
- AUPHI 200 - Metaphysics: Theories of Reality
- AUPHI 210 - Epistemology: Theories of Knowledge
- AUPHI 277 - Women, Darkness and Crooked Things: Feminist Philosophy
- AUPHI 340
- AUPHI 350 - Philosophy of Science
- AUPHI 351 - Thinking About Sex: Philosophy, Science, and the Construction of Sex
- AUPHI 355 - Philosophy and the Environment
- AUPHI 365 - Aesthetics
- AUPOL 310 - Contemporary Political Thought
- AUPSY 362 - Cognitive Development
- AUPSY 471 - Language Acquisition
- AUPSY 497 - Individual Study I
- AUPSY 499 - Individual Study II

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- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present
- AUHIS 361 - Selected Topics in Canadian History
- AUHIS 460 - Selected Topics in Canadian History
- AUHIS 467 - The Collaborative Research Seminar: Selected Topics in Canadian History
- AUHIS 480 - The Historian's Craft: Historiography
- AUIDS 270 - Topics in Integrative Studies
- AUMGT 330 - Introduction to Marketing
- AUPHI 102 - Introduction to Western Philosophy II: Modern Philosophy
- AUPHI 200 - Metaphysics: Theories of Reality
- AUPHI 210 - Epistemology: Theories of Knowledge
- AUPHI 277 - Women, Darkness and Crooked Things: Feminist Philosophy
- AUPHI 340
- AUPHI 350 - Philosophy of Science
- AUPHI 351 - Thinking About Sex: Philosophy, Science, and the Construction of Sex
- AUPHI 355 - Philosophy and the Environment
- AUPHI 365 - Aesthetics
- AUPOL 310 - Contemporary Political Thought
- AUPSY 362 - Cognitive Development
- AUPSY 471 - Language Acquisition
- AUPSY 497 - Individual Study I
- AUPSY 499 - Individual Study II
- AUSCA 237 - Selected Topics in Scandinavian Literature
- AUSCA 261 - Scandinavian Folk Literature
- AUSCA 271 - Personal Narratives of the North

Notes

Other courses may be approved by Augustana Faculty if they meet the requirements of this

<ul style="list-style-type: none"> • AUSCA 237 - Selected Topics in Scandinavian Literature • AUSCA 261 - Scandinavian Folk Literature • AUSCA 271 - Personal Narratives of the North <p>Notes Other courses may be approved by Augustana Faculty if they meet the requirements of this certificate program. Students should consult with their Academic Advisor.</p> <p>Normally a student will make an application at the end of their second year. The latest point at which a student can apply for the certificate is the final term of their penultimate year before graduation. Interested students should consult with their Academic Advisor as early as possible. To be admitted, students must have a cumulative GPA of 2.7 or above. Once admitted, students must successfully complete the 30 credits stipulated above with a minimum 2.7 GPA.</p> <p>This certificate is awarded upon graduation.</p>	<p>certificate program. Students should consult with their Academic Advisor.</p> <p>Normally a student will make an application at the end of their second year. The latest point at which a student can apply for the certificate is the final term of their penultimate year before graduation. Interested students should consult with their Academic Advisor as early as possible. To be admitted, students must have a cumulative GPA of 2.7 or above. Once admitted, students must successfully complete the 30 credits stipulated above with a minimum 2.7 GPA.</p> <p>This certificate is awarded upon graduation.</p>
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Changes approved by Augustana Faculty Council: December 3, 2021

Department/Program Office: Undergraduate Office

Change: Program - Change (minor)

In which academic year is this change requested? **2022-2023**

Calendar Copy:

<p>Current: BCom (General)</p>	<p>Proposed: BCom (General)</p>
<p>Program Information</p> <hr/> <p>The Bachelor of Commerce Degree (General), the Bilingual Bachelor of Commerce and the Bachelor of Commerce Honors are each four year degree programs that consists of ★120 with specific degree requirements. Students may not normally take coursework extra to the ★120 needed to meet the Bachelor of Commerce degree requirements. The degree includes a foundational year completed at the Faculty of Business for students admitted directly through high school to the Faculty of Business; or at the University of Alberta or approved postsecondary institution for postsecondary transfer students. Students transferring into the program after their first year will receive a minimum of ★24 and a maximum of ★60 in transfer credit. At least ★60 in University of Alberta courses must be successfully completed while the student is registered in the Faculty of Business. The Bachelor of Commerce (After Degree) allows students with a degree from an approved postsecondary institution to obtain a Bachelor of Commerce Degree on completion of between ★45 to ★60 depending on the number of course exemptions and the specific requirements of the chosen Major. Students participating in Cooperative Education complete an additional requirement of three work terms that add an additional year to the program.</p> <p>Courses in the Faculty of Business</p>	<p>Program Information</p> <hr/> <p>The Bachelor of Commerce Degree (General), the Bilingual Bachelor of Commerce and the Bachelor of Commerce Honors are each four year degree programs that consists of ★120 with specific degree requirements. Students may not normally take coursework extra to the ★120 needed to meet the Bachelor of Commerce degree requirements. The degree includes a foundational year completed at the Faculty of Business for students admitted directly through high school to the Faculty of Business; or at the University of Alberta or approved postsecondary institution for postsecondary transfer students. Students transferring into the program after their first year will receive a minimum of ★24 and a maximum of ★60 in transfer credit. At least ★60 in University of Alberta courses must be successfully completed while the student is registered in the Faculty of Business. The Bachelor of Commerce (After Degree) allows students with a degree from an approved postsecondary institution to obtain a Bachelor of Commerce Degree on completion of between ★45 to ★60 depending on the number of course exemptions and the specific requirements of the chosen Major. Students participating in Cooperative Education complete an additional requirement of three work terms that add an additional year to the program.</p> <p>Courses in the Faculty of Business</p>

Courses in the Faculty of Business fall into six categories:

1. **Foundational Requirements:** ECON 101, ECON 102, MATH 154 or equivalent, STAT 161 or equivalent, **★6 in junior level English which includes any 100-level ENGL and a maximum of ★3 in WRS.** For post-secondary transfers, completion of these courses or their equivalents is normally a prerequisite to admission to any of the BCom programs. Where a student is deficient in any of these requirements, probationary admission may be granted if the deficient course(s) is/are made up in the first year the student is registered in the Faculty of Business.

Courses in the Faculty of Business fall into six categories:

1. **Foundational Requirements:** INT D 101, ECON 101, ECON 102, MATH 154 or equivalent, STAT 161 or equivalent, **★3 in 100-level English (except ENGL 150) OR ★3 in 100-level WRS.** For post-secondary transfers, completion of these courses or their equivalents is normally a prerequisite to admission to any of the BCom programs. Where a student is deficient in any of these requirements, probationary admission may be granted if the deficient course(s) is/are made up in the first year the student is registered in the Faculty of Business.

Rationale: There are two changes here. One is to make the new INT D 101 (Inspired to Dream: Becoming a Leader course) a Foundational Requirement for all business students. This aligns with the need for business students to develop their leadership capacity during their University degree, and aligns with the University's strategic direction of Leading with Purpose.

The second change aligns with the Faculty of Arts Common Requirements for their students in taking 3 ucw (not 6 ucw) in 100-level ENGL OR 100-level WRS. To ensure our students are well educated and trained in English proficiency and communications skills, our student advisors will help our students choose appropriate ENGL or WRS courses that fit well with what they will need for their business courses (i.e., courses that focus on professional writing). We will also explore ways to boost our support of business communications throughout the BCom by embedding more communications modules in other common courses, to ensure our students have the appropriate learning opportunities to develop strong communication skills.

We would like to see both changes implemented for all direct entry students, entering Year 1 of the BCom in Fall 2022. This is an important change that will be advantageous for students as they complete their degree with the right balance of coursework, and implementing it the same year as introducing Direct Entry is easy to communicate than if we had to wait till 2023-2 to implement this type of change. This would not apply to Year 2 students, as they will have already completed their Pre-Professional requirements.

Submitted by:
Leo Wong, Associate Dean
Undergraduate Programs

Date: November 25th 2021

Approved by Business Council

Date: December 2, 2021

Department/Program Office: Undergraduate Office

Change: Program - Change (minor)

In which academic year is this change is this change requested? **2022-2023**

Calendar Copy:

<p>Current: BCom (After Degree)</p>	<p>Proposed: BCom (After Degree)</p>
<p>Sequence of Courses—For students possessing all <u>prerequisites to</u> the BCom program</p> <hr/> <p>Year One—Fall</p> <ul style="list-style-type: none"> • ACCTG 311 - Introduction to Accounting for Financial Performance (See Note 1) • MARK 301 - Introduction to Marketing (See Note 1) • MGTSC 312 - Probability and Statistics for Business (See Note 1) • ★6 Senior Business Electives (See Note 3) <hr/> <p>Year One—Winter</p> <ul style="list-style-type: none"> • FIN 301 - Introduction to Finance (See Note 1) • SEM 310 - Introduction to Management, Organization and Entrepreneurship (See Note 1) • ★9 required electives (See Note 3) <hr/> <p>Year Two</p> <ul style="list-style-type: none"> • ★15–★30 Senior Business electives (See Note 3) <hr/> <p>Notes</p> <ol style="list-style-type: none"> 1. Courses may be taken in the term indicated as part of a cohort with permission of the Faculty. 	<p>Sequence of Courses—For students possessing all <u>foundational courses for</u> the BCom program</p> <hr/> <p>Year One—Fall</p> <ul style="list-style-type: none"> • ACCTG 311 - Introduction to Accounting for Financial Performance (See Note 1) • MARK 301 - Introduction to Marketing (See Note 1) • MGTSC 312 - Probability and Statistics for Business (See Note 1) • ★6 Senior Business Electives (See Note 3) <hr/> <p>Year One—Winter</p> <ul style="list-style-type: none"> • FIN 301 - Introduction to Finance (See Note 1) • SEM 310 - Introduction to Management, Organization and Entrepreneurship (See Note 1) • ★9 required electives (See Note 3) <hr/> <p>Year Two</p> <ul style="list-style-type: none"> • ★15–★30 Senior Business electives (See Note 3) <hr/> <p>Notes</p> <ol style="list-style-type: none"> 5. Courses may be taken in the term indicated as part of a cohort with permission of the Faculty.

2. May be taken in either of Year One or Two, either term. This sequence is recommended.
3. The number of Senior Business courses allowed will depend in part on the amount of exemptions an After-Degree student may be given. Students possessing exemptions in any of the required Year One courses will have their Year One schedule adjusted to reflect this. Students should consult the Undergraduate Office with respect to their program requirements before commencing Year One. After-Degree students must declare a major, and must follow the requirements for that major. This choice may be made as early as Winter Term in Year One. After-Degree students take a minimum of ★45 and a maximum of ★60 at the University of Alberta while registered as a student in the Faculty of Business. The number of required electives and Senior Business courses permitted to an After-Degree Student will depend on the requirements of the major selected.
4. Completion of **BUS 204** or equivalent is normally a prerequisite to entrance to the Cooperative Education program. After-Degree Students may apply to the program without completion of **BUS 204** as they are exempt from taking **BUS 204**.

6. May be taken in either of Year One or Two, either term. This sequence is recommended.
7. The number of Senior Business courses allowed will depend in part on the amount of exemptions an After-Degree student may be given. Students possessing exemptions in any of the required Year One courses will have their Year One schedule adjusted to reflect this. Students should consult the Undergraduate Office with respect to their program requirements before commencing Year One. After-Degree students must declare a major, and must follow the requirements for that major. This choice may be made as early as Winter Term in Year One. After-Degree students take a minimum of ★45 and a maximum of ★60 at the University of Alberta while registered as a student in the Faculty of Business. The number of required electives and Senior Business courses permitted to an After-Degree Student will depend on the requirements of the major selected.
8. Completion of **BUS 101** or equivalent is normally a prerequisite to entrance to the Cooperative Education program. After-Degree Students may apply to the program without completion of **BUS 101** as they are exempt from taking **BUS 101**.

Sequence of Courses—For students possessing no prerequisites to the BCom program

Sequence of Courses—For students possessing no foundational courses for the BCom program

Year One—Fall

Year One—Fall

- [ACCTG 311 - Introduction to Accounting for Financial Performance](#) (See Note 1)
- [ECON 101 - Introduction to Microeconomics](#) (See Note 5)
- ★3 in junior level English or ★3 in WRS. A maximum of one WRS course is permitted (See Note 5)
- [MATH 114 – Elementary Calculus I](#) or equivalent (See Note 5)

- [ACCTG 311 - Introduction to Accounting for Financial Performance](#) (See Note 1)
- [ECON 101 - Introduction to Microeconomics](#) (See Note 5)
- ★3 in 100-level English (except ENGL 150) OR ★3 in 100-level WRS (See Note 5)
- [MATH 154 – Calculus for Business and Economics I](#) or equivalent (See Note 5)

- ★3 Senior Business Electives (See Note 3)

Year One—Winter

- [ECON 102 - Introduction to Macroeconomics](#) (See Note 5)
- ★3 in junior level English (See Note 5)
- [SEM 310 - Introduction to Management, Organization and Entrepreneurship](#) (See Note 1)
- [STAT 151 - Introduction to Applied Statistics I](#) (See Note 5)
- ★3 in required electives (See Note 2)

Notes

1. Courses may be taken in the term indicated as part of a cohort with the permission of the Faculty.
2. See [Policy on Elective Courses](#)
3. The number of Senior Business courses allowed will depend in part on the amount of exemptions an After-Degree student may be given. Students possessing exemptions in any of the required Year One courses will have their Year One schedule adjusted to reflect this. Students should consult the Undergraduate Office with respect to their program requirements before commencing Year One. After-Degree Students must declare a major, and must follow the requirements for that major. This choice may be made as early as Winter Term in Year One. After-Degree Students take a minimum of ★45 and a maximum of ★60 at the University of Alberta while registered as a student in the Faculty of Business. The number of required electives and Senior Business courses permitted to an After-Degree Student will depend on the requirements of the major selected.

- ★3 Senior Business Electives (See Note 3)

Year One—Winter

- [ECON 102 - Introduction to Macroeconomics](#) (See Note 5)
- [INT D 101 - Inspired to Dream: Becoming a Leader](#)
- [SEM 310 - Introduction to Management, Organization and Entrepreneurship](#) (See Note 1)
- [STAT 161 - Introductory Statistics for Business and Economics](#) or equivalent (See Note 5)
- ★3 in required electives (See Note 2)

Notes

5. Courses may be taken in the term indicated as part of a cohort with the permission of the Faculty.
6. See [Policy on Elective Courses](#)
7. The number of Senior Business courses allowed will depend in part on the amount of exemptions an After-Degree student may be given. Students possessing exemptions in any of the required Year One courses will have their Year One schedule adjusted to reflect this. Students should consult the Undergraduate Office with respect to their program requirements before commencing Year One. After-Degree Students must declare a major, and must follow the requirements for that major. This choice may be made as early as Winter Term in Year One. After-Degree Students take a minimum of ★45 and a maximum of ★60 at the University of Alberta while registered as a student in the Faculty of Business. The number of required electives and Senior Business courses permitted to an After-Degree

<p>4. Completion of BUS-201 or equivalent is normally a prerequisite to entrance to the Cooperative Education program. After-degree students may apply to the program without completion of BUS-201 as they are normally exempt from taking BUS 201.</p> <ul style="list-style-type: none"> • Missing prerequisite courses are required to be made up in the first year of the program following admission. Courses taken as part of the preprofessional requirements do not count toward the total of ★45–★60 required courses for After-Degree students. 	<p>Student will depend on the requirements of the major selected.</p> <p>8. Completion of BUS 101 or equivalent is normally a prerequisite to entrance to the Cooperative Education program. After-degree students may apply to the program without completion of BUS 101 as they are normally exempt from taking BUS 101.</p> <p>9. Missing prerequisite courses are required to be made up in the first year of the program following admission. Courses taken as part of the preprofessional requirements do not count toward the total of ★45–★60 required courses for After-Degree students.</p>
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Rationale: These changes have the same rationale as for the BCom (General) proposed changes. We also are updating two old references to MATH 114 and STAT 151, which are now replaced by current offerings MATH 154 and STAT 161, which is also consistent with the BCom (General) requirements.

Submitted by:
 Leo Wong, Associate Dean
 Undergraduate Programs

Date: November 25th 2021

Approved by Business Council

Date: December 2, 2021

6-33 Humanities Centre
Edmonton, Alberta, Canada T6G 2E5
Tel: 780.492.ARTS
Fax: 780.492.7251
www.arts.ualberta.ca

December 1, 2021

Dr. Kyle Murray
Dean, Alberta School of Business
4-40G Business Building
11203 Saskatchewan Drive
Edmonton, AB, T6G 2R6

Dear Kyle,

Thank you for sharing with me your plans for revising the requirements in Year 1 of the BCom, in particular the reduction of the junior English requirement from *6 in 100-level ENGL/WRS to *3. I am writing today to confirm that the Faculty of Arts is supportive of your proposal.

As you know, Arts is already far along in creating the teaching plan for 2022-23 and this change means an estimated 700-900 reduction in course registrations. The timeline is also tight for getting this proposal through governance to implement the change for students beginning the BCom in Fall 2022. Despite these concerns, I understand this change is important to you to make room in students' timetables for the new INT D 1xx Leadership course. In addition, your argument for the alignment with the Common Requirements of the Arts BA makes good sense.

In closing, I'm happy to confirm that the Faculty of Arts' supports your proposal to reduce the ENGL/WRS requirement in Year 1 of the BCom from *6 to *3.

Sincerely,



Steve Patten
Interim Dean

Department/Program Office: Undergraduate Office

Change: **Course - New**

In which academic year is this change requested? **2022-2023**

Calendar Copy:

Current:	Proposed: <u>INT D 101 – Inspired to Dream: Becoming a Leader</u>
	<u>★ 3 (fi 6)(EITHER, 3-0-0)</u> <u>Students will engage with impactful leaders, from many backgrounds, who have made a positive contribution to the world. By the end of the course, students will be able to visualize their potential for leadership growth and be inspired to continue their journey to take action. Open to all students.</u>

Rationale: The Peter Lougheed Leadership College is academically supported by the School of Business, and as a result, we facilitate its academic governance changes. The PLLC is reimagining the Certificate in Interdisciplinary Leadership Studies, with an initial focus to develop a course primarily targeted to first year students, although not exclusively. The plan is to develop four courses as part of an Inspired to Dream series of PLLC courses, with this one being the first in that series. Each course that is developed will focus on a different year of the undergraduate experience. This first course “Becoming a Leader” will for the most part be delivered online, in both synchronous and asynchronous formats. On occasion it may be delivered in-person. The goal is that the course be widely taken by many students across campus.

Submitted by:
Leo Wong, Associate Dean
Undergraduate Programs

Date: November 29th 2021

Approved by Business Council

Date: December 2, 2021

INT D 101: Inspired to Dream: Becoming a Leader

Course Description

Students will engage with impactful leaders, from many backgrounds, who have made a positive contribution to the world. By the end of the course, students will be able to visualize their potential for leadership growth and be inspired to continue their journey to take action.

Prerequisites and Enrollment

There are no Prerequisites for this course.

This Course is open to student campus wide, from any faculty or department.

Course Learning Goals

- Develop a deeper understanding of yourself as a leader, and how others lead.
- Increase conceptual knowledge related to the environment in which leaders operate, the organizations and their culture, and how values, vision, mission, and strategy intersect with leaders.
- Gain awareness of leadership as a scholarly, practical, and personal pursuit.
- Practice skills for effective leadership including:
 - Communication – written and public speaking
 - Identifying vision and values
 - Persuasion
 - Culture Creation
 - Listening/Caring
 - Decision/Making

Modules and Example Learning Objectives

Appreciating the Discipline

- Introduce Leadership as a Discipline

Inspiring Change - Leading a Movement

- Explore the leadership practice of changemakers, and how effective leadership can create change

Establishing a Community

- Outline how leaders can establish a culture within their groups

Stand for something

- Understanding leadership requires a clear understanding of one's values and goals, and the ability to communicate them effectively

Demystifying Leadership

- Explore the popular representations of leadership and effective leadership practice

Setting the Stage

- Explore how leaders' values, visions, and missions drive decisions and actions

Inclusive look at leadership

- Explore how leadership is approached in different disciplines and in different contexts and align with different values

Learning From Failure

- Understand Importance of failure for learning and growth for leaders and their teams

Measuring Impact

- Explore the importance of measuring leadership effectiveness

Course Materials

This course will feature online material located on the course website.

Each module will consist of a video which students can return to at anytime for review.

Additional resources will be organized on the course website.

The videos will be content rich. Throughout the course, leaders from many walks of life and different experience, local and international, will be interviewed. Their comments will be used to inspire the learners. Guests will be invited from all areas of expertise, academic and practical, and research background to provide content and context of the learning objectives.

Department/Program Office: Undergraduate Office

Change: **Course - Change**

In which academic year is this change requested? **2022-2023**

Calendar Copy:

Current: BUS 101 – Introduction to Canadian Business	Proposed: BUS 101 – Foundations of Business
★ 3 (fi 6)(EITHER, 2-1.5S-0) This course explores issues related to managing enterprises that operate in an international context. This course is designed for first year university students with an interest in business studies. It provides students with an introduction to the Canadian business environment along with exposure to the business environments of other countries and cultures. Students learn how to analyze business cases and problems. Students improve their decision making, communications, presentation, leadership and group skills. Restricted to First Year Students. Students may take only one of BUS 101, BUS 201, or BUS 202.	★ 3 (fi 6)(EITHER, 2-1.5S-0) This course is designed for incoming School of Business students. It provides students with an introduction to the business environment along with exposure to foundational knowledge and skills necessary to be successful in the School of Business. Students learn how to engage with business cases and problems while improving their entrepreneurial thinking, data analysis, ethical decision making, communications, presentation, leadership and group skills. Restricted to First Year Students.

Rationale: This course has not focused exclusively on the Canadian context, as the title is a legacy title from many years ago. The description is also updated to reflect that most students are now enrolled in the School of Business, through Direct Entry, when they are taking this course as part of the Foundational Year in the BCom program (no longer called the pre-professional year). Lastly, restricting this to only first year students is a sufficient measure to prevent students from taking both BUS 101 and 201, as we intend to revise BUS 201 in the future to have a truly 2nd-year focus. However, as we transition this coming academic year, we will need both BUS 101 and 201 to be taught similarly, as we have incoming students at both Year 1 and 2.

Submitted by:
Leo Wong, Associate Dean
Undergraduate Programs

Date: November 25th 2021

Approved by Business Council

Date: December 2, 2021

Department/Program Office: Undergraduate Office

Change: **Course - Change**

In which academic year is this change requested? **2022-2023**

Calendar Copy:

Current: BUS 201 – Introduction to Canadian Business	Proposed: BUS 201 – <u>Foundations of Business</u>
★ 3 (fi 6)(EITHER, 2-1.5S-0) Provides students with an introduction to the Canadian business environment, including the influence of global and other macroeconomic factors on Canadian business. Students learn how to analyze business cases and problems, how to develop tools for ethical decision making in business, and how to create a business plan. Students improve research, communications, presentation, leadership and group skills. Open only to students in the Faculty of Business. Students may take only one of BUS 101, 201 or BUS 202.	★ 3 (fi 6)(EITHER, 2-1.5S-0) <u>This course is designed for incoming School of Business students. It provides students with an introduction to the business environment along with exposure to foundational knowledge and skills necessary to be successful in the School of Business. Students learn how to engage with business cases and problems while improving their entrepreneurial thinking, data analysis, ethical decision making, communications, presentation, leadership and group skills. Restricted to Second Year Students. Students may take only one of BUS 101 or 201.</u>

Rationale: This course has not focused exclusively on the Canadian context, as the title is a legacy title from many years ago. This course will serve incoming transfer students at Year 2, as it is also their first year in the Business School (a unique situation in our transition towards Direct Entry). We intend to revise BUS 201 in the future to have a truly 2nd-year focus. However, as we transition this coming academic year, we will need both BUS 101 and 201 to be taught similarly, as we have incoming students at both Year 1 and 2.

Submitted by:
Leo Wong, Associate Dean
Undergraduate Programs

Date: November 25th 2021

Approved by Business Council

Date: December 2, 2021

Department/Program Office: Undergraduate Office

Change: Course - Change

In which academic year is this change requested? **2022-2023**

Calendar Copy:

Current: BUS 301 – Business Communications	Proposed: BUS 301 – Business Communications
★ 3 (fi 6)(EITHER, 3-0-0) This is a practical skill development course open to students of all majors in any year of a Business program. Good communication in business matters. This course will help develop writing confidence and strategies for professional business applications. The focus is on hands-on guided practice and uses business scenarios to emphasize technical and persuasive writing as well as an understanding of the skills required to begin a successful business career. In addition students will develop a strong resume, cover letter and a personal brand.	★ 3 (fi 6)(EITHER, 3-0-0) This is a practical skill development course open to students of all majors in any year of a Business program. Good communication in business matters. This course will help develop writing confidence and strategies for professional business applications. The focus is on hands-on guided practice and uses business scenarios to emphasize technical and persuasive writing as well as an understanding of the skills required to begin a successful business career. In addition students will develop a strong resume, cover letter and a personal brand. Restricted to Third and Fourth Year Students.

Rationale: As we transition through Direct Entry, elements of this course will make its way across all four years of the program, starting with BUS 101. Restricting this to 3rd and 4th year students allows us to continue to offer this version of the course to our current students in their 3rd and 4th years, while starting to spread the content out to our 1st year students. By the time our 1st year students get to their 3rd year (i.e., 2024/25), this course should no longer be offered in its current form.

Submitted by:
Leo Wong, Associate Dean
Undergraduate Programs

Date: November 25th 2021

Approved by Business Council

Date: December 2, 2021

Department/Program Office: Department of Finance

Change: New Course

In which academic year is this change requested? **2022-2023**

Calendar Copy:

Current:	Proposed: FIN 450 - Applied Data Science in Finance I
	★ 3 (fi 6)(EITHER, 3-0-0) This course provides data science skills that are needed to implement financial concepts and theories. Topics covered include data wrangling, visualization, web scraping, machine learning, and natural language processing. Students gain an ability to draw informed insights from data for identifying business's needs, and to articulate solutions with effective visualization supporting business communication and discussions. Prerequisites: FIN 301 and FIN 412

Rationale:

The course was introduced as a special topics course and we are now ready to deliver it with a permanent number, to support the development of data science skills in Finance. The course is currently delivered 2-3 times per year and increasing in popularity / demand from students. Furthermore, under a current proposal for Honours in Finance it will become a core class to enter into the program.

Note the "I" at the end. The reason is an advanced version of it, "II", is currently under development.

Submitted by: Felipe Aguerrevere
Title: Department Chair Finance

Date: November 19, 2021

Approved by Business Council

Date: December 2, 2021

Department/Program Office: Strategy, Entrepreneurship, and Management

Change: Course Change

In which academic year is this change requested? **2022-2023**

Calendar Copy:

<p>Current: SEM 330 – Introduction to Entrepreneurship</p>	<p>Proposed: SEM 330 – <u>Exploring Innovation and Entrepreneurship</u></p>
<p>★ 3 (fi 6)(EITHER, 3-0-0) <u>This is an interdisciplinary course for students interested in developing an idea for a new product or service into a market reality and an investable story. This course is about developing the analytical and conceptual skills required to assess the potential for a new venture. Working on a team composed of students from across different faculties, students will generate an idea, use business modeling techniques to flesh out that idea and define a venture opportunity, move through the customer research and development process in order to assess how to improve their new venture concept, and pitch their idea. Topics covered in this course will include: idea generation, business model development, market definition, customer discovery, competitive analysis, and resource development. Open to students in any Faculty with the consent of the Department. Not open to students in first year.</u></p>	<p>★ 3 (fi 6)(EITHER, 3-0-0) <u>This is an interdisciplinary, introductory online course for students interested in understanding innovation and entrepreneurial processes. The course focuses on how people, ideas, resources can be brought together to generate economic, social or cultural impact and change. Topics include entrepreneurial processes, barriers to new venture creation, how to navigate entrepreneurial ecosystems, and social and communicative skills required for resource acquisition. Through approaching entrepreneurial practice with multiple lenses, we will enhance the notion that creativity and innovation can be applied across many spheres of life - including in academic research, nonprofits, government, big companies, and small start-ups. Open to students in any Faculty. Not open to students in first year.</u> <u>Prerequisite: None</u></p>

Rationale: A new online course replaces the existing SEM 330 course. The new SEM 330 will be a core course in the University's new embedded *Certificate in Innovation and Entrepreneurship*. Open to business and non-business students across the university. Not open to students in first year.

Submitted by:
 Ian Gellatly, Department Chair
 Strategy, Entrepreneurship and Management

Date: November 8th 2021

Approved by Business Council

Date: December 2, 2021

Department/Program Office: Strategy, Entrepreneurship, and Management

Change: New Course

In which academic year is this change requested? **2022-2023**

Calendar Copy:

Current: n/a	Proposed: SEM 331 – Integrative Capstone in Innovation and Entrepreneurship
	★ 3 (fi 6)(EITHER, 3-0-0) This course is the integrative, interdisciplinary capstone projects course for the innovation and entrepreneurship certificate. Students will develop, individually or in a team, an innovation and/or an entrepreneurial organization or venture that addresses an economic, social or cultural issue or problem. The course will integrate learnings across each student's innovation and entrepreneurship journey, and will be supported by the University innovation entrepreneurship centers (e.g., eHUB, ICE, the SIC). The course will include experienced innovators and entrepreneurs as guest speakers. Open to students in any Faculty. Not open to students in first year. Prerequisite: Completion of one core and two elective innovation and entrepreneurship courses.

Rationale: New required integrated capstone projects course for embedded certificate in innovation and entrepreneurship. Open to business and non-business students across the university. Not open to students in first year. Given the course is a project-based capstone course, students must have completed one core and two elective innovation and entrepreneurship courses.

Submitted by:
Ian Gellatly, Department Chair
Strategy, Entrepreneurship and Management

Date: November 8th 2021

Approved by Business Council

Date: December 2, 2021

Department/Program Office: Strategy, Entrepreneurship, and Management

Change: New Course

In which academic year is this change requested? **2022-2023**

Calendar Copy:

Current: n/a	Proposed: SEM 419 – Performance, Training, and Safety
	★ 3 (fi 6)(EITHER, 3-0-0) <u>This course offers an in-depth study of the design and application of performance, training and safety management practices within organizations. Typical topics include: performance measures and processes, employee learning, needs analysis, training methods, training delivery, training evaluation, career planning & development, occupational health and safety. An overarching goal is to emphasize the strategic value of these development activities for both employees and the organization. Open to all Business students. Not open to first year students.</u>

Rationale: The new course fills a gap in our suite of courses available to HR majors. Here we incorporate three pivotal activities within the field of human resource management, and complements the recent changes we have made to SEM 416. With the focus of SEM 416 on strategic compensation, we needed to move the performance management into a separate course. The topics of performance management, training, and safety all fall within the broad scope of employee development. In due course we will be updating our accreditation agreement with CPHR Alberta to include this new course as required in the path. Open to all Business students. Not open to first year students.

Submitted by:
Ian Gellatly, Department Chair
Strategy, Entrepreneurship and Management

Date: November 8th 2021

Approved by Business Council

Date: December 2, 2021

Revamping the Finance Honors Program

Felipe Aguerrevere, Efstathios Avdis, Philippe Cote, and Andras Marosi

Motivation

The current BCom Honors in Finance Program follows the same program of studies as the major in Finance with additional requirements that include specific courses in mathematics and statistics, a 600-level (MBA) finance elective, and an honors essay.

Students are not systematically recruited into the finance honors program. Students with an interest in more quantitative areas of finance tend to apply to the finance honors program through one of three routes: at the suggestion of a professor, at the advice of the undergraduate office, or as an alternative after getting denied admission to PRIME (Program for Research and Investment Management Excellence). These students often plan to continue studying finance at the graduate level.

The existing honors program is extremely broad. The last time it received thorough feedback from the finance industry is several years ago, making the program outdated. To ensure that our students acquire skills that match the needs of the job market, we need to redesign the program to meet what today's business community expects from our graduates. Simply put, we cannot afford not to have a strong finance honors as we enter economic recovery.

We propose several initiatives that will provide better opportunities for our students (including students from groups that are traditionally underrepresented in the finance profession). The redesigned honors program will consist of two honors streams: one focused on quantitative aspects, and one focused on qualitative aspects. Each stream will culminate with "capping courses" that will engage experts from the finance industry. Also, in response to feedback from several local finance professionals that finance students tend to lack "soft skills", our proposal includes initiatives that target soft skills within the honors program.

The two honors streams will not only help the many students who are already choosing to major in finance, but they will also attract new students to the major. The two streams, offered under the united banner of the finance honors program will strengthen the Alberta School of Business through the following outcomes: it will better equip students for careers in finance, it will help clarify career paths, it will provide readily applicable skills, and it will expose students to seasoned professionals in the field. In sum, it will lower the perceived risk of majoring in finance while creating highly skilled graduates, proud and successful alumni. In addition, we have consulted both with industry professionals and BCom students and the proposal below reflects the results of the consultation process.

The Plan to Revamp the Honors Program

The honors program consists of two streams, the “Trading, Risk Analytics, and Digital Finance” (TRADF) and “Private Venture Markets” (PVM). Completion of either will entitle students to an Honors designation.

Trading, Risk Analytics, and Digital Finance

Compared to the recent past, today’s finance professionals face an unprecedented array of challenges. The scope for technology has become much wider, the data have become exponentially bigger, and the pace of making decisions has moved well beyond human response times. For many graduates, the sheer variety, volume, and velocity of problems they face makes their jobs unmanageable without strong skills in computer programming and data management.

To help students thrive in such environments, the TRADF stream brings together traditional financial economics with newer tools from varying quantitative disciplines, adapting them to the needs of today’s finance industry. Its end product will be students who can analyze real-world data, solve real-world problems, and grasp real-world opportunities. Students will not only apply the theories and concepts they learn, but they will also implement financial tools in large scale, with modern tools. Students will acquire the following skills in particular.

- **Efficient problem solving:** how to handle situations in any work environment with speed and accuracy, while avoiding repetition. This skill will be learned by drilling computer-science fundamentals and various programming languages.
- **Technological awareness, innovation, and disruption:** how to recognize new opportunities, create new systems, and improve existing practices. This skill will be learned through entrepreneurial training on technological applications.
- **Data science:** how to collect, organize, and manage big data, how to analyze hidden patterns, and how to tell stories visually. This skill will be taught with techniques from data management, data analytics, and data visualization.

Private Venture Markets

While some aspects of Finance are addressable using large data sets, other aspects are more idiosyncratic and require the application of theory in specialized settings. The stream in Private Market Finance will address this part of the market for finance professionals. There is a market need for this type of training given the large role that Small and Medium sized Enterprises play in the Canadian economy, and the role SMEs play in innovation and economic diversification. Also, private companies are very different compared to public companies (the role of related party transactions, the need for normalizing, the difference between reported vs economic income, etc.). This stream will draw on the expertise of our faculty in areas such as Private Financing, Venture Capital, Family Businesses, and Financial Consulting,

developing students with strong skills in several areas of corporate finance. While the stream will focus on the more idiosyncratic aspects of financial practice, students will also be required to take several courses that will equip them with the quantitative and analytical tools they will need as finance professionals.

Entry Process

Top students will be systematically recruited into the honors finance program based on their GPA, performance in key accounting and finance courses as well as a letter of intent and an interview. Students will apply towards the end of their second year of university and will complete their 3rd and 4th year while enrolled in the program. We anticipate a maximum of 20 students in each stream.

The new honors program will provide an inclusive and welcoming environment and will help students from all backgrounds to succeed. In recent years, the Department of Finance has made a successful effort to attract a more diverse pool of applicants to the PRIME program (for example, half of the students admitted to PRIME for Fall 2021 were women), and we plan to build on these foundations in our efforts to attract students from underrepresented groups, including indigenous students, to the honors program. The introduction of direct entry will provide greater opportunity to interact with students early in their academic careers, improving our ability to recruit a diverse group of qualified candidates and to assist and guide students in their first years at the school of business. As part of our outreach efforts, the department will partner with First Peoples' House, the Indigenous Business Students Association, and with finance professionals from diverse backgrounds.

Soft Skills Training

Conversations with local finance professionals and with our own Business Career Services staff brought out the issue of missing “soft-skills”. These skills would not come about from traditional lecture or case methodologies but from immersive experiential learning. The honors program will provide experiential and immersive soft-skill training by hosting several social events per semester.

Soft skills are difficult to teach and the need to be practiced in immersive and experiential settings. Soft Skill Salons (hosted up to three times per semester) will be informal gatherings of honors (and PRIME) students and industry professionals. Students will learn how to interact with their professional peers. The multi-meeting approach will help to foster contacts and impress the importance of relationship building and maintenance. These meetings will also showcase our students, enhancing the link between our programs and employers.

The honors program will also host up to three guest speakers a term. The speakers will be industry experts who will discuss current financial market phenomena, careers in finance, and other topics of interest to students of finance.

In addition to improving soft skills, the above initiatives will provide additional benefits for our students. Bringing finance professionals onto campus and facilitating interactions with our students will provide clearer paths towards future careers, reducing the risk of the finance honors degree.

Capstone Courses

Trading, Risk Analytics, and Digital Finance stream:

- FIN 440 - Commodities Analytics and Trading

The course covers the data science tools and workflow used in leading organizations. Students learn through experimentation via trading in real markets and periodic trading simulations. The commodities analytics knowledge developed in FIN 440 is transportable across markets. The course includes unique modules on: data wrangling, algorithmic trading, negotiation skills, trading psychology, and trading regulations and involves periodic direct interactions with trading professionals.

- FIN 488 - Financial Analytics and Trading

This course is still under development. Fin 488 - Financial Analytics and Trading will prepare students for building their own data science portfolio on platforms such as GitHub. The course will cultivate direct relationships with specific companies and will provide students with experiential learning opportunities leading to employment.

Private Venture Markets stream:

- FIN 488 - Private Market Finance

This case-based course focuses on the unique aspects of financing for private companies (including commercial lending and private equity). Students will learn how to analyze the private companies for both lending decisions and private equity investment decisions (private company valuation). There will be several guest speakers from industry. The course covers the application of capital structure theory, credit analysis, and valuation to transactions involving the purchase/sale of mid-market companies (annual revenue between \$5 million and \$500 million). The capping exercise is a case competition judged by local professionals.

See the Calendar Change Request form for additional details.

CALENDAR CHANGE REQUEST FORM

Department/Program Office: Department of Finance / Undergraduate Office

Change: Program - Change (substantive)

In which academic year is this change is this change requested? **2022-2023**

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>BCom Honors Finance [Business]</p> <p>Program</p> <p>The BCom Honors in Finance program follows the same general program of studies as the BCom with a Major in Finance. Additional required courses are the FIN Honors Essay course and one 600-level FIN course, MATH 115, MATH 125, and STAT 265. Various streams such as Accounting, Economics or Math are possible. Please contact the Department for suggested streams.</p>	<p>BCom Honors Finance [Business]</p> <p>Program</p> <p>The BCom Honors in Finance helps students build expertise which delve deeper into finance than the general BCom program with a Major in Finance. As it is intended for those targeting positions that require higher-level business skills, the Honors Program demands strong performance and solid motivation. Students in the program can choose to follow one of two streams: Private Venture Markets (PVM) or the Trading, Risk Analytics, and Digital Finance (TRADF).</p> <p>Additional required courses beyond those required for the Finance major are:</p> <ul style="list-style-type: none"> • FIN 412 - Investment Principles • FIN 413 - Risk Management • FIN 422 - Capital Investment • FIN 440 - Commodities Analytics and Trading (TRADF only) • FIN 450 - Applied Data Science in Finance I • FIN 488 - Applied Data Science in Finance II (TRADF only) • Fin 488 - Financial Analytics and Trading (TRADF only) • Fin 488 - Financial Modeling (PVM only) • Fin 488 - FinTech: Tools, Concepts, & Applications • FIN 488 - Private Market Finance (PVM only) • ACCTG 414 - Intermediate Financial Accounting I • ACCTG 415 - Intermediate Financial Accounting II • Two chosen from the list of Management Science and Operations Management courses (See Note 4)

Sequence of Courses

Year Two—Fall

- ACCTG 311 - Introduction to Accounting for Financial Performance
- BUS 201 - Introduction to Canadian Business
- MARK 301 - Introduction to Marketing
- MGTSC 312 - Probability and Statistics for Business
- ★3 in electives outside Business (See Note 1)

Year Two—Winter

- FIN 301 - Introduction to Finance
- MATH 115 - Elementary Calculus II (See Note 2)
- OM 352 - Operations Management
- SEM 310 - Introduction to Management, Organization and Entrepreneurship
- ★3 in electives outside Business (See Note 1)

Year Three

- B LAW 301 - Legal Foundations of the Canadian Economy
- ECON 281 - Intermediate Microeconomic Theory I
- MATH 125 - Linear Algebra I (See Note 3)
- BTM 311 - Management Information Systems
- STAT 265 - Statistics I (See Note 3)
- ★12 chosen from Finance Honors required courses (See Notes 4 and 5)
- ★3 in electives outside Business (See Notes 1 and 5)

Year Four

- ★3 in FIN at the 600-level (See Note 6)
- FIN 480 - Honours Essay in Finance
- ★15 chosen from Finance Honors required courses (See Notes 4 and 5)
- ★9 in free electives (See Note 1)

Sequence of Courses

Year Two—Fall

- ACCTG 311 - Introduction to Accounting for Financial Performance
- BUS 201 - Introduction to Canadian Business
- MARK 301 - Introduction to Marketing
- MGTSC 312 - Probability and Statistics for Business
- ★3 in electives outside Business (See Note 1)

Year Two—Winter

- ACCTG 322 - Introduction to Accounting for Management Decision Making
- FIN 301 - Introduction to Finance
- OM 352 - Operations Management
- SEM 310 - Introduction to Management, Organization and Entrepreneurship
- ★3 in electives outside Business (See Note 1)

Year Three

- B LAW 301 - Legal Foundations of the Canadian Economy
- BTM 311 - Management Information Systems
- BU EC 311 - Business Economics, Organizations and Management OR
- ECON 281 - Intermediate Microeconomic Theory I (See Note 2)
- FIN 412 - Investment Principles
- FIN 413 - Risk Management (See Note 3)
- FIN 422 - Capital Investment
- FIN 450 - Applied Data Science in Finance I (See Note 3)
- FIN 488 - Financial Modeling (PVM only)
- FIN 488 - FinTech: Tools, Concepts, & Applications
- ACCTG 414 - Intermediate Financial Accounting I
- ACCTG 415 - Intermediate Financial Accounting II

Year Four

- FIN 440 - Commodities Analytics and Trading (TRADF only)
- FIN 488 - Applied Data Science in Finance II (TRADF only)
- FIN 488 - Financial Analytics and Trading (TRADF only)
- FIN 488 - Private Market Finance (PVM only)
- ★6 chosen from the list of Management Science and Operations Management courses (See note 4)
- ★15 in free electives (PVM only, See Note 1)
- ★12 in free electives (TRADF only, See Note 1)
- ★3 in electives outside Business (See Note 1)

<p>Notes</p> <ol style="list-style-type: none"> 1. See Policy on Elective Courses. 2. Generally, MATH 115 should be taken prior to entry to the Honors program. 3. Recommended to be taken in Fall Term. 4. Finance Honors courses include all 400-level FIN courses, and other courses designated by the Department consistent with the Finance stream chosen by the student. Consult the Department for appropriate courses. 5. ECON courses used to satisfy the requirements of this major may not also be used to satisfy the requirements for coursework outside the Faculty of Business. 6. An Individual Research Project (FIN 495) can be substituted for the 600-level FIN course. 	<p>Notes</p> <ol style="list-style-type: none"> 1. See Policy on Elective Courses. 2. May be taken in any year. Students planning to take advanced coursework in Economics may wish to substitute ECON 281, which is accepted as a substitute for BUEC 311 in the Finance Honors Program. 3. PVM Students can take these courses in year four instead of year three. 4. List of Management Science and Operations Management courses: MGTSC 405 - Forecasting for Planners and Managers MGTSC 488 - Intro to Business Analytics OM 420 - Predictive Business Analytics OM 468 - Quantitative Management Consulting Project OM 471 - Decision Support Systems

Rationale:

The current BCom Honors in Finance Program follows the same program of studies as the major in Finance with additional requirements that include specific courses in mathematics and statistics, a 600-level (MBA) finance elective, and an honors essay. Students are not systematically recruited into the finance honors program. These students often plan to continue studying finance at the graduate level.

The existing honors program is extremely broad. The last time it received thorough feedback from the finance industry is several years ago, making the program outdated. To ensure that our students acquire skills that match the needs of the job market, we need to redesign the program to meet what today's business community expects from our graduates.

We propose several initiatives that will provide better opportunities for our students (including students from groups that are traditionally underrepresented in the finance profession). The redesigned honors program will consist of two honors streams: one focused on quantitative aspects, and one focused on qualitative aspects. Each stream will culminate with "capping courses" that will engage experts from the finance industry. Also, in response to feedback from several local finance professionals that finance students tend to lack "soft skills", our proposal includes initiatives that target soft skills within the honors program.

The two honors streams will not only help the many students who are already choosing to major in finance, but they will also attract new students to the major. The two streams, offered under the united banner of the finance honors program will strengthen the Alberta School of Business through the following outcomes: it will better equip students for careers in finance, it will help clarify career paths, it will provide readily applicable skills, and it will expose students to seasoned professionals in the field. In sum, it will lower the perceived risk of majoring in finance while creating highly skilled graduates, proud and successful alumni. In addition, we have consulted both with industry professionals and BCom students and the attached proposal reflects the results of the consultation process.

See the attached proposal for additional details.

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: _____

Implementation: NORMAL
 EARLY

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Please attach documentation confirming you have consent when applicable.*

***Applicable Attachment:** Yes No

†Attachments: Course Outline
 TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT	PROPOSED
<p><u>BEd (After Degree) Elementary Education Route</u> (Use <u>yellow highlight and strike out</u> for all changes)</p>	<p><u>BEd (After Degree) Elementary Education Route</u> (Use <u>yellow highlight and underline</u> all additions)</p>
<p>BEd (After Degree) Elementary Education Route [Education]</p> <p>Program Requirements:</p> <p>The Elementary After Degree is based on ★54 - ★60 Education Course Requirements and additional Program Completion Requirements. Requirements completed prior to admission may reduce the length of the program.</p> <p><u>Education Course Requirements (★30) (See Note 1)</u></p>	<p>BEd (After Degree) Elementary Education Route [Education]</p> <p>Program Requirements:</p> <p>The Elementary After Degree is based on ★54 - ★60 Education Course Requirements and additional Program Completion Requirements. Requirements completed prior to admission may reduce the length of the program.</p> <p><u>Introductory Education Courses (★9)</u></p>
<ul style="list-style-type: none"> ● EDU 300 - Contexts of Education ● EDU 210 - Introduction to Educational Technology ● EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement 	<p><u>Note: Introductory Education Courses should be taken prior to the Introductory Professional Term.</u></p> <ul style="list-style-type: none"> ● EDU 300 - Contexts of Education ● EDU 210 - Introduction to Educational Technology ● EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement

<ul style="list-style-type: none"> ● EDEL 305 – Language Arts in the Elementary School ● EDEL 316 – Communication Through Mathematics Education ● EDEL (300-Level) (★3) ● EDEL (400-Level) (★3) ● EDPS 410 – Ethics and Law in Teaching ● EDPY 302 – Learning and Development in Childhood ● Education Elective (★3) <p>Field Experience Terms</p>	<p>Options (★6)</p> <ul style="list-style-type: none"> ● ★3 Education Elective ● ★3 EDEL (400-Level) Option <p>Notes:</p> <ol style="list-style-type: none"> 1. Options can be used to further develop generalist teaching interests or create an area of specialization. 2. The Education Elective and EDEL 400-Level options may have prerequisites. <p>Senior Education Courses (★30)</p> <ul style="list-style-type: none"> ● EDEL 305 ● EDEL 316 ● EDEL 330 ● EDEL 335 ● ★6 chosen from EDEL 302, EDEL 321, EDEL 325, EDEL 345 ● EDPY 301 ● EDPY 302 ● EDPY 303 ● EDPS 410 <p>Field Placements (★15)</p> <ul style="list-style-type: none"> ● EDFX 325 (★6) ● EDFX 425 (★9) <p>Notes:</p> <ol style="list-style-type: none"> 1. EDEL 305 and EDEL 316 must be taken as pre/co-requisites to EDFX 325. 2. The Introductory Professional Term is normally offered in Winter Term only and consists of EDFX 325, ★6 EDEL courses, and EDPY 303. 3. The Advanced Professional Term is normally offered in Fall Term only and consists of EDFX 425, ★3 EDEL, and EDPY 301. 4. Not all courses are offered each term or in a 13-week or condensed format. 5. Students should be aware of course prerequisites and refer to their individual program sheets for the proper sequencing of courses. <p>Program Completion Requirements</p>
<p>Introductory Professional Term (★15) (See Note 2)</p>	
<ul style="list-style-type: none"> ● EDPY 303 – Educational Assessment ● EDFX 325 – Elementary Route: Introductory Field Experience <p>★6 chosen from</p>	
<ul style="list-style-type: none"> ● EDEL 302 – Curriculum and Pedagogy in Elementary School Art ● EDEL 305 – Language Arts in the Elementary School ● EDEL 316 – Communication Through Mathematics Education ● EDEL 321 – Introduction to Curriculum and Pedagogy in Elementary School Physical Education ● EDEL 325 – Curriculum and Pedagogy in Elementary School Music ● EDEL 330 – Curriculum and Pedagogy in Elementary School Science ● EDEL 335 – Curriculum and Pedagogy in Elementary School Social Studies <p>Note</p>	
<p>Only one of EDEL 305 or EDEL 316 may be taken within the Introductory Professional Term.</p> <p>As EDEL 305 and EDEL 316 are pre/corequisites to the EDEL 302, EDEL 321, EDEL 325, EDEL</p>	

<p>330, EDEL 335 and EDFX 325 courses, students must take at least one of EDEL 305 or EDEL 316 in Year 3 prior to the Introductory Professional Term.</p> <p>Advanced Professional Term (★15) (See Note 2)</p>	<p>Students who have not met the following requirements in their previous degree will need to fulfil them prior to obtaining their BEd degree:</p> <p>★3 chosen from</p> <ul style="list-style-type: none"> • English Literature
<ul style="list-style-type: none"> • EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs • EDFX 425 - Elementary Route: Advanced Field Experience <p>★3 chosen from</p>	<p>★3 chosen from</p> <ul style="list-style-type: none"> • English • WRS <p>★3 in Mathematics</p>
<ul style="list-style-type: none"> • EDEL 302 - Curriculum and Pedagogy in Elementary School Art • EDEL 321 - Introduction to Curriculum and Pedagogy in Elementary School Physical Education • EDEL 325 - Curriculum and Pedagogy in Elementary School Music • EDEL 330 - Curriculum and Pedagogy in Elementary School Science • EDEL 335 - Curriculum and Pedagogy in Elementary School Social Studies <p>Program Completion Requirements</p>	
<p>Students who have not met the following requirements in their previous degree will need to fulfil them prior to obtaining their BEd degree:</p> <p>★3 chosen from</p> <p>English Literature</p> <p>★3 chosen from</p> <p>English</p> <p>WRS</p> <p>★3 in Mathematics</p> <p>Notes</p>	

<p>1. Students should be aware of course prerequisites and refer to their individual program sheets for the proper sequencing of courses.</p> <p>2. Courses taken in the Field Experience Terms are normally taken concurrently.</p>	
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Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

The proposed calendar copy changes reflect a change endorsed at Education Faculty Council in May 2021.

1. In our current program, students are required to take Language Arts and Mathematics, and then students choose four of Elementary Science, Social Studies, Art, Music and Physical Education. In this proposed motion, Language Arts, Mathematics, Science and Social Studies will be required. Students will choose two of Art, Music, Physical Education and Health in the remaining ★6 of EDEL course credits.

Rationale:

First, Interim Professional Certification in Alberta has specific requirements that include credits in Science, and Canadian Studies. Our EDELs in Science and Social Studies fulfill those requirements. The proposed changes ensure that all Elementary route students fulfill teacher certification requirements. Second, the logistics for managing the choices students make when they are choosing four of five EDEL courses creates registration obstacles for some students and can require extensive manual registration. The proposed changes will alleviate many of the registration issues.

Submitted by: Lynn McGarvey	Signature of Department Chair or Designee	Date: Oct 25, 2021	Department Council Approval Date: May 25, 2021 (endorsement of change) UAAC Approval Date: November 25, 2021
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

- September 29, 2021
- October 28, 2021
- November 25, 2021
- January 27, 2022
- February 24, 2022
- March 24, 2022
- April 28, 2022
- May 26, 2022

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Implementation: NORMAL
 EARLY

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Please attach documentation confirming you have consent when applicable.*

***Applicable Attachment:** Yes No

†Attachments: Course Outline
 TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT <u>Degree of BEd (Elementary)</u> <i>(Use yellow highlight and strike-out for all changes)</i>	PROPOSED <u>Degree of BEd (Elementary)</u> <i>(Use yellow highlight and underline all additions)</i>
Components of the Program	Components of the Program
All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. This degree consists of ★120. Students should consult the program sheet provided at admission and seek advice from the Faculty of Education Undergraduate Student Services Office.	All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. This degree consists of ★120. Students should consult the program sheet provided at admission and seek advice from the Faculty of Education Student Services Office.
Note	Note
No more than ★6 in junior English, or equivalent, may be taken for credit in a Bachelor of Education degree program	No more than ★6 in junior English, or equivalent, may be taken for credit in a Bachelor of Education degree program
Program Requirements (★120)	Program Requirements (★120)
<u>Years 1 and 2</u>	<u>Introductory</u> Education Courses (★9)
Education Courses (★9)	<u>Note: Introductory Education Courses should be taken in Years 1 and 2, prior to the Introductory Professional Term.</u>
<u>Note: It is recommended that students take all three Education courses of Years 1 and 2 prior to registration in Year 3 of the program.</u>	

<ul style="list-style-type: none"> • EDU 100 - Contexts of Education • EDU 210 - Introduction to Educational Technology • EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement <p>Non-Education Elements Courses (★54)</p>	<ul style="list-style-type: none"> • EDU 100 - Contexts of Education • EDU 210 - Introduction to Educational Technology • EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement <p>Generalist Elements Courses (★42)</p>
<p>Chosen from the following eight areas:</p> <p>a. Aboriginal and Indigenous Histories and Culture (★3)</p>	<p>Notes:</p> <ol style="list-style-type: none"> 1. Generalist Elements Courses should be taken in Years 1 and 2, and chosen from the seven areas below. 2. A maximum of ★6 in EDEL courses may be used to fulfill the Elements.
<p>★3 chosen from</p>	<p>a. Aboriginal and Indigenous Histories and Culture (★3)</p>
<ul style="list-style-type: none"> • ANTHR 150 - Race and Racism • ANTHR 207 - Introduction to Social and Cultural Anthropology • ANTHR 323 • ANTHR 350 - Kinship and Social Structure • ANTHR 385 - Topics in Social Cultural Anthropology • ANTHR 393 - Health and Healing • ANTHR 301 - Introduction to Ethnographic Methods • ANTHR 422 • ANTHR 424 - Visual Anthropology • ANTHR 436 • ANTHR 438 • HECOL 201 - Introduction to Material Culture • HECOL 462 - Material Culture in Home and Community • HIST 368 - Histories of Indigenous Peoples and Kanata until 1870 • HIST 369 - Histories of Indigenous Peoples and Kanata after 1870 • NS 110 - Historical Perspectives in Indigenous Studies • NS 111 - Contemporary Perspectives in Indigenous Studies • NS 152 - Introductory Cree • NS 200 - Indigenous Canada: Looking Forward/Looking Back • NS 260 - Contemporary Indigenous Art • NS 300 - Traditional Cultural Foundations • NS 314 - History of First Nations of Western Canada • NS 320 - Indigenous Politics and Diplomacy 	<p>★3 chosen from</p> <ul style="list-style-type: none"> • ANTHR 150 - Race and Racism • ANTHR 207 - Introduction to Social and Cultural Anthropology • ANTHR 323 • ANTHR 350 - Kinship and Social Structure • ANTHR 385 - Topics in Social Cultural Anthropology • ANTHR 393 - Health and Healing • ANTHR 301 - Introduction to Ethnographic Methods • ANTHR 422 • ANTHR 424 - Visual Anthropology • ANTHR 436 • ANTHR 438 • HECOL 201 - Introduction to Material Culture • HECOL 462 - Material Culture in Home and Community • HIST 368 - Histories of Indigenous Peoples and Kanata until 1870 • HIST 369 - Histories of Indigenous Peoples and Kanata after 1870 • NS 110 - Historical Perspectives in Indigenous Studies • NS 111 - Contemporary Perspectives in Indigenous Studies • NS 152 - Introductory Cree • NS 200 - Indigenous Canada: Looking Forward/Looking Back • NS 260 - Contemporary Indigenous Art • NS 300 - Traditional Cultural Foundations

<ul style="list-style-type: none"> • POL S 327 - Indigenous Politics in Canada • SOC 100 - Introductory Sociology • SOC 367 <p>b. Fine Arts (★6)</p>	<ul style="list-style-type: none"> • NS 314 - History of First Nations of Western Canada • NS 320 - Indigenous Politics and Diplomacy • POL S 327 - Indigenous Politics in Canada • SOC 100 - Introductory Sociology • SOC 367
<p>★6 chosen from</p>	<p>b. Fine Arts (★6)</p>
<ul style="list-style-type: none"> • Art • Art History (Canadian Art History preferred) • Dance • Design • Drama • Music • NS 260 • HECOL 201 • INT D 439 <p>c. Language/Literature (★9)</p>	<p>★6 chosen from</p> <ul style="list-style-type: none"> • Art • Art History (Canadian Art History preferred) • Dance • Design • Drama • EDEL 302 • EDEL 325 • Music • NS 260 • HECOL 201 • INT D 439
<p>★3 chosen from</p>	<p>c. Language/Literature (★9)</p>
<ul style="list-style-type: none"> • English Literature 	<p>c. Language/Literature (★9)</p>
<p>★3 chosen from</p>	<p>★3 chosen from</p>
<ul style="list-style-type: none"> • English • WRS 	<ul style="list-style-type: none"> • English Literature
<p>★3 chosen from</p>	<p>★3 chosen from</p>
<ul style="list-style-type: none"> • Senior English • Linguistics <p>d. Mathematics (★6)</p>	<ul style="list-style-type: none"> • English • WRS
<p>★6 chosen from</p>	<p>★3 chosen from</p>
<ul style="list-style-type: none"> • Mathematics • Statistics • MATH 160 and MATH 260 recommended 	<ul style="list-style-type: none"> • Senior English • Linguistics <p>d. Mathematics (★6)</p>
<p>★6 chosen from</p>	<p>★6 chosen from</p>
<p>Up to ★3 may be chosen from</p>	<ul style="list-style-type: none"> • Mathematics • Statistics • MATH 160 and MATH 260 recommended
<ul style="list-style-type: none"> • CMPUT • KIN 109 - Statistics, Measurement, and Evaluation 	<p>Up to ★3 may be chosen from</p>

<ul style="list-style-type: none"> ● PSYCO 212 - Introduction to Research Methods in Psychology ● SOC 210 - Introduction to Social Statistics or equivalent <p>e. Natural Science (★6)</p>	<ul style="list-style-type: none"> ● CMPUT ● KIN 109 - Statistics, Measurement, and Evaluation ● PSYCO 212 - Introduction to Research Methods in Psychology ● SOC 210 - Introduction to Social Statistics or equivalent
<p>A minimum of ★3 chosen from</p>	<p>e. Natural Science (★6)</p>
<ul style="list-style-type: none"> ● ANAT ● ASTRO ● BIOL ● BOT ● CHEM ● EAS ● ENCS ● ENT ● GEOPHYS ● GENET ● MICRB ● PHYS ● PHYSL ● PLSC ● RENR ● ZOOL ● NUTR 100 - Nutrition and Well-being ● NURS 140 - Anatomy ● NURS 150 - Physiology ● NURS 151 ● KIN 100 - Human Anatomy ● KIN 101 - Introduction to Human Physiology ● KIN 103 - Integrative Human Physiology ● PALEO 200 - Introduction to Dinosaurs in the Fossil Record OR ● PALEO 201 - Dinosaurs in the Fossil Record <p>★3 chosen from the list above or from</p>	<p>A minimum of ★3 chosen from</p> <ul style="list-style-type: none"> ● ANAT ● ASTRO ● BIOL ● BOT ● CHEM ● EAS ● ENCS ● ENT ● GEOPHYS ● GENET ● MICRB ● PHYS ● PHYSL ● PLSC ● RENR ● ZOOL ● NUTR 100 - Nutrition and Well-being ● NURS 140 - Anatomy ● NURS 150 - Physiology ● NURS 151 ● KIN 100 - Human Anatomy ● KIN 101 - Introduction to Human Physiology ● KIN 103 - Integrative Human Physiology ● PALEO 200 - Introduction to Dinosaurs in the Fossil Record OR ● PALEO 201 - Dinosaurs in the Fossil Record
<ul style="list-style-type: none"> ● HIST 293 - History of Science, Technology and Medicine: Key Moments ● HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine ● PHIL 217 - Biology, Society, and Values ● PHIL 265 - Philosophy of Science ● STS 200 - Introduction to Studies in Science, Technology and Society <p>f. Physical and Health Education (★6)</p>	<p>★3 chosen from the list above or from</p> <ul style="list-style-type: none"> ● HIST 293 - History of Science, Technology and Medicine: Key Moments ● HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine ● PHIL 217 - Biology, Society, and Values ● PHIL 265 - Philosophy of Science ● STS 200 - Introduction to Studies in Science, Technology and Society
<p>★3 chosen from</p> <ul style="list-style-type: none"> ● DAC 	<p>f. Physical and Health Education (★6)</p>

<ul style="list-style-type: none"> ● KIN ● KIN 293 recommended ● PAC 	<p>★3 chosen from</p>
<p>★3 chosen from</p>	<ul style="list-style-type: none"> ● DAC ● EDEL 321 ● KIN (KIN 293 preferred) ● PAC
<ul style="list-style-type: none"> ● ANTHR 393 - Health and Healing ● HECOL 200 ● HECOL 210 - Intimate Relationships ● HECOL 211 - Human Sexuality ● HECOL 410 - Parent-Child Relationships ● HE ED 110 - Introduction to Personal Health and Well-Being ● HE ED 120 - Introduction to the Biological Aspects of Fitness to Health ● SOC 271 - Introduction to the Family <p>g. Social Science (★6)</p>	<p>★3 chosen from</p> <ul style="list-style-type: none"> ● ANTHR 393 - Health and Healing ● EDEL 345 ● HECOL 200 ● HECOL 210 - Intimate Relationships ● HECOL 211 - Human Sexuality ● HECOL 410 - Parent-Child Relationships ● HE ED 110 - Introduction to Personal Health and Well-Being ● HE ED 120 - Introduction to the Biological Aspects of Fitness to Health ● SOC 271 - Introduction to the Family
<p>As specified below:</p> <p>★3 in Canadian history chosen from:</p>	<p>g. Social Science (★6)</p> <p>As specified below:</p>
<ul style="list-style-type: none"> ● HIST 260 - Pre-Confederation Canada ● HIST 261 - Post-Confederation Canada ● HIST 287 - The Chinese in Canada and Canadians in China ● HIST 358 ● HIST 359 - Canadian Environmental History ● HIST 360 - Topics in Canadian History ● HIST 362 - History of Alberta ● HIST 365 - The Canadian West to 1885 ● HIST 366 ● HIST 368 - Histories of Indigenous Peoples and Kanata until 1870 ● HIST 369 - Histories of Indigenous Peoples and Kanata after 1870 ● HIST 371 ● HIST 374 ● HIST 375 ● HIST 376 - Canada 1900 to 1945 ● HIST 377 - Canada Since 1945 <p>★3 chosen from:</p>	<p>★3 in Canadian history chosen from:</p> <ul style="list-style-type: none"> ● HIST 260 - Pre-Confederation Canada ● HIST 261 - Post-Confederation Canada ● HIST 287 - The Chinese in Canada and Canadians in China ● HIST 358 ● HIST 359 - Canadian Environmental History ● HIST 360 - Topics in Canadian History ● HIST 362 - History of Alberta ● HIST 365 - The Canadian West to 1885 ● HIST 366 ● HIST 368 - Histories of Indigenous Peoples and Kanata until 1870 ● HIST 369 - Histories of Indigenous Peoples and Kanata after 1870 ● HIST 371 ● HIST 374 ● HIST 375 ● HIST 376 - Canada 1900 to 1945 ● HIST 377 - Canada Since 1945
<ul style="list-style-type: none"> ● ANTHR 101 - Introductory Anthropology ● ANTHR 110 - Gender, Age, and Culture ● ANTHR 150 - Race and Racism ● ANTHR 206 - Introduction to Archaeology ● ANTHR 207 - Introduction to Social and Cultural Anthropology 	<p>★3 chosen from:</p> <ul style="list-style-type: none"> ● ANTHR 101 - Introductory Anthropology ● ANTHR 110 - Gender, Age, and Culture ● ANTHR 150 - Race and Racism ● ANTHR 206 - Introduction to Archaeology

<ul style="list-style-type: none"> ● CLASS 103 - Introduction to Ancient Greece ● ECON 101 - Introduction to Microeconomics ● ECON 102 - Introduction to Macroeconomics ● HGEO 100 - Introduction to Human Geography and Planning ● HGEO 240 - Cities and Urbanism ● HGEO 250 - Sustainable Development and Environmental Management ● HGEO 252 - Human Dimensions of Environmental Hazards ● HGEO 341 - Social and Cultural Geography ● HGEO 381 - Topics In Human Geography ● HIST 128 - War, Revolution, and Society ● HIST 237 - The Pacific World Since 1500 ● HIST 260 - Pre-Confederation Canada ● HIST 261 - Post-Confederation Canada ● HIST 287 - The Chinese in Canada and Canadians in China ● HIST 289 - Classical India to 500 CE ● HIST 296 - World War Two ● HIST 301 - Europe in the Age of Total War, 1890-1945 ● HIST 350 ● HIST 358 ● HIST 359 - Canadian Environmental History ● HIST 360 - Topics in Canadian History ● HIST 362 - History of Alberta ● HIST 365 - The Canadian West to 1885 ● HIST 366 ● HIST 367 ● HIST 368 - Histories of Indigenous Peoples and Kanata until 1870 ● HIST 369 - Histories of Indigenous Peoples and Kanata after 1870 ● HIST 371 ● HIST 374 ● HIST 375 ● HIST 376 - Canada 1900 to 1945 ● HIST 377 - Canada Since 1945 ● NS 110 - Historical Perspectives in Indigenous Studies ● NS 111 - Contemporary Perspectives in Indigenous Studies ● NS 200 - Indigenous Canada: Looking Forward/Looking Back ● NS 240 - Introduction to Indigenous Legal Issues ● NS 260 - Contemporary Indigenous Art ● NS 300 - Traditional Cultural Foundations 	<ul style="list-style-type: none"> ● ANTHR 207 - Introduction to Social and Cultural Anthropology ● CLASS 103 - Introduction to Ancient Greece ● ECON 101 - Introduction to Microeconomics ● ECON 102 - Introduction to Macroeconomics ● HGEO 100 - Introduction to Human Geography and Planning ● HGEO 240 - Cities and Urbanism ● HGEO 250 - Sustainable Development and Environmental Management ● HGEO 252 - Human Dimensions of Environmental Hazards ● HGEO 341 - Social and Cultural Geography ● HGEO 381 - Topics In Human Geography ● HIST 128 - War, Revolution, and Society ● HIST 237 - The Pacific World Since 1500 ● HIST 260 - Pre-Confederation Canada ● HIST 261 - Post-Confederation Canada ● HIST 287 - The Chinese in Canada and Canadians in China ● HIST 289 - Classical India to 500 CE ● HIST 296 - World War Two ● HIST 301 - Europe in the Age of Total War, 1890-1945 ● HIST 350 ● HIST 358 ● HIST 359 - Canadian Environmental History ● HIST 360 - Topics in Canadian History ● HIST 362 - History of Alberta ● HIST 365 - The Canadian West to 1885 ● HIST 366 ● HIST 367 ● HIST 368 - Histories of Indigenous Peoples and Kanata until 1870 ● HIST 369 - Histories of Indigenous Peoples and Kanata after 1870 ● HIST 371 ● HIST 374 ● HIST 375 ● HIST 376 - Canada 1900 to 1945 ● HIST 377 - Canada Since 1945 ● NS 110 - Historical Perspectives in Indigenous Studies ● NS 111 - Contemporary Perspectives in Indigenous Studies ● NS 200 - Indigenous Canada: Looking Forward/Looking Back ● NS 240 - Introduction to Indigenous Legal Issues ● NS 260 - Contemporary Indigenous Art
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<ul style="list-style-type: none"> ● NS 314 - History of First Nations of Western Canada ● NS 320 - Indigenous Politics and Diplomacy ● NS 335 - Indigenous Peoples and the Fur Trade ● NS 355 - Indigenous Knowledge and Oral Traditions ● NS 361 - Race, Stereotypes, and Indigeneity ● NS 362 - Indigenous Women ● NS 370 - The Métis: The Emergence of a People ● PHIL 101 - Introduction to Philosophy: Values and Society ● PHIL 102 - Introduction to Philosophy: Knowledge and Reality ● PHIL 125 - Practical Logic ● PHIL 270 - Political Philosophy ● PHIL 355 - Environmental Ethics ● PHIL 357 - Philosophy of Religion ● PHIL 368 - Topics in Social Justice ● POL S: any POL S except POL S 321, POL S 424; ● RELIG 212 - Introduction to Christianity ● RELIG 220 - Introduction to Islam ● RELIG 322 ● RELIG 379 ● SOC 101 ● SOC 203 - Social Problems ● SOC 269 - Introductory Sociology of Globalization ● SOC 301 - Sociology of Gender ● SOC 327 - Criminal Justice Administration in Canada ● WGS <p>h. Non-Education Options (★9)</p>	<ul style="list-style-type: none"> ● NS 300 - Traditional Cultural Foundations I ● NS 314 - History of First Nations of Western Canada ● NS 320 - Indigenous Politics and Diplomacy ● NS 335 - Indigenous Peoples and the Fur Trade ● NS 355 - Indigenous Knowledge and Oral Traditions ● NS 361 - Race, Stereotypes, and Indigeneity ● NS 362 - Indigenous Women ● NS 370 - The Métis: The Emergence of a People ● PHIL 101 - Introduction to Philosophy: Values and Society ● PHIL 102 - Introduction to Philosophy: Knowledge and Reality ● PHIL 125 - Practical Logic ● PHIL 270 - Political Philosophy ● PHIL 355 - Environmental Ethics ● PHIL 357 - Philosophy of Religion ● PHIL 368 - Topics in Social Justice ● POL S: any POL S except POL S 321, POL S 424; ● RELIG 212 - Introduction to Christianity ● RELIG 220 - Introduction to Islam ● RELIG 322 ● RELIG 379 ● SOC 101 ● SOC 203 - Social Problems ● SOC 269 - Introductory Sociology of Globalization ● SOC 301 - Sociology of Gender ● SOC 327 - Criminal Justice Administration in Canada ● WGS
<p>These ★9 can be used to further develop teaching interests in specific areas.</p>	<p>Options (★24)</p>
<p>Year 3</p>	<ul style="list-style-type: none"> ● ★18 Open Options ● ★3 Education Elective ● ★3 EDEL (400-Level) Option
<p>Notes:</p> <ol style="list-style-type: none"> 1. EDEL 305 and EDEL 316 must be taken in year 3 as pre/co-requisites to EDFX 325. 2. EDEL 305 is normally offered in Fall term. Enrolment in EDEL 305 in Winter term will require consent of the department (see Bear Tracks). <p>Fall Term: Course Requirements</p>	<p>Notes:</p> <ol style="list-style-type: none"> 1. Options may be taken in Years 1 to 4 and can be used to further develop generalist teaching interests and/or create areas of specialization. 2. The Education Elective and EDEL 400-Level options may have prerequisites and are normally available in Years 3 and 4 only.

<ul style="list-style-type: none"> • EDPY 302 • EDEL 305 or EDEL 316 • ★3 chosen from EDEL 302, EDEL 305, EDEL 316, EDEL 321, EDEL 325, EDEL 330, EDEL 335 • Open Option (★6) [★3 EDEL (300-Level) Recommended] <p>Winter Term: Introductory Professional Term</p>	<p>Years 3 and 4</p> <p>Senior Education Courses (★30)</p> <ul style="list-style-type: none"> • EDEL 305 • EDEL 316 • EDEL 330 • EDEL 335 • ★6 chosen from EDEL 302, EDEL 321, EDEL 325, EDEL 345
<ul style="list-style-type: none"> • EDFX 325 • ★6 chosen from EDEL 302, EDEL 305, EDEL 316, EDEL 321, EDEL 325, EDEL 330, EDEL 335 • EDPY 303 <p>Year 4</p>	<ul style="list-style-type: none"> • EDPY 301 • EDPY 302 • EDPY 303 • EDPS 410
<p>Fall Term: Advanced Professional Term</p>	<p>Field Placements (★15)</p> <ul style="list-style-type: none"> • EDFX 325 (★6) • EDFX 425 (★9)
<ul style="list-style-type: none"> • EDFX 425 • ★3 chosen from EDEL 302, EDEL 321, EDEL 325, EDEL 330, EDEL 335 • EDPY 301 <p>Winter Term: Course Requirements</p>	<p>Notes:</p> <ol style="list-style-type: none"> 1. EDEL 305 and EDEL 316 must be taken in Year 3 as pre/co-requisites to EDFX 325.
<ul style="list-style-type: none"> • EDPS 410 – Ethics and Law in Teaching • EDEL (300-Level) Option (★3) • EDEL (400-Level) Option (★3) • Education Elective (★3) • Open Option (★3) (Education Coursework Recommended) 	<ol style="list-style-type: none"> 2. The Introductory Professional Term is normally offered in Year 3 Winter Term only and consists of EDFX 325, ★6 EDEL courses, and EDPY 303. 3. The Advanced Professional Term is normally offered in Year 4 Fall Term only and consists of EDFX 425, ★3 EDEL, and EDPY 301. 4. Not all courses are offered each term or in a 13-week or condensed format. 5. Students should be aware of course prerequisites and refer to their individual program sheets for the proper sequencing of courses.

Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the *course number* that applies to your explanation.)

The proposed calendar copy changes reflect two changes endorsed at Education Faculty Council in May 2021.

1. In our current program, students are required to take Language Arts and Mathematics, and then students choose four of Elementary Science, Social Studies, Art, Music and Physical Education. In this proposed motion, Language Arts, Mathematics, Science and Social Studies will be required. Students will choose two of Art, Music, Physical Education and Health in the remaining ★6 of EDEL course credits. They may also have an opportunity to take these courses through the Generalist Elements or as an Open Option.

Rationale:

First, Interim Professional Certification in Alberta has specific requirements that include credits in Science, and Canadian Studies. Our EDELs in Science and Social Studies fulfill those requirements. The proposed changes ensure that all Elementary route students fulfill teacher certification requirements. Second, the logistics for managing the choices students make when they are choosing four of five EDEL courses creates registration obstacles for some students and can require extensive manual registration. The proposed changes will alleviate many of the registration issues.

2. Our current program includes ★9 in Non-Education Options. These will be converted into ★9 of Open Options allowing students to choose from both non-education and education courses.

Rationale:

The proposed change increases flexibility for our students to choose courses of interest and/or sufficient credits to create an informal specialization. The change also provides flexibility to students who transfer into the Elementary route to take Education courses through our transfer partners. (Note: Two of the new courses endorsed at Faculty Council in May 2021 will replace ★6 in Open Options.)

Submitted by: Lynn McGarvey	Signature of Department Chair or Designee	Date: October 25, 2021	Faculty Council Approval Date: May 5, 2021 and May 25, 2021 (endorsement of change) UAAC Approval Date: November 25, 2021
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

- September 29, 2021
- October 28, 2021
- November 25, 2021
- January 27, 2022
- February 24, 2022
- March 24, 2022
- April 28, 2022
- May 26, 2022

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: _____

Implementation: NORMAL
 EARLY

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Please attach documentation confirming you have consent when applicable.*

***Applicable Attachment:** Yes No

†Attachments: Course Outline
 TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT <u>Course Listings</u> <i>(Use yellow highlight and strike out for all changes)</i>	PROPOSED <u>Course Listings</u> <i>(Use yellow highlight and underline all additions)</i>
<p>EDEL 302 - Curriculum and Pedagogy in Elementary School Art</p> <p>★ 3 (fi 6) (either term, 3-0-0) This course provides an introduction to visual arts education for elementary schools. It is comprised of lectures, discussions, audio visual presentations, and hands-on media experiences. No visual arts background necessary. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite or corequisite: EDEL 305 or 316.</p> <p>EDEL 321 - Introduction to Curriculum and Pedagogy in Elementary School Physical Education</p>	<p>EDEL 302 - Curriculum and Pedagogy in Elementary School Art</p> <p>★ 3 (fi 6) (either term, 3-0-0) This course provides an introduction to visual arts education for elementary schools. It is comprised of lectures, discussions, audio visual presentations, and hands-on media experiences. No visual arts background necessary. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: <u>EDU 100 or Pre/Corequisite: EDU 300. Note: Not open to first year students.</u></p> <p>EDEL 321 - Introduction to Curriculum and Pedagogy in Elementary School Physical Education</p>

★ 3 (fi 6) (either term, 3-0-0) This course is designed to prepare students to teach Physical Education effectively in an elementary school setting. The goals to this end integrate understanding of child development, physical education, health, curriculum and pedagogy and making curricula links. Prerequisite ~~or corequisite~~: EDEL 305 or 316.

EDEL 325 - Curriculum and Pedagogy in Elementary School Music

★ 3 (fi 6) (either term, 3-0-0) An introduction to the theory and practice of teaching music in the elementary classroom. Special emphasis on hands-on experience with techniques, strategies, and materials appropriate for K-6. No previous experience with music notation necessary. Prerequisite ~~or corequisite~~: EDEL 305 or 316. Students cannot receive credit for both EDEL 325 and EDEL 328.

EDEL 345 - Introduction to Curriculum and Pedagogy in Elementary School Health Education

★ 3 (fi 6) (either term, 3-0-0) Designed to prepare students to teach Health Education effectively in the elementary school setting. The focus will be on curriculum, strategies, planning, and resources ~~to meet student~~. Prerequisite ~~or corequisite~~: EDEL 305 or 316.

★ 3 (fi 6) (either term, 3-0-0) This course is designed to prepare students to teach Physical Education effectively in an elementary school setting. The goals to this end integrate understanding of child development, physical education, health, curriculum and pedagogy and making curricula links. Prerequisite: EDU 100 or Pre/Corequisite: EDU 300. Note: Not open to first year students.

EDEL 325 - Curriculum and Pedagogy in Elementary School Music

★ 3 (fi 6) (either term, 3-0-0) An introduction to the theory and practice of teaching music in the elementary classroom. Special emphasis on hands-on experience with techniques, strategies, and materials appropriate for K-6. No previous experience with music notation necessary. Prerequisite: EDU 100 or Pre/Corequisite: EDU 300. Students cannot receive credit for both EDEL 325 and EDEL 328. Note: Not open to first year students.

EDEL 345 - Introduction to Curriculum and Pedagogy in Elementary School Health Education

★ 3 (fi 6) (either term, 3-0-0) Designed to prepare students to teach Health Education effectively in the elementary school setting. The focus will be on curriculum, strategies, planning, and resources ~~for teaching~~. Prerequisite: EDU 100 or Pre/Corequisite: EDU 300. Note: Not open to first year students.

Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

The proposed changes to the Pre- and Corequisites of EDEL 302, 325, 321, and 345 allow students to take the courses in Year 2, if desired. This change supports the change to add EDEL 330 (Science) and EDEL 335 (Social Studies) as required courses in the Elementary route.

Submitted by: Lynn McGarvey	Signature of Department Chair or Designee	Date: October 25, 2021	Department Council Approval Date: May 25, 2021 (supports endorsement of change to EDEL required courses) UAAC Approval Date: November 25, 2021
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Educational Psychology

Implementation: NORMAL
 EARLY

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. *Applicable:* Yes No

†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
(Completed by course developers and instructors)

CURRENT Calendar Section Title and web link <i>(Use yellow highlight and strike out for all changes)</i>	PROPOSED Calendar Section Title and web link <i>(Use yellow highlight and underline all additions)</i>
<p>EDPY 303: This course will introduce students to the complexity of classroom assessment as a means of supporting and measuring student learning. The intent of this course is to develop an understanding of important concepts and issues in the evaluation of a learner's knowledge and skills, and to develop competence in constructing instruments and processes to evaluate learner performance. <u>Prerequisite or corequisite: EDFX 325 or 350.</u> May contain alternative delivery sections; refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>	<p>EDPY 303: This course will introduce students to the complexity of classroom assessment as a means of supporting and measuring student learning. The intent of this course is to develop an understanding of important concepts and issues in the evaluation of a learner's knowledge and skills, and to develop competence in constructing instruments and processes to evaluate learner performance. May contain alternative delivery sections; refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p> <p><u>For Elementary Route</u> <u>Students:</u> Prerequisites: <u>EDU 100/300, EDU 210, EDU 211, and EDPY 302;</u> <u>Pre/corequisites:</u> <u>EDEL 305, EDEL 316, and courses in the Introductory Professional Term (IPT), including EDFX 325.</u> <u>For Secondary Route</u> <u>Students:</u> Prerequisites: <u>*9 in the Major subject area, EDU 100/300, EDU 210, EDU 211, and EDPY 304; Corequisites: courses in the Introductory Professional Term (IPT), including EDFX 350.</u></p>

Justification: *(Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)*

Clarifies the pre/co-requisites required by program routes (Elementary and Secondary).

Submitted by: Martin Mrazik	Signature of Department Chair or Designee	Date:	FACULTY USE ONLY Approved at UAAC November 25, 2021
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2021-2022 Undergraduate Academic Affairs Council Schedule:

- September 29, 2021
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- May 26, 2022



CALENDAR CHANGE REQUEST FORM

Submission Deadlines:

Two weeks before APC. Program changes are subject to governance deadlines found [here](#)

Department:	Mechanical Engineering		
Change Request:	Course Change		
Why is this change being proposed and who was consulted? The review of curriculum content and learning outcomes revealed that a MEC E 260 pre-requisite is not required and outdated for MEC E 380. A MEC E 260 pre-requisite or co-requisite is not needed to support learning outcomes in MEC E 380. Current instructors from both courses were consulted.			
Current Calendar URL: https://calendar.ualberta.ca/preview_course_nopop.php?catoid=34&coid=375575			
CURRENT		PROPOSED	
MEC E 380 - Advanced Strength of Materials I ★ 3.5 (fi 8) (either term or Spring/Summer, 3-1s-0) Stress, strain, stress-strain relation, time-independent and time-dependent behavior, virtual work and energy theorems, deformations, indeterminate systems, matrix methods. Prerequisite: MEC E 260 and CIV E 270.		MEC E 380 - Advanced Strength of Materials I ★ 3.5 (fi 8) (either term or Spring/Summer, 3-1s-0) Stress, strain, stress-strain relation, time-independent and time-dependent behavior, virtual work and energy theorems, deformations, indeterminate systems, matrix methods. Prerequisite: MEC E 260 and CIV E 270.	
In which academic year is this change required? 2022-2023			
Department Contact		Associate Chair - Undergraduate	
Name:		Pierre Mertiny	
Email:		pmertiny@ualberta.ca	
Department Chair or Designate			
Name:		John Doucette	
Date approved by Department Council:	4/21/2021	Date submitted:	6/15/2021
Approval pathway and dates			
<ul style="list-style-type: none"> ● Department (APC, GPC, Council) ● Faculty GPC (if appropriate) ● Faculty APC: 6/15/2021 			



- Faculty ECC: 10/26/2021

Email an editable word version to adpp@ualberta.ca and foe_dpp@ualberta.ca



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:	Engineering
Change Request:	Program Regulation
<p>Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?</p> <p>Engineering included languages as part of complementary studies elective last year. Other options are available to our students and we expanded them with this change. Faculty APC and members of the departments of History, Classics, and Religious Studies, Faculty of Native Studies, East Asian Studies we consulted</p>	
<p>Current Calendar URL: https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38076</p>	
Current	
<p>Complementary Studies Electives</p> <p>To better understand the role of Engineering within a broader social context, all programs require an element of complementary studies consisting of the humanities, social sciences, arts, languages, management, engineering economics and communications. Aspects of these topics are covered in mandatory courses, but each program contains complementary studies electives so that students may explore areas of particular interest.</p> <p>Students must take the number of complementary studies electives as required by their program from the complementary studies electives list below. Note that in some cases, a course may appear both on a complementary studies list and as a program required or program elective course. A single course cannot be used to satisfy multiple course requirements under Programs.</p> <p>Students interested in taking a minor should select their first complementary studies courses with this in mind. For the Business minor, student should take ECON 204; for an Arts minor, students should select a course in a possible area of concentration of interest, see minors for specific requirements for each minor.</p> <p>Complementary studies electives list (Alphabetical order);</p> <ul style="list-style-type: none"> Any language courses offered by the department of Modern Languages and Cultural Studies 	



Proposed

Complementary Studies Electives

To better understand the role of Engineering within a broader social context, all programs require an element of complementary studies consisting of the humanities, social sciences, arts, languages, management, engineering economics and communications. Aspects of these topics are covered in mandatory courses, but each program contains complementary studies electives so that students may explore areas of particular interest.

Students must take the number of complementary studies electives as required by their program from the complementary studies electives list below. Note that in some cases, a course may appear both on a complementary studies list and as a program required or program elective course. A single course cannot be used to satisfy multiple course requirements under [Programs](#).

Students interested in taking a minor should select their first complementary studies courses with this in mind. For the Business minor, student should take [ECON 204](#); for an Arts minor, students should select a course in a possible area of concentration of interest, see minors for specific requirements for each minor.

Complementary studies electives list (Alphabetical order);

- Any language courses offered by the departments of Modern Languages and Cultural Studies, History, Classics, and Religion, and East Asian Studies, and the Faculty of Native Studies.

In which academic year is this change required? 2022-2023

Department Contact

Click or tap here to enter text.

Name:

Jason Carey

Email:

jpcarey@ualberta.ca

Department Chair or Designate

Name:

Jason Carey

Date approved by Faculty APC:

5/18/2021

Date submitted:

Click or tap to enter a date.

Date approved by Faculty ECC/EFC:

10/26/2021

Date submitted:

Click or tap to enter a date.

Consultation process and dates





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](#)

Department:	Civil and Environmental Engineering
Change Request:	Program Regulation
<p>Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?</p> <p>A mistake was noted in the calendar by an academic advisor on Oct. 7 2021. An ITS elective is showing twice in both the 2020/2021 and 2021/2022 Academic Calendar for the Mining Engineering Traditional program.</p> <p>On March 21, 2018, the entire Term 4 section for Mining Traditional was supposed to be replaced with new courses. However, it looks like the ITS elective was not removed.</p> <p>https://www.ualberta.ca/governance/media-library/documents/member-zone/course-and-program-changes/faculty-of-engineering/eng-2018-march-21.pdf</p> <p>On June 12, 2019, a subsequent change to this section was submitted and approved, but applied the new changes on top of the incorrect text.</p> <p>https://www.ualberta.ca/governance/media-library/documents/member-zone/course-and-program-changes/faculty-of-engineering/eng-jn12-2019.pdf</p> <p>This correction need to be made in the two published calendars (2020/2021, 2021/2022) and going forward with the 2022/2023 Calendar.</p>	
<p>Current Calendar URL:</p> <p>2020/2021 Calendar - https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37647&returnto=9981</p> <p>2021/2022 Calendar – https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38699</p>	
Current	Proposed
BSc in Mining Engineering Program Requirements Year 2 Term 4 CH E 243 - Engineering Thermodynamics CIV E 250 - Plane Surveying	BSc in Mining Engineering Program Requirements Year 2 Term 4 CH E 243 - Engineering Thermodynamics CIV E 250 - Plane Surveying



CIV E 270 - Mechanics of Deformable Bodies I MATH 201 - Differential Equations MIN E 325 - Mine Planning and Design ITS Elective (3-0-0)		CIV E 270 - Mechanics of Deformable Bodies I MATH 201 - Differential Equations MIN E 325 - Mine Planning and Design	
Year 4 Term 8 MIN E 402 - Mine Design Project I MIN E 413 - Surface Mining Methods and Operations Management MIN E 414 - Underground Mining Methods Program and Technical Elective (3-0-0) ITS Elective (3-0-0)		Year 4 Term 8 MIN E 402 - Mine Design Project I MIN E 413 - Surface Mining Methods and Operations Management MIN E 414 - Underground Mining Methods Program and Technical Elective (3-0-0) ITS Elective (3-0-0)	
In which academic year is this change required? 2020-2021, 2021-2022, and 2022-2023			
Department Contact		Associate Chair Undergraduate Studies	
Name:		Carlos Cruz Noguez	
Email:		cruznogu@ualberta.ca	
Department Chair or Designate			
Name:		Ania Ulrich	
Date approved by Department Council:	Click or tap to enter a date.	Date submitted:	Click or tap to enter a date.
Consultation process and dates <ul style="list-style-type: none"> • Faculty of Engineering Academic lead • Program Support Team committee 			
Approval pathway and dates <ul style="list-style-type: none"> • Department (APC, GPC, Council) • Faculty GPC (if appropriate) • Faculty APC: 10/18/2021 • Faculty ECC: 10/26/2021 			

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Faculty of Medicine and Dentistry
Calendar Entry
Effective Academic Session 2022-2023

Dated: September 2021

Current	Proposed
<p>D HYG 200 - Fundamentals of Human Anatomy and Physiology for the Dental Hygienist ★ 3 (fi 12)(TWO TERM, 6-0-0) This course provides an introduction to anatomy and physiology of the human body. A systems-based approach will be used, with exploration of the relevance to the oral cavity and dental hygiene practice. Prerequisites: BIOL 107 or equivalent; plus 6 credits in post-secondary level chemistry.</p>	<p>D HYG 200 - Fundamentals of Human Anatomy and Physiology for the Dental Hygienist ★ 3 (fi 12)(TWO TERM, 6-0-0) This course <u>introduces human anatomy and physiology.</u> A systems-based approach is used, with exploration of the relevance to the oral cavity and dental hygiene practice. Prerequisites: BIOL 107 or equivalent; plus 6 credits in post-secondary level chemistry.</p>
<p>D HYG 251 - Anatomical Structures for Dental Hygiene Practice ★ 1 (fi 4)(TWO TERM, 30 HOURS) The first part of the course focuses on tooth nomenclature, <u>biologic</u> considerations of function and tooth anatomy. The second part of the course builds on aspects of human anatomy, with specific emphasis on head and neck anatomy.</p>	<p>D HYG 251 - Anatomical Structures for Dental Hygiene Practice ★ 1 (fi 4)(TWO TERM, 30 HOURS) The first part of the course focuses on tooth nomenclature, <u>anatomy and</u> considerations of function. The second part of the course <u>focuses on anatomy of the head and neck as it relates to dental hygiene practice.</u></p>
<p>D HYG 356 - Oral Health Sciences IV ★ 2 (fi 8)(TWO TERM, 55 HOURS) This course provides <u>further</u> understanding and critical analysis of <u>gingival, periodontal and peri-implant</u> diseases. Includes content related to pain management, most specifically agents for local anesthesia. Content includes nutrition and caries and their relationship to oral health. Students will participate in case discussions based on client experiences.</p>	<p>D HYG 356 - Oral Health Sciences IV ★ 2 (fi 8)(TWO TERM, 55 HOURS) This course provides <u>advanced</u> understanding and critical analysis of periodontal and <u>implant</u> diseases, <u>dental caries, and nutritional concepts related to oral health.</u> Mechanisms for <u>pain control are covered, including local anaesthesia.</u></p>
<p>D HYG 370 - Behavioural Sciences II ★ 2 (fi 8)(TWO TERM, 61 HOURS) This course builds on the dental hygiene core competencies. Foundational topics within the dental hygiene service competencies (health promotion, disease prevention, oral health education, advocacy and policy use) are included. Practical experiences in community settings expand student learning in the oral health</p>	<p>D HYG 370 - Behavioural Sciences II ★ 2 (fi 8)(TWO TERM, 61 HOURS) This course builds on the dental hygiene core <u>and service</u> competencies. <u>Students learn teaching and learning methodologies and incorporate these concepts into health promotion activities in culturally diverse community settings.</u> The <u>second part of the course delves into the social determinants of health, principles of public</u></p>

education and health promotion service competencies.	health, epidemiology and concepts specific to dental public health to prepare students for evaluating public health initiatives and planning opportunities to promote oral health for various populations groups.
D HYG 455 - Oral Health Sciences V ★ 3 (fi 6)(EITHER, 39 HOURS) This course will advance knowledge and application of pharmacology and develop proficiency in the elements of prescribing. This course teaches the knowledge and techniques using nitrous oxide analgesia.	D HYG 455 - Oral Health Sciences V ★ 3 (fi 6)(EITHER, 39 HOURS) This course will advance knowledge and application of pharmacology and develop proficiency in the elements of prescribing drugs for dental hygiene practice. Emphasis is placed on safety of prescribing drugs including the reporting process for adverse effects.

Current	Proposed
OBIOL 202 - Oral Biology I ★ 2 (fi 8)(TWO TERM, 62 HOURS) Basic microscopic anatomy pertinent to the main body systems and a more detailed treatment of the structure and development of oral tissues, with special reference to the teeth and their supporting structures. Clinical examples and a demonstration lab will be used to enhance the teaching of basic anatomy.	OBIOL 202 - Oral Biology I ★ 2 (fi 8)(TWO TERM, 62 HOURS) This course will cover the microscopic structure of cells and tissues that make up human body systems with in-depth exploration of the microscopic structure and development of the oral cavity.

Rationale:

Since the Dental Hygiene Program has transitioned from the Dental Hygiene Diploma program into the Bachelor of Science in Dental Hygiene program, some course content has shifted away from previous course calendar descriptions. These updated course descriptions are more aligned with the current course content delivered in the Dental Hygiene program.

Current	Proposed
D HYG 260 - Dental Hygiene Theory and Practice I	D HYG 260 Dental Hygiene Theory and Practice II
D HYG 360 - Dental Hygiene Theory and Practice II	D HYG 360 - Dental Hygiene Theory and Practice III
D HYG 460 - Dental Hygiene Theory and Practice III	D HYG 460 - Dental Hygiene Theory and Practice IV

Rationale:

The update naming convention aligns more tightly with the student’s progression in the Dental Hygiene Program from their time entering the Program as Year 2 students, and graduating from the Program as Year 4 students.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): October 6, 2021

FoMD Faculty Council (Review): October 22, 2021

Faculty of Medicine & Dentistry
 Department of Medical Microbiology and Immunology
 Proposed Calendar Changes for 2022-2023

CURRENT	PROPOSED
<p>INT D 452 Advanced Immunology ★ 3 (fi 6) (second term, 3-1s-0). A lecture course on the detailed mechanisms of the immune system, describing recent discoveries in cellular and molecular immunology. Topics include mechanisms of T cell receptor selection, antigen processing, activation of B and T lymphocytes, cellular collaboration, negative and positive regulatory mechanisms in immunity, transplantation, cytokine actions and interactions, autoimmunity. Interaction between immune systems and pathogens, and immunogenetics. Prerequisites: BIOCH 203 and 205 and IMMUN 370 or MICRB 370 or INT D 371. Credit may be obtained in only one of IMMUN 451 or MICRB 451 or INT D 452. (Offered jointly by the Department of Biological Sciences, the Department of Medical Microbiology and Immunology and the Department of Oncology) [Biological Sciences].</p>	<p>Course Deletion</p>

Rationale:

INT D 452 was the precursor course to MMI 552 and was last offered in 2003. It is not currently listed in the active University Calendar, but may still exist on a recall list. References to this course have been removed from all previously connected courses over the past number of years, and therefore it is felt that this course should be formally deleted from the Calendar.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): October 6, 2021

FoMD Faculty Council (Review): October 22, 2021

Submitted on: _____ GFC Circulated on: _____

Department Contact: _____

Faculty of Medicine & Dentistry

Proposed University Calendar Changes for 2022/2023

**For Consideration of Early Implementation – Spring 2022

CURRENT	PROPOSED
NEW COURSE	<p>PHYSL 412 – Physiology in History & Popular Culture *3 (fi 6) (Spring term, 3-0-0) Key historical scientific/medical discoveries as well as modern socio-cultural phenomena serve as a catalyst for discussion of fundamental concepts in Physiology spanning all body systems. Historical case presentation contrasts ideological, technological and scientific approaches with modern views and advances. Popular culture references initiate in-depth investigation of the physiological basis of modern social phenomena. Highlighted case presentations facilitate application of physiology knowledge through discovery learning approaches to study historical foundations and modern marvels by evoking vivid imagery, curiosity and relatability. Suitable for preparation for careers in medicine, biomedical research and health-related fields; relevant for fields involving knowledge dissemination such as public health promotion and education. Prerequisites: PHYSL 212 and 214 (or 210) or equivalent and consent of Department. Note: this course is not open to students with credit PHYSL 512.</p>

Rationale:

A gap in the practical application of core integrative physiology concepts has emerged in recent decades due to emphasis on other integration levels in physiology such as cellular and molecular biology.

As a result, students face significant challenges in understanding the relevance of physiology concepts in “real world” situations and are not adequately prepared to apply physiological knowledge to the understanding of health-related phenomena they encounter in daily life, in the media and in popular culture. With advancing technology and the rapid expansion of scientific knowledge, an appreciation of the historical roots of well-established concepts and experimental/clinical techniques is also at risk of being lost. This would be to the detriment of physiology education because we undoubtedly have a better understanding of present knowledge and gaps to be addressed in the future if we understand the historical background.

This course aims to address this gap in physiology education by facilitating an intellectual link between “real-world” phenomena, fundamental physiology concepts and the underlying history of related themes, concepts and experimental/clinical techniques.

Throughout presentation of course material, a solid comprehension of physiology and pathophysiology will be emphasized and harnessed to derive correct conclusions drawn from case presentations. Students will be guided in an understanding of the underlying integrative physiology concepts.

This course is designed to be complementary to the existing Physiology curriculum at the University of Alberta. Historical and contemporary case presentations and discussion of physiology concepts are intended to reinforce and extend concepts presented in 300 and 400- level physiology courses. Incorporation of historical literature and pop culture phenomena in the context of traditionally presented physiology concepts will engage students and enhance retention of course material. The problem-based learning approach featuring “real-world” scenarios aims to improve knowledge consolidation and ability of students to apply physiological principles.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): September 29, 2021

FoMD Faculty Council (Review): October 13, 2021

PASSED AT THE MARCH MEETING OF LFC

LAW FACULTY COUNCIL

MOTION: Revision to LAW 435 Constitutional Law Calendar Description

Date submitted: March 9, 2021

Meeting date: March 16, 2021

WHEREAS:

- a) Indigenous persons in Canada refer to themselves and members of their communities as Indigenous rather than Aboriginal persons;
- b) Indigenous is a more inclusive term than Aboriginal;
- c) Canada now has adopted the term “Indigenous” for use in all statutes and correspondence rather than “Aboriginal”; and
- d) United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) also uses the term “Indigenous”

IT IS HEREBY MOVED THAT:

1. That the LAW 435 Constitutional Law Calendar description be amended as outlined in Schedule A, and
2. The Vice Dean be authorized to take all necessary and advisable steps to implement the changes.

Mover: Matthew Lewans

Secunder: Hadley Friedland

Current Calendar Provision	Proposed Calendar Provision
<p>LAW 435 - Constitutional Law</p> <p>★ 5 (<i>fi 10</i>) (two term, 2-0-0; 3-0-0) An introduction to the legal framework governing the exercise of power by the legislative, executive and judicial branches of the Canadian state, covering who has the power to make new laws, the power to implement laws, and the power to adjudicate disputes. The limitations imposed on these powers by the rules of federalism and by the provisions of the Canadian Charter of Rights and Freedoms are also considered. An introduction to the constitutional provisions concerning Canada's Aboriginal peoples is also included.</p>	<p>LAW 435 - Constitutional Law</p> <p>★ 5 (<i>fi 10</i>) (two term, 2-0-0; 3-0-0) An introduction to the legal framework governing the exercise of power by the legislative, executive and judicial branches of the Canadian state, covering who has the power to make new laws, the power to implement laws, and the power to adjudicate disputes. The limitations imposed on these powers by the rules of federalism and by the provisions of the Canadian Charter of Rights and Freedoms are also considered. An introduction to the constitutional provisions concerning Canada's Aboriginal Indigenous peoples in Canada is also included.</p>

PASSED AT THE MARCH MEETING OF LFC

LAW FACULTY COUNCIL

MOTION: Revision to LAW 598 Moots Law Calendar Description

Date submitted: March 9, 2021

Meeting date: March 16, 2021

WHEREAS:

The Kawaskimhon Moot is incorrectly named the Kawaskimhon Aboriginal Moot in the calendar and on our website;

IT IS HEREBY MOVED THAT:

1. Law Calendar description be amended as outlined in Schedule A,
2. The website be updated accordingly, and
3. The Vice Dean be authorized to take all necessary and advisable steps to implement the changes.

Mover: Hadley Friedland

Seconded: Darcy Lindberg

Current Calendar Provision	Proposed Calendar Provision
<p>LAW 598 - Moot Court Competition</p> <p>★ 3 (fi 6) (either term, 3-0-0) Selection to the Gale Cup, Jessup Moot, Laskin Moot, Kawaskimhon Aboriginal Moot, Western Canada/Sopinka Trial Cup Trial Moot, Canadian Corporate/Securities Moot, Labour Arbitration Moot, Alberta Court of Appeal Moot, Client Counselling Competition, Clinton J. Ford Moot, or other designated moot competition team through a preliminary round competition, preparation of a memorandum, factum or memorial, training in oral advocacy or criminal trial practice through practice rounds, and participation as a representative of the law school at the moot court competition.</p>	<p>LAW 598 - Moot Court Competition</p> <p>★ 3 (fi 6) (either term, 3-0-0) Selection to the Gale Cup, Jessup Moot, Laskin Moot, Kawaskimhon Aboriginal Moot, Western Canada/Sopinka Trial Cup Trial Moot, Canadian Corporate/Securities Moot, Labour Arbitration Moot, Alberta Court of Appeal Moot, Client Counselling Competition, Clinton J. Ford Moot, or other designated moot competition team through a preliminary round competition, preparation of a memorandum, factum or memorial, training in oral advocacy or criminal trial practice through practice rounds, and participation as a representative of the law school at the moot court competition.</p>

**LAW FACULTY COUNCIL MOTION:
LAW543 CALENDAR COURSE TITLE and DESCRIPTION CHANGE**

Meeting date: February 2, 2021

WHEREAS:

This Faculty, through Dr. Andrew Thompson, created the subject of Canadian Oil and Gas Law in the 1950's and it has been taught continuously since that time. For most of the past 70 years, oil, gas and coal satisfied the energy needs of most of Canada, supplemented only by hydro-electrical power in some provinces.

Today, the sources of Canadian energy are diversifying rapidly. Renewable energy will soon provide 30% of Alberta's requirement of electrical power and the demand for renewable energy is likely to increase rapidly. In addition, Alberta is actively exploring the use of hydrogen and geothermal energy in order to reduce greenhouse gas emissions. Although oil and especially natural gas are likely to be mainstays of the provincial economy for another generation, the energy lawyers of tomorrow will need to develop skills in dealing with all of these resources. In order to reflect this reality, it is proposed to rename the present course in Oil and Gas Law (Law 543) "Energy Law" so that it can include topics such as solar power, wind energy, geothermal energy and other emerging sources.

IT IS HEREBY MOVED THAT:

1. Law 543, Oil and Gas Law, be renamed "Energy Law"
2. The calendar description of Law 543 be deleted and updated as set out in Schedule A, and
3. The Vice Dean be authorized to take all necessary and advisable steps to implement the changes.

Mover: David R. Percy

Seconded: Cameron Jefferies

Schedule A

Current Calendar Provisions	Proposed Calendar Provisions
<p>LAW 543 - Basic Oil and Gas Law</p> <p>★ 3 (fi 6) (either term, 3-0-0) The origin, occurrence, and production of oil and gas; the nature of interests in oil and gas; the acquisition and disposition of interests in oil and gas; the rights and duties of parties under oil and gas leases; pooling of oil and gas interests; acquisition of surface leases and pipeline easements.</p>	<p>LAW 543 - <u>Energy</u> Law</p> <p>★ 3 (fi 6) (either term, 3-0-0) This course surveys the legal methods by which the major sources of energy in the prairie provinces are produced, transported, and regulated; the ownership of natural resources; the interaction between the Crown and Indigenous Peoples, including the developing role of Indigenous Peoples in resource development; the development of renewable energy in the form of solar and wind power; and emerging sources of energy such as geothermal resources and hydrogen.</p>

MOTION PASSED AT OCTOBER MEETING OF LFC

**LAW FACULTY COUNCIL MOTION:
CALENDAR COURSE LISTING UPDATE**

Date submitted: September 28, 2021
Meeting date: October 5, 2021

WHEREAS:

(a) The course description of LAW582 Wills and Administration requires updating,

IT IS HEREBY MOVED THAT:

1. The course description of LAW582 Wills and Administration be updated in the University Calendar as set out in Schedule A,
2. The Vice Dean be authorized to take all necessary and advisable steps to implement the change of description.

Mover:

Secunder:

Schedule A

Current Calendar Provisions	Proposed Calendar Provisions
<p>LAW 582 Wills and Administration</p> <p>★ 3 (fi 6) (either term, 3-0-0) Principles of the Wills Act, including formalities of execution, revocation, revival, republication, types of legacies, and principles of construction. Testamentary capacity, fraud, and undue influence. Drafting of wills. Appointment of executors and administrators, their powers and duties; probate practice.</p>	<p>LAW 582 Wills and Administration</p> <p>★ 3 (fi 6) (either term, 3-0-0) Principles of the Wills Act, including formalities of execution, revocation, revival, republication, types of legacies, and principles of construction. Testamentary capacity, fraud, and undue influence. Drafting of wills. Appointment of executors and administrators, their powers and duties; probate practice. <u>This course will examine the law of wills and succession in Alberta. Major topics will include the nature of testamentary instruments; the creation of wills; the proof of wills; the interpretation of wills; and intestate succession.</u></p>

Calendar Change Request Form for Program or Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty:	LAW
Submitted by:	Aileen Reilly, Academic Support Coordinator – Faculty of Law
Type of change request:	<input type="checkbox"/> Editorial <input checked="" type="checkbox"/> Minor Program <input type="checkbox"/> Major Program <input type="checkbox"/> Regulation
For which term will this change take effect?	Title Change - Fall 2023 Description Change – Fall 2022
Which Calendar will this change be published in?	Title Change – 2023 -2024 Description Change – 2022- 2023

Rationale

(maximum 500 words): In 2020 the course was updated to ensure that issues of racism and sexism would be covered by the course, the Curriculum Committee recommends that the calendar description should be updated and expanded to highlight potential content dealing with other forms of discrimination and prejudice and that the name be changed to more accurately reflect the content and focus of the course.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page): https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38072&returnto=10269	
Current LAW 456 - Professional Responsibility ★ 3 (fi 6) (either term, 3-0-0) An examination of the organization of the legal profession in Canada and the professional conduct of lawyers as determined by law, ethical codes of conduct and service to the public interest. Specifically, the course will address civility in communication and conduct, common ethical issues in practice, the fiduciary nature of the lawyer’s work, conflicts of interest, confidentiality, lawyer professionalism, and the lawyer’s role in the administration of justice including access to the legal	Proposed LAW 456 – Professional Responsibility Professionalism and Ethics ★ 3 (fi 6) (either term, 3-0-0) An examination of the organization of the legal profession in Canada and the professional conduct of lawyers as determined by law, ethical codes of conduct and service to the public interest. Specifically, The course will address civility in communication and conduct, common ethical issues in practice, the fiduciary nature of the lawyer’s work, conflicts of interest, confidentiality, lawyer professionalism, and the lawyer’s role in the administration of justice including access to the legal

<p>system. This will include learning about racism, sexism and bias in the Canadian justice system and the legal profession through topics such as individual and systemic biases, cultural difference, contemporary cases and regulatory approaches.</p>	<p>system. <u>This will include learning about forms of discrimination and bias recognized in Canadian human rights legislation as they are manifest</u> racism, sexism and bias in the Canadian justice system and the legal profession <u>with attention to racism and sexism.</u> through topics such as individual and systemic biases, cultural difference, contemporary cases and regulatory approaches.</p>
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Reviewed/Approved by:

The motion was put forward by the Faculty of Law Curriculum Committee and was passed at the November 16, 2021 meeting of LFC.

Calendar Change Request Form for Program or Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty:	LAW
Submitted by:	Aileen Reilly, Academic Support Coordinator – Faculty of Law
Type of change request:	<input type="checkbox"/> Editorial <input checked="" type="checkbox"/> Minor Program <input type="checkbox"/> Major Program <input type="checkbox"/> Regulation
For which term will this change take effect?	Fall 2022
Which Calendar will this change be published in?	2022 - 2023

Rationale

(maximum 500 words): The calendar description should be updated and expanded to draw attention to forms of discrimination beyond racism and sexism and to ensure that the course description clearly reflects the Federation of Law Societies common law degree requirements.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=34&pooid=38072&returnto=10269

Current

LAW 401 - Foundations to Law

★ 3 (fi 6) (first term, 3-0-0) An introduction to the institutions and processes of the Canadian legal system, and its underlying values and systems of thought. Also introduced are the history, structure and function of the modern system, and the role of law and the legal profession in society. This will include learning about racism, sexism and bias in the Canadian justice system through topics such as legal history, legal theory, cultural difference, individual and systemic biases and contemporary cases and legal issues.

Proposed

LAW 401 - Foundations to Law

★ 3 (fi 6) (first term, 3-0-0) An introduction to the foundations, institutions and processes of the Canadian legal system, and its underlying values and systems of thought, including principles of common law and equity, the process of statutory interpretation and analysis, the administration of justice, ~~–Also introduced are the history, structure and function of the modern system,~~ and the role of law and the legal profession in society. This will include learning about forms of discrimination recognized in Canadian human rights legislation with attention to racism, sexism and bias in the Canadian justice system, addressed through topics such as legal history, legal theory, cultural difference, individual and systemic biases and contemporary cases and legal issues.

Reviewed/Approved by:

The motion was put forward by the Faculty of Law Curriculum Committee and was passed at the November 16, 2021 meeting of LFC.

Calendar Change Request Form for Program or Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty:	LAW
Submitted by:	Aileen Reilly, Academic Support Coordinator – Faculty of Law
Type of change request:	<input type="checkbox"/> Editorial <input checked="" type="checkbox"/> Minor Program <input type="checkbox"/> Major Program <input type="checkbox"/> Regulation
For which term will this change take effect?	Fall 2022
Which Calendar will this change be published in?	2022 - 2023

Rationale

(maximum 500 words): The Curriculum Committee recommends that the course calendar description should be updated to more accurately reflect course content and focus, and to demonstrate fulfilment of the Federation of Law Societies requirement that students have demonstrated competency in legal research and in oral and written legal communication.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38072&returnto=10269

Current	Proposed
<p>LAW 405 - Legal Research and Writing</p> <p>★ 4 (fi 8) (two term, 2-0-0) Instruction in the fundamentals of legal research tools and techniques, including the impact of modern technology. Through a variety of written assignments, students will develop their analytical, research, communication and drafting skills, as well as becoming familiar with proper citation methods. Exercises in oral communications, advocacy skills and/or a moot court presentation may also be included.</p>	<p>LAW 405 - Legal Research and Writing</p> <p>★ 4 (fi 8) (two term, 2-0-0) Instruction in the fundamentals of legal research, <u>analysis and communication</u>, tools and techniques, including the impact of modern technology. Through a variety of written assignments, Students will develop their analytical, research, communication and drafting skills and become familiar with proper citation methods <u>through a variety of practice-related tasks.</u> as well as becoming familiar with proper citation methods. Exercises in oral communications,</p>

	advocacy skills and/or a moot court presentation may also be included.
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Reviewed/Approved by:

The motion was put forward by the Faculty of Law Curriculum Committee and was passed at the November 16, 2021 meeting of LFC.

Calendar Change Request Form for Program or Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty:	LAW
Submitted by:	Aileen Reilly, Academic Support Coordinator – Faculty of Law
Type of change request:	<input type="checkbox"/> Editorial <input checked="" type="checkbox"/> Minor Program <input type="checkbox"/> Major Program <input type="checkbox"/> Regulation
For which term will this change take effect?	Fall 2023
Which Calendar will this change be published in?	2023 - 2024

Rationale

(maximum 500 words): Law 454 Private International Law is no longer a compulsory upper-year course, and course numbers LAW 450 through LAW 496 are otherwise reserved for compulsory upper-year courses, it is recommended that course number LAW 454 to be changed to LAW 505.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page): https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=34&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=3&filter%5Bkeyword%5D=LAW&filter%5Bexact_match%5D=1	
Current LAW 454 - Private International Law ★ 3 (fi 6) (either term, 3-0-0) Which courts have jurisdiction when a private law dispute involves parties, property or events in more than one jurisdiction? Which jurisdiction’s law should govern a dispute with a foreign element? When will our courts enforce the judgements of foreign courts?	Proposed LAW-454 <u>505</u> - Private International Law ★ 3 (fi 6) (either term, 3-0-0) Which courts have jurisdiction when a private law dispute involves parties, property or events in more than one jurisdiction? Which jurisdiction’s law should govern a dispute with a foreign element? When will our courts enforce the judgements of foreign courts?

Reviewed/Approved by:

The motion was put forward by the Faculty of Law Curriculum Committee and was passed at the November 16, 2021 meeting of LFC.

Calendar Change Request Form for Program or Regulation Changes

See the [Calendar Guide](#) for tips on how to complete this form.

Faculty:	LAW
Submitted by:	Aileen Reilly, Academic Support Coordinator – Faculty of Law
Type of change request:	<input type="checkbox"/> Editorial <input checked="" type="checkbox"/> Minor Program <input type="checkbox"/> Major Program <input type="checkbox"/> Regulation
For which term will this change take effect?	Winter 2023
Which Calendar will this change be published in?	2022 - 2023

Rationale

(maximum 500 words): The Faculty of Law is seeking to develop and offer a self-paced asynchronous online course for non-law University of Alberta undergraduate students. The course will be a for-credit, optional course that students can create with little-to-no assistance

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):	
	<p>Proposed LAW 101 – Introduction to Canadian Law</p> <p>★ 3 (fi 6) (either term, 3-0-0) An introduction to the important principles, people, and processes of the Canadian law and legal system. The course will provide an introduction and overview of foundational subjects in Canadian law such as Indigenous Law, Constitutional Law, Criminal Law, Torts Law, Contracts Law, Property Law, Corporate Law, Family Law, Environmental Law, Health Law and International Law.</p>

Reviewed/Approved by:

The motion was put forward by the Office of the Dean and was passed at the November 16, 2021 meeting of LFC.

Faculty of Native Studies
Academic Planning and Undergraduate Programs
Calendar Change Request Form
2022-2023

Implementation: NORMAL EARLY _____

Type of Change: PROGRAM Change

NEW COURSE _____ COURSE CHANGE _____

COURSE DELETION _____ EDITORIAL _____

OTHER CHANGE _____

Current	Proposed
<p>https://calendar.ualberta.ca/preview_program.php?caid=34&poid=38859</p> <p>The Certificate in Indigenous Governance and Partnership (With Degree)</p> <p>_____</p> <p>Students may pursue the Certificate in Indigenous Governance and Partnership with degree by completing a minimum of six courses (★18) from the following list:</p> <p>Indigenous Governance Core Credits – ★6:</p> <p>_____</p> <ul style="list-style-type: none"> ● NS 320 - Indigenous Politics and Diplomacy ● NS 430 - Indigenous Governance and Partnership Capstone <p>Elective Course Credits – ★12:</p> <p>_____</p> <p>★6 chosen from:</p> <p>_____</p> <ul style="list-style-type: none"> ● NS 330 - Indigenous Economies ● NS 345 - Governance in Indigenous Nations ● NS 420 - Partnership Strategies 	<p>https://calendar.ualberta.ca/preview_program.php?caid=34&poid=38859</p> <p>The Certificate in Indigenous Governance and Partnership (With Degree)</p> <p>_____</p> <p>Students may pursue the Certificate in Indigenous Governance and Partnership with degree by completing a minimum of six courses (★18) from the following list:</p> <p>Indigenous Governance Core Credits – ★6:</p> <p>_____</p> <ul style="list-style-type: none"> ● NS 320 - Indigenous Politics and Diplomacy ● NS 430 - Indigenous Governance and Partnership Capstone <p>Elective Course Credits – ★12:</p> <p>_____</p> <p>★6 chosen from:</p> <p>_____</p> <ul style="list-style-type: none"> ● NS 330 - Indigenous Economies ● NS 345 - Governance in Indigenous Nations ● NS 420 - Partnership Strategies

ITEM 8

★6 chosen from:

- NS 240 - Introduction to Indigenous Legal Issues
- NS 340 - Indigenous Legal Systems
- NS 372 - Métis Politics
- NS 403 - Selected Topics in Indigenous Studies (Governance Topics Only)
- NS 435 - Management of Indigenous Natural Resources
- NS 441 - Indigenous Land Claims and Agreements
- NS 445
- NS 485
- and/or the elective not chosen from above (NS 330, NS 345, NS 420)

Total Certificate Requirements – ★18

★6 chosen from:

- NS 240 - Introduction to Indigenous Legal Issues
- NS 340 - Indigenous Legal Systems
- NS 362 - Indigenous Women
- NS 370 - The Métis: The Emergence of a People
- NS 372 - Métis Politics
- NS 403 - Selected Topics in Indigenous Studies (Governance Topics Only)
- NS 435 - Management of Indigenous Natural Resources
- NS 440 - Indigenous Treaties and Agreements
- NS 441 - Indigenous Land Claims and Agreements
- NS 445
- NS 485
- POL S 329: Global Indigenous Politics
- POL S 436: Topics in Indigenous Politics
- and/or the elective not chosen from above (NS 330, NS 345, NS 420)

Total Certificate Requirements – ★18

Rationale: The Certificate in Indigenous Governance and Partnership will be more accessible to students across campus with enhanced elective options.

As there is a strong relationship between the topics covered by the Certificate in Indigenous Governance and Partnership and topics with relevant curriculum offered by Political Science, POL S 329 and POL S 436 classes are proposed to be added.

As NS 362, NS 370, and NS 440 address key curriculum on the topics of Indigenous governance and partnership, adding these NS courses as electives will increase the accessibility of the Certificate and enhance the curriculum breadth.

Faculty of Native Studies
Academic Planning and Undergraduate Programs
Calendar Change Request Form
2022-2023

Implementation: NORMAL EARLY _____

Type of Change: PROGRAM Change

NEW COURSE _____ COURSE CHANGE _____

COURSE DELETION _____ EDITORIAL _____

OTHER CHANGE _____

Current	Proposed
<p>URL in current Calendar (or leave blank if it is a new page): https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38127</p> <hr/> <p><i>Program Requirements</i></p> <hr/> <p>See Notes and Requirements of the BSc in Environmental and Conservation Sciences Program</p> <p>BA in Native Studies Requirements (★42)</p> <hr/> <ul style="list-style-type: none"> • ★3 Fine Arts [see Note 1 and ★6 Fine Arts (junior or senior)] • ★6 Humanities [see Note 1 and ★6 Humanities Core (junior or senior)] • ★3 Social Sciences [see Note 1 and ★6 Social Science (junior or senior)] • NS 110 - Historical Perspectives in Indigenous Studies • NS 111 - Contemporary Perspectives in Indigenous Studies 	<p>BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees</p> <p>...</p>

- [NS 290 - Introduction to Research and Inquiry](#)
- [NS 390 - Research Methods in Indigenous Studies](#)
- [NS 152 - Introductory Cree](#) (or [NS 105 and 153](#))
- ★6 NS courses at the 200- or 300-level (excluding [NS 200](#)). See Notes 1, 2, and [Native Studies Major](#) Cross-listed courses)
- ★6 400-level NS courses (see [Native Studies Major](#) Cross-listed courses)

Requirements of the BSc in Environmental and Conservation Sciences Program Core

[See Notes and [Appeals and Graduation](#) (★63)]

- ~~★6 ENGL~~ or ★3 ENGL and ~~ALES 204~~ or WRS
- [AREC 365 - Natural Resource Economics](#)
- [ECON 101 - Introduction to Microeconomics](#)
- [STAT 151 - Introduction to Applied Statistics I](#)
- [BIOL 108 - Introduction to Biological Diversity](#)
- [BIOL 208 - Principles of Ecology](#)
- [CHEM 101 - Introductory University Chemistry I](#)
- [REN R 205 - Wildlife Biodiversity and Ecology](#)
- [REN R 260 - History and Fundamentals of Environmental Protection and Conservation](#)
- [REN R 307 - Environmental Assessment Principles and Methods](#)
- [ENCS 473 - Environmental and Conservation Policy](#)
- ~~REN R 299 - Environmental and Conservation Sciences and Forestry Field School~~ (field school) (see Note 4)
- ~~One of~~ [MATH 134](#), [MATH 144](#) or [MATH 154](#)
- [REN R 110 - Natural Resource Measurement](#)
- [REN R 350 - Physical Hydrology](#)
- [R SOC 375 - Public Participation and Conflict Resolution](#)
- [REN R 210 - Introduction to Soil Science](#)
- [PL SC 221 - Introduction to Plant Science](#)

Requirements of the BSc in Environmental and Conservation Sciences Program Core (★66)

(See notes and Program Requirements)

- ★3 ENGL
- [AREC 214 - Applications of Linear Models to Food, Resources and the Environment](#)
- [AREC 365 - Natural Resource Economics](#)
- [BIOL 108 - Introduction to Biological Diversity](#)
- [BIOL 208 - Principles of Ecology](#)
- [CHEM 101 - Introductory University Chemistry I](#)
- [ECON 101 - Introduction to Microeconomics](#)
- [ENCS 299 - Special Topics in Field Skills and Their Application in Environmental and Conservation Sciences](#) (see Note 4)
- [ENCS 473 - Environmental and Conservation Policy](#)
- [PL SC 221 - Introduction to Plant Science](#)
- [R SOC 260 - Indigenous Foundations for Environmental and Conservation Sciences](#)
- [R SOC 375 - Public Participation and Conflict Resolution](#)
- [REN R 105 - Introduction to Environmental Sciences](#)
- [REN R 110 - Natural Resource Measurement](#)
- [REN R 201 - Introduction to Geomatic Techniques in Natural Resource Management](#)
- [REN R 205 - Wildlife Biodiversity and Ecology](#)
- [REN R 210 - Introduction to Soil Science](#)
- [REN R 250 - Water Resource Management](#)

- **★3 Free Elective (see Note 1)**

- **★ R SOC 410 - Research Methods and Policy Applications in Applied Environmental Sociology** [★3 Capstone Course (see [Capstone Courses](#))] [MOVED PLACEMENT]

Note:

The Capstone Course for this major is **R SOC 410**.

Requirements of the Human Dimensions in Environmental Management Major (★45)

- [AREC 173 - The Plate, the Planet and Society](#)
- [ENCS 352 - Natural Resource and Environmental Law](#)
- [R SOC 271 - The Politics of Food and Natural Resources](#)
- [R SOC 355 - Rural Communities and Global Economies](#)
- [R SOC 365 - Sociology of Environment and Development](#)
- [R SOC 443 - Resilience and Global Change](#)
- [R SOC 450 - Environmental Sociology](#)
- [R SOC 460 - Perspectives on Traditional Knowledge](#)
- [SOC 291 - Introduction to Environmental Sociology](#)
- [SOC 315 - Introduction to Social Methodology](#) (see Note 3)
- **★15** Approved Program Electives [see [Approved Program Electives](#) and Note]

Notes

1. No more than ★48 can be taken at the junior 100-level. ★42 junior level is required in the program. As a result, ★6 is the

- REN R 260 - History and Fundamentals of Environmental Protection and Conservation
- **REN R 290 - Field Skills in Environmental, Conservation and Forest Sciences (see Note 4)**
- REN R 307 - Environmental Assessment Principles and Methods
- STAT 151 - Introduction to Applied Statistics I

★3 selected from

- ENGL
- WRS
- ALES 204 - Communication Fundamentals for Professionals

Requirements of the Human Dimensions in Environmental Management Major (★39)

- AREC 173 - The Plate, the Planet and Society
- ENCS 352 - Natural Resource and Environmental Law
- R SOC 271 - The Politics of Food and Natural Resources
- R SOC 355 - Rural Communities and Global Economies
- R SOC 365 - Sociology of Environment and Development
- R SOC 443 - Resilience and Global Change
- R SOC 450 - Environmental Sociology
- R SOC 460 - Perspectives on Traditional Knowledge
- SOC 291 - Introduction to Environmental Sociology
- SOC 315 - Introduction to Social Methodology (see Note 3)
- **★9** Approved Program Electives (see Note 1)

Capstone Requirement (★3)

- R SOC 410 - Research Methods and Policy Applications in Applied Environmental Sociology

total 100-level allowable from all of the following combined:
★3 Fine Arts, ★3 Social Sciences, ★6 Humanities, and the Approved Program Electives.

2. Students with greater than ★24 transfer credit will take [NS 200](#)-level or higher (excluding [NS 200](#)).
3. The [SOC 315](#) prerequisite ([SOC 210](#)) has been waived.
4. [REN R 299](#) is normally taken in the spring between second and third year.
5. See Degrees Offered for program planning and structure details.

Requirements of the BA in Native Studies (★42)

- ★3 Fine Arts, junior or senior (see Note 1)
- ★6 Humanities, junior or senior (see Note 1)
- ★3 Social Sciences, junior or senior (see Note 1)
- NS 110 - Historical Perspectives in Indigenous Studies
- NS 111 - Contemporary Perspectives in Indigenous Studies
- [NS 152 - Introductory Cree](#)
- NS 290 - Introduction to Research and Inquiry
- NS 390 - Research Methods in Indigenous Studies
- ★6 NS courses at the 200- or 300-level (see Notes 1, 2, and Native Studies Major Cross-listed Courses)
- ★6 NS courses at the 400-level (see Native Studies Major Cross-listed Courses)

Notes

1. No more than ★48 can be taken at the junior (100) level. ★42 junior level is required in the program. As a result, ★6 is the total 100-level allowable from all of the following combined: ★3 Fine Arts, ★3 Social Sciences, ★6 Humanities and the Approved Program Electives. See Faculty Common Requirements for courses that meet Fine Arts, Humanities and Social Science basic requirements.
2. Students with greater than ★24 transfer credit will take NS 200-level or higher (excluding NS 200).
3. The SOC 315 prerequisite (SOC 210) has been waived.
4. [ENCS 299](#) and [REN R 290](#) are normally taken in the spring between second and third year.

Rationale:

These changes are based on recommendations from the ENCS Program Review. Replacing the calculus requirement with a re-designed AREC 214 is an

appropriate change for students in this field. Changing the water course (REN R 350) to a 200-level offering brings it in line with other biophysical foundations in the program. Adding an Indigenous perspectives course seems timely and appropriate. Creating REN R 105 will provide an improved introduction to the field for first- and second-year students. Modularizing the field course will provide more appropriate materials for the various majors. These changes result in an increase in the program core credits. We removed *3 Free Electives and reduced APEs to *9 in order to allow total credits to be the required *150. We made one change in NS Requirements due to the deletion of NS 105 and 153 from the Calendar.

Approval: Faculty Council June 10, 2021

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2022-2023**

CURRENT	PROPOSED
New course	INT D 246 Grieving and Loss *3 (fi 6) (either term, 3-0-0) This interdisciplinary survey course provides an in-depth exploration of grieving and loss. No one is immune to this experience and given the pandemic everyone is experiencing some sort of loss. A grief reaction is based on many factors such as culture, age, gender, previous losses, being an immigrant etc. Students will also learn numerous strategies to help them manage their grieving.

Rationale:

This course will form part of a certificate called “Emotional Agility”. Three other courses have been developed: INT D 249 The Science of Joy and Happiness, INT D 248 Loneliness Matters, and INT D 247 Resiliency. INT D 249 and INT D 248 have been taught twice and student enrollment for both courses has been approximately 250. INT D 249 will not be taught in Summer 2021 Session but INT D 248 will be and thus far the enrollment is 179. It is clear the courses are valued by undergraduate students from many disciplines. This work is one initiative to generate revenue for the Faculty of Nursing.

Approval:

Undergraduate Curriculum Committee Discussed – June 8, 2021

Faculty Caucus Discussed – June 16, 2021

Faculty of Nursing Council Approved – July 23, 2021

Final Approval by University Governance –

CALENDAR CHANGE REQUEST FORM

Faculty of Science

- 1. ~~Course Change (new course, change to existing course, course deletion)~~
- 2. ~~Editorial Change (basic editing)~~
- 3. ~~Admission Requirement~~
- 4. ~~Program Change~~
- None of the Above (Faculty Regulation Change)

CURRENT	PROPOSED
<p>Colleges and Faculties > Faculty of Science > Courses</p> <p>https://calendar.ualberta.ca/content.php?catoid=34&avoid=10132</p>	
<p>Course Listings</p> <p>.</p> <p>.</p> <p>.</p> <p>Prerequisites</p> <p>.</p> <p>.</p> <p>.</p> <p>Course Exceptions</p> <p>.</p> <p>.</p> <p>.</p> <p>LOCATION OF NEW SECTION</p> <p>Graduate Courses</p> <p>.</p> <p>.</p> <p>.</p>	<p>Course Exclusion Lists</p> <p><u>Each Credit Exclusion List below lists courses in which there is sufficient overlap that credit will be granted for only one of the courses in any degree offered by the Faculty of Science. This does not imply that courses listed together are interchangeable. Program specifications may require a specific course. A student who fails a course may attempt that course once more or may attempt one other from the same Credit Exclusion list, but only once. A student who passes a course may not take for higher standing that course or another course on the same Credit Exclusion list.</u></p> <p><u>Credit will be granted in only one of NEURO 375 or ANAT 401 in any degree offered by the Faculty of Science.</u></p> <p><u>Credit will be granted in only one of PHYSL 210 or (ZOO 241 and 242) in any degree offered by the Faculty of Science.</u></p> <p><u>Credit will be granted in only one of (PHYSL 212 and 214) or (ZOO 241 and 242) in any degree offered by the Faculty of Science.</u></p> <p><u>Credit will be granted in only one of ACCTG 300 or ACCTG 311 in any degree offered by the Faculty of Science. ACCTG 300 will be declared extra to the degree for any Science program requiring ACCTG 311.</u></p> <p><u>Credit will be granted in only one of ANAT 200, KIN 100, NURS 106, NURS 140 or PHER 350 in any degree offered by the Faculty of Science.</u></p> <p><u>Credit will not be granted for MIS 311, BTM 311, MIS 415, BTM 415, MIS 419 or BTM 419 towards the BSc Specialization in Computing Science in Software Practice degree or the BSc Specialization in Computing Science - Minor in Business degree. In all other degrees offered by the Faculty of</u></p>

	<p>Science, credit will be granted in only one of COMPUT 301 or MIS 419 or BTM 419.</p> <p>Credit will be granted in only one of STAT 252 or MGTSC 312 in any degree offered by the Faculty of Science. MGTSC 312 will be declared extra to the degree for any Science program requiring STAT 252.</p> <p>Credit will be granted in only one of STAT 151, STAT 161, KIN 109, PHER 352 or SOC 210 in any degree offered by the Faculty of Science. KIN 109, PHER 352 or SOC 210 will be declared extra to the degree for any Science program requiring STAT 151 or STAT 161.</p>
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Rationale for change:

The Faculty of Science cannot change other Faculty's course descriptions. This section provides clarity for students in regards to which courses may be used for credit towards their degree and which courses would be declared extra to the degree.

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Items Deemed Minor/Editorial A. BSc in Nutrition and Food Science, Dietetics Specialization Admission Requirements B. Préposé aux soins de santé Academic Standing Regulations C. Bachelor of Music (Performance), Admission Requirements D. Faculty of Nursing Admission Requirements and Academic Standing Regulations
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Stanford Blade, Dean, Faculty of Agricultural, Life and Environmental Sciences Pierre-Yves Mocquais, Faculté Saint-Jean Steve Patten, Interim Dean, Faculty of Arts Diane Kunyk, Acting Dean, Faculty of Nursing
Presenter(s)	Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC PC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are 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

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar
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Item No. 5

Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC January 13, 2022
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21											
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.											
	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure
<input checked="" type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders											
<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation											
<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise											
<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety											
<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success											
<input type="checkbox"/> Physical Infrastructure												
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference											

Attachments

- A. BSc in Nutrition and Food Science, Dietetics Specialization
- B. Préposé aux soins de santé
- C. Bachelor of Music (Performance)
- D. Nursing Admission Requirements and Academic Standing Regulations

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

**AFNS NUFS Program
2022/23 Calendar Changes**

Current Calendar Entry	Proposed Calendar Entry
<p>BSc in Nutrition and Food Science, Dietetics Specialization..</p> <p>3. Minimum Admission Requirements All applicants must present with a minimum AGPA of 2.7 and a demonstrated ability to perform well in a consecutive Fall/Winter session of full-time study (preferably ★30).</p>	<p>BSc in Nutrition and Food Science, Dietetics Specialization...</p> <p>3. Minimum Admission Requirements All applicants must present with a minimum AGPA of 3.0 and a demonstrated ability to perform well in a consecutive Fall/Winter session of full-time study (preferably ★30).</p>
<p>Proposed by: Anna Farmer (Dietetics Specialization, Academic Lead), DSMC, Donna Vine (Chair NUFS Programs).</p> <p>Rationale for Change: To improve recruitment and application to program of higher academic achieving students. To ensure academic success in the program to be consistent with the requirement for continuing maintenance GPA of 3.0 in the Dietetic Specialization program.</p>	
<p>Detailed Rationale</p> <p>The BSc NUFS:Dietetic Specialization program is similar to an Honors in Nutrition program which has an entry admission GPA of 3.0. The old program was the NUFS Nutrition Major and Dietetics Internship and these programs required a minimum GPA 3.0 for application and admission, and this ensured academic readiness for these programs.</p> <p>Documentation of Approval/Consultation</p> <p>Dietetics Specialization Management Committee on May 26th, 2021. NU FS Program Committee on: June 28th 2021 (discussion), Sept 21st 2021 (final approval) Division Human Nutrition on: June 4th 2021 Endorsed by AFNS Dept. Council on: Sept 24th 2021 Approved by Academic Coordinating Committee: Sept 29, 2021</p>	

Centre Collégial de l'Alberta
CALENDAR CHANGE REQUEST
 Calendar 2022-2023

CURRENT	PROPOSED
<p>Préposé aux soins de santé [En Français] [...]</p> <p>Niveau académique A la fin de sa première session (Automne ou Hiver) et selon la moyenne des notes obtenues au cours de la session, tout étudiant est placé dans l'une des trois catégories suivantes.</p> <p>Rendement satisfaisant : L'étudiant qui présente une moyenne 2.7 ou plus peut poursuivre ses études au Centre collégial de l'Alberta.</p> <p>Rendement marginal : L'étudiant qui présente une moyenne de session entre 2.0 et 2.6 inclusivement sera placé en probation et sera informé que s'il n'a pas satisfait aux exigences de la probation, il devra abandonner le programme.</p> <p>Rendement insatisfaisant : L'étudiant qui présente une moyenne de 1.9 ou moins devra abandonner son programme. Il ne pourra se réinscrire (et cela à titre probatoire) qu'après un délai d'un an et seulement après demande de réadmission.</p> <p>Exigence de graduation : Afin d'obtenir leur certificat, les étudiants doivent répondre aux exigences de leur programme avec succès et maintenir une moyenne d'au moins 2,7 par cours.</p>	<p>Préposé aux soins de santé [En Français] [...]</p> <p>Niveau académique A la fin de sa première session (Automne ou Hiver) et selon la moyenne des notes obtenues au cours de la session, tout étudiant est placé dans l'une des trois catégories suivantes.</p> <p>Rendement satisfaisant : L'étudiant qui présente une moyenne 2.7 ou plus peut poursuivre ses études au Centre collégial de l'Alberta.</p> <p>Rendement marginal : L'étudiant qui présente une moyenne de session entre 2.0 et 2.6 inclusivement sera placé en probation et sera informé que s'il n'a pas satisfait aux exigences de la probation, il devra abandonner le programme.</p> <p>Rendement insatisfaisant : L'étudiant qui présente une moyenne de 1.9 ou moins devra abandonner son programme. Il ne pourra se réinscrire (et cela à titre probatoire) qu'après un délai d'un an et seulement après demande de réadmission.</p> <p>Collation des grades : Afin d'obtenir leur certificat, les étudiants doivent répondre aux exigences de leur programme avec une moyenne d'au moins 2,7 par cours.</p> <p>Note : Le certificat décerné par l'Université de l'Alberta/Centre collégial de l'Alberta atteste la réussite du programme de Préposé aux soins de santé, toutefois les étudiants doivent aussi réussir l'examen provincial (voir HealthCare Aide Directory - Provincial Exam) dans les 60 jours suivants la réussite du cours PSSTC 160 afin d'obtenir la certification provinciale qui permettra d'exercer la profession de préposé aux soins de santé.</p>

<p>Préposé aux soins de santé (English) [...]</p> <p>Academic Standing Academic standing is determined by a student's performance immediately after the first semester of the program.</p> <p>Satisfactory Standing: Awarded to a student who obtains a grade point average of 2.7 (B-) or above in the course indicates that the student is eligible to continue in the program.</p> <p>Marginal Standing: Awarded to a student who obtains a grade point average of 2.0 to 2.6. Students with marginal standing may be permitted to continue under academic warning.</p> <p>Unsatisfactory Standing: Normally given to a student who obtains a grade point average of 1.9 or below. Students whose records are found to be unsatisfactory will be required to withdraw.</p> <p>Graduation Requirements: In order to graduate, students are required to successfully complete their program requirements and maintain a minimum 2.7 per course.</p>	<p>Préposé aux soins de santé (English) [...]</p> <p>Academic Standing Academic standing is determined by a student's performance immediately after the first semester of the program.</p> <p>Satisfactory Standing: Awarded to a student who obtains a grade point average of 2.7 (B-) or above in the course indicates that the student is eligible to continue in the program.</p> <p>Marginal Standing: Awarded to a student who obtains a grade point average of 2.0 to 2.6. Students with marginal standing may be permitted to continue under academic warning.</p> <p>Unsatisfactory Standing: Normally given to a student who obtains a grade point average of 1.9 or below. Students whose records are found to be unsatisfactory will be required to withdraw.</p> <p>Graduation : In order to graduate, students are required to successfully complete their program requirements with a minimum grade point average (GPA) 2.7 per course.</p> <p><u>Note: The certificate awarded by the University of Alberta/Centre collegial de l'Alberta attests to the successful completion of the <i>Préposé aux soins de santé</i> program, however students must also successfully complete the provincial examination (see HealthCare Aide Directory - Provincial Exam) within 60 days of completing the PSSTC 160 course in order to obtain provincial certification to practice as a Health Care Aide.</u></p>
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Submitted by : Dr. D. Mounsef

Date: December 20, 2021

Approved by: Centre collegial de l'Alberta Executive Committee

Date: December 16, 2021

Rationale for change:

This note is being added to emphasize the distinction between the certificate obtained through the program and the certification obtained by passing the provincial examination.

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: Music
Change: Undergraduate Minor Program Change

Rationale: This change was discussed and approved by both the Academic Area Committee and Undergraduate Committee before receiving the final approval of Department Council. The proposed change introduces a slightly higher level of academic rigor/performance standard specifically to the Performance Route of the Bachelor of Music, a route that should be designated for the highest performing students in the BMus.

<https://calendar.ualberta.ca/content.php?catoid=34&navoid=10225#bachelor-of-music-performance>

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: Underline and highlight additions
<p>Bachelor of Music (Performance)</p> <p>Entrance to the Bachelor of Music (BMus) (Performance) programs normally takes place at the end of the first or second year of enrolment in the BMus (General) program. An admission GPA of 2.3 on courses previously completed (minimum ★24) in the BMus program and the recommendation of the Department are required. Interested students must contact the Department of Music by April 1.</p> <p>Candidates may choose from piano, organ, voice, violin, viola, violoncello, double bass, classical guitar, lute, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, trombone, baritone horn, tuba, percussion, and harp.</p>	<p>Bachelor of Music (Performance)</p> <p>Entrance to the Bachelor of Music (BMus) (Performance) programs normally takes place at the end of the second year of enrolment in the BMus (General) program. An admission GPA of 2.3 on courses previously completed (minimum ★24) in the BMus program, a 3.7 (A-) or higher grade in MUSIC 225, and the recommendation of the Department are required. Interested students must contact the Department of Music by April 1.</p> <p>Candidates may choose from piano, organ, voice, violin, viola, violoncello, double bass, classical guitar, lute, flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, trombone, baritone horn, tuba, percussion, and harp.</p>

Department Contact: stchir@ualberta.ca	Department Council Approval Date: 6 October 2021
Chair or Designate: William Street	Signature:

Approved by Arts Faculty Council: November 25, 2021

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2022-2023**

CURRENT	PROPOSED
<p>Faculty of Nursing Admission Requirements</p> <p>BSc in Nursing—Honors Program The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the Honors program must consult the Honors Program Coordinator before applying. Acceptance is dependent upon obtaining approval from a potential research supervisor by August 31. The minimum requirements for admission to the BScN—Honors Program are:</p>	<p>BSc in Nursing—Honors Program The BScN—Honors Program is offered to eligible students in the BScN—Collaborative Program and to applicants who have completed a university degree. Students planning to apply to the Honors program must consult the Honors Program Coordinator before applying. Acceptance is dependent upon obtaining approval from a potential research supervisor by August 31. The minimum requirements for admission to the BScN—Honors Program are:</p>
<p>Special Students 1. Requirements: Normally, applicants must be enrolled in or graduated from an approved Faculty of Nursing in Alberta or provide evidence of graduation from a general nursing program considered equivalent by the College and Association of Registered Nurses of Alberta.</p>	<p>Special Students 1. Requirements: Normally, applicants must be enrolled in or have graduated from an approved BScN program Faculty of Nursing in Alberta or provide evidence of graduation from a general nursing program considered equivalent by the College and Association of Registered Nurses of Alberta.</p>

Rationale:

BSc in Nursing—Honors Program - Honors students are only matched with supervisors AFTER they have been accepted. The Honors Coordinator will find them a supervisor so there is no need to make the acceptance subject to successful matching with a supervisor.

Special Students 1. Requirements Approval: - Students do not need to present a Nursing degree from Alberta in order to be considered as a Special Student.

Special Students 1. Requirements: - the College & Association of Registered Nurses of Alberta will be changing their name to College of Registered Nurses of Alberta (CRNA) later this year.

Undergraduate Curriculum Committee Approved – 05 October 2021

Faculty Caucus Discussed – 20 October 2021

Faculty of Nursing Council Approved – 26 October 2021

Undergraduate Program Support Team (UPST) Discussed - October 28, 2021

**Faculty of Nursing
Calendar Change Request Form
For Implementation in 2022-2023 (REVISED)**

CURRENT	PROPOSED
<p>Faculty Regulations</p> <p>i.3. Readmission: an applicant who has been required to withdraw from the Faculty of Nursing must present a minimum of ★18 transferable to the University with a GPA of at least 2.7, of which ★6 must be human anatomy and physiology with a minimum grade of C+. The applicant must consult with the Faculty of Nursing to determine which courses must be taken to be considered for readmission. An applicant must also satisfy any other conditions as specified at the time of withdrawal.</p>	<p>i.3. Readmission: an applicant who has been required to withdraw from the Faculty of Nursing must present a minimum of ★18 24 transferable credits to the University with a GPA of at least 2.7 3.0, of which ★6 must be human anatomy and physiology with a minimum grade of C+. The applicant must consult with the Faculty of Nursing to determine which courses must be taken to be considered for readmission. An applicant must also satisfy any other conditions as specified at the time of withdrawal.</p>
<p>4.c. Clinical Performance: Students who have withdrawn from or failed NURS 495 or SC INF 495 will normally be required to repeat NURS 494 prior to retaking NURS 495 or SC INF 495.</p>	<p>Delete</p>
<p>8.a. With Distinction: The notation "With Distinction" is awarded to a graduating student of the BSc in Nursing-Collaborative Program or the BSc in Nursing-After Degree Program or the BSc in Nursing-Bilingual Program who has obtained a GPA of 3.5 or higher on the last ★60 taken (from the time of admission) for credit toward the degree and has incurred no failing grades throughout the program. Students who have taken part of their work at another university may be granted a degree "With Distinction" at the discretion of the Faculty Council</p>	<p>8.a. With Distinction: The notation "With Distinction" is awarded to a graduating student of the BSc in Nursing-Collaborative Program or the BSc in Nursing-After Degree Program or the BSc in Nursing-Bilingual Program who has obtained a GPA of 3.5 or higher on the last ★60 <u>taken at the UofA</u> (from the time of admission) for credit toward the degree and has incurred no failing grades throughout the program. Students who have taken part of their work at another university may be granted a degree "With Distinction" at the discretion of the Faculty Council</p>
<p>9.a. Graduation Requirements: For students in the BScN - Collaborative Program, BScN - Bilingual Program, or the BScN - After Degree Program, a minimum GPA of 2.0 is required on the last ★60. (If ★60 requires including another term or terms, the best results from this term or terms are included. Failing results are not included in the calculation of the graduation GPA.).</p>	<p>9.a. Graduation Requirements: For students in the BScN - Collaborative Program, BScN - Bilingual Program, or the BScN - After Degree Program, a minimum GPA of 2.0 is required on the last ★60 <u>taken at the UofA</u>. (If ★60 requires including another term or terms, the best results from this term or terms are included. Failing results are not included in the calculation of the graduation GPA.). <u>Non graded courses are included in the credit count but not in the calculation of the GPA</u></p>
<p>12. Dean's List: All students who receive first-class standing or degree with distinction and have demonstrated satisfactory clinical practice are placed on the Dean's Honor List for that particular year.</p>	<p>Delete</p>

Rationale:

i.3 - Students who were RTW are required to reapply and re-compete for admission. Calculating the admission GPA based on *24 credits is in line with the current University practice for applicants with previous post secondary coursework.

2.c.ii -

4.c. - NURS 494/495 are from a previous curriculum which has now been phased out.

8.a - *“taken at UofA”* was always the policy. We propose to add this to the Calendar to be more transparent.

9.a - *“taken at UofA”* was always the policy. We propose to add this to the Calendar to be more transparent.

12. - we no longer have a Dean's Honor List

Undergraduate Curriculum Committee Approved – 05 October 2021

Faculty Caucus Discussed – 20 October 2021

Faculty of Nursing Council Approved – 26 October 2021

Undergraduate Program Support Team (UPST) Discussed - October 28, 2021

FINAL Item No. 6

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Suspension of Admission to the Embedded Certificate in Engaged Leadership and Citizenship in Arts and Science
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Motion

THAT the GFC Programs Committee approve, with delegated authority, the suspension of admission to the Certificate in Engaged Leadership and Citizenship in Arts and Science, for implementation upon approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Steve Patten, Interim Dean of Arts Frederick West, Acting Dean of Science
Presenter(s)	Gerda de Vries, Associate Dean (Undergraduate), Science Rebecca Nagel, Associate Dean (Student Programs), Arts

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	We are requesting approval to suspend admission to the undergraduate embedded Certificate in Engaged Leadership and Citizenship in Arts and Science.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>This Certificate was developed at a time when the Peter Lougheed Leadership College was establishing its own leadership program as a highly select program open only to a small number of undergraduates. PLLC also scheduled their courses in such a complex way that many senior students and students in Faculties with practicums were unable to participate. The Faculties of Arts and Science wanted to offer a more inclusive experience for all undergraduates through an embedded undergraduate certificate. PLLC has since changed their scheduling and has opened up their programming to students across campus, first under the leadership of Principal Lois Harder and continuing with the current Interim Director, Richard Field.</p> <p>Meanwhile, Arts and Science have found it challenging to staff the courses in the Certificate, especially the 400-level courses. Because of the staffing issues it has been harder than we expected to attract students. Since the Certificate was approved by GFC Academic Standards Committee in Fall 2016, only five students in Science have graduated with the Certificate and none in Arts. In the last offerings of the required courses INT D 240, 241, and 441 there was a total of 21 registrations. We believe our resources can be better used for programs with high student demand.</p> <p>There are no students currently in the Certificate. We have identified two students who took the last offering of INT D 241 in Winter 2020 and are still active students. Both are in their final year and one has already applied to graduate. There are also two current students who took the last offering of INT D 240 in Fall 2019. Neither of them has taken more courses towards the Certificate since Fall 2019.</p>

Item No. 6

	<p>There are undergraduate students on all of the Faculty committees involved in consultation and decision-making on programs.</p> <p>When we designed the Certificate we did not properly consider how to Indigenize the curriculum. We have learned from that mistake to be more deliberate in our choices as we work on the development of new programs.</p> <p>Our goal is to terminate the certificate once the deadline for declaring the certificate has passed. If GFC Programs is willing to consider waiving the suspension and terminating the Certificate now, we would welcome the administrative efficiency.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Gerda de Vries, Associate Dean (Undergraduate), Science • Shennella Blake, Director, Undergraduate Programs, Science • Rebecca Nagel, Associate Dean (Student Programs), Arts • Kristy Wuetherick, Senior Officer, Student Programs and Services, Arts <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Programs Support Team, December 16, 2021 • Janice Causgrove Dunn, Vice-Provost, Programs, August 19, 2021 • Andrea Patrick, Selection and Review Initiatives Manager, August 19, 2021 • Steve Patten, Interim Dean of Arts • Frederick West, Acting Dean of Science <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Arts Faculty Council • Science Faculty Council
Approval Route (Governance) (including meeting dates)	<p>Arts Academic Affairs - October 5, 2021 Arts Executive - November 19, 2021 Arts Faculty Council - November 25, 2021 Science Faculty Council – December 17, 2021 GFC Programs Committee – January 13, 2022</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety			

Item No. 6

	<input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Programs Terms of Reference	

Attachments:

1. Leadership Internal Program Proposal Template
2. Calendar change forms
3. Letters of Support from the Interim Dean of Arts and Acting Dean of Science

Prepared by: Gerda de Vries, Associate Dean (Undergraduate), Science and Rebecca Nagel, Associate Dean (Student Programs), Arts

University of Alberta Internal Program Approval Template

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

Faculties and Departments pursuing program proposals must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsrgov@ualberta.ca).

This template is used for the following:

- Creation of a new second-level specialization
- Suspension / Termination of an existing second-level specialization
- Suspension / Termination of an existing embedded certificate
- The addition of an Honours stream to an existing undergraduate program
- Name change of a second-level specialization OR embedded certificate
- Creation of a combined degree program where both degrees have been approved by the Ministry
- Substantive program changes that do not require Ministry approval

Basic Information

1. Title of the Program/Specialization:

Undergraduate Embedded Certificate in Engaged Leadership and Citizenship in Arts and Science

2. Proposed effective date:

September 1, 2022

3. Length of the program (years):

*12

4. Faculty and Department:

Faculty of Science and Faculty of Arts

5. Contact person, with telephone number and e-mail address:

Gerda de Vries (sciadu@ualberta.ca) and Rebecca Nagel (artsadsp@ualberta.ca)

6. Details of completed Departmental and/or Faculty approval processes, including dates

Arts Academic Affairs – October 5, 2021
Arts Executive – November 19, 2021
Arts Faculty Council – November 25, 2021
Science Faculty Council – December 17, 2021

7. Details of completed student consultation, including dates

All Arts and Science governance committees have student members.

Searches of student records related to registration in the certificate and registration in courses required for the certificate conducted by Kristy Wuetherick, Senior Officer Student Programs and Services (September 17, 2021 and November 23, 2021)

8. Attach proposed Calendar changes (note that the Registrar's Office must be consulted in advance, or FGSR for graduate programs) and/or course changes (approved via circulation – please see the [Governance website](#) for details)

attached

9. Attach letter of support from the Dean of the Faculty

attached

Program Impact and Rationale

10. What is the rationale for the program proposal?

Changes in the PLLC certificate mean that the Arts and Science certificate is no longer needed. Staffing the Arts and Science certificate courses was challenging and student interest was low.

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

There are no students currently in the certificate.

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

Appendix – Sample Enrolment Table

Proposed Enrolment	2018-19	2019-20	2020-21	2021-22	Annual Ongoing
• Total Full-Time head count	0	0	0	0	0
• Full-Time Year 1					
• Full-Time Year 2					
• Full-Time Year 3					
• Full-Time Year 4					
• Full-Time Year 5					
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Part-Time Year 5					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Work Experience Year 5					
• Anticipated Number of Graduates					

CALENDAR CHANGE REQUEST FORM

Department: Faculty of Science / Student Services

Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion) 2. **Editorial Change** (basic editing) 3. **Admission Requirement** 4. **Program Change**

Rationale for change:

We are requesting approval to suspend admission to the Certificate in Engaged Leadership and Citizenship in Arts and Science. Students who have already declared the Certificate will have five years to complete it. We intend to request approval to terminate once the deadline for declaring the Certificate has passed and there are no more students in the Certificate.

The Certificate was developed at a time when the Peter Lougheed Leadership College was establishing its own leadership program as a highly select program open only to a small number of undergraduates. PLLC also scheduled their courses in such a complex way that many senior students and students in Faculties with practicums were unable to participate. The Faculties of Arts and Science wanted to offer a more inclusive experience for all undergraduates through an embedded undergraduate certificate. PLLC has since changed their scheduling and has opened up their programming, first under the leadership of Principal Lois Harder and continuing with the current Interim Director, Richard Field.

Meanwhile, Arts and Science have found it challenging to staff the courses in the certificate, especially the 400-level courses. Because of the staffing issues it has been harder than we expected to attract students. We believe our resources can be better used for programs with high student demand.

There are no Science students currently in the certificate.

Of the required courses, INT D 240 was last offered in Fall 2019, INT D 241 in Winter 2020, and INT D 441 in Winter 2019. INT D 440 has never been offered.

If the suspension of admission is approved by GFC Programs Committee before the end of January 2022, then the notice below will appear in the 2022-2023 Calendar. We have left YEAR unspecified because it will depend on the decision of GFC Programs.

<p>CURRENT Strike through and highlight deletions</p> <p>https://calendar.ualberta.ca/content.php?catoid=34&navoid=10239#certificates</p>	<p>PROPOSED <u>Underline and highlight</u> additions</p>
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<p>Certificate in Engaged Leadership and Citizenship in Arts and Science</p> <p>The Certificate in Engaged Leadership and Citizenship in Arts and Science is a joint certificate offered by the Faculties of Arts and Science and is open to any undergraduate student at the University of Alberta.</p> <p>Students wishing to pursue the Certificate in Engaged Leadership and Citizenship in Arts and Science must apply through Undergraduate Student Services in the Faculty of Arts or through Undergraduate Student Services in the Faculty of Science by the application deadline for convocation (see Academic Schedule).</p> <p>Details of the courses and other requirements for the certificate can be found in Certificate in Engaged Leadership and Citizenship in Arts and Science (Faculty of Arts) of the University Calendar in the Faculty of Arts Programs.</p>	<p>Certificate in Engaged Leadership and Citizenship in Arts and Science</p> <p><u>Effective September YEAR, there will be no further admission to this embedded certificate. Students who declared the certificate prior to September SAME YEAR must complete all certificate requirements by April 30, YEAR + 5. The last Certificate in Engaged Leadership and Citizenship in Arts and Science will be granted at Spring Convocation YEAR + 5.</u></p> <p>The Certificate in Engaged Leadership and Citizenship in Arts and Science is a joint certificate offered by the Faculties of Arts and Science and is open to any undergraduate student at the University of Alberta.</p> <p>Students wishing to pursue the Certificate in Engaged Leadership and Citizenship in Arts and Science must apply through Undergraduate Student Services in the Faculty of Arts or through Undergraduate Student Services in the Faculty of Science by the application deadline for convocation (see Academic Schedule).</p> <p>Details of the courses and other requirements for the certificate can be found in Certificate in Engaged Leadership and Citizenship in Arts and Science (Faculty of Arts) of the University Calendar in the Faculty of Arts Programs.</p>
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<p>CURRENT <u>Strike through and highlight</u> deletions</p> <p>https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38934</p>	<p>PROPOSED <u>Underline and highlight</u> additions</p>
<p>Certificate in Engaged Leadership and Citizenship in Arts and Science (Faculty of Science)</p> <p>The Certificate in Engaged Leadership and Citizenship in Arts and Science is a joint certificate offered by the Faculties of Arts and Science and is open to any undergraduate student at the University of Alberta. (See the Certificate in Engaged Leadership and Citizenship in Arts and Science (Faculty of Arts)).</p>	<p>Certificate in Engaged Leadership and Citizenship in Arts and Science (Faculty of Science)</p> <p><u>Effective September YEAR, there will be no further admission to this embedded certificate. Students who declared the certificate prior to September SAME YEAR must complete all certificate requirements by April 30, YEAR + 5. The last Certificate in Engaged Leadership and Citizenship in Arts and Science will be granted at Spring Convocation YEAR + 5.</u></p> <p>The Certificate in Engaged Leadership and Citizenship in Arts and Science is a joint certificate offered by the Faculties of Arts and Science and is open to any undergraduate student at the University of Alberta. (See the Certificate in Engaged Leadership and Citizenship in Arts and Science (Faculty of Arts)).</p>

<p>Department Contact Name: Shennella Blake</p>	<p>Department Chair or Designate Name: Gerda de Vries</p>	<p>Date approved by Dept Council: N/A</p>
<p>Email: shennella.blake@ualberta.ca</p>	<p>Email: sciadu@ualberta.ca</p>	<p>FoS Approval Date:</p>

6-33 Humanities Centre
Edmonton, Alberta, Canada T6G 2E5
Tel: 780.492.ARTS
Fax: 780.492.7251
www.arts.ualberta.ca

January 4, 2022

Professor Janice Causgrove Dunn
Vice-Provost (Programs)
Chair, GFC Programs Committee

Dear Janice and Members of GFC Programs Committee,

I am writing in support of the proposed suspension leading to termination of the Certificate in Engaged Leadership and Citizenship in Arts and Science.

We intended for the Arts and Science leadership certificate to be a useful complement to the original Peter Lougheed leadership certificate. We are happy to see the Peter Lougheed certificate has developed with a broader and more inclusive vision and we do not wish to compete against it.

Student interest in the Certificate in Engaged Leadership and Citizenship in Arts and Science was disappointingly low, in marked contrast to other certificates, including the new Certificate in Applied Social Science Research (43 awarded to Arts students at the June 2021 convocation).

Arts and Science have many other shared programs, such as the long-standing Certificate in Computer Game Development (22 awarded to Arts students at the June 2021 convocation), and we will continue to work closely together on our curricula to meet the needs and interests of students.

Take care,



Steve Patten
Interim Dean



**UNIVERSITY
OF ALBERTA**

January 11, 2022

Professor Janice Causgrove Dunn
Vice-Provost (Programs)
Chair, GFC Programs Committee

Dear Members of the GFC Programs Committee,

This letter is to express my support for suspending the undergraduate embedded Certificate in Engaged Leadership and Citizenship in Arts and Science.

The embedded certificate was developed at a time when the Peter Lougheed Leadership College established its own leadership program as a select program open only to a small number of undergraduates. The Faculties of Arts and Science developed this embedded certificate with the aim to offer a leadership experience to a wider audience. Regrettably, Arts and Science experienced challenges staffing the required upper-level courses, and the certificate did not attract the number of students we had expected to attract. In the meantime, the Peter Lougheed Leadership College has re-envisioned their leadership program; it has opened up its programming to students across campus. There no longer is a need for our embedded certificate. It is our intent to proceed to termination of the embedded certificate after the minimum number of years required for suspension.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J West'.

Frederick West
Dean (Acting), Faculty of Science

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of Gestion Touristique (GTO) Diploma Program, Centre Collégial de l'Alberta, Faculté Saint-Jean
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Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the suspension of admissions to the Centre Collégial de l'Alberta Gestion Touristique Diploma (GTO) Program, to take effect July 1, 2022, as submitted by the Centre collégial de l'Alberta, Faculté Saint-Jean.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Pierre-Yves Mocquais, Dean, Centre collégial de l'Alberta (CCA) and Faculté Saint-Jean (FSJ)
Presenter(s)	Donia Mounsef, Principal Vice-Dean, Faculté Saint-Jean

Details

Office of Administrative Responsibility	Provost and Vice-President Academic
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to approve the suspension of the Gestion Touristique (GTO) Diploma Program at Centre Collégial de l'Alberta, Faculté Saint-Jean.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Gestion Touristique program (GTO) has been offered for over five years now. Over that period of time, we noticed that the number of FLE never passed the five students benchmark. Suspension and termination is being proposed due to this low student demand.</p> <p>The Centre collégial de l'Alberta (CCA) benefited from special funding to run the GTO program. As part of the recent budget cuts, the decision was made to suspend the program and allocate resources to more popular programs.</p>
Supplementary Notes and context	<i><This section is for use by University Governance only to outline governance process.></i>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation <i>(parties who have seen the proposal and in what capacity)</i>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> ● CCA Faculty members ● CCA Faculty lecturers ● FSJ Admission
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Item No. 7

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> •
	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • FSJ Dean, Associate Dean, Faculty members and staff
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Centre Collégial de l'Alberta, Program Planning Committee (for recommendation) – May 2020 Centre collégial de l'Alberta Executive Committee (Approval) - October, 2020 Faculté Saint-Jean Council (For information only) - December 2020. Undergraduate Program Support Team (PST) - June 3, 2021, December 16, 2021 GFC Programs Committee - January 13, 2022</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>For the Public Good Institutional Strategic Plan EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. 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. i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally. 9. OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. ii. Strategy: Highlight and strengthen the role that Campus SaintJean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services. 10.OBJECTIVE: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities. GOAL: Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. 18.OBJECTIVE: Seek, build, strengthen, and sustain</p>
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Item No. 7

	partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Proposal Template: Suspension of the Gestion Touristique (GTO) (6 pages)
2. Proposed University Calendar Changes (2022-2023) (3 pages)

Prepared by: Marie Simuong, CSJ Governance Coordinator, msimuong@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

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

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

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

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Gestion touristique
Credential awarded	Diploma
Proposed start date of suspension	July 1, 2022
Proposed end date of suspension	June 30, 2027

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

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

The Gestion Touristique program (GTO) has been offered for over five years. Over that period of time, the number of FLE has never surpassed five students. Suspension for termination is being proposed due to this low student demand.

The Centre collégial de l'Alberta (CCA) benefited from special funding to run the GTO program. As part of the recent budget cuts, the decision was made to suspend the program and allocate resources to more popular programs.

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

Enrolment	2016	2017	2018	2019	2020	2021
Total head count	4	6	5	2	3	
● Full-Time Year 1	4	3	1	2	2	
● Full-Time Year 2	0	3	4		1	
● Full-Time Year 3						
● Full-Time Year 4						
Total FLE	3.5	5.8	3.7	2.6	2.3	
● FLE Year 1	3.500	2.500	1.000	2.600	1.200	
● FLE Year 2	0	3.300	2.700		1.100	
● FLE Year 3						
● FLE Year 4						

Source: Acorn/Reporting (Tableau) (Oct 26, 2021)

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

July 1, 2022

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

The standard five-year suspension period will allow sufficient time for currently enrolled students to complete their program prior to termination of the Gestion Touristique program (GTO).

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

May 2020 Centre collégial de l'Alberta, Comité de planification de programme (recommendation for approval by Comité exécutif, CCA)

October 2020 Centre collégial de l'Alberta Executive Committee (approval)

December 2020 Faculté Saint-Jean Faculty Council (for information only)

Faculty Council

GFC Programs Committee

GFC Academic Programs Committee

General Faculties Council

Board Learning, Research and Student Experience Committee

Board of Governors

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

All students in the program at the time of suspension will be given the option to transition into the Technique en administration des affaires (TAA) program. CCA Academic Advisor will assist students with course selection and planning.

Information on the suspension will be disseminated via Centre Collegial websites, social media, and other relevant forums about the suspension.

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

N/A

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

Students currently enrolled in the program were informed in September- October 2020 and again in March 2021. Many follow-ups have been made from CCA with the program's instructors and students throughout the year.

The proposal has gone through several levels of review and discussion at the Centre Collégial de l'Alberta governance process (see 1.1.4), with student representatives having both voice and vote in the process.

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

The Centre Collegial de l'Alberta advisor has already met with the three students currently enrolled in the GTO program to inform them of the program's suspension and to explain the

impacts and options of finishing the current program or exploring new program opportunities.

All three students enrolled have made the decision to transfer to the *Technique en administration des affaires* (TAA) program program for January 2022. The CCA is fully committed to facilitating their admission into this program and has already covered their \$75 application fee.

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

The Centre Collégial de Alberta's stance has always been to accommodate official student requests in situations such as these and will continue to do so.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- Students/learners
- ▶ Faculty
- Regulator and/or accreditation bodies
- Employers and professional associations
- Community organizations
- Other post-secondary institutions
- Other (please identify)

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

Consultations took place directly with the students of the program (see 2.3), as well as with students and faculty via the CCA Comité de planification de programme, CCA Executive Committee, and Faculte St-Jean Faculty Council. The decision was made that the GTO diploma as a stand-alone program is not viable.

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

Resources will be reallocated to other CCA programs.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

<p>GTOTC 231 GTOTC 240 GTOTC 245 TAATC 100 TAATC 150 TAATC 160</p> <p>Year 2 (★30) GTOTC 150 GTOTC 232 GTOTC 241 GTOTC 242 GTOTC 260 GTOTC 262 GTOTC 280 (★6) TAATC 101 TAATC 110</p>	<p>GTOTC 231 GTOTC 240 GTOTC 245 TAATC 100 TAATC 150 TAATC 160</p> <p>Year 2 (★30) GTOTC 150 GTOTC 232 GTOTC 241 GTOTC 242 GTOTC 260 GTOTC 262 GTOTC 280 (★6) TAATC 101 TAATC 110</p>
<p>Centre collégial de l'Alberta (French)</p> <p>Gestion touristique</p> <p>Informations générales Le programme de Gestion touristique est un programme qui permet de former des professionnels bilingues pour le secteur du tourisme qui possèdent des habiletés de gestion et de développement du milieu et qui sont capable de travailler dans différents domaines tel que la gestion de l'hébergement, la gestion d'événements, le guidage, la vente et le marketing de produits. C'est un programme de deux ans.</p> <p>L'étudiant est responsable de s'inscrire dans ses cours et de compléter le nombre de crédits</p>	<p>Centre collégial de l'Alberta (French)</p> <p>[À compter du 1er juillet 2022, les admissions au programme Gestion touristique sont suspendues. Les étudiants admis dans le programme avant juillet 2022 doivent satisfaire toutes les exigences du programme au plus tard le 30 juin 2027. Les derniers étudiants recevront leur diplôme à la collation des grades en 2027.]</p> <p>Gestion touristique</p> <p>Informations générales Le programme de Gestion touristique est un programme qui permet de former des professionnels bilingues pour le secteur du tourisme qui possèdent des habiletés de gestion et de développement du milieu et qui sont capable de travailler dans différents domaines tel que la gestion de l'hébergement, la gestion d'événements, le guidage, la vente et le marketing de produits. C'est un programme de deux ans.</p> <p>L'étudiant est responsable de s'inscrire dans ses cours et de compléter le nombre de crédits</p>

nécessaires. Pour obtenir son diplôme de fin d'études, l'étudiant doit compléter les exigences du programme, démontrer leur compétence en langue anglaise et maintenir une moyenne d'au moins 2,0.

Tous les cours de ce programme sont offerts en français au Centre collégial de l'Alberta.

Tableau 2: Exigences du programme Gestion Touristique

Année 1 (★30)

GTOTC 100

GTOTC 101

GTOTC 120

GTOTC 220

GTOTC 231

GTOTC 240

GTOTC 245

TAATC 100

TAATC 150

TAATC 160

Année 2 (★30)

GTOTC 150

GTOTC 232

GTOTC 241

GTOTC 242

GTOTC 260

GTOTC 262

GTOTC 280 (★6)

TAATC 101

TAATC 110

nécessaires. Pour obtenir son diplôme de fin d'études, l'étudiant doit compléter les exigences du programme, démontrer leur compétence en langue anglaise et maintenir une moyenne d'au moins 2,0.

Tous les cours de ce programme sont offerts en français au Centre collégial de l'Alberta.

Tableau 2: Exigences du programme Gestion Touristique

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TAATC 150

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Année 2 (★30)

GTOTC 150

GTOTC 232

GTOTC 241

GTOTC 242

GTOTC 260

GTOTC 262

GTOTC 280 (★6)

TAATC 101

TAATC 110



**Governance Executive Summary
Action Item**

Agenda Title	Proposed Deletion of Minors for Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs, Augustana Faculty
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Motion

<p>THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed deletion of minors currently offered as optional components for the Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs in Augustana Faculty, with the exception of the minors in Management and Music, to take effect in Fall 2022.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Stacy Lorenz, Associate Dean – Academic, Augustana Faculty

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to make significant changes to the Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs offered through Augustana Faculty, by deleting the optional minors currently available as components in these programs (with the exception of the current minors in Management and Music), effective for students admitted for Fall 2022, and with the deletions occurring in the 2022-2023 University Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Over the past several years, Augustana has devoted significant time and energy toward developing (1) a program of new and revised majors; and (2) a new project-based core curriculum (described in the Calendar as the Foundation requirement consisting of 18 credits). All of our degree offerings have changed to become more interdisciplinary and multidisciplinary. At the same time, majors have expanded in terms of the number of credits required to complete them. Previously, majors encompassed 42-48 credits (almost always in a single discipline); now, majors involve 60-87 credits (drawn from several different disciplines). In addition, the Breadth of Knowledge requirement (consisting of 21 credits - 9 in Fine Arts and Humanities, 6 in Science, and 6 in Social Sciences) is now satisfied within each major. Optional minors currently consist of a minimum of 18 credits drawn from one discipline or an approved interdisciplinary area. Importantly, the same course cannot count toward a student's major and minor simultaneously.</p> <p>In light of these curriculum changes, Augustana proposes to delete all of its current optional minors, except for the minors in Management and Music. These two minors will continue to be available to students enrolled in any BA or BSc program (and the Management minor to students in the BMus program and the Music minor to students in the BMgt program).</p> <ul style="list-style-type: none"> • The Management and Music minors are unique cases which build upon distinct Bachelor of Management (BMgt) and Bachelor of Music (BMus) degree programs, so they can be offered more readily and more logically than other possible minors. There are few concerns about enrollment capacity in these programs, and they intersect very



Item No. 8

little with other majors (although care will need to be taken with the Music minor). The Management minor, in particular, has the potential for growth as it is promoted to students from other majors who are seeking a group of business-related courses.

• Please note that this proposal has no effect on the “Minor Subject” areas that are part of Augustana’s commitment to the Bachelor of Science (BSc) / Bachelor of Education (BEd) (Secondary) Combined Degrees Program.

The proposal is to delete the following 28 minors:

- Minor in Art History and Visual Culture [Augustana]
- Minor in Art Studio [Augustana]
- Minor in Biology [Augustana]
- Minor in Chemistry [Augustana]
- Minor in Classical Studies [Augustana]
- Minor in Computing Science [Augustana]
- Minor in Drama [Augustana]
- Minor in Economics [Augustana]
- Minor in English [Augustana]
- Minor in Environmental Studies [Augustana]
- Minor in French [Augustana]
- Minor in Geography [Augustana]
- Minor in German [Augustana]
- Minor in History [Augustana]
- Minor in Interdisciplinary Studies in the area of Canadian Studies [Augustana]
- Minor in Interdisciplinary Studies in the area of Crime and Community [Augustana]
- Minor in Interdisciplinary Studies in the area of Gender and Women’s Studies [Augustana]
- Minor in Interdisciplinary Studies Individualized [Augustana]
- Minor in Mathematics [Augustana]
- Minor in Philosophy [Augustana]
- Minor in Physical Education [Augustana]
- Minor in Physics [Augustana]
- Minor in Political Studies [Augustana]
- Minor in Psychology [Augustana]
- Minor in Religion [Augustana]
- Minor in Scandinavian Studies [Augustana]
- Minor in Sociology [Augustana]
- Minor in Spanish [Augustana]

Augustana proposes that these minors will be deleted from the 2022-23 Calendar and no new students will be admitted to minors beginning in the fall of 2022. The Faculty will provide opportunities for students currently enrolled in minors to complete their minors within a reasonable time frame, proposed as the summer of 2026, thereby allowing current students five years for completion. In some cases, this will require program exceptions, as it is not



Item No. 8

	<p>possible offer the range of specific courses necessary to see all minors through to completion.</p> <p>The deletion of minors could potentially be seen as taking away opportunities from students at Augustana. However, the loss of minors is countered by the development of larger majors which incorporate many of the previous advantages of minors by creating carefully selected groups of complementary courses from a variety of disciplines. In fact, there is a greater risk to Augustana’s reputation and credibility if we continue to advertise minors which we cannot, in fact, support adequately. The clarity offered by reducing minors, retaining two unique minors in Management and Music, developing the new core curriculum, and prioritizing recruitment to our new and revised majors will be a positive step in terms of attracting and retaining students.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Augustana Departments of Fine Arts and Humanities, Science, and Social Sciences (Department Council includes undergraduate student representatives). • Augustana Academic Council <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) (Janice Causgrove Dunn, Kate Peters, Andrea Patrick) • University Governance • Office of the Registrar • Undergraduate Program Support Team – October 2021 • Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives) • Augustana Faculty Council (which includes voting undergraduate student representatives) • Augustana Student Association – Executive and Council – November 2021 • Augustana Student Town-Hall: November 26, 2021 <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • These changes represent a continuation of the ongoing Augustana curricular reform process and have been referenced and discussed in multiple presentations of Augustana changes at the Academic Standards Committee – Subcommittee on Standards, the Academic Standards Committee, the Undergraduate Program Support Team, the Programs Committee, the Academic Planning Committee, and General Faculties Council from 2018-2021.
Approval Route (Governance) (including meeting dates)	Augustana Faculty Council - December 3, 2021 GFC Programs Committee (for approval) – January 13, 2022

Strategic Alignment



<p>Alignment with <i>For the Public Good</i></p>	<p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> • Strategy 1 Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally <p>Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> • Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. <p>EXCEL GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>ENGAGE GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> • Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates 			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference</p>			



Attachments

1. Internal Program Approval Template (4 pages)
2. Plan for Minors at Augustana Faculty [comprehensive presentation circulated to Augustana students, staff, and faculty members in November 2021] (6 pages)
3. Proposed Program changes and Calendar copy (18 pages)
4. Letter of Support from Dean Tryphonopoulos (1 page)

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

University of Alberta Internal Program Approval Template

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

Faculties and Departments pursuing program proposals must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsrgov@ualberta.ca).

This template is used for the following:

- Creation of a new second-level specialization
- Elimination of an existing second-level specialization
- The addition of an Honours stream to an existing undergraduate program
- Name change of a second-level specialization OR embedded certificate
- Creation of a combined degree program where both degrees have been approved by the Ministry
- Substantive program changes that do not require Ministry approval

Basic Information

1. Title of the Program/Specialization: Minors - Augustana Faculty
2. Proposed effective date: September 2022
3. Length of the program (years): 4
4. Faculty and Department: Augustana Faculty, Department of Fine Arts and Humanities, Department of Science, Department of Social Sciences
5. Contact person, with telephone number and e-mail address:

Stacy L. Lorenz
Professor and Associate Dean (Academic)
Augustana Campus
slorenz@ualberta.ca
780-679-1196 (office)

6. Details of completed Departmental and/or Faculty approval processes, including dates

Augustana Faculty Council - December 3, 2021 (37 yes, 9 no, 5 abstain)

7. Details of completed student consultation, including dates

Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives)
April 28, 2021; October 27, 2021; November 17, 2021; November 24, 2021

Augustana Faculty Council (which includes voting undergraduate student representatives)
May 10, 2021; August 16, 2021; November 5, 2021; December 3, 2021

Numerous email exchanges and information sharing between Stacy Lorenz, Associate Dean (Academic); Alexis Anderson, Assistant Dean Enrolment Management; and Robel Ng'ong'a, Augustana Student Association President

September to December, 2021

Augustana Fine Arts and Humanities Department Council (which includes voting undergraduate student representatives)

October 15, 2021

Augustana Social Sciences Department Council (which includes voting undergraduate student representatives)

October 15, 2021

Meeting between Associate Dean (Academic) and Augustana Student Association President and Vice President Finance

October 22, 2021

“Plan for Minors at Augustana Faculty” shared with all members of Augustana Faculty Council, including student representatives

November 5, 2021

Augustana Science Department Council (which includes voting undergraduate student representatives)

November 19, 2021

Email and information about minors sent to all current Augustana students (see link [here](#).)

November 23, 2021

Augustana Student Town-Hall (attended by approximately 25 students)

November 26, 2021

Associate Dean (Academic) and Assistant Dean Enrolment Management attended meeting of Augustana Student Association Executive and Council

December 1, 2021

8. Attach proposed Calendar changes (note that the Registrar’s Office must be consulted in advance, or FGSR for graduate programs) and/or course changes (approved via circulation – please see the [Governance website](#) for details)

See attached

9. Attach letter of support from the Dean of the Faculty

See attached

Program Impact and Rationale

10. What is the rationale for the program proposal?

Over the past several years, Augustana has devoted significant time and energy toward developing (1) a program of new and revised majors; and (2) a new project-based core curriculum. Students began enrolling in some of these new programs in the fall of 2020, and all new students admitted in the fall of 2021 are in these new programs, which have a different structure and different requirements from earlier degree programs.

All of Augustana’s new and revised degree programs have changed to become more interdisciplinary and multidisciplinary than previous programs. At the same time, majors have expanded in terms of the number of credits required to complete them, from 42-48 credits (almost always in a single discipline) to 60-87 credits (drawn from several different disciplines). In addition, the Breadth of Knowledge requirement (consisting of 21 credits - 9 in Fine Arts and Humanities, 6 in Science, and 6 in Social Sciences) is now satisfied within and as part of each major.

Augustana will continue to offer existing minors in Management and Music, which build upon distinct Bachelor of Management (BMgt) and Bachelor of Music (BMus) degree programs. The rationale for deleting all other minors can be summarized as follows:

(1) Augustana’s new and revised majors combine previous degree programs, minors, and disciplines in creative new ways that offer many advantages over earlier structures. These new and revised multidisciplinary majors have significantly reduced the need for minors by building sets of complementary courses into expanded majors, which now involve a much larger number of credits than previously. As a result, the structure of our new and revised majors has made our previous disciplinary minors unnecessary or unworkable in many cases.

- The most common combinations of majors and minors (such as Biology/Chemistry, Physical Education/Biology, Physical Education/Psychology, Psychology/Biology, Psychology/Sociology, Environmental Studies/Biology) have now been connected within our new majors, instead of fitting together previously as majors and minors.
- A number of new majors are specifically designed to give students credits from several disciplines, making them incompatible with minors in those disciplines. This includes Environmental Science (12

credits in both Chemistry and Biology); Computing Science and Mathematics (a high number of credits in both areas, as well as Science courses); Creativity and Culture (specializations are offered in Visual Art, Drama, and Music); Ethics and Global Studies (combines History, Philosophy, Political Studies, and Religion); Law, Crime and Justice Studies (combines Crime and Community/Sociology, History, Political Studies, and Psychology, with specializations in each area, as well); and Sustainability Studies (combines Environmental Science, Sociology, and Economics).

- Previously, it was possible for some students to complete minors as they fulfilled their “Breadth of Knowledge” requirements outside their major. However, since these breadth requirements are now part of every major, they can no longer contribute toward a student’s minor. This makes it much more challenging to offer minors in Science to BA students, or minors in Fine Arts and Humanities or Social Sciences to BSc students.
- Calendar links to Augustana core requirements and degree programs can be found here: [Augustana Faculty - University of Alberta - Acalog ACMS™ \(ualberta.ca\)](http://Augustana Faculty - University of Alberta - Acalog ACMS™ (ualberta.ca))

(2) Due to budget cuts and reductions in teaching staff, Augustana is facing significant challenges in being able to continue to offer minors alongside other academic priorities. We do not have the resources to offer the number of courses needed to support majors, the new project-based core, and minors. In fact, some minors have not had new students enrolled in them for several years because Augustana no longer offers sufficient courses in these disciplines to make minors workable. Other minors have been completed through low-enrollment course offerings, directed study courses, courses from other faculties or institutions, or program exceptions. As more students are enrolled in our new and revised degree programs and our previous degree programs are no longer supported, these difficulties will increase and student frustration with minors will grow. Deleting minors now will allow us to focus on building the strongest majors and core curriculum possible, and ensure that these programs are sustainable into the future. Keeping minors would require us to divert resources away from majors and the core, and weaken the overall quality and attractiveness of these programs.

For additional information, please see the attached, “Plan for Minors at Augustana Faculty,” which represents an earlier, more comprehensive communication of this plan to Augustana students, staff, and faculty members.

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

The proposal to delete minors will not apply to students enrolled in minors at the present time. However, beginning in the fall of 2022, students will no longer be permitted to enroll in minors or change to a different minor.

Augustana will provide opportunities for students currently enrolled in minors to complete their minors within a reasonable time frame. We are proposing the summer of 2026, which would give current students five years for completion.

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

There will be no impact in these areas as a result of the changes. Students will still be enrolled in regular degree programs with the same number of credits moving forward, and this proposal is not intended to impact overall enrollment at Augustana in any way that departs from the previous adoption of new and revised majors and a new core curriculum. The main financial advantage, however, is that deleting minors will enable Augustana to use its resources more efficiently by continuing to reduce offerings of low-enrollment classes while providing more teaching resources to high-demand subject areas and to support new degree programs and core courses approved in the past few years.

Appendix – Sample Enrolment Table

Proposed Enrolment	2021-22	2022-23	2023-24	2024-25	Annual Ongoing
• Total Full-Time head count	200	150	65	20	0
• Full-Time Year 1	20				0
• Full-Time Year 2	40	30			0
• Full-Time Year 3	60	50	25		0
• Full-Time Year 4	80	70	40	20	0
• Full-Time Year 5					
• Total Part-Time head count	0	0	0	0	
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Part-Time Year 5					
• Total Work Experience hc	0	0	0	0	
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Work Experience Year 5					
• Anticipated Number of Graduates	80	70	40	20	0

Plan for Minors at Augustana Faculty
Prepared by Stacy L. Lorenz, Associate Dean (Academic)
November 2021

Background

Over the past several years, Augustana has devoted significant time and energy toward developing (1) a program of new and revised majors; and (2) a new project-based core curriculum (described in the Calendar as the Foundation requirement consisting of 18 credits). All of our degree offerings have changed to become more interdisciplinary and multidisciplinary. At the same time, majors have expanded in terms of the number of credits required to complete them. Previously, majors encompassed 42-48 credits (almost always in a single discipline); now, majors involve 60-87 credits (drawn from several different disciplines). In addition, the Breadth of Knowledge requirement (consisting of 21 credits - 9 in Fine Arts and Humanities, 6 in Science, and 6 in Social Sciences) is now satisfied within each major. Optional minors currently consist of a minimum of 18 credits drawn from one discipline or an approved interdisciplinary area. Importantly, the same course cannot count toward a student's major and minor simultaneously. Finally, minors do not appear on a student's transcript or degree parchment.

Proposal

In light of recent curriculum changes, Augustana will no longer offer optional minors, except for the current minors in Management and Music. These two minors will continue to be available to students enrolled in any BA or BSc program (and the Management minor to students in the BMus program and the Music minor to students in the BMgt program).

- The Management and Music minors are unique cases which build upon distinct Bachelor of Management (BMgt) and Bachelor of Music (BMus) degree programs, so they can be offered more readily and more logically than other possible minors. There are few concerns about enrollment capacity in these programs, and they intersect very little with other majors (although care will need to be taken with the Music minor). The Management minor, in particular, has the potential for growth as it is promoted to students from other majors who are seeking a group of business-related courses.
- Please note that this proposal has no effect on the "Minor Subject" areas that are part of Augustana's commitment to the Bachelor of Science (BSc) / Bachelor of Education (BEEd) (Secondary) Combined Degrees Program.

Motion

That Augustana Faculty delete the following 28 minors from the Calendar:

Minor in Art History and Visual Culture [Augustana]

Minor in Art Studio [Augustana]

Minor in Biology [Augustana]

Minor in Chemistry [Augustana]

Minor in Classical Studies [Augustana]

Minor in Computing Science [Augustana]

Minor in Drama [Augustana]

Minor in Economics [Augustana]

Minor in English [Augustana]

Minor in Environmental Studies [Augustana]

Minor in French [Augustana]
Minor in Geography [Augustana]
Minor in German [Augustana]
Minor in History [Augustana]
Minor in Interdisciplinary Studies in the area of Canadian Studies [Augustana]
Minor in Interdisciplinary Studies in the area of Crime and Community [Augustana]
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Minor in Political Studies [Augustana]
Minor in Psychology [Augustana]
Minor in Religion [Augustana]
Minor in Scandinavian Studies [Augustana]
Minor in Sociology [Augustana]
Minor in Spanish [Augustana]

Purpose and Rationale

1. Augustana's new and revised majors combine previous degree programs, minors, and disciplines in creative new ways that offer many advantages over earlier structures. These new and revised multidisciplinary majors have significantly reduced the need for minors by building sets of complementary courses into expanded majors, which now involve a much larger number of credits than previously. As a result, the structure of our new and revised majors has made our previous disciplinary minors unnecessary or unworkable in many cases. In effect, we have now embedded multidisciplinary or interdisciplinary minors into a significant number of our majors. In addition, minors are now an awkward fit with the interdisciplinary structure of the expanded new majors because courses counting toward a student's major cannot overlap with those on a minor. Keeping disciplinary minors – or developing new interdisciplinary minors – would involve an extremely high degree of complexity and inconsistency in determining which courses count toward particular minors.

- The most common combinations of majors and minors that students selected previously (such as Biology/Chemistry, Physical Education/Biology, Physical Education/Psychology, Psychology/Biology, Psychology/Sociology, Environmental Studies/Biology) are largely redundant because majors now connect these disciplines as part of their requirements. Moreover, because of this overlap, creating attractive and distinctive 18-credit minors beyond our majors is very difficult.
 - For instance, a major in Integrative Biology now requires 9 credits of Chemistry (formerly categorized as supporting courses) and 12 other credits in Science. These 21 credits outside Biology exceed the number of credits on a minor. Other majors in the Department of Science include similar "Science Foundations" requirements from several Science disciplines. Because so many courses are now part of majors – *and those courses cannot contribute to both the major and a minor* – the desirability and workability of Science minors

have been reduced dramatically. As a result, eliminating minors will not be a significant loss to students enrolled in BSc degrees. (Science minors are very rare among BA students: Four current BA students are enrolled in a Biology minor, two in Environmental Studies, and one in Mathematics. No BA students are taking minors in Chemistry, Computing Science, or Physics.)

- Similarly, a number of students in a BSc program in Physical Education previously completed a minor in Psychology or Biology in order to acquire sufficient science credits. Now, 21 science credits outside of Physical Education have been built into the BSc in Physical Education. The need for a minor subject area has therefore been eliminated. It has also become difficult to construct a minor in those related fields because any courses from Psychology, Biology, or other areas of Science which are part of the Physical Education major cannot also be counted towards a minor.
- A number of majors are specifically designed to give students credits from several disciplines, making them incompatible with minors in those disciplines. This includes Environmental Science (12 credits in both Chemistry and Biology); Computing Science and Mathematics (a high number of credits in both areas, as well as Science courses); Creativity and Culture (specializations are offered in Visual Art, Drama, and Music); Ethics and Global Studies (combines History, Philosophy, Political Studies, and Religion); Law, Crime and Justice Studies (combines Crime and Community/Sociology, History, Political Studies, and Psychology, with specializations in each area, as well); and Sustainability Studies (combines Environmental Science, Sociology, and Economics).
- It is clear that some students value obtaining a minor. A future goal is to help students to understand and articulate how multidisciplinary majors can provide benefits similar to the perceived appeal of previous minor subjects.
- All Augustana degree programs now have the following “Breadth of Knowledge” core requirements built into the major:
 - ★9 Fine Arts and Humanities (students must complete at least ★3 in each area)
 - ★6 Science
 - ★6 Social sciences
 - As a result, minors which were previously completed as students fulfilled these breadth requirements can no longer overlap with the student’s major. This makes it much more challenging to offer those minors, because they have, in effect, become 24- or 27-credit minors rather than 18-credit minors.

2. A notable and growing concern among Augustana’s three Department Chairs is our capacity to offer minors alongside other, more important academic priorities. As a result of curriculum renewal in the past few years, Augustana has adopted both a new slate of majors and a new core curriculum. In order to maximize the success of these two crucial elements of our academic program, Augustana must prioritize majors and the project-based core over minors. Continuing with minors will lead to greater pressure on teaching resources as Department Chairs try to balance minors with the course offerings needed to teach majors (including breadth requirements in Fine Arts and Humanities) and the core. In some cases, we do not have the number of faculty

members needed to offer credible minors. In other areas – such as Psychology, Biology, and Computing Science – we are already stretched to the limit by the demands of the major. Finally, continuing with minors in some disciplines or interdisciplinary areas would create a commitment to offer a range of courses that may not be financially feasible in the future without additional hiring in those subjects.

3. In order to make an institutional commitment to minors, we need to offer a sufficient range of minors to constitute a coherent program of minors, not simply a small collection of minors that are currently convenient to offer. Although there are some minors which may be financially viable now, as we are able to offer them without committing additional resources to teach them, the number of minors which fall into this category is limited. It does not make sense for Augustana to commit to offering minors if we cannot offer an adequate number of credible minors that would appeal to students in all programs. Being able to offer a small number of minors that are affordable at the present time is not sufficient grounds for maintaining a wider commitment to minors as a whole. (As noted previously, the exception here is to consider offering minors that are based on our distinctive BMgt and BMus degree programs.)

4. Some have suggested that Augustana should develop new, interdisciplinary minors which align with our new and revised majors. While this idea helps to resolve some issues related to our existing minors, it does not address other concerns, including competing priorities, enrollment pressures on certain classes, and consistency in program offerings. It also seems very challenging to create an 18-credit minor that credibly captures the academic objectives of a multidisciplinary major encompassing 60-87 credits. Most importantly, interdisciplinary minors would exacerbate the problems associated with determining which courses on the minor potentially overlap with majors. New minors that fit with our existing majors will be extremely complex in design, as each program and even each individual student will have different possibilities for overlapping courses and therefore will require different exclusions. These minors will be very difficult to understand and explain to students. They will also create new challenges and expectations for advisors and administrative staff as they are implemented and monitored on an ongoing basis.

Enrollment in affected programs

Total student enrollment in minors at Augustana is currently 218 (which includes some students being enrolled in more than one minor). The largest minors are Psychology (37), Biology (26), and Physical Education (24). Most minors have fewer than 10 students enrolled. Some minors have not had new students enrolled in them for several years because Augustana no longer offers sufficient courses in these disciplines to make minors workable. Minors with fewer than five students include Art History and Visual Culture, Classical Studies, Computing Science, Drama, French, Geography, German, Philosophy, Religion, Scandinavian Studies, and Spanish.

The current data on minors does not yet reflect the challenges associated with completing minors in conjunction with our new and revised majors. We are now in a different academic context than we were when our third- and fourth-year (and most second-year) students enrolled in minors. Current enrollments overstate students' ability to complete minors in the future. Nevertheless, there has been a notable downward trend in Augustana's enrollment in minors in recent years. Program data assembled in April 2017 shows an average of 522 enrollments in minors from Fall 2010 to Fall 2016, compared with 218 in Fall 2021. In sum, Augustana has

already moved away from minors to a large degree, and the changes associated with our new and revised majors will accelerate that process even further.

Consultation process

Augustana's new and revised majors and new core have been approved by bodies with substantial faculty and student representation, including Augustana Faculty Council and the GFC Programs Committee. Unfortunately, the outcome of these changes for minors was not at the forefront of discussion earlier in the process through which these curriculum changes were enacted, both on the Augustana Campus and at the university as a whole. However, the deletion of minors is the logical outcome of the path chosen by Augustana and the University of Alberta over the past several years as Augustana has differentiated itself from North Campus by developing multidisciplinary majors and a project-based core curriculum. It is now clear that a comprehensive program of minors can no longer be offered at Augustana – although the good news is that many of the previous attractions of minors and opportunities offered by minors have been built into the robust new and revised majors that are now offered at Augustana.

At Augustana, minors have been discussed – and will continue to be discussed – at Department Councils, Curriculum Committee, and Faculty Council, all of which have student representation. The Associate Dean (Academic) has led two open discussions of minors with faculty members, and consulted with the Dean, Academic Council, Department Chairs, the Assistant Dean of Enrolment Management, the Assistant Registrar, several individual faculty members, and representatives of the Augustana Students' Association. Further meetings are planned with students and faculty members. The proposal was presented to representatives of the Office of the Provost on 27 October 2021, and at a meeting of the Program Support Team on 28 October 2021. No objections were raised at these meetings. The goal is to bring a motion to Faculty Council in December and then to the GFC Programs Committee in January.

Timeline for implementation

Ideally, minors will be deleted from the 2022-23 Calendar and no new students will be admitted to minors beginning in the fall of 2022. However, this timeline may be too ambitious, depending on the time needed to move through the approval process. Augustana will provide opportunities for students enrolled in minors in the winter term of 2022 (or, if necessary, in 2022-23) to complete their minors within a reasonable time frame. In some cases, this will require program exceptions, as it is not possible offer the range of specific courses necessary to see all minors through to completion.

Potential risks

The deletion of minors could potentially be seen as taking away opportunities from students at Augustana. However, the loss of minors is countered by the development of larger majors which incorporate many of the previous advantages of minors by creating carefully selected groups of complementary courses from a variety of disciplines. Students have considerable choice of courses within these majors, including the option to focus on certain disciplines or streams, as well as choosing electives which support their particular interests. We are confident that the deletion of minors will not have a negative effect on enrollment. In fact, there is a greater risk to Augustana's reputation and credibility if we continue to advertise minors which we cannot, in fact, support adequately. For the past few years, the uncertainty around minors and Augustana's

inability to support some minors has made student advising related to minors difficult. The clarity offered by reducing minors, retaining two unique minors in Management and Music, developing the new core curriculum, and prioritizing recruitment to our new and revised majors will be a positive step in terms of attracting and retaining students.

Other considerations

A possible avenue for future curriculum development is to design additional embedded certificate programs. While these certificates would not “replace” minors, a small number of carefully constructed embedded certificates could complement our majors effectively, and give students additional credentials that appear on their transcript and parchment.

Calendar Links

[Augustana Faculty - University of Alberta - Acalog ACMS™ \(ualberta.ca\)](#)

Proposed Program Changes for Augustana Faculty

<p>Minor in Art History and Visual Culture [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> ● AUART 100 - Introduction to Art History and Visual Culture ● AUART 111 - Making Art: First Steps <p>Additional Requirements</p> <ul style="list-style-type: none"> ● ★12 senior Art courses of which at least ★9 must be Art History and Visual Culture. ● ★3 in art history and visual culture at an AUART 300-level 	<p>Delete</p>
<p>Minor in Art Studio [Augustana]</p> <p>★18 senior AUART courses at least ★6 of which must be from</p> <ul style="list-style-type: none"> ● AUART 215 - Sculpture I ● AUART 331 - Drawing III: Contemporary Ideas in Drawing ● AUART 371 - Painting III: Contemporary Ideas in Painting 	<p>Delete</p>
<p>Minor in Biology [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> ● ★9 in senior level AUBIO ● ★3 in AUBIO at the 300- or 400-level ● 3 additional credits in AUBIO ● AUBIO 111 - Functional Biology 	<p>Delete</p>
<p>Minor in Chemistry [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> ● ★3 in senior level AUCHE ● 3 additional credits in AUCHE at the 300 or 400-level ● AUCHE 110 - General Chemistry I ● AUCHE 212 - General Chemistry II ● AUCHE 213 - General Chemistry II Lab ● AUSCI 125 - General Chemistry Lab I 	<p>Delete</p>
<p>Minor in Classical Studies [Augustana]</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. 6 junior credits in AUCLA and/or AULAT 2. 12 senior credits in AUCLA and/or AULAT 	<p>Delete</p>

<p>Minor in Computing Science [Augustana] Requirements</p> <ul style="list-style-type: none"> ● 9 senior credits in Computing Science ● AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving ● AUCSC 211 - Data Structures and Algorithms ● AUSCI 135 - Practical Introduction to Computational Thinking and Problem Solving 	<p>Delete</p>
<p>Minor in Drama [Augustana] Requirements</p> <ul style="list-style-type: none"> ● ★12 in senior level Drama. ● AUDRA 101 - Play Analysis ● AUDRA 144 - Introduction to the Dramatic Process 	<p>Delete</p>
<p>Minor in Economics [Augustana] Requirements</p> <ul style="list-style-type: none"> ● ★9 additional senior credits in Economics ● AUECO 101 - Introduction to Microeconomics ● AUECO 102 - Introduction to Macroeconomics ● AUECO 190 - Economic Issues (Cornerstone Course) ● ★3 from economic history or history of economic thought courses: <ul style="list-style-type: none"> ● AUECO 215 - Economic Thought ● AUECO 251 - History of Canadian Economic Development ● AUECO 257 - The International Economy in Historical Perspective I ● AUECO 258 - The International Economy in Historical Perspective II 	<p>Delete</p>
<p>Minor in English [Augustana] Requirements</p> <ul style="list-style-type: none"> ● AUENG 102 - Critical Reading, Critical Writing ● ★15 senior credits in English, no more 	<p>Delete</p>

<p>than ★9 of which can be writing courses from</p> <ul style="list-style-type: none"> ● AUENG 214 ● AUENG 215 - Creative Writing ● AUENG 316 - Advanced Creative Writing: Fiction ● AUENG 318 - Creative Writing Memoir 	
<p>Minor in Environmental Studies [Augustana] Requirements</p> <ul style="list-style-type: none"> ● AUENV 120 - Human Activities and the Natural Environment <p>★3 in environmental analysis</p> <ul style="list-style-type: none"> ● AUENV 324 - Resource and Environmental Management ● AUENV 341 - Environmental Economics ● AUENV 421 - Environmental Science: History and Impacts <p>★3 in earth science</p> <ul style="list-style-type: none"> ● AUENV 230 - Geomorphology ● AUENV 231 - Climatology ● AUENV 233 - Soil Science and Soil Resources <p>★6 of applied environmental studies</p> <ul style="list-style-type: none"> ● AUBIO 350 - Conservation Theory and Biodiversity in Tropical Systems ● AUBIO 354 - Freshwater Ecology and Management ● AUBIO 459 - Field Studies in Tropical Ecology and Conservation ● AUECO 449 - Economic Methods of Project Evaluation ● AUENV 218 - Introduction to Geographic Information Systems ● AUENV 220 - Applications in Sustainability ● AUENV 252 - Wildlife Diversity of Alberta ● AUENV 320 - Parks and 	<p><u>Delete</u></p>

Wilderness

- AUENV 350 - Conservation Theory and Biodiversity in Tropical Systems
- AUENV 354 - Freshwater Ecology and Management
- AUENV 420 - Parks and Wilderness
- AUENV 425 - Environmental Impact Assessment
- AUENV 434 - Advanced Field Studies in Environmental Science and Ecology
- AUENV 459 - Field Studies in Tropical Ecology and Conservation

or outdoor experience or practica

- AUBIO 334 - Field Studies in Environmental Science and Ecology
- AUBIO 459 - Field Studies in Tropical Ecology and Conservation
- AUCSL 360 - Community Service-Learning Practicum (based on approved project)
- AUCSL 361 - Community Service-Learning Practicum (based on approved project)
- AUENV 334 - Field Studies in Environmental Science and Ecology
- AUENV 459 - Field Studies in Tropical Ecology and Conservation
- AUGEO 343 - Expedition in the Canadian North
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing
- AUPED 285 - Introduction to Ski Touring
- AUPED 286 - Outdoor Education and Leadership
- AUPED 388 - Arctic Canoe Expedition

★3 in environmental perspectives

- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUENV 327 - Environmental Education and Heritage Interpretation
- AUENV 328 - Environmental Politics
- AUENV 344 - Environmental Psychology
- AUENV 345 - Religion and Ecology
- AUENV 355 - Philosophy, Technology, and the Environment
- AUENV 358 - Environmental Sociology
- AUENV 365 - Storied Landscapes
- AUENV 368 - Ecofeminist Theory and Women's Writing
- AUENV 375 - Canadian Environmental History
- AUENV 475 - Canadian Environmental History
- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUPHI 355 - Philosophy and the Environment
- AUPOL 328 - Environmental Politics
- AUPSY 344 - Environmental Psychology
- AUREL 345 - Religion and Ecology
- AUREL 365 - Storied Landscapes
- AUSOC 358 - Environmental Sociology
- Other selected topics courses on a case by case basis

Minor in French [Augustana] Requirements

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

Delete

Additional Requirements

- 9 additional senior credits in French.

Additional information for students

1. A student must take an online placement test before registering in AUFRE 201. The purpose of the test is to advise the student of the appropriate level at which to begin university French studies.
2. A student with a recent immersion background is advised to take AUFRE 305 in the first Fall Term and AUFRE 202 in the Winter Term.
3. AULAT 101 and AULAT 102 are highly recommended.
4. A student with a minor in French is encouraged to take advantage, at the end of the first year, of the Summer Language Bursary Program offered by the Government of Canada.
5. A student with a minor in French is encouraged to take advantage of the Perpignan Program which could enable the third year to be taken abroad.
6. Many senior French courses are offered in alternate years only.

Minor in Geography [Augustana] Requirements

- ★15 additional in Geography, ★12 of which must be at a senior level. In addition, courses previously cross-listed with Environmental Studies may be counted towards this requirement, including AUENV 320, AUENV 324, AUENV 334, AUENV 420, AUENV 421 and AUENV 425.
- AUENV 120 - Human Activities and the Natural Environment (previously cross-listed with AUGEO 120)

Delete

Minor in German [Augustana] Requirements

- AUGER 201 - Intermediate German I
AND

Delete

- AUGER 202 – Intermediate German II
OR
- AUGER 200 – Intermediate German I and II
- AUGER 301 – Advanced German I AND
- AUGER 302 – Advanced German II OR
- AUGER 300 – Advanced German I and II

Additional Requirements

- 6 additional senior credits in German (optionally including a maximum of ★3 in literature in translation).

Additional information for students

1. Advanced placement is possible for a student with previous experience in the German language. A placement exam may be given in AUGER 201 for the purpose of advising the student of the appropriate level at which they should begin university language studies. This exam is given shortly after the start of classes in order to facilitate movement between levels.
2. A student with a minor in German is encouraged to participate in the Canadian Summer School in Germany at the end of the first or second year.
3. Many senior German courses are offered in alternate years only.

Minor in History [Augustana] Requirements

- ★3 of History at the 300- or 400-level.
- ★9 at a senior level in History. Any AUIND course as well as AUENG 270 or AUENG 370 may also count towards this requirement.
- ★6 additional in History. Any AUIND course as well as AUENG 270 or AUENG 370 may also be counted towards this requirement.
- Within the requirements above, a minimum of ★3 from each of two of the following fields of history:

Delete

Ancient:

- AUHIS 203
- AUHIS 204
- AUHIS 207 - History of the Roman Republic
- AUHIS 208 - History of the Roman Empire

Canadian:

- AUHIS 262 - History of Canadian Economic Development
- AUHIS 271 - The History of Women in Canadian Society
- AUHIS 360 - Selected Topics in Canadian History
- AUHIS 361 - Selected Topics in Canadian History
- AUHIS 368 - History of Sport in Canada
- AUHIS 369 - History of Canada's Aboriginal Peoples
- AUHIS 372 - History of Quebec
- AUHIS 375 - Canadian Environmental History
- AUHIS 460 - Selected Topics in Canadian History
- AUHIS 461 - Selected Topics in Canadian History
- AUHIS 475 - Canadian Environmental History

European:

- AUHIS 201 - European History I: Fall of the Roman Empire to the French Revolution
- AUHIS 202 - European History II: French Revolution to the Present
- AUHIS 243 - British History since 1688
- AUHIS 316 - Europe in the Eighteenth Century
- AUHIS 322 - Nineteenth-Century Europe to 1849
- AUHIS 323 - Nineteenth-Century Europe since 1849
- AUHIS 325
- AUHIS 328 - Germany since Frederick the Great

- AUHIS 329 - Topics in the History and Culture of Southern France
- AUHIS 337 - History of the Soviet Union, 1917 to 1941
- AUHIS 338 - History of the Soviet Union, 1941 to 1991
- AUHIS 425

Indigenous:

- AUHIS 369 - History of Canada's Aboriginal Peoples
- AUIND 240 - Introduction to Indigenous Cultural Production
- AUIND 300 - Selected Topics in Indigenous Studies
- AUIND 367 - The Fur Trade
- AUIND 370 - Oral History
- AUIND 390 - Directed Studies in Indigenous Studies
- AUIND 399 - Theories in Indigenous Studies
- AUIND 400 - Selected Topics in Indigenous Studies
- AUIND 467 - The Fur Trade
- AUIND 470 - Oral History
- AUIND 490 - Directed Studies in Indigenous Studies
- AUIND 499 - Theories in Indigenous Studies

Sport:

- AUHIS 212 - Sport, Physical Activity, and the Body: Historical Perspectives
- AUHIS 312 - The Modern Olympic Games
- AUHIS 368 - History of Sport in Canada

United States:

- AUENG 270 - America, Exceptionalism and Empire
- AUENG 370
- AUHIS 250 - United States History to 1865
- AUHIS 251 - United States History since 1865
- AUHIS 356 - History of the United States West
- AUHIS 454 - The United States

<p>Civil War Era, 1846 to 1877</p> <p>Women's:</p> <ul style="list-style-type: none"> ● AUHIS 271 - The History of Women in Canadian Society 	
<p>Minor in Interdisciplinary Studies in the area of Canadian Studies [Augustana]</p> <p>Canadian Studies is an interdisciplinary program that requires the completion of a selection of courses from a variety of disciplines. Courses that are eligible to be taken as part of a Canadian Studies minor are listed below. A student should consult an Augustana Faculty Academic Adviser for assistance in planning a Canadian Studies program. Further details about individual courses may be found in Course Listings under the respective disciplines.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. ★12 in Canadian Studies, including ★6 from each of two different disciplines. 2. 6 additional credits in Canadian Studies from any discipline. 3. Within the (1) and (2) course selection above, at least 12 senior credits in Canadian Studies. <p>Additional information for students</p> <p>Augustana Faculty courses eligible for inclusion in a Canadian Studies minor:</p> <ul style="list-style-type: none"> ● AUART 223 - Canadian Art ● AUCRI 200 - Young Offenders and the Law ● AUCRI 225 - Criminology: A Canadian Perspective ● AUCRI 353 - Law, Politics, and the Judicial Process ● AUECO 251 - History of Canadian Economic Development ● AUECO 346 - Agricultural Economics ● AUENG 280 - Canadian Literature to 1950 ● AUENG 281 - Canadian Literature since 1950 ● AUENG 380 - Canadian Literature to 1950 	<p>Delete</p>

- AUENG 381 - Canadian Literature since 1950
- AUENV 320 - Parks and Wilderness
- AUENV 375 - Canadian Environmental History
- AUENV 420 - Parks and Wilderness
- AUENV 475 - Canadian Environmental History
- AUGEO 341 - Geography of the Canadian North
- AUHIS 260 - An Introduction to the Study of Canadian History to 1867
- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present
- AUHIS 262 - History of Canadian Economic Development
- AUHIS 271 - The History of Women in Canadian Society
- AUHIS 369 - History of Canada's Aboriginal Peoples
- AUHIS 372 - History of Quebec
- AUHIS 375 - Canadian Environmental History
- AUHIS 475 - Canadian Environmental History
- AUPED 368 - History of Sport in Canada
- AUPED 469 - Sport and Canadian Popular Culture
- AUPOL 221
- AUPSY 346 - Community Psychology
- AUSOC 103 - Introducing Sociology: Institutions and Insight
- AUSOC 105 - Social Anthropology
- AUSOC 222 - Canadian Social Issues

Minor in Interdisciplinary Studies in the area of Crime and Community [Augustana]

Crime and Community is an interdisciplinary program that requires the completion of a selection of courses from a variety of disciplines.

Requirements

- ★9 senior credits in Crime and Community or the cross-listed equivalents

Delete

- AUCRI 160 - Introduction to Crime, Correction, and Community

★3 from

- AUPSY 103 - Introduction to Psychology
- AUSOC 101 - Introducing Sociology: Principles and Practice
- AUSOC 103 - Introducing Sociology: Institutions and Insight
- AUSOC 105 - Social Anthropology

★3 from

- AUHIS 271 - The History of Women in Canadian Society
- AUHIS 369 - History of Canada's Aboriginal Peoples
- AUPHI 260 - Ethics
- AUPOL 221
- AUPSY 240 - Social Psychology
- AUPSY 256 - Developmental Psychology
- AUPSY 263 - Memory and Cognition
- AUPSY 348 - Industrial and Organizational Psychology
- AUPSY 477 - The Neurobiology of Learning, Memory, and Addiction
- AUSOC 271 - The Family
- AUSOC 275 - Sex, Gender, and Society
- AUSOC 393 - Political Sociology

Additional information for students

1. A student pursuing employment in this area is strongly encouraged to acquire language skills in French and/or Cree.
2. A student wishing to pursue graduate studies in a related area should contact the coordinator of Crime and Community in the Social Sciences Department for program advice.
3. Some courses are not offered every academic year. Further details about individual courses may be found in Course Listings under the respective disciplines.

Minor in Interdisciplinary Studies in the area

Delete

of Gender and Women's Studies [Augustana]

Gender and Women's Studies is an interdisciplinary program that requires the completion of a selection of courses from a variety of disciplines. Courses that are eligible to be taken as part of a Gender and Women's Studies minor are listed below. A student should consult an Augustana Faculty Academic Adviser for assistance in planning a Gender and Women's Studies program. Further details about individual courses may be found in Course Listings under the respective disciplines.

Requirements

- 15 additional senior credits in Gender and Women's Studies
- AUIDS 230 - Introduction to Gender and Women's Studies

Additional information for students

- Selected Topics and Directed Readings courses may be offered each year that will be appropriate for this minor. Consult an Augustana Academic Adviser for information.

Augustana Faculty courses eligible for inclusion in a Gender and Women's Studies minor:

- AUART 281 - Sex, Gender and Art
- AUCRI 453 - Women and the Law
- AUENG 207
- AUENG 307
- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUENG 392 - Feminist Theory and Women's Writing
- AUENG 420
- AUGER 293
- AUHIS 271 - The History of Women in Canadian Society
- AUIDS 230 - Introduction to Gender and Women's Studies
- AUIDS 302 - Exploring Body Issues
- AUPED 266 - Gender in Sport and Physical Activity

<ul style="list-style-type: none"> ● AUPOL 355 - Gender, Law, and Politics ● AUPOL 453 ● AUPSY 338 - Intimate Relationships and Human Sexuality ● AUSOC 275 - Sex, Gender, and Society ● AUSOC 377 - Theoretical Approaches to Gender ● (others may be available each year, check with an Augustana Academic Adviser). 	
<p>Minor in Interdisciplinary Studies - Individualized [Augustana]</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. ★18 in a well-defined interdisciplinary area as determined by the student and a supervising instructor. At least ★12 must be at the senior level. 2. Approval of an Application for a Minor in Interdisciplinary Studies before the student declares a minor in Interdisciplinary Studies. 	<p><u>Delete</u></p>
<p>Minor in Mathematics [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> ● AUMAT 110 - Elementary Calculus I OR ● AUMAT 116 - Calculus Concepts and Modelling ● ● ● AUMAT 112 - Elementary Calculus II ● AUMAT 120 - Linear Algebra I ● AUMAT 250 - Discrete Mathematics <p>Additional Requirements</p> <ul style="list-style-type: none"> ● 9 additional senior credits in Mathematics 	<p><u>Delete</u></p>
<p>Minor in Philosophy [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> ● AUPHI 101 - Introduction to Western Philosophy I: Ancient and Medieval Philosophy ● AUPHI 102 - Introduction to Western Philosophy II: Modern Philosophy ● 12 senior credits in Philosophy. 	<p><u>Delete</u></p>

<p>Minor in Physical Education [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> ● AUPED 112 - Structural Human Anatomy ● ★3 in AUPAC (Physical Education Activity). <p>Additional Requirements</p> <ul style="list-style-type: none"> ● ★12 in AUPED at the senior level. ● 3 additional credits in Physical Education. 	<p><u>Delete</u></p>
<p>Minor in Physics [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> ● AUPHY 120 - Introductory Physics ● AUPHY 250 - Electricity and Magnetism ● AUSCI 165 - Physics Laboratory <p>Additional Requirements</p> <ul style="list-style-type: none"> ● An additional ★9 at the senior level in Physics. 	<p><u>Delete</u></p>
<p>Minor in Political Studies [Augustana]</p> <p>Requirements</p> <ul style="list-style-type: none"> ● AUPOL 103 - Introduction to Global and Political Studies ● AUIDS 100 - The World in Progress: Inquiry in the Social Sciences <p>★6 from</p> <ul style="list-style-type: none"> ● AUPOL 210 - History of Political Thought I ● AUPOL 211 - History of Political Thought II ● AUPOL 221 - Canadian National Government and Politics ● AUPOL 240 - Introduction to International Relations I ● AUPOL 250 - From Dictatorships to Democracies: Comparing Political Systems <p>Additional Requirements</p> <ul style="list-style-type: none"> ● 6 additional senior credits, of which at least ★3 must be at the 300-level or above. 	<p><u>Delete</u></p>
<p>Minor in Psychology [Augustana]</p>	<p><u>Delete</u></p>

<p>Requirements</p> <ul style="list-style-type: none"> ● AUPSY 103 - Introduction to Psychology <p>★3 from social/personality/developmental:</p> <ul style="list-style-type: none"> ● AUPSY 220 - Personality ● AUPSY 240 - Social Psychology ● AUPSY 256 - Developmental Psychology <p>★3 from cognition/perception/physiological:</p> <ul style="list-style-type: none"> ● AUPSY 263 - Memory and Cognition ● AUPSY 267 - Sensory Processes and Perception ● AUPSY 275 - An Introduction to the Brain and Nervous System <p>Additional Requirements</p> <ul style="list-style-type: none"> ● ★9 additional at a senior level in Psychology. AUSTA 213 is recommended. 	
<p>Minor in Religion [Augustana] Requirements</p> <ul style="list-style-type: none"> ● AUREL 100 - Introduction to Religion <p>OR</p> <ul style="list-style-type: none"> ● AUREL 208 - Jesus of Nazareth in Contemporary Theology <ul style="list-style-type: none"> ● 15 senior credits in Religion. 	<p>Delete</p>
<p>Minor in Scandinavian Studies [Augustana] Requirements</p> <ul style="list-style-type: none"> ● AUSCA 101 - Beginners' Norwegian I ● AUSCA 102 - Beginners' Norwegian II ● AUSCA 201 - Intermediate Norwegian I ● AUSCA 202 - Intermediate Norwegian II <p>Additional Requirements</p> <ul style="list-style-type: none"> ● 6 additional senior credits in Scandinavian Studies. <p>Additional information for students</p> <ol style="list-style-type: none"> 1. Advanced placement is possible for the student with previous experience in the Norwegian language. 	<p>Delete</p>

<p>2. A student is strongly encouraged to upgrade their language skills in an immersion setting (through the University of Bergen Summer Program, the International Summer School or the Scandinavian Studies in Telemark Program) after the first or second year of studies.</p> <p>3. Some senior courses are offered in alternate years only.</p>	
<p>Minor in Sociology [Augustana] Requirements</p> <p>★6 from</p> <ul style="list-style-type: none"> ● AUSOC 101 - Introducing Sociology: Principles and Practice ● AUSOC 103 - Introducing Sociology: Institutions and Insight ● AUSOC 105 - Social Anthropology <p>★3 from</p> <ul style="list-style-type: none"> ● AUSOC 232 - Theoretic Developments in Sociology I ● AUSOC 233 - Theoretic Developments in Sociology II ● AUSOC 377 - Theoretical Approaches to Gender <p>Additional Requirements</p> <ul style="list-style-type: none"> ● 9 additional senior credits in Sociology 	<p>Delete</p>
<p>Minor in Spanish [Augustana] Requirements</p> <ul style="list-style-type: none"> ● AUSPA 101 - Beginners' Spanish I OR ● AUSPA 103 - Introductory Spanish I <ul style="list-style-type: none"> ● AUSPA 102 - Beginners' Spanish II OR ● AUSPA 104 - Introductory Spanish II <ul style="list-style-type: none"> ● AUSPA 201 - Intermediate Spanish I OR ● AUSPA 203 - Intermediate Spanish I <ul style="list-style-type: none"> ● AUSPA 202 - Intermediate Spanish II OR ● AUSPA 204 - Intermediate Spanish II <p>Additional Requirements</p>	<p>Delete</p>

- 6 additional senior credits in Spanish.

Additional information for students

1. Advanced placement is possible for the student with previous experience in the Spanish language.
2. A student is strongly encouraged to upgrade their own language skills in an immersion setting such as the Augustana-in-Cuba program after the first or second year of studies.
3. Some senior courses are offered in alternate years only.

Approved: Augustana Faculty Council – December 3, 2021



Attn: General Faculties Council Programs Committee
University of Alberta

Dear Sir/Madam:

At the regular Faculty Council meeting that took place on December 3, 2021, the following motion was approved by a majority of Augustana Faculty Council members: "THAT Faculty Council approve the deletion of 28 Augustana minors from the Calendar as detailed in the document attached to the agenda and as supported by the Plan for Minors at Augustana Faculty." Thus, the Augustana proposal whose aim has been to suspend and ultimately delete 28 of 30 optional minors offered at our campus has now been formally approved and shall be coming to the relevant U of A governing body for final approval with, of course, my full support.

As I have written in an earlier e-mail dated October 14, 2021, "Besides confirming my support for this proposal, let me add that deleting these minors constitutes a logical extension of the curriculum changes we have been making over the past several years." By now, we have revised all of our existing majors (so as to focus on a multidisciplinary and interdisciplinary direction), and we have also implemented a new core curriculum.

I should add my thanks here to Dr. Stacy L. Lorenz, our Associate Dean, Academic, who oversaw this delicate process that involved various discussions and consultations with Augustana Faculty, Staff, and Students. Dr. Lorenz was able to explain and elaborate on the benefits of deleting 28 of those minors that do not fit any longer in our new curriculum and which, moreover, we are not able to afford to offer.

I leave it to Dr. Lorenz to provide further information about anything that you think may need clarification or justification.

With all best wishes,

A handwritten signature in black ink, appearing to read 'D. Tryphonopoulos'.

Demetres P Tryphonopoulos
Dean & Executive Officer, Augustana Faculty

FINAL Item No. 9

Governance Executive Summary
Action Item

Agenda Title	Proposed New Specialization in General Public Health and Suspension of Previous Specializations for the Master of Public Health, School of Public Health and Faculty of Graduate Studies and Research
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Motion I

<p>THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed new second-level specialization in General Public Health for the Master of Public Health for implementation in Fall 2023, and the associated course changes, for publication in the 2022-2023 <i>Calendar</i>, as set forth in attachments 1, 3, and 4.</p>

Motion II

<p>THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the suspension of the seven current Master of Public Health second-level specializations effective October 1, 2022, and for publication in the 2022-2023 <i>Calendar</i> as set forth in attachments 2 and 3.</p>
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Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Ruth Wolfe, Associate Dean (Professional Programs), SPH
Presenter(s)	Ruth Wolfe, Associate Dean (Professional Programs), SPH Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>To implement a new second-level specialization in the Master of Public Health degree and to suspend admission into the current seven second-level specializations.</p> <p>The newly proposed second-level specialization MPH in General Public Health will replace the current seven second-level specializations.</p>
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In September 2019 SPH Faculty Council approved a motion <i>“That the School of Public Health pursues the MPH consolidation plan, which includes two elements: 1) development of a General MPH, and 2) re-designing how we offer specialization training, using Graduate Embedded Certificates in place of second-level specializations.”</i></p> <p>Consolidation of the MPH degree programs addresses objectives associated with admission, governance, administration and aligns with the School’s strategic education plan. Specifically:</p> <ol style="list-style-type: none"> Recruitment & admission: Many prospective students do not know enough about public health to choose a specialization. Close to 30% of applicants apply to more than one specialization. Each year a number of students request to transfer into a different specialization or into a different degree.

Item No. 9

	<p>(e.g., In Fall 2021, 6 of 66 newly-enrolled students transferred specializations.)</p> <p>2. Governance and administration: An SPH faculty retreat held in June 2018 supported consolidation of the MPH degree as one of three top priority directions for the School. Among the considerations are:</p> <ul style="list-style-type: none"> ○ A lack of standardization across our seven second-level specializations, which range from 42 to 51 credits, mostly attributable to differences in the number of required <i>electives</i>, which range from *3 to *9. ○ Inefficiencies in processes and workload associated with duplication in managing our MPH program, mostly deriving from the fact that we offer seven specializations. Each specialization has a program director and an applicant review committee with different processing loads and timelines. Some specializations have very small numbers year over year. Accreditation monitoring requires attention to seven sets of competencies. <p>3. Strategic planning:</p> <ul style="list-style-type: none"> ○ Consolidation will enhance our competitiveness in the public health education landscape by clarifying our niche and ensuring that we remain current as the field of public health evolves in response to complex societal challenges globally. The current second-level specializations have been in place for at least fifteen years with only modest tweaking. This shift aligns with the emphases in the innovative interdisciplinary competency- and practice-driven MPH common core curriculum, implemented in Fall 2018. ○ The MPH in GPH will help foster a more integrated and interdisciplinary environment among faculty and students, and better align our research and education missions. ○ We need to maximize revenue generation by considering increased enrollment and innovative educational programming such as distance delivery and future continuing education. We currently offer only the MPH in Health Promotion by distance. Many students apply to this specialization because it is the only one available when their interests lie elsewhere. An MPH in General Public Health is likely to attract prospective students from regions of Canada and beyond who work full-time, study part-time, and are not able to relocate, and students in Northern Alberta, Northern Canada, and other rural and remote areas who are unlikely to have been exposed to public health as undergraduates. ○ The MPH in GPH, alongside strategic Graduate Embedded Certificates, makes the program more nimble and is more student-centred by equipping them with foundational public health knowledge and skills in required courses but allowing them to direct the
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Item No. 9

remainder of their program by choosing free-standing electives and/up to two Graduate Embedded Certificates of interest to them.

Peer institutions: There are currently 16 Master of Public Health degree programs in Canada, nine of which have either no specializations or only a specialization in General Public Health. A [detailed scan](#) indicates that a) our core curriculum is unique and b) most of the current and anticipated GECs fill a unique niche with little duplication. Offering the MPH in GPH with elective GECs will make our degree nimble in responding to, and anticipating, the changing landscape in public health and public health education.

Regarding Suspension of Current Specializations: The proposed MPH in General Public Health will replace the current seven second-level specializations. Given the size of the School of Public Health faculty complement and overall number of students, this change will significantly increase administrative efficiencies, while increasing flexibility for students to choose their course complement beyond the required courses. Students admitted to the current seven second-level specializations in Fall 2022 or earlier will be able to complete their specializations. Required courses will be maintained until they are no longer needed. The estimated numbers of continuing students in Fall 2023 by admission cohort and specialization are shown below, based on Fall 2021 enrollment figures.

Admission Cohort	2019	2020	2021(1)	2022(2)
Specialization				
Applied Biostatistics	0	0	1	6
Epidemiology	0	0	0	6
Environmental & Occupational Health	0	0	0	8
Food Safety	0	0	0	4
Global Health	0	0	0	7
Health Policy & Management	0	0	0	11
Health Promotion (C)	0	0	3	6

Item No. 9

	Health Promotion (D)	1	0	6	18
	Notes: (1) Based on 54/66 program plans; (2) Assumes 2022 enrollment breakdown is the same as the 2021 cohort.				
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>				

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> An all-faculty retreat in June 2018 identified consolidation of the MPH degrees as one of three top SPH priorities. Numerous SPH-wide and specialization-specific discussions took place to discuss the proposed MPH in GPH and potential GECs. The MPH core curriculum teaching team, composed of fourteen faculty / instructors shaped the direction through ongoing curriculum monitoring.
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> A Faculty survey on the MPH in GPH, GEC criteria and GEC priorities was carried out in Fall 2020. All SPH faculty had the opportunity to discuss and provide input into the GEC priorities and criteria between Fall 2020 and Spring 2021. 2019-2020 & 2020-2021 SPH Student Associations: Nov 20, 2020 & Feb 19, 2021 meetings about the proposed MPH in GPH and potential GECs Students and Alumni - Discussion & surveys about the proposed MPH in GPH concept and possible priority GECs: Mar 2021 SPH Committee on Educational Policy & Programs - Approved proposal: Oct 14, 2021 Dr. Florence Glanfield, Vice Provost (Indigenous Programming), whose feedback has been incorporated into proposal documents: Oct 2021 FGSR Graduate Program Support team: Nov 1, 2021 SPH Faculty Council - Approved proposal: Nov 5, 2021 FGSR Programs Committee: Nov 10, 2021 FGSR Council - Approved proposal Nov 24, 2021 We consulted with Dr. Florence Glanfield, Vice Provost (Indigenous Programming) prior to the GPST meeting and incorporated her feedback into the proposal documents.
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> Information about the proposed MPH in GPH has been shared on many occasions at SPH Town Hall / Faculty Council meetings times - open to the entire SPH community – faculty, students, alumni, and stakeholders. SPH Student Association representatives attend all SPH committee meetings, and have a vote on the SPH Faculty Council. All U of A Deans (across Colleges and independent units) - Consideration & support letters: Oct 2021
Approval Route (Governance) (including meeting dates)	SPH Committee on Educational Policy & Programs - Oct 14 2021

Item No. 9

	<p>GPST - November 1, 2021 SPH Faculty Council - November 5, 2021 PRC - November 10, 2021 FGSR Council - November 24, 2021 GFC Programs Committee - January 13, 2022</p> <p>Suspension Approval Route: SPH Faculty Council - December 13, 2021 PRC - December 15, 2021 FGSR Council - December 23, 2021 GFC Programs Committee - January 13, 2022</p>
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Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><u>BUILD:</u> OBJECTIVE 4 i. Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.</p> <p><u>EXPERIENCE:</u> OBJECTIVE 7 i. Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p><u>EXCEL:</u> OBJECTIVE 12 iii. Encourage and facilitate knowledge and technology transfer to ensure that society can realize the benefits of intellectual capital arising from research and creative endeavours.</p> <p>OBJECTIVE 14 i. Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels. ii. Adopt a set of core graduate attributes, skills, and competencies at both the undergraduate and graduate level; develop strategies for implementing them in specific disciplines and programs; and monitor graduate outcomes to ensure continuous improvement.</p> <p><u>ENGAGE:</u> OBJECTIVE 16 iii. Engage with government, community, industry, business, and the postsecondary sector to address shared local, provincial, national, and global challenges.</p> <p>OBJECTIVE 17 i. Identify and remove systemic barriers to interdisciplinarity, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations. ii. Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>X Enrolment Management X Faculty and Staff X Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware X Leadership and Change</p> </td> <td style="width: 50%; vertical-align: top;"> <p>X Relationship with Stakeholders X Reputation X Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success</p> </td> </tr> </table>		<p>X Enrolment Management X Faculty and Staff X Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware X Leadership and Change</p>	<p>X Relationship with Stakeholders X Reputation X Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success</p>
<p>X Enrolment Management X Faculty and Staff X Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware X Leadership and Change</p>	<p>X Relationship with Stakeholders X Reputation X Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success</p>			

Item No. 9

	<input type="checkbox"/> Physical Infrastructure	
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> General Faculties Council GFC Programs Committee Terms of Reference	

Attachments

1. MPH in GPH Proposal
2. Suspension of 2nd Level Specializations Proposal
3. MPH and Suspension Combined Calendar Entry Change
4. MPH in GPH Calendar Changes Packages (Courses)

Prepared by: Ruth Wolfe, Associate Dean (Professional Programs), SPH
Email: wolfe@ualberta.ca

University of Alberta Internal Program Approval Template

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

Faculties and Departments pursuing program proposals must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (apatrick@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fsgov@ualberta.ca).

All program proponents must consult with the Vice-Provost (Indigenous Programming & Research) during the early development stage of a program proposal.

This template is used for the following:

- Creation of a new second-level specialization
- Elimination of an existing second-level specialization
- The addition of an Honours stream to an existing undergraduate program
- Name change of a second-level specialization OR embedded certificate
- Creation of a combined degree program where both degrees have been approved by the Ministry
- Substantive program changes that do not require Ministry approval

Basic Information

1. Title of the Program/**Specialization**: Master of Public Health in General Public Health (MPH in GPH)
2. Proposed effective date: Fall 2023
3. Length of the program (years): 2 Years (Full-time)
4. Faculty and Department: School of Public Health
5. Contact person, with telephone number and e-mail address:
Dr. Ruth R. Wolfe, Associate Dean (Professional Programs), School of Public Health, wolfe@ualberta.ca, 780.492.6476
6. Details of completed Departmental and/or Faculty approval processes, including dates

SPH Committee on Educational Policy and Programs: October 14, 2021

GPST: November 1, 2021

SPH Faculty Council: November 5, 2021

FGSR Program Review Committee: November 10, 2021

FGSR Council:

GFC PC:

7. Details of completed student consultation, including dates:

Interest in the shift to the MPH in General Public Health and Graduate Embedded Certificates (GES's) is strongly supported by SPH Student Association consultations and Student and Alumni and Preceptor surveys completed in Winter 2021.

Informal student feedback: (ongoing)

- The **most frequently asked question** from prospective students is whether they are required to choose a specialization, accompanied by what specialization they should choose.
 - Each year, usually in the first term, a small number of students request a change of category to transfer into a different specialization or into the MSc degree.
 - Over the years - both pre-2018 and post-2018, when we implemented the new MPH core curriculum for all MPH specializations, many students have expressed interest in a more flexible mix of courses to complement their core curriculum.
 - Feedback from students, along with instructor observations in SPH 547 and SPH 598 - the "gatekeeping courses" - indicates a high degree of satisfaction with the cumulative learning across the core curriculum and a high degree of practice-readiness on entry into the field practicum (typically the last course of the degree).

SPH Student Association (SPHSA) consultations:

- Consultations with 2019-2020 and 2020-2021 SPHSA executives took place on Nov 20, 2019, and Feb 19, 2021, respectively. Students, representing MPH, MSc and PhD programs (including MACE) and all specializations, suggested strong support for the proposed MPH in General Public Health second-level specialization, and move away from the seven current second-level specializations for reasons that included: 1) Need for a stronger orientation to determinants of health; 2) Recognition that graduates' career trajectories may not be related to their specialization; 3) Recognition that employers are more interested in cross-cutting competencies than in specialization-specific competencies; and 4) A desire for more flexibility. Although the MPH in General Public Health is for MPH students, MSc and PhD students also expressed support for the proposed new courses, in anticipation that they may also benefit from some of them in the future, most notably a course focusing on determinants of health.

Student, Alumni and Preceptor surveys:

- In March 2021, all SPH students and alumni were surveyed about the proposed MPH in General Public Health and both the concept and possible foci of Graduate Embedded Certificates (GECs). MPH field practicum preceptors who had hosted MPH students in the past five years were also surveyed to gauge their opinions on the proposed shift, given their experience with students in the current seven specializations. Depending on the survey, between 70 and 75% of respondents supported the proposed shift away from specializations to the proposed MPH in General Public Health, with the option to pursue electives and/or GECs to complement required courses. Preceptors also noted that our MPH students are well-rounded with competencies that are value-added in contributing to public health challenges. [It should be noted that these surveys were undertaken during the pandemic, which likely affected the response rates for all groups and especially for preceptors, many of whom work in organizations that navigate pandemic-related interventions.]

8. Attach proposed Calendar changes (note that the Registrar's Office must be consulted in advance, or FGSR for graduate programs) and/or course changes (approved via circulation – please see the [Governance website](#) for details)
See Appendix A: MPH in General Public Health Calendar Changes
9. Attach letter of support from the Dean of the Faculty
See Appendix B

Program Impact and Rationale

10. What is the rationale for the program proposal?

In September 2019 SPH Faculty Council approved a motion *“That the School of Public Health pursues the MPH consolidation plan, which includes two elements: 1) development of a General MPH, and 2) re-designing how we offer specialization training, using Graduate Embedded Certificates in place of second-level specializations.”*

The MPH consolidation document that was shared with the Faculty of Graduate Studies and Research in earlier consultation stages (2019/2020) included key points supporting the proposed shift. Where applicable, these have been augmented to reflect the current context.

1. **The most frequently asked question from prospective students** is whether they are required to choose a specialization, accompanied by what specialization they should choose.
 - We currently offer one specialization by distance, the MPH in Health Promotion (HP). Students who are not able to relocate are limited to applying to this specialization. Analysis showed that a significant number of applicants to the MPH in HP have interests that better align with other specializations, suggesting that they apply to this specialization because it is available by distance.
 - Each year, usually in the first term, a small number of students request a change of category to transfer into a different specialization or into the MSc degree.
 - The proposed MPH in General Public Health (see details below) is more student driven than the current MPH with specializations. Students will be admitted into the MPH in GPH and then can choose how to configure their degree beyond the core curriculum based on their interests and career goals by choosing up to two Graduate Embedded Certificates and/or free electives in areas of interest to them.
2. The proposed shift **aligns with the emphases in the innovative interdisciplinary competency- and practice-driven MPH common core curriculum**, implemented in Fall 2018.
 - This curriculum is a significant departure from the historical emphases of the School and sets us apart from other MPH degree programs across the country.
 - The proposed MPH in GPH will maintain and extend the strengths of this curriculum, a key feature of which is problem- and project-based learning through which students develop practice readiness by working in assigned teams to tackle complex public health scenarios, first in the classroom, then with external partner organizations, and finally in field practicum settings.
3. **On the governance and administrative sides**, both the 2017 U of A graduate program review and the Council on Education for Public Health (CEPH), our accreditation body, identified some points related to the number of specializations, lack of consolidation and lack of administrative efficiency, considering the School's size, faculty complement, and inconsistencies in the current second-level specializations.

A SPH faculty retreat held in June 2018 supported consolidation of the MPH degree as one of three top priority directions for the School and spawned a bridge plan to move forward with the MPH in GPH and GEC. Among the considerations are:

- CEPH requires a minimum of *42; yet the current **seven second-level specializations range from *42 to *51**. The same *24 core curriculum is required for all specializations; the range in specialization credits is attributable to wide discrepancies in the number of required *electives*, which range from *3 to *9.
- We have identified several **inefficiencies** in processes and workload associated with duplication in managing our MPH program, mostly deriving from the fact that we offer seven specializations. Notably:
 - The typical pool of eligible MPH applicants for the specializations ranges from 320 to 504. We currently have seven applicant review committees with different applicant processing loads and timelines, that weigh admission criteria in slightly different ways, e.g., work experience and GPA cut-offs.
 - Close to 30% of applicants apply to more than one specialization, which suggests they are not sure about what to choose.

- If a student has applied to only one specialization, we cannot transfer an applicant file to a different review committee for admission consideration even when a strong applicant appears to be a better fit for another specialization.
- Current MPH student enrollment is 183, across seven second-level specializations. Enrollment ranges from 143 to 183. Enrollment across specializations is uneven, with some specializations having small numbers year over year, as shown in Table 1:

Admission Cohort	2017	2018	2019	2020	2021	Total
Specialization						
Applied Biostatistics	4	3	2	7	6	22
Epidemiology	4	8	3	14	8	37
Environmental & Occupational Health	5	4	3	7	6	25
Food Safety	2	1	3	2	4	12
Global Health	8	5	11	7	7	38
Health Policy & Management	12	9	9	17	11	58
Health Promotion (Campus)	9	8	7	14	6	44
Health Promotion (Distance)	7	12	9	11	18	57
Total Admission	51	50	47	79	66	

Notes: (1) Applied Biostatistics & Epidemiology students take almost all the same courses.

(2) Health Promotion Campus and Distance students' programs are the same.

- CEPH requires each specialization to identify a minimum of five **specialization-specific competencies**. The current **seven second-level specializations range from 3 to 11 competencies**. Monitoring, tracking, and reporting on seven different sets of competencies is onerous for instructors, faculty. Accreditation site visits are also onerous, requiring attention to each specialization and requiring engagement with students, alumni and stakeholders associated with each one. [It should be noted that it is the School that is accredited - from Governance to programs - and SPH also offers seven MSc second-level specializations and four PhD second-level specializations.]
- CEPH also requires a specific number of, and criteria for, primary instructional faculty (PIFs) for each specialization, and specifies the number of PIFs that can overlap across two specializations. Thus, specializations both reinforce silos and also constrain strategic hiring of faculty to meet new and emerging public health challenges.

4. On the strategic planning side:

The proposed MPH in General Public Health with **the option of strategic GECs will enhance our competitiveness** in the public health education landscape, nationally and internationally, by clarifying **our niche and ensuring that we remain current** as the field of public health evolves in response to complex societal challenges globally.

- There are currently 16 Master of Public Health degree programs in Canada, nine of which have either no specializations or a specialization in General Public Health. Three offer specializations and four offer concentrations or streams.

- The field of public health is constantly evolving both reactively to respond to emerging public health challenges but, and importantly, proactively to anticipate and prepare for future public health challenges. Nowhere is this more apparent than with the COVID-19 pandemic that exposed the depth and breadth of health inequities, and the implications of climate change for health, areas that align with strategic development of GECs. Although some GECs will be similar to current specializations, most of the new GECs under development will be unique (not duplicate specializations or concentrations at other institutions), meet identified gaps in public health practice, and build on our faculty strengths.
- The current second-level specializations have been in place for fifteen years, with only modest tweaking. They align with historically relevant methodologic and substantive concentrations and CEPH accreditation requirements - legacies that have confined us in a siloed structure.
- 5. The MPH in GPH will help **foster a more integrated and interdisciplinary environment**, aligning with what is typically required in public health practice and research.
 - A key goal is to leverage SPH strengths by better aligning our research and education missions enabling faculty to teach in areas of substantive expertise (in addition to the core curriculum).
- 6. To **maximize revenue generation**, especially under the current U of A budget model, we need to consider increasing enrollment through innovative educational programming.
 - An MPH in General Public Health is likely to be attractive to prospective students in Northern Alberta, Northern Canada, and other rural and remote areas in and beyond Canada, students who are unlikely to have been exposed to public health as undergraduates.
 - Many students enrolled in our MPH in Health Promotion (MPH-HP) distance program are from various regions of Canada and beyond, work full-time, study part-time, and are not able to relocate.
 - Ultimately, the MPH in GPH with strategic GECs will lay the foundation for offering more courses by distance, which will position us also to offer continuing professional education outside of our degrees, with the potential for revenue generation.
 - We have started on these latter goals – reach and accessibility - by leveraging Provost’s Program Development Funding that allowed us to hire a full-time Educational Instructional Design Specialist for a three-year term to strengthen our capacity for remote and online course design, development, and delivery.

Given the above rationale for shifting from the current seven second-level specializations to one second-level specialization - the MPH in General Public Health, we propose:

1. Adoption of an MPH in General Public Health (GPH)

● Configuration:

- The proposed MPH in GPH will be comprised of *45 with *30 Required plus *15 Elective

2. Rationale for Proposed MPH in GPH Configuration:

● *45 Required Credits:

- FGSR requires a minimum of *24 for a course-based master’s degree.
- Council for Education on Public Health (CEPH) requires a minimum of *42 credits for an MPH degree.
- Current specializations range from *42 to *51.
- The proposed MPH in GPH with *45 allows the MPH degree to meet CEPH accreditation-required foundational learning objectives and competencies, while keeping the cost and duration of the program manageable for students and competitive in the public health education landscape.

● *30 Required Courses:

- The degree should be robust enough that we can be confident that students graduating from the MPH in GPH have a strong foundation - knowledge and skills - for entry-level public health practice

even if they opt to take required courses and free electives rather than concentrating in an area of GEC concentration).

- Like the MSc and PhD in General Public Health, CEPH considers the MPH in General Public Health a specialization, requiring at least five specialization-specific competencies over and above the required 12 foundational learning objectives and 22 foundational competencies for the MPH degree. The five additional competencies may be more advanced levels of the current competencies or new competencies.
- The current MPH core curriculum comprises *24. Increasing the required courses to *30 is a reasonable additional load for a specialization that will shape five additional competencies considered foundational to all MPH graduates.
- ***15 Elective Courses:**
 - The proposal standardizes the number of required elective credits for MPH students. Current second-level specializations require *12 to *18 credits beyond the core and require *3 to *9 electives.
 - Over the years, many students have expressed interest in a more flexible mixing of courses rather than the defined packages of specialization courses.
 - Thoughtful design of electives and GECs has the potential to maximize student choice and flexibility to configure the degree around their interests, to be responsive to full-time, part-time, campus and distance students, and offer learning opportunities related to complex public health challenges.
 - The proposed complement of *15 electives is student-centered – it allows maximum flexibility by allowing students to opt for *15 of “free-standing” electives OR opting for bundles of courses that give them up to two GECs.
 - Graduate Embedded Certificates must be a minimum of *12.
 - Students will have the option of taking up to two GECs, with maximum overlap of ½ the GEC credits with required or other GECs), consistent with U of A policies.

3. Rationale for Proposed MPH in GPH Courses:

- The current MPH core courses have stood the test of three years following implementation. The current MPH core curriculum has a teaching team of 14 instructors, who plan, co-teach, monitor, and review the required courses, with a key goal of maximizing integration across the courses. Improvements have been made each year.
- The current MPH core curriculum meets minimum CEPH accreditation criteria by addressing 12 foundational learning objectives and assessing 22 foundational competencies.
- The Canadian College of Health Leaders (CCHL) approved the MPH core curriculum for advanced standing for the Certified Health Executive (CHE) program in recognition of aligning with the core capabilities of the LEADS framework - eligible MPH students are now able to complete a modified CHE program, giving them the opportunity to earn their CHE certification while working on their MPH degree.
- The proposed courses also pay attention to EDII and Indigenizing curriculum, notably in SPH 530, 541, 546, and the two new courses.

The proposal for the MPH in General Public Health builds on these strong foundations and endorsements, including revised course names, descriptions and/or configurations where applicable, and an additional two required courses, for a total of *30 required courses:

- The teaching team highlighted the need to better introduce concepts of public health that underpin the fundamental purpose of public health and differentiate it from other health efforts.
- Notably, the teaching team observed that:
 - Working with problems and scenarios requires a stronger orientation to the concepts that represent the overriding purpose of public health – i.e., to improve population health and wellbeing by addressing the factors and circumstances that shape different and inequitable opportunities for health and wellbeing by mobilizing a diverse set of actions and interventions.

This agenda and its corresponding attachments are transitory records. University Governance is the official copy holder for files of the Board of Governors, GFC and their standing committees. Members are instructed to destroy this material following the meeting.

- Covering these concepts in a dedicated course will level the playing field for all incoming MPH students in terms of basic underlying public health concepts and will improve the flow of the rest of the required curriculum by allowing it to emphasize the concepts and skills for which it is designed. Introduction of these concepts responds to gaps that some faculty have noted, and it will reduce fragmentation in the core courses, which results from having to “teach to the test” - i.e., specific knowledge and competencies that apply to all public health problems (in the case of some CEPH-required competencies, teach them in a specific way).

The proposed MPH in GPH required courses are listed below. Changes to existing course titles or credits are highlighted in **green**; new courses are highlighted in **aqua**. Refer to Calendar Changes for details.

Required courses	*30
SPH 530 This is Public Health	*3
SPH 535 Using & Creating Evidence in Public Health Practice I	*3
SPH XXX Using & Creating Evidence in Public Health Practice II	*3
SPH 5XX Understanding & Improving the Health of Populations	*3
SPH 536 Engagement for Public Health Action	*2
SPH 541 Public Health Practice and Professional Skills I	*2
SPH 5XX Evaluation of Public Health Interventions	*3
SPH 546 Public Health Practice and Professional Skills I	*2
SPH 547 Public Health Practice Project	*3
SPH 598 Public Health Practice Experience & Capping Project	*6

Full-time students will be able to complete the MPH in GPH degree in two years, as is the case now. Part-time students could complete the degree in three years, as is the case now, depending on how they sequence their courses.

The typical sequence of the proposed program for a full-time student is shown in Table 1:

Year 1				Year 2		
Fall (Aug) (*3)	Fall (*9)	Winter (*9)	Sp / Su (*3) OR	Fall (*3)	Winter (*6) OR	Sp / Su (*6)
SPH 530*3 (Aug)	SPH XXX*3 (DOH/Interv)	SPH XXX*3 (Evaluation)	SPH 547*3 OR	SPH 547*	SPH 598*6 OR	SPH 598*6
	SPH 535*3	SPH XXX*3				
	SPH 536*2					
	SPH 541A*1	SPH 541B*1				
		SPH 546*2				

Elective courses, including courses for a Graduate Embedded Certificate, can be completed in any term alongside required courses, depending on prerequisites and corequisites.

Program Outcomes:

Graduates of the MPH in General Public Health will meet the 12 foundational learning objectives and 22 foundational competencies required for accreditation by the Council for Education in Public Health (CEPH) (as is the case for our current MPH required courses). (Refer to [MPH Core Competency Framework](#)) The MPH in General Public Health will result in demonstration of six additional second-level specialization competencies:

1. Explain why poor health and health inequities occur within and across populations and analyze why Indigenous and other racialized and equity- and social justice-seeking populations disproportionately experience inequities.
2. Explain the range of interventions public health practitioners use to change complex systems to address factors that contribute to poor health and health inequities.
3. Explain the significance of a “health in all policies” approach to addressing health inequities.
4. Identify appropriate context-relevant interventions for specific public health problems, based on systems thinking, and make a case for recommending a specific intervention.
5. Describe the different types of evaluation and their purposes and approaches and design an appropriate logic model and evaluation framework for a specific intervention.
6. Explain the considerations in designing a strategy for engaging Indigenous and other equity- and social justice-seeking populations in the assessment-planning-action-evaluation cycle of public health interventions.

Transition Plan:

The School is committed to ensuring that current graduate students will be able to finish their MPH degree program according to the requirements in place when they were admitted. All core and specialization courses for the current MPH second-level specializations will continue to be offered until the Fall 2022 cohort completes their degrees. As of Fall 2021, we estimate the number of continuing students, as shown in Table 3 below (by admission cohort), based on the current and anticipated number of enrolled students.

Admission Cohort	Pre-2018	2018	2019	2020	2021(1)	2022(2)
Specialization						
Applied Biostatistics	0	0	0	0	1	6
Epidemiology		0	0	0	0	6
Environmental & Occupational Health		0	0	0	0	8
Food Safety		0	0	0	0	4
Global Health		0	0	0	0	7
Health Policy & Management		0	0	0	0	11
Health Promotion (C)		0	0	0	3	6
Health Promotion (D)		0	1	0	6	18

Notes: (1) Based on 54/66 program plans; (2) Assumes enrollment breakdown is the same as 2021 cohort

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

The average intake for the MPH program in the last two years is 74 students. Total enrollment in the program over the past five years is 297 students. Expected enrollment in the first year of the MPH in General Public Health is in line with our current enrollment which is 66-82 students. We will examine how things are working in the first year, make minor adjustments as needed, and work to build yearly enrollment to 100 students per year. (See Appendix C). The growth of the MPH degree program is a revenue generating opportunity and an opportunity to address market demand as we routinely receive over 800 applications for the MPH spots.

Most current required MPH courses will be maintained, with slight revisions, and two new courses will be added to ensure that the degree is robust enough to ensure that graduates have the requisite competencies for entry level practice readiness. A similar teaching team approach to the current MPH core curriculum will be used, and problem-based learning pedagogy will be employed where applicable. There will be minimal impact on required SPH faculty complement and administrative needs will remain the same while achieving anticipated admission-related efficiencies. As noted above, an SPH strategic objective is to integrate education and research missions to allow faculty to teach in their areas of expertise and, ultimately, to involve most faculty in contributing to teaching and learning experiences in the MPH in GPH required courses.

Tuition for the MPH in General Public Health program based on the Fall 2020/Winter 2021 rates as posted to the FGSR website (note: does not include non-instructional fees or the projected annual increases):

Domestic Students:

\$714.48 per *3 course

Program Cost: \$ 10,717.12

International Students:

\$1,864.30 per *3 course within the period of time covered by the guarantee

Program Cost = \$ 27,964.50 (for a *45 credit program, if completed in 4 years)

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

There will be minimal resource implications for implementing this second-level specialization on the SPH's student workspace (which is non-allocated, touchdown space) and administrative services. Anticipated enrollment targets are like current enrollment targets, so we do not anticipate an increased student load beyond our current targets. Maintaining current specializations and courses until all students admitted prior to Fall 2023 have completed their current specializations will result in a modest amount of administrative work required to continue to track these students through to completion.

We have consulted with the library and IST regarding resource implications. Please see Appendix (D) for these letters.

A budget with anticipated revenue and expenses is also provided in Appendix (E). This is a net revenue generating opportunity with anticipated expenditures limited to advertising/promotion of the program. Over

the last 3 years the international admissions were between 12-25% of the total MPH admissions. For budgetary purposes international admissions will be calculated at 20%.

Shanthi Johnson, PhD, RD, FDC, FACSM, FGSA

Professor and Dean

3-300 Edmonton Clinic Health Academy
11405 - 87 Ave, Edmonton, Alberta, Canada T6G 1C9

Shanthi.johnson@ualberta.ca Tel: 780.492.9981

www.publichealth.ualberta.ca

October 14, 2021

Dear CEPP, FGSR, and GFC colleagues,

The attached proposal describes the rationale, needs, and benefits associated with the creation of a new second-level specialization - Master of Public Health in General Public Health (MPH in GPH) - through the School of Public Health at the University of Alberta.

The value of the proposed shift to the MPH in General Public Health and Graduate Embedded Certificates (GES's) is strongly supported by SPH Student Association consultations and Student and Alumni and Preceptor surveys completed in Winter 2021. Specifically the feedback suggests that it would provide more flexibility, offer a sound grounding for career trajectories that may not be related to specializations, provide employers with cross-cutting competencies and provide a stronger orientation to the determinants of health.

In September 2019 SPH Faculty Council approved an MPH consolidation plan which included the development of a General MPH, and re-designing specialization training by offering Graduate Embedded Certificates instead of second-level specializations. The proposed shift is more student driven, and offers greater governance and administrative effectiveness. It enhances our competitiveness in public health education, nationally and internationally, by clarifying our uniqueness and ensuring that we remain current.

The MPH in GPH will foster a more integrated and interdisciplinary environment, aligning with what is typically required in public health practice and research. This shift aligns with our focus on innovative interdisciplinary competency and practice-driven MPH common core curriculum. Under the new U of A budget model, we also need to maximize revenue generation which can in part be realized by increasing enrollment and innovative educational programming. This is consistent with our School's strategic and interrelated goals of delivering innovative high quality learning experiences, leading research excellence, and promoting organization effectiveness and resiliency and our mission to advance the public's health by engaging partners in world-leading research, learning and action.

As the dean of SPH, I offer my fullest support for the approval of this program. If you have any questions about the proposal please do not hesitate to connect with me.

Sincerely,

A handwritten signature in blue ink, appearing to read 'S. Johnson', with a horizontal line underneath the name.

Shanthi Johnson, Professor and Dean

Appendix C – Sample Enrolment Table

Proposed Enrolment	2023-24	2024-25	2025-26	2026-27	Annual Ongoing
Total Full-Time head count	64	149	170	170	170
• Full-Time Year 1	64	85	85	85	
• Full-Time Year 2		64	85	85	
• Full-Time Year 3					
• Full-Time Year 4					
• Full-Time Year 5					
Total Part-Time head count	11	26	41	45	45
• Part-Time Year 1	11	15	15	15	
• Part-Time Year 2		11	15	15	
• Part-Time Year 3			11	15	
• Part-Time Year 4					
• Part-Time Year 5					
Total Work Experience hc	0	64	96	100	100
• Work Experience Year 1	0	0	0	0	
• Work Experience Year 2		64	85	85	
• Work Experience Year 3			11	15	
• Work Experience Year 4					
• Work Experience Year 5					
Anticipated Number of Graduates		approx 64	approx 96	approx 100	approx 100



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

Please contact your [subject librarian](#) to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Connie Winther	Date: 21 October 2021
Library Unit: Health Sciences	Email: cwinther@ualberta.ca

Program Proposal Contact:

Name: Ruth R. Wolfe	Dept./School: School of Public Health
Faculty: School of Public Health	E-mail: wolfe@ualberta.ca

Proposed Program Changes:

<p><i>Insert specific program proposal name here: Master of Public Health in General Public Health</i></p> <p><i>Master of Public Health in General Public Health (MPH in GPH) . This is a new second-level specialization (General Public Health), replacing the seven current second-level specializations. This new MPH in GPH includes 6 courses with changes, and 2 new courses (SPH 5XX Understanding & Improving the Health of Populations & SPH 5XX Evaluation of Public Health Interventions).</i></p>

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to public health resources and search techniques may be useful for students in the program. Generic courses covering these topics are already available to MPH students.</p> <p>The Library also offers a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Library web site to</p>

	support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate subject librarian to discuss.
Reference assistance (e.g., ongoing one-on-one help)	General reference assistance is available at all University of Alberta Library service desks . In addition, subject librarians are available for one-to-one consultations for specialized assistance. Ask us services are also available via chat, email and phone.
Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]	<p>The Library's current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Library can be requested through Interlibrary Loan.</p> <p>Journals and electronic resources with particular relevance to this program include:</p> <p>Databases:</p> <ul style="list-style-type: none"> o Medline o Global Health o CINAHL o EMBASE <p>Journals;</p> <p>The Library holds subscriptions to the major journal collections that support this broadly based program including: Elsevier, Springer, and Wolters Kluwer. Examples of these journals are: Public Health, American Journal of Public Health, and Lancet Planetary Health</p> <p>Submit course materials and reading list requests online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)	N/A
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Physical facilities are in place to support student research needs. There are bookable group study spaces , as well as collaborative and individual study spaces in all library locations.
Other (specify)	

- Proposal has an impact on the Libraries and can be supported.
- Proposal can be supported with additional resources; see attached details.
- Proposal has no impact on the Libraries.

Unit Head Signature:



Date: 13 October 2021

Associate University Librarian Signature:



Date: October 13, 2021

Appendix E – Sample Budget with anticipated revenue

Budget Estimate 2023-2024		
Tuition		
	MPH GPH Domestic * 60 students	\$291,507 .8
	MPH GPH International * (15 students)	\$190,158 .6
	MPH with Specializations (Continuing Students)	\$376,038 .4
Expenditures		
	Admin support (existing salary and benefits)	\$60,000
	Promotion/Advertising	\$5,000
		65,000
Tuition vs Expenditures estimate		\$792,704 .8

* Estimated revenue (85%) based on 2020-2021 fees domestic **Estimated revenue (85%) based on 2020-2021 fees international

MPH in General Public Health - Course Descriptions

SPH 530 - This is Public Health

★ 3 (*fi 6*) (variable, 3-0-0) This course is an introduction to: how the field of public health has evolved, views of health and wellness, determinants of health, social justice and health inequities, systems thinking, core public health functions, community-based strategies and interventions to improve public health, intercultural competence, Indigenous ways of knowing, and the role of evidence in public health planning and evaluation. The course uses a problem-based learning (PBL) approach to respond to a specific public health crisis in real-time. PBL is based on the complex problems encountered in the real world as a stimulus for learning and for integrating and organizing learned information and concepts in public health in ways that will ensure recall and application to future public health problems. The course also introduces Canadian experiences related to Indigenous history, treaties, and Indigenous values, and emphasizes how colonialism was enacted through public health action. The course creates an environment where students can reflect on their position as individual public health practitioners and their collective role in advancing reconciliation in public health. SPH 530 is the required first course for the degree of Master of Public Health in General Public Health.

SPH 535 - Using and Creating Evidence in Public Health Practice I

★ 3 (*fi 6*) (variable, 3-0-0) This is the first of two consecutive courses that provide an overview of evidence used by communities, governments, health systems, and academics to inform public health actions. This course covers practical contexts within which public health evidence is used, philosophical and disciplinary assumptions shaping views on what evidence is relevant for decision-making, and ethical and equity dimensions of evidence creation and use. Fundamental biostatistical, epidemiologic, and measurement concepts are introduced in the context of descriptive, analytic, and causal research questions and study designs used to answer them. SPH 535 is a required course for the degree of Master of Public Health in General Public Health. Prerequisite: SPH 530. Corequisites: SPH XXX, SPH 536, and SPH 541A, or consent of instructor.

SPH #### - Using and Creating Evidence in Public Health Practice II - Currently SPH 535B - not new; only a new configuration

★ 3 (*fi 6*) (variable, 3-0-0) This is the second of two consecutive courses that provide an overview of evidence used by communities, governments, health systems, and academics to inform public health actions. This course covers social science methods (surveys, analysis of qualitative evidence), sampling approaches, quality appraisal and synthesis of pre-existing evidence, and quantitative methods for identifying risk factors. Fundamental concepts used in program planning & evaluation, evidence transferability and scalability, and costs analysis are introduced. SPH #### is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530, SPH #### 1, SPH XXX(DOH), SPH 536, and SPH 541A, or consent of instructor. Corequisites: SPH XXX(Eval), SPH 541B, and SPH 546, or consent of instructor.

SPH 536 - Engagement for Public Health Action

★ 2 (*fi 4*) (variable, 3-0-0) Our perceptions and interpretations of *what is good* for society are at the core of public health's mission but, as you can imagine, every individual has their own opinion about what is *good*. How do we motivate and engage people with such diverse attitudes and opinions in the dialogue that leads to public health action? Coupled with a deep dive into the philosophical underpinnings of meta-ethics, normative ethics, epistemology and ontology, this course helps students understand why public health is not as straightforward as one might expect. How different worldviews and ways of knowing shape concepts of ethics and values and, ultimately, understandings of what is *good*, are considered from normative, Indigenous, and other non-Western perspectives. This foundational work supports experiential learning opportunities where students are paired with organizations and professionals to gain insights into practices and experiences of engagement for public health action. SPH 536 is a required course for the degree of Master of Public Health in General Public Health. Prerequisite: SPH 530. Corequisites: SPH XXX, SPH 535, or consent of the instructor.

SPH 541 - Public Health Practice & Professional Skills I

★ 2 (*fi 4*) (variable, 2-0-0) Building on foundational concepts, knowledge, and skills introduced in pre and corequisite courses and continuing with problem-based learning, students work in teams to address challenging public health scenarios. The course emphasizes qualities and skills for effective team work essential in public health practice, including critical thinking, self-awareness, reflection and reflexivity, collaboration, and deliberation. Implications of normative, Indigenous and anti-oppressive approaches to effective teamwork are introduced to shape principles to guide effective practice. Students practice skills required for conceptualizing and assessing public health problems and planning interventions, including systems thinking, using evidence, assessing stakeholders and community members, anticipating and transforming conflict, applying ethical principles, and communicating effectively.

SPH 541 is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530, SPH 536. Corequisites: SPH XXX, SPH XXX, SPH XXX, or consent of instructor.

SPH 546 - Public Health Practice & Professional Skills II

★ 2 (*fi 4*) (variable, 2-0-0) Building on *SPH 541- Public Health Practice and Professional Skills I*, students continue to practice and strengthen professional competencies through working in teams to address complex public health scenarios. This course highlights the action implementation and evaluation phases of the assessment-planning-action-evaluation cycle, and emphasizes the knowledge, skills, and behaviours needed in inter/intra-organizational teamwork and collaboration, including: assessment of the implementation context - such as the political climate and political will - ethics and values in decision-making, financing of health initiatives in the Canadian context, budget cycles and accountability, economic evaluation and resource allocation considerations, and governance. Teams continue to build stakeholder assessment

skills - who needs to be at the table and their roles and responsibilities and accountabilities; and project management skills - scoping the work, developing a resource SPH 546 is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530, SPH XXX, SPH 536, SPH 535, SPH 541. Corequisite: SPH XXX, SPH XXX, or consent of instructor.

SPH XXX - Understanding and Improving the Health of Populations

★ 3 (*fi 6*) (variable, 3-0-0) An exploration of concepts and theories used to explain *why* poor health and health inequities occur within and across populations, including Indigenous and other racialized and equity-seeking populations (etiology), and interventions public health practitioners use to *change* complex systems to address factors that contribute to these problems. Etiologic topics include conceptions of health and wellness; population health vs. clinical care; historical and global trends in population mortality, morbidity, and health inequities; causal and systems thinking, and the impact of biological, behavioural, sociocultural, political-economic, and environmental factors – including the impacts of colonialism and structural racism - on population health and health inequities. Intervention topics include advocacy, community and systems capacity building, and implementation of policies, and programs that support key public health functions - health promotion and protection, the prevention and control of infectious and chronic diseases and injury, and emergency preparedness and response, governance, infrastructure, financing and organization. Intersectoral partnership, collaborative action, and political will are reviewed to support “health in all policies” to improve public health.

SPH XXX is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530. Corequisites: SPH 535, SPH 536, SPH 541A, or consent of instructor.

SPH XXX - Evaluation in Public Health Practice

★ 3 (*fi 6*) (variable, 3-0-0) An overview of the roots of evaluative thinking and practice in the assessment, planning, implementation and monitoring of public health interventions. Different types of evaluation are considered, including: needs assessment, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Evaluation approaches, steps, strategies, and rigour are explored. Consideration is given to how Indigenous and other non-Western ways of knowing can and should be incorporated into the design and conduct of evaluation. The course addresses evaluation practice competencies that align with the Canadian Evaluation Society’s competency framework.

SPH XXX is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530, SPH XXX, SPH 535, SPH 536, and SPH 541A, or consent of instructor. Corequisites: SPH XXX, SPH 541B, and SPH 546, or consent of instructor.

Recommended Typical Sequence of MPH in General Public Health Required Courses (Full time student)

Year 1				Year 2		
Fall (Aug) (*3)	Fall (*9)	Winter (*9)	Sp / Su (*3) OR	Fall (*3)	Winter (*6) OR	Sp / Su (*6)
SPH 530*3 (Aug)	SPH XXX*3 (DOH/Interv)	SPH XXX*3 (Evaluation)	SPH 547*3 OR	SPH 547*	SPH 598*6 OR	SPH 598*6
	SPH 535*3	SPH XXX*3				
	SPH 536*2					
	SPH 541A*1	SPH 541B*1				
		SPH 546*2				
<p>Elective courses, including courses for a Graduate Embedded Certificate, can be completed in any term alongside required courses, depending on prerequisites and corequisites.</p>						



Information Services & Technology
3-63 General Services Building

T 780.492.0786
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<https://www.ualberta.ca/information-services-and-technology>

Date: Tuesday, October 19, 2021

To: Assoc. Dean. R. Wolfe

From: M. MacGregor, AVP & CIO

Re: MPH in General Public Health – IST Impact Assessment

Dear Assoc. Dean Wolfe,

IST fully supports the proposal from the School of Public Health for a Master's of Public Health in General Public Health. There are no substantial impacts on university IT.

Best wishes,

A handwritten signature in black ink that reads "M. MacGregor".

Mike MacGregor



2 November 2021

Shanthi Johnson, PhD, RD, FDC, FACSM, FGSA
Professor and Dean
School of Public Health @ University of Alberta

Dear Dr. Johnson,

I am writing the brief letter in order to offer my strong support for the proposed second-level specialization-MPH in General Public Health (MPH in GPH) that your faculty is bringing forward for implementation in Fall 2023.

I am convinced by the rationale that is provided in the draft proposal that this shift has been made necessary by the need for consolidation, especially given the size of your School and faculty complement, but also the necessity of embracing change in the current public health education environment.

I'm also persuaded by the work that has already been done within the School in preparing for this shift and all the thought that has been given to the needs of future students. Equally so, I am persuaded by the new program's innovative core curriculum as well as the development of Graduate Embedded Certificates, something that will enable students to choose a concentration of their choice and allow them as well to be trained with the view of current and anticipated public health challenges. That the new program will be more student-driven is also something that recommends it highly in my estimation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Demetres P. Tryphonopoulos'.

Demetres P. Tryphonopoulos
Dean & Executive Officer

FACULTIES

Kinesiology, Sport & Recreation
Medicine & Dentistry
Nursing
Pharmacy & Pharmaceutical Sciences
Public Health
Rehabilitation Medicine

November 2, 2021

Dear FGSR and GFC Councils:

The College of Health Sciences, along with the Health Sciences Faculties, strongly endorse and support the School of Public Health's (SPH) proposed new second-level specialization Master of Public Health (MPH) in General Public Health (MPH in GPH) for implementation in Fall 2023. This degree offering is consistent with the SPH's strategic plan, the institutional commitment *For the Public Good*, and the University of Alberta for Tomorrow.

This program will be a welcomed and timely addition to the current academic offerings. The proposal ensures that students would no longer be admitted into the seven second-level specializations currently offered. Those specializations would be terminated when continuing students have completed their degrees with the transition into the new program.

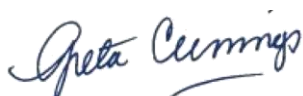
The shift represents the findings from a comprehensive assessment suggesting the need for consolidation given the size of the School of Public Health and faculty complement, currency in the evolving public health education landscape, strategic opportunities and administrative and governance efficiencies. Over the past several years, consolidation of the MPH degree programs has consistently been identified as a top priority.

Specifically, the proposed MPH in GPH will comprise 30 required courses and 15 elective courses for a total of 45. It has been designed to equip students with the knowledge and competencies needed for entry-level public health practice in a wide range of settings. Enrollment is anticipated to be the same as for our current MPH specializations with a target of 75 in Fall 2023.

To complement the MPH in GPH, SPH is developing Graduate Embedded Certificates (GECs) to facilitate students in choosing up to two concentrations. There are currently two GECs – Communicable Diseases and Community-based Research and Evaluation with more under development including a GEC in Climate Change and Health.

We strongly support the MPH in GPH with GECs which meets the SPH's strategic goals of delivering quality learning experiences, increasing transdisciplinary approaches to addressing complex intersectoral public health challenges, and integrating research and education.

Sincerely,



Greta Cummings, PhD, RN, FCAHS, FAAN, FCAN
Interim College Dean, College of Health Sciences



Brenda Hemmelgarn, MD, PhD
Dean, Faculty of Medicine & Dentistry

.../2



Nicholas L. Holt, PhD
Interim Dean and Professor
Faculty of Kinesiology, Sport, and Recreation



Tammy Hopper, PhD, R-SLP, CCC-SLP
Professor and Interim Dean
Faculty of Rehabilitation Medicine



Christine Hughes, BSCPharm, PharmD, FCSHP
Professor and Interim Dean
Faculty of Pharmaceutical Sciences



Diane Kunk, PhD, RN
Interim Dean
Faculty of Nursing



Paul Major, PhD
Professor & Department Chair
Faculty of Medicine & Dentistry

Office of the Dean
3-284 Edmonton Clinic Health Academy
University of Alberta
Edmonton, Alberta T6G 1C9
Telephone: 780.492.0415
www.ualberta.ca/social-sciences-humanities

October 29, 2021

Re: The School of Public Health (SPH) Letter of Support

Dear FGSR and GFC Councils,

I am writing to offer my strong support for the School of Public Health's (SPH) proposed new second-level specialization Master of Public Health (MPH) in General Public Health (MPH in GPH) for implementation in Fall 2023. This degree offering is consistent with the SPH's strategic plan, the institutional commitment *For the Public Good*, and the University of Alberta for Tomorrow.

I can confirm that there is unanimous support from the College's Council of Deans (i.e. the Deans of Arts, Business, Education and Law).

Without going into detail, I note that the proposed program change comes about after a comprehensive assessment and thorough analysis. The need for consolidation, the identification of strategic opportunities and the desire to realize administrative and governance efficiencies are all clearly described. The proposal is well thought out and articulated.

In sum, I strongly support the MPH in GPH with GECs which meets the SPH's strategic goals of delivering quality learning experiences, increasing transdisciplinary approaches to addressing complex intersectoral public health challenges, and integrating research and education.

Sincerely,



Joseph Doucet, PhD, ICD.D
Dean
College of Social Sciences and Humanities
University of Alberta

Cc: Kyle Murray, Dean, Alberta School of Business
Steve Patten, Dean, Faculty of Arts
Jennifer Tupper, Dean, Faculty of Education
Barbara Billingsley, Dean, Faculty of Law



November 2, 2021

Dr. Shanthi Johnson
Professor and Dean
School of Public Health

Dear FGSR and GFC Councils:

Tan'si, Dr. Johnson,

The Faculty of Native Studies strongly supports the School of Public Health's (SPH) proposed new second-level specialization Master of Public Health (MPH) in General Public Health (MPH in GPH) for implementation in Fall 2023. This degree offering is consistent with the SPH's strategic plan, the institutional commitment For the Public Good, and the University of Alberta for Tomorrow. Similarly, it touches on elements relation to the Truth and Reconciliation Commission Final Report's Calls to Action (which SPH has collegially reached out to the Faculty of Native Studies to discuss and partner).

This program will be a welcomed and timely addition to the current academic offerings. The proposal ensures that students would no longer be admitted into the seven second-level specializations currently offered. Those specializations would be terminated when continuing students have completed their degrees with the transition into the new program.

The shift represents the findings from a comprehensive assessment suggesting the need for consolidation given the size of the School of Public Health and faculty complement, currency in the evolving public health education landscape, strategic opportunities and administrative and governance efficiencies. Over the past several years, consolidation of the MPH degree programs has consistently been identified as a top priority.

Specifically, the proposed MPH in GPH will comprise 30 required courses and 15 elective courses for a total of 45. It has been designed to equip students with the knowledge and competencies needed for entry-level public health practice in a wide range of settings. Enrollment is anticipated to be the same as for our current MPH specializations with a target of 75 in Fall 2023.

To complement the MPH in GPH, SPH is developing Graduate Embedded Certificates (GECs) to facilitate students in choosing up to two concentrations. There are currently two GECs - Communicable Diseases and Community-based Research and Evaluation with more under development including a GEC in Climate Change and Health.



We strongly support the MPH in GPH with GECs which meets the SPH's strategic goals of delivering quality learning experiences, increasing transdisciplinary approaches to addressing complex intersectoral public health challenges, and integrating research and education.

Pishshapmishko,

Dr. Chris Andersen
Professor and Dean
Faculty of Native Studies
2-31 Pembina Hall
University of Alberta
Edmonton, AB
T6G 2H8
CANADA
Royal Society of Canada's College of New Scholars, Artists and Scientists (Inaugural Member)

*Pierre-Yves Mocquais, PhD, DPA
Doyen, Professeur / Dean, Professor*

8406 rue Marie-Anne-Gaboury (91 St)
Edmonton, Alberta, Canada T6C 4G9
Tel: 780.465.8705
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mocquais@ualberta.ca

Dr. Shanthi Johnson
Professor and Dean
School of Public Health
University of Alberta

November 3, 2021

Dear Dr. Johnson,

Allow me first to apologize for the delay in providing you with this letter of support for the School of Public Health new second-level specialization in the course-based Master of Public Health (MPH), a MPH in General Public Health (MPH in GPH). I have read attentively your email of October 23rd and reviewed (albeit more quickly than I would have liked) the material appended. I am very happy to express my support for this initiative.

The ongoing coronavirus pandemic has amply demonstrated the importance of well and practically trained specialists in Public Health. As the explanatory memo stresses, "The field of public health is constantly evolving both reactively to respond to emerging public health challenges but, and importantly, proactively to anticipate and prepare for future public health challenges." In such a context, an interdisciplinary approach would be an important aspect of the MPH in GPH, which the explanatory memo underscores. As the dean of an interdisciplinary faculty, I can only support such an approach as well as the emphasis on an "innovative interdisciplinary competency and practice-driven" curriculum. As Campus Saint-Jean develops more and more its health and wellbeing programs at the undergraduate level, we are increasingly developing our curricula along interdisciplinary lines.

In addition, I find the proposed Graduate Embedded Certificate in Climate Change and Health particularly pertinent and timely. There is no doubt that climate change is bound to have a greater and greater impact on human health in Canada and the world over. Graduates being able to address such issues as the relationship between climate change and health not only in Canada, but in other parts of the world, are bound to be very much in demand.

I am therefore very pleased to lend my support and that of Campus Saint-Jean to this initiative that answers forcefully to the needs of a changing and evolving humanity facing critical health related tribulations in the years and decades to come. I compliment the School of Public Health for such an initiative.

Allow me to wish you great success in the implementation of this new program.

Sincerely,



Pierre-Yves Mocquais

Cc: Dr. Samira ElAtia, Associate Dean (Graduate Studies), Faculté Saint-Jean



November 4, 2021

Shanthi Johnson
Dean, School of Public Health
University of Alberta

Re: College of Natural and Applied Sciences support for the SPH MPH GPH degree

Dear Shanthi:

Thank you for sending the proposals for the School of Public Health's (SPH) Masters in Public Health (MPH) program revisions to the seven specializations that you currently have in place for the MPH. We agree that moving towards a single MPH in General Public Health (GPH) will be much simpler to navigate for the students and to administer. This will enhance the student experience in the MPH. A consolidation of the 7 specializations is also consistent with streamlining the numbers of program offerings at the institution through the University of Alberta for Tomorrow. **The College of Natural and Applied Sciences Council of Deans supports your proposal.**

We are also in agreement that the availability of the Graduate Embedded Certificates will offer students the opportunity to focus their areas of specialization. As you suggest, Public Health is at the forefront of global challenges and these options, along with the MPH GPH, offer an excellent opportunity for specialized education and research for MPH GPH students to move us towards solutions.

We note the following: The Graduate Embedded Certificate in Public Health and Food Safety intersects with programs offered in ALES (Division of Food Science); The Graduate Embedded Certificate in Public Health and Climate Change intersects with programs offered in ALES (Department of Renewable Resources) and Science (Department of Earth and Atmospheric Sciences and Biological Sciences); The Graduate Embedded Certificate in Epidemiology and Biostatistics intersects with programs offered in Science (Department of Mathematics and Statistical Sciences). Given these intersections, we look forward to further conversations about leveraging existing courses and program offerings, such as seminar series' and workshops, for the Graduate Embedded Certificates. There are many opportunities to cooperate here. I expect that there might



also be important overlap and opportunities within the Colleges of Health Sciences and Social Sciences and Humanities.

Recognizing that the process for approval is internal, we hope this letter is sufficient to show support from the College of Natural and Applied Sciences on behalf of the Faculties of Engineering, ALES, and Science.

Good luck and let us know if we can be of further assistance as you explore internal mapping of courses and other connections to leverage for your MPH in GPH and the Graduate Embedded Certificates.

Sincerely,

A handwritten signature in black ink, appearing to read "Matina Kalcounis-Rueppell".

Matina Kalcounis-Rueppell
Interim Dean, College of Natural and Applied Sciences

cc:
Simaan AbouRizk, Interim Dean, Faculty of Engineering
Stan Blade, Dean, Faculty of ALES
Fred West, Acting Dean, Faculty of Science

University of Alberta Internal Program Approval Template

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

Faculties and Departments pursuing program proposals must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsrgov@ualberta.ca).

This template is used for the following:

- Creation of a new second-level specialization
- X** **Suspension / Termination of an existing second-level specialization - not requiring Ministry approval**
- Suspension / Termination of an existing embedded certificate
- The addition of an Honours stream to an existing undergraduate program
- Name change of a second-level specialization OR embedded certificate
- Creation of a combined degree program where both degrees have been approved by the Ministry
- Substantive program changes that do not require Ministry approval

Basic Information

1. Title of the Program/Specialization: Seven second-level specializations as follows:
 - The Degree of Master of Public Health in Applied Biostatistics (course-based) [Graduate]
 - The Degree of Master of Public Health in Environmental and Occupational Health (course-based) [Graduate]
 - The Degree of Master of Public Health in Epidemiology (course-based) [Graduate]
 - The Degree of Master of Public Health in Food Safety (course-based) [Graduate]
 - The Degree of Master of Public Health in Global Health (course-based) [Graduate]
 - The Degree of Master of Public Health in Health Policy and Management (course-based) [Graduate]
 - The Degree of Master of Public Health in Health Promotion (course-based) [Graduate]
2. Proposed effective date: Admissions to the seven specializations noted above suspended as of October 1, 2022
3. Length of the program (years): Maximum 6 years (part- or full-time). Full-time students typically finish within two years.
4. Faculty and Department: School of Public Health
5. Contact person, with telephone number and e-mail address: Dr. Ruth Wolfe, Associate Dean, Professional Programs // wolfe@ualberta.ca // Mobile: 780-966-3983
6. Details of completed Departmental and/or Faculty approval processes, including dates
The related proposal for the MPH in General Public Health moved through governance previously:
 - SPH Committee on Educational Policy & Programs - Oct 14 2021
 - GPST - November 1, 2021
 - SPH Faculty Council - November 5, 2021 PRC - November 10, 2021
 - FGSR Council - November 24, 2021**NOTE:** At the request of the Provost's Office, the suspension for the current seven specializations (implied in the MPH in General Public Health proposal, will need to move through the Programs Committee at the same time as the Proposal for the MPH in General Public Health.
As such, the Suspension proposal and related calendar language went to SPH Faculty Council and FGSR Council for subsequent evote in December 2021.
7. Details of completed student consultation, including dates
 - 2019-2020 & 2020-2021 SPH Student Associations: Nov 20, 2020 & Feb 19, 2021 meetings about the proposed MPH in GPH and potential GECs

- Students and Alumni - Discussion & surveys about the proposed MPH in GPH concept and possible priority GECs: Mar 2021
 - Information about the proposed MPH in GPH has been shared on many occasions at SPH Town Hall / Faculty Council meetings times - open to the entire SPH community – faculty, students, alumni, and stakeholders.
 - SPH Student Association representatives attend all SPH committee meetings and have a vote on the SPH Faculty Council.
8. Attach proposed Calendar changes (note that the Registrar’s Office must be consulted in advance, or FGSR for graduate programs) and/or course changes (approved via circulation – please see the [Governance website](#) for details) – Included; completed in consultation with FGSR and RO.
9. Attach letter of support from the Dean of the Faculty – Included.

Program Impact and Rationale

10. What is the rationale for the program proposal?
- This proposal is one component of the larger program proposal to implement a new second-level specialization of Master of Public Health in General Public Health for implementation Fall 2023 and to suspend admission into the current seven second-level specializations until continuing students have completed their degrees, at which time these seven second-level specializations will be terminated.
11. Provide the expected enrollment (or other) impact on the academic unit(s) offering the program and other affected units if applicable. Include information on the current enrolment (sample enrolment table included on following page).
- Consolidation of the MPH degree programs addresses School of Public Health objectives associated with admission, governance, administration and aligns with the School’s strategic education plan. The School is committed to ensuring that current graduate students will be able to finish their MPH second-level specializations according to the requirements in place when they were admitted. All core and specialization courses for the current MPH second-level specializations will continue to be offered until the Fall 2022 cohort completes their programs. - Refer to the Appendix for 5-year enrolment in the current MPH second-level specializations and estimated number of continuing students as of Fall 2023 based on the current and anticipated number of enrolled students.
12. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar’s Office, or IST), as applicable) for the proposed change? If so, please provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.
- The Library and IST provided impacts statements indicating they do not anticipate any appreciable impacts. No implications for budget or space. We anticipate administrative efficiencies for student services, including admissions.

Appendix

5-year Admissions by Admission Cohort and Current MPH Second-level Specialization

Admission Cohort	2017	2018	2019	2020	2021	2022 EST
Current MPH Second-level Specialization						
Applied Biostatistics	4	3	2	7	6	6
Epidemiology	4	8	3	14	8	8
Environmental & Occupational Health	5	4	3	7	6	6
Food Safety	2	1	3	2	4	4
Global Health	8	5	11	7	7	7
Health Policy & Management	12	9	9	17	11	11
Health Promotion (Campus)	9	8	7	14	6	6
Health Promotion (Distance)	7	12	9	11	18	18
Total Enrolment (Fall)	51	50	47	79	66	66

Notes: (1) Applied Biostatistics & Epidemiology students take the same courses except for one; Health Promotion Campus and Distance students' programs are the same. 2) All MPH students are required to complete work experience in the format of an MPH field practicum of at least 400 hours typically in the final term of the degree - i.e., Year 2 for full-time students. 3) The large majority of full-time MPH students complete the degree within two years, and graduate in either June or November, depending on their course sequence. The majority of part-time students complete the degree within three years.

Anticipated Number of Continuing Students in Fall 2023 by Admission Cohort and Current MPH Second-level Specialization

Admission Cohort	Pre- 2018	2018	2019	2020	2021(1)	2022(2)
Current MPH Second-level Specialization						
Applied Biostatistics	0	0	0	0	1	6
Epidemiology	0	0	0	0	0	6
Environmental & Occupational Health	0	0	0	0	0	8
Food Safety	0	0	0	0	0	4
Global Health	0	0	0	0	0	7
Health Policy & Management	0	0	0	0	0	11
Health Promotion (Campus)	0	0	0	0	3	6
Health Promotion (Distance)	0	0	1	0	6	18

Notes: (1) Based on Fall 2021 program plans; (2) Assumes enrollment breakdown is the same as the 2021 cohort.

Item: MPH in General Public Health (SPH)

Date: December 6, 2021

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

CURRENT	PROPOSED
<p>Public Health [Graduate]</p> <p>[...]</p> <p>General Information</p> <p>The School of Public Health offers a course-based degree of Master of Public Health (MPH) with several specializations, a thesis-based degree of Master of Science (MSc) with several specializations, a PhD with several specializations.</p> <p>Additional programs offered by the School of Public Health:</p> <ul style="list-style-type: none"> ● Community Engagement [Graduate] ● Community-Based Research and Evaluation (CBRE) [Graduate] <p>[...]</p>	<p>Public Health [Graduate]</p> <p>[...]</p> <p>General Information</p> <p>The School of Public Health offers a course-based degree of Master of Public Health (MPH) with a specialization in General Public Health (GPH), a thesis-based degree of Master of Science (MSc) with several specializations, a PhD with several specializations, and thesis- and course-based degrees of Master of Arts in Community Engagement (MACE).</p> <p>The School of Public Health also offers several Graduate Embedded Certificates, which students can opt to complete concurrently with a graduate degree:</p> <ul style="list-style-type: none"> ● Climate Change and Health (CC-H) [Graduate] ● Communicable Diseases [Graduate] ● Community-Based Research and Evaluation (CBRE) [Graduate] <p>Program Suspensions</p> <p>Effective October 1, 2022, admission to the following seven (7) Master of Public Health specializations will be suspended.</p> <ul style="list-style-type: none"> ● The Degree of Master of Public Health in Applied Biostatistics (course-based) [Graduate] ● The Degree of Master of Public Health in Environmental and Occupational Health (course-based) [Graduate] ● The Degree of Master of Public Health in Epidemiology (course-based) [Graduate]

Graduate Program Requirements

The Degree of Master of Public Health (course-based) [Graduate]

Program Requirements

All Master of Public Health students must complete the following:

Core Courses (★24):

- SPH 530 - This is Public Health
- SPH 535 - Using and Creating Evidence in Public Health Practice
- SPH 536 - Engagement for Public Health Action
- SPH 541 - Leadership and Professional Practice I
- SPH 546 - Leadership and Professional Practice II
- SPH 547 - Leadership and Professional Practice III and Capping Project
- SPH 598 - Field Practicum

Note:

Students must also declare a Specialization and complete the Specialization and Elective courses, outlined below according to Specialization.

Length of Program

The minimum time to complete the Master of Public Health degree is 20 months. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

- The Degree of Master of Public Health in Food Safety (course-based) [Graduate]
- The Degree of Master of Public Health in Global Health (course-based) [Graduate]
- The Degree of Master of Public Health in Health Policy and Management (course-based) [Graduate]
- The Degree of Master of Public Health in Health Promotion (course-based) [Graduate]

Continuing students admitted into these specializations prior to October 1, 2022 must refer to the Calendar for the year in which they were admitted for program requirements.

[...]

Graduate Program Requirements

The Degree of Master of Public Health (course-based) [Graduate]

The Degree of Master of Public Health in General Public Health (course-based) [Graduate]

The requirements on this page apply to students starting their program in Fall 2023 or later.

Program Requirements

All students must complete 30 units of Required courses, and 15 units of Elective courses for a total of 45 units. Students can take up to two Graduate Embedded Certificates to fulfill the Elective course requirements.

Required Courses (30 units):

- SPH 530 (*3) This is Public Health
- SPH 535 (*3) Using & Creating Evidence in Public Health Practice I
- SPH 5XX (*3) Using & Creating Evidence in Public Health Practice II
- SPH 5XX (*3) Understanding & Improving the Health of Populations
- SPH 536 (*2) Engagement for Public Health Action
- SPH 541 (*2) Public Health Practice & Professional Skills I
- SPH 5XX (*3) Evaluation of Public Health Interventions
- SPH 546 (*2) Public Health Practice & Professional Skills II
- SPH 547 (*3) Public Health Practice Project
- SPH 598 (*6) Public Health Practice Experience & Capping Project

<p>The Degree of Master of Public Health in Applied Biostatistics (course-based) [Graduate]</p> <p>The Degree of Master of Public Health in Environmental and Occupational Health (course-based) [Graduate]</p> <p>The Degree of Master of Public Health in Epidemiology (course-based) [Graduate]</p> <p>The Degree of Master of Public Health in Food Safety (course-based) [Graduate]</p>	<p>Elective Courses (15 units): Students can opt to take free-standing electives approved by their Academic Advisor or bundles of electives towards fulfilling the requirements of up to two Graduate Embedded Certificates. Information about Graduate Embedded Certificates can be found here.</p> <p>Length of Program The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration. Full-time students can complete the degree within two years.</p> <p>The Degree of Master of Public Health in Applied Biostatistics (course-based) [Graduate]</p> <p>Effective October 1, 2022, admission to this Master of Public Health specialization will be suspended. The requirements on this page apply to students who started their program in Fall 2022 or earlier.</p> <p>[...]</p> <p>The Degree of Master of Public Health in Environmental and Occupational Health (course-based) [Graduate]</p> <p>Effective October 1, 2022, admission to this Master of Public Health specialization will be suspended. The requirements on this page apply to students who started their program in Fall 2022 or earlier.</p> <p>[...]</p> <p>The Degree of Master of Public Health in Epidemiology (course-based) [Graduate]</p> <p>Effective October 1, 2022, admission to this Master of Public Health specialization will be suspended. The requirements on this page apply to students who started their program in Fall 2022 or earlier.</p> <p>[...]</p> <p>The Degree of Master of Public Health in Food Safety (course-based) [Graduate]</p>
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<p>The Degree of Master of Public Health in Global Health (course-based) [Graduate]</p>	<p>Effective October 1, 2022, admission to this Master of Public Health specialization will be suspended. The requirements on this page apply to students who started their program in Fall 2022 or earlier.</p> <p>[...]</p>
<p>The Degree of Master of Public Health in Health Policy and Management (course-based) [Graduate]</p>	<p>Effective October 1, 2022, admission to this Master of Public Health specialization will be suspended. The requirements on this page apply to students who started their program in Fall 2022 or earlier.</p> <p>[...]</p>
<p>The Degree of Master of Public Health in Health Promotion (course-based) [Graduate]</p>	<p>Effective October 1, 2022, admission to this Master of Public Health specialization will be suspended. The requirements on this page apply to students who started their program in Fall 2022 or earlier.</p> <p>[...]</p>

Justification:

- Proposal is to implement a new second-level specialization in the Master of Public Health degree and to suspend admissions for the seven current second-level specializations.
- Students admitted to the current seven second-level specializations in Fall 2022 or earlier will be able to complete their specializations. Required courses will be maintained until they are no longer needed.
- The proposal for the new MPH in General Public Health is for implementation in Fall 2023, as indicated in the documents and approved.
- The proposal for the new second-level specialization of Master of Public Health in General Public Health and related courses were approved by GPST (Nov. 1, 2021), PRC (Nov. 10, 2021) and FGSR Council (Nov. 24, 2021). **However, this calendar piece was missing; the content is the same as outlined and approved in the proposal.**

2021-2022 Calendar Changes - School of Public Health

MPH in GPH Core Courses

Reviewed by GPST on November 1, 2021
Approved by SPH Faculty Council on November 5, 2021
Approved by FGSR PC on November 10, 2021

2021-2022 Calendar Changes School of Public Health

Current	Proposed
<p>SPH 530 - This is Public Health</p> <p>★ 3 (<i>fi 6</i>) (variable, 3-0-0) A survey of fundamental concepts in public health. Includes history and evolution of the field, views of health and wellness, global population health and its determinants, social justice and health inequities, systems thinking, core public health functions, strategies and interventions to improve public health, the assessment-planning-action-evaluation cycle, ethics and values, intercultural competence, ways of knowing, and the roles of evidence and knowledge translation. SPH 530 is the first required core course for the MPH degree.</p>	<p>SPH 530 - This is Public Health</p> <p>★ 3 (<i>fi 6</i>) (variable, 3-0-0) This course is an introduction to: how the field of public health has evolved, views of health and wellness, <u>determinants of health</u>, social justice and health inequities, systems thinking, core public health functions, <u>community-based</u> strategies and interventions to improve public health, intercultural competence, Indigenous ways of knowing, and the role of evidence in public health planning and evaluation. <u>The course uses a problem-based learning (PBL) approach to respond to a specific public health crisis in real time. PBL is based on the complex problems encountered in the real world as a stimulus for learning and for integrating and organizing learned information and concepts in public health in ways that will ensure recall and application to future public health problems. The course also introduces Canadian experiences related to Indigenous history, treaties, and Indigenous values and creates an environment where students can reflect on their position as individual public health practitioners and their collective role in advancing reconciliation in public health.</u></p> <p>SPH 530 is the required first course for the degree of Master of Public Health <u>in General Public Health.</u></p>

SPH 535 - Using and Creating Evidence in Public Health Practice

★ 6 (*fi 12*) (variable, 6-0-0) An overview of the nature and sources of evidence that communities, governments, and academics use to make decisions affecting public health. Includes the matching research and evaluation questions to appropriate research designs and data, nature and limitations of qualitative and quantitative evidence, measurement concepts, analytic strategies, ethical considerations, quality appraisal and evidence synthesis, effective strategies for presenting data and communicating evidence to inform public health practice. Corequisite: SPH 530, 541, 536 or consent of instructor.

SPH 535 - Using and Creating Evidence in Public Health Practice I

★ 3 (*fi 6*) (variable, 3-0-0) This is the first of two consecutive courses that provide an overview of evidence used by communities, governments, health systems, and academics to inform public health actions. This course covers practical contexts within which public health evidence is used, philosophical and disciplinary assumptions shaping views on what evidence is relevant for decision-making and ethical and equity dimensions of evidence creation and use. Fundamental biostatistical, epidemiologic, and measurement concepts are introduced in the context of descriptive, analytic and causal research questions, and study designs used to answer them.

SPH 535 is a required course for the degree of Master of Public Health in General Public Health. Prerequisite: SPH 530. Corequisites: SPH 5XX-Understanding and Improving the Health of Populations, SPH 536, and SPH 541A/B, or consent of instructor.

SPH 5XX - Using and Creating Evidence in Public Health Practice II

★ 3 (*fi 6*) (variable, 3-0-0) This is the second of two consecutive courses that provide an overview of evidence used by communities, governments, health systems, and academics to inform public health actions. This course covers social science methods (surveys, analysis of qualitative evidence), sampling approaches, quality appraisal and synthesis of pre-existing evidence, and quantitative methods for identifying risk factors. Fundamental concepts used in program planning & evaluation, evidence transferability and scalability, and costs analysis are introduced.

SPH 5XX is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530, SPH 535, SPH 5XX-Understanding and Improving the Health of Populations, SPH 536, and SPH 541A, or consent of instructor. Corequisites: SPH 5XX-Evaluation in Public Health Practice, SPH 541B, and SPH 546, or consent of instructor.

SPH 536 - Engagement for Public Health Action

★ 2 (fi 4) (variable, 3-0-0) Frameworks and skills for engaging a wide variety of publics – such as communities, government, NGOs, business, academia – to promote and protect health, prevent disease and injury, and improve population health outcomes. Emphasis is on skills for team building, generating consensus, deliberation, resolving conflicts, analyzing political and other contexts for public health interventions, and translating knowledge to inform public health practice. Co-requisites: SPH 530, 535, 541, 546 or consent of instructor

SPH 536 - Engagement for Public Health Action

★ 2 (fi 4) (variable, 3-0-0) Our perceptions and interpretations of *what is good* for society are at the core of public health’s mission but, as you can imagine, every individual has their own opinion about what is *good*. How do we motivate and engage people with such diverse attitudes and opinions in the dialogue that leads to public health action? Coupled with a deep dive into the philosophical underpinnings of meta-ethics, normative ethics, epistemology and ontology, this course helps students understand why public health is not as straightforward as one might expect. How different worldviews and ways of knowing shape concepts of ethics and values and, ultimately, understandings of what is good, are considered from normative, Indigenous, and other non-Western perspectives. This foundational work supports experiential learning opportunities where students are paired with organizations and professionals to gain insights into practices and experiences of engagement for public health action.
SPH 536 is a required course for the degree of Master of Public Health in General Public Health. Prerequisite: SPH 530. Corequisites: SPH 5XX-Understanding and Improving the Health of Populations, SPH 535, or consent of the instructor.

SPH 541 - Leadership and Professional Practice I

★ 2 (fi 4) (variable, 2-0-0) This workshop bridges academic coursework and public health practice. Emphasis is on development and practice of knowledge, skills, and behaviours needed to participate in and lead effective teams dedicated to improving public health. Students will work in interdisciplinary groups to develop critical thinking, respect for diversity, self awareness, intercultural competence, collaboration, deliberation, networking, engaging stakeholders, choosing appropriate strategies for generating and synthesizing evidence, applying ethical principles, and effective oral and written communication, by addressing current public health challenges. Co-requisites: SPH 530, 535, 536 or consent of instructor.

SPH 541 - Public Health Practice & Professional Skills I

★ 2 (fi 4) (variable, 2-0-0) Building on foundational concepts, knowledge, and skills introduced in pre and corequisite courses and continuing with problem-based learning, students work in teams to address challenging public health scenarios. The course emphasizes qualities and skills for effective teamwork essential in public health practice, including: critical thinking, self-awareness, reflection and reflexivity, collaboration, and deliberation. Implications of normative, Indigenous and anti-oppressive approaches to effective teamwork are introduced to shape principles to guide effective practice. Students practice skills required for conceptualizing and assessing public health problems and planning interventions, including systems thinking, using evidence, assessing stakeholders and community members, anticipating and transforming conflict, applying ethical principles, and communicating effectively.

	<p>SPH 541 is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530, SPH 536. Corequisites: SPH 535, SPH 5XX-Understanding and Improving the Health of Populations, SPH 5XX-Using and Creating Evidence in Public Health Practice II, SPH 5XX-Evaluation in Public Health Practice, or consent of instructor.</p>
<p>SPH 546 - Leadership and Professional Practice II</p> <p>★ 2 (fi 4) (variable, 2-0-0) Building on Leadership and Professional Practice I, students will continue to practice and strengthen professional competencies through addressing more complex public health issues. Pre-requisites: SPH 530, 535, 541 or consent of instructor. Co-requisite: SPH 536 or consent of instructor.</p>	<p>SPH 546 - Public Health Practice & Professional Skills II</p> <p>★ 2 (fi 4) (variable, 2-0-0) Building on SPH 541- Public Health Practice and Professional Skills I, students continue to practice and strengthen professional competencies through working in teams to address complex public health scenarios. This course highlights the action implementation and evaluation phases of the assessment-planning-action-evaluation cycle, and emphasizes the knowledge, skills, and behaviors needed in inter/intra-organizational teamwork and collaboration, including: assessment of the implementation context - such as the political climate and political will - ethics and values in decision-making, financing of health initiatives in the Canadian context, budget cycles and accountability, economic evaluation and resource allocation considerations, and governance. Teams continue to build stakeholder assessment skills - who needs to be at the table and their roles and responsibilities and accountabilities; and project management skills - scoping the work, developing a resource plan, including budget, work plan, and evaluation plan, and developing an advocacy briefing note in support of their proposed initiative. Particular attention is given to the implications for, and impacts of, policy making on, Indigenous people and other equity seeking groups.</p> <p>SPH 546 is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530, SPH 5XX-Understanding and Improving the Health of Populations, SPH 536, SPH 535, SPH 541. Corequisite: SPH 5XX-Using and Creating Evidence in Public Health Practice II, SPH 5XX-Evaluation in Public Health Practice, or consent of instructor.</p>

New Course

SPH 5XX - Understanding and Improving the Health of Populations

★ 3 (fi 6) (variable, 3-0-0) An exploration of concepts and theories used to explain *why* poor health and health inequities occur within and across populations, including Indigenous and other racialized populations (etiology), and interventions public health practitioners use to *change* complex systems to address factors that contribute to these problems. Etiologic topics include conceptions of health and wellness; population health vs. clinical care; historical and global trends in population mortality, morbidity, and health inequities; causal and systems thinking, and the impact of biological, behavioural, sociocultural, political-economic, and environmental factors on population health and health inequities. Intervention topics include advocacy, community and systems capacity building, and implementation of policies, and programs that support key public health functions - health promotion and protection, the prevention and control of infectious and chronic diseases and injury, and emergency preparedness and response, governance, infrastructure, financing and organization. Intersectoral partnership, collaborative action, and political will are reviewed to support “health in all policies” to improve public health.

SPH 5XX is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530. Corequisites: SPH 535, SPH 536, SPH 541A or consent of instructor.

New Course

SPH 5XX - Evaluation in Public Health Practice

★ 3 (fi 6) (variable, 3-0-0) An overview of evaluative thinking and practice in the assessment, planning, implementation and monitoring of public health interventions. Different types of evaluation are considered, including: needs assessment, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Evaluation approaches, steps, strategies, and rigour are explored. Consideration is given to how Indigenous and other minoritized populations’ ways of knowing can be incorporated into the design and conduct of evaluation. The course addresses evaluation practice competencies that align with the Canadian Evaluation Society’s competency framework.

SPH 5XX is a required course for the degree of Master of Public Health in General Public Health. Prerequisites: SPH 530, SPH 5XX-Understanding and Improving the Health of Populations, SPH 535, SPH 536, and SPH 541A, or

consent of instructor. Corequisites: SPH 5XX-Using and Creating Evidence in Public Health Practice II, SPH 541B, and SPH 546, or consent of instructor.

Justification: The new MPH in General Public Health courses ensure that the degree is robust enough to ensure that graduates are equipped with foundational public health knowledge and competencies. Some content from the current courses will shift to these two new courses. Current course descriptions have been revised to a) align with the proposed MPH in General Public Health and b) better reflect the actual course content. SPH 535 is currently a six-credit two-term course. Splitting it into two three-credit courses aligns better with the intent of the proposed MPH in General Public Health, will better serve part-time students, and will better align with some Graduate Embedded Certificates.

Reviewed by GPST : November 1, 2021

Approved by SPH Faculty Council: November 5, 2021

Approved by FGSR PC: November 10, 2021