

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, February 10, 2022 meeting:

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

- Agricultural, Life and Environmental Sciences
- Education
- Engineering
- Medicine and Dentistry
- Saint-Jean

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, Education, Engineering, Medicine and Dentistry, and Saint-Jean.

FINAL Item 4

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

- A. MEd Faculté Saint-Jean conditions d'admission
- B. MSc Internetworking Admissions Requirements
- C. Doctor of Dental Surgery (DDS) , DDS Advanced Placement, and Radiation Therapy Admissions Requirements
- D. Radiation Therapy 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 Maîtrise en sciences de l'éducation - Études en langue et culture degree in the Faculté Saint-Jean, as set forth in attachment A;
- the proposed changes to admission requirements for the Master of Science Internetworking in the Faculty of Science, as set forth in attachment B;
- the proposed changes to admission requirements for the Doctor of Dental Surgery (DDS) , DDS Advanced Placement, and Radiation Therapy programs in the Faculty of Medicine and Dentistry, as set forth in attachment C; and
- the proposed changes to academic standing regulations for the Radiation Therapy Program in the Faculty of Medicine and Dentistry, as set forth in attachment D.

Final Item 5

Agenda Title: **Proposed Course and Program Changes for Undergraduate Programs in the Faculty of Nursing**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to the undergraduate Nursing program and courses as set forth in the attachments, for implementation in Fall 2022.

FINAL Item 6

Agenda Title: **Proposed Exploration Credits Policy**

CARRIED MOTION:

THAT the GFC Programs Committee recommend General Faculties Council approve the proposed Exploration Credits policy, as set forth in the attached documents, for implementation starting Fall Term 2022.

FINAL Item 7

Agenda Title: **Proposed Changes to the Embedded Certificate in Sustainability, Faculty of Agricultural, Life, and Environmental Sciences**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, proposed changes to the embedded Certificate in Sustainability, as submitted by the Faculty of ALES to take effect in fall 2022.

FINAL Item 8

Agenda Title: **Proposed Changes to Admission and Program Requirements, and Academic Standing Regulations for Graduate Programs in Dentistry**

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached suite of admission and program requirements and academic standing regulations for graduate programs in the School of Dentistry, for implementation upon final approval and inclusion in the 2022-2023 *Calendar*.

FINAL Item 9

Agenda Title: **Termination of the ALES Specialization in the Master of Engineering**

CARRIED MOTION:

THAT GFC Programs Committee recommend the Board of Governors approve the termination of the ALES specialization in the Master of Engineering, for implementation upon final approval.

FINAL Item 10

Agenda Title: **Proposed Changes to the Master of Education in Educational Studies Including Certificate Laddering Pathway**

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes including a certificate pathway for the MEd in Educational Studies (MES) program, as outlined in the attachments, for implementation upon final approval.

FINAL Item 11

Agenda Title: **Proposed Core Graduate Student Academic Requirements, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Programs Committee recommend that General Faculties Council approve the proposed core

graduate academic requirements for all graduate credentials offered at the University of Alberta as set forth in attachments 1 and 2, for implementation upon approval.

FINAL Item 12

Agenda Title: **Proposed Changes to Graduate Student Residence Requirements, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Programs Committee recommend General Faculties Council approve the proposed changes to the residence requirement for all graduate students, as noted in the included calendar change, for implementation upon approval.

FINAL Item 13

Agenda Title: **Proposed Alternate Criteria for English Language Proficiency, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT GFC Programs Committee recommend General Faculties Council approve the proposed alternate admissions criteria for the English Language Proficiency Requirement for those applicants with a previous credential or accreditation as set forth in attachment 1, for implementation upon approval.

FINAL Item 14

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	Course and Minor Program Changes <ul style="list-style-type: none"> – Agricultural, Life and Environmental Sciences – Education – Engineering – Medicine and Dentistry – Saint-Jean
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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	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Undergraduate Program Support Team • Graduate Program Support Team
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • Items have been posted on the University Governance website for information
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC February 10, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21
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Item No. 4

Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee (PC) Terms of Reference
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Attachments

1. Agricultural, Life and Environmental Sciences
2. Education
3. Engineering
4. Medicine and Dentistry
5. Saint-Jean

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

Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" 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? 2022-23

Calendar Copy

<p>URL in current Calendar (or leave blank if it is a new page): https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38093&returnto=10263</p>
<p>To indicate requested changes, you can use track changes or comparative table formats below</p>
<p>BSc in Environmental and Conservation Sciences/BA in Native Studies Combined Degrees ... Requirements of the BSc in Environmental and Conservation Sciences Program Core (★6366) (See notes and Program Requirements)</p> <ul style="list-style-type: none"> • ★36 ENGL OR • ★3 ENGL AND • ALES 204 - Communication Fundamentals for Professionals OR WRS • <u>AREC 214 - Applications of Linear Models to Food, Resources and the Environment</u> • 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 • <u>ENCS 299 - Special Topics in Field Skills and Their Application in Environmental and Conservation Sciences (see Note 4)</u> • ENCS 473 - Environmental and Conservation Policy • PL SC 221 - Introduction to Plant Science • <u>R SOC 260 - Indigenous Foundations for Environmental and Conservation Sciences</u> • R SOC 375 - Public Participation and Conflict Resolution • R SOC 410 - Research Methods and Policy Applications in Applied Environmental Sociology ★6 Capstone Courses • <u>REN R 105 - Introduction to Environmental Sciences</u> • REN R 110 - Natural Resource Measurement • REN R 350 - Physical Hydrology • <u>REN R 201 - Introduction to Geomatic Techniques in Natural Resource Management</u> • REN R 205 - Wildlife Biodiversity and Ecology • <u>REN R 210 - Introduction to Soil Science</u> • <u>REN R 250 - Water Resource Management</u> • REN R 260 - History and Fundamentals of Environmental Protection and Conservation • <u>REN R 290 - Field Skills in Environmental, Conservation and Forest Sciences (see Note 4)</u> • REN R 307 - Environmental Assessment Principles and Methods • REN R 299 - Environmental and Conservation Sciences and Forestry Field School (field school) (see Note 4) • STAT 151 - Introduction to Applied Statistics I

~~• ★3 Free Elective (see Note 1)~~

~~★3 selected from~~

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

~~★3 from~~

- ~~• MATH 134 - Calculus for the Life Sciences I~~
- ~~• MATH 144 - Calculus for the Physical Sciences I~~
- ~~• MATH 154 - Calculus for Business and Economics I~~

~~Note:~~

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

Requirements of the Human Dimensions in Environmental Management Major (★4539)

- 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)
- ★45-9 Approved Program Electives (see Note 1)

Capstone Requirement (★3)

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

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)

~~★6 from~~

- ~~• NS 152 - Introductory Cree~~
- OR**

- ~~NS 105 AND~~
- ~~NS 153~~

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. ~~REN R 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 the 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.

Detailed Rationale (for ALES internal use)

See the proposal for program-level calendar changes.

Reviewed/Approved by:

- Proposed by the ENCS Program Review Committee.
- Endorsed by the ENCS/Forestry Program Committee, March 16, 2021.
- Endorsed by REN R Department Council, March 22, 2021.
- Approved by ALES ACC, June 4, 2021.
- Approved by Native Studies ACC, June 3, 2021.
- To be reviewed by Native Studies Faculty Council, June 10, 2021.

Notes:

- Multiple Calendar pages can be submitted on one form by copying the Calendar Copy (and Rationale) sections
- When sending requests to calendar@ualberta.ca, please leave this form in .docx format
- To make a course change request, see the [Calendar Guide](#) for the course change form

Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" 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? 2022-23

Calendar Copy

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To indicate requested changes, you can use track changes or comparative table formats below
[Note: The Program Requirements appear in the description of each major] BSc in Environmental and Conservation Sciences ... Program Requirements (★6972) <ul style="list-style-type: none"> ● ★3 ENGL ● ★9 Free Electives ● <u>AREC 214 - Applications of Linear Models to Food, Resources and the Environment</u> ● 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 ● <u>ENCS 299 - Special Topics in Field Skills and Their Application in Environmental and Conservation Sciences</u> ● ENCS 473 - Environmental and Conservation Policy ● PL SC 221 - Introduction to Plant Science ● <u>REN R 105 - Introduction to Environmental Sciences</u> ● 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 ● <u>REN R 250 - Water Resource Management</u> ● REN R 260 - History and Fundamentals of Environmental Protection and Conservation ● <u>REN R 290 - Field Skills in Environmental, Conservation and Forest Sciences (see Note 4)</u> ● REN R 299 - Environmental and Conservation Sciences and Forestry Field School ● REN R 307 - Environmental Assessment Principles and Methods ● REN R 350 - Physical Hydrology ● <u>R SOC 260 - Indigenous Foundations for Environmental and Conservation Sciences</u> ● R SOC 375 - Public Participation and Conflict Resolution ● STAT 151 - Introduction to Applied Statistics I <ul style="list-style-type: none"> ● ★3 selected from <ul style="list-style-type: none"> ● MATH 134 - Calculus for the Life Sciences I ● MATH 144 - Calculus for the Physical Sciences I ● MATH 154 - Calculus for Business and Economics I ● ★3 selected from <ul style="list-style-type: none"> ● ENGL ● WRS

- ALES 204 - Communication Fundamentals for Professionals

Rationale

These changes are based on recommendations from the ENCS Program Review, and it results in a *3 increase in the program core. Replacing the calculus requirement with a re-designed AREC 214 is an appropriate change for students in this field. Changing the water course 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. Deleting one *3 English course will help balance the program in terms of credits, and the relevant competencies will still be covered off by the remaining English/writing/communication requirement. Modularizing the field course will provide more appropriate materials for the various majors.

Detailed Rationale (for ALES internal use)

Reinstating REN R 250 in place of REN R 350 reinstates the original intent that an introductory water course should be offered at the 200 level, and a course change proposal has been put forth. Addition of the indigenous perspectives course was unanimously supported by students and faculty, and the course is being proposed through REES. REN R 105 is intended as a broadly introductory course, focusing on the natural sciences. The change to the calculus requirement was readily accepted by some majors, but carefully debated for others, through discussions in the Program Committee and REES. Reducing the English/writing/communication requirement from *6 to *3 was based, in part, on the widespread observation that these courses are not succeeding in the purpose for which we had intended them-- to help students become better writers. Incorporating writing instruction into existing courses may be a better alternative. Modularizing the field course will provide opportunities to expose students in the various majors to field skills appropriate to their disciplines, and this change has been broadly discussed by the Program Review, the Program Committee, and a field course working group.

Reviewed/Approved by:

- Proposed by the ENCS Program Review Committee.
- Endorsed by the ENCS/Forestry Program Committee, March 16, 2021.
- Endorsed by REN R Department Council, March 22, 2021.
- Approved by ALES ACC, April 28, 2021.

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Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" type="checkbox"/> Major Program <input type="checkbox"/> Regulation
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<p>To indicate requested changes, you can use track changes or comparative table formats below</p>
<p>[Note: "Program Requirements" changes proposed in a separate document]</p> <p>Conservation Biology Major [ALES]</p> <p>...</p> <p>Major Requirements (★4845)</p> <ul style="list-style-type: none"> • ★21 Approved Program Electives • AREC 214 - Applications of Linear Models to Food, Resources and the Environment • REN R 120 - Introduction to Plant Identification • REN R 322 - Forest Ecosystems • REN R 364 - Principles of Managing Natural Diversity • <u>REN R 366 - Restoration Ecology</u> • REN R 376 - Fisheries and Wildlife Management • <u>REN R 462 - Parks, Ecology, and Society</u> • REN R 464 - Conservation and Management of Endangered Species <p>★3 selected from</p> <ul style="list-style-type: none"> • REN R 366 - Restoration Ecology • <u>ENCS 356 - Rangeland Conservation and Management</u> • <u>REN R 322 - Forest Ecosystems</u> • <u>REN R 333 - Wetland Science and Management</u> • REN R 440 - Disturbance Ecology Fundamentals <p>★3 selected from</p> <ul style="list-style-type: none"> • REN R 462 - Parks, Ecology, and Society • REN R 476 - Advanced Fisheries and Wildlife Management <p>★3 selected from</p> <ul style="list-style-type: none"> • <u>REN R 426 - Geographical Information Systems Applications in Renewable Resources</u> • REN R 469 - Biodiversity Analysis • REN R 476 - Advanced Fisheries and Wildlife Management • REN R 480 - Applied Statistics for Environmental Sciences <p>Capstone Requirement (★3)</p> <ul style="list-style-type: none"> • REN R 496 - Conservation Planning

Rationale

AREC 214 is moved to the program core, which also reduces the major core by ★3. REN R 366 and 462 are made requirements of the major. An "ecosystems" category now includes ENCS 356, REN R 322 and REN R 333 along with REN R 440. The "quantitative" category now includes REN R 426 and REN R 476.

Detailed Rationale (for ALES internal use)

These changes were proposed by the Conservation Biology working group of the ENCS Program Review. AREC 214 is moved to the program core and modified to cover introductory calculus. REN R 366 is added to the major core since restoration ecology is one of the main disciplines within Conservation Biology. REN R 462 is made a major requirement, since the previous arrangement gave students an odd choice of courses. REN R 476 is still available in the "quantitative" category, along with REN R 426 and the other original course choices. ENCS 356 and REN R 333 are added to the "ecosystems" category of courses, along with REN R 322 (no longer a major requirement) and REN R 440.

Reviewed/Approved by:

- Proposed by the Conservation Biology working group of the ENCS Program Review Committee.
- Endorsed by the ENCS/Forestry Program Committee, March 16, 2021.
- Endorsed by REN R Department Council, March 22, 2021.
- Approved by ALES ACC, April 28, 2021.

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Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" 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? 2022-23

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To indicate requested changes, you can use track changes or comparative table formats below
[Note: "Program Requirements" changes proposed in a separate document] Environmental Economics and Policy Major [ALES] ... Major Requirements (★4845) <ul style="list-style-type: none">★21 Approved Program Electives<ul style="list-style-type: none">AREC 214 - Applications of Linear Models to Food, Resources and the EnvironmentAREC 313 - Statistical AnalysisAREC 465 - Advanced Natural Resource EconomicsECON 102 - Introduction to MacroeconomicsECON 269 - Economics of the EnvironmentECON 281 - Intermediate Microeconomic Theory IECON 282 - Intermediate Macroeconomic Theory IENCS 352 - Natural Resource and Environmental LawR SOC 355 - Rural Communities and Global Economies Capstone Requirement (★3) <ul style="list-style-type: none">AREC 410 - Advanced Methods and Applications in Applied Economics

Rationale

AREC 214 is being moved to the ENCS program core. See the proposal for program-level calendar changes. This major now totals ★120.
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Detailed Rationale (for ALES internal use)

See the proposal for program-level calendar changes.
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Reviewed/Approved by:

<ul style="list-style-type: none">Endorsed by the ENCS/Forestry Program Committee, March 16, 2021.Endorsed by REN R Department Council, March 22, 2021.Approved by ALES ACC, June 4, 2021

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Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" type="checkbox"/> Major Program <input type="checkbox"/> Regulation
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To indicate requested changes, you can use track changes or comparative table formats below
[Note: "Program Requirements" changes proposed in a separate document] Human Dimensions of Environmental Management Major [ALES] ... Major Requirements (★4845) <ul style="list-style-type: none">★18-15 Approved Program ElectivesAREC 173 - The Plate, the Planet and SocietyENCS 352 - Natural Resource and Environmental LawR SOC 271 - The Politics of Food and Natural ResourcesR SOC 355 - Rural Communities and Global EconomiesR SOC 365 - Sociology of Environment and Development<u>R SOC 443 - Resilience and Global Change</u>R SOC 450 - Environmental Sociology<u>R SOC 460 - Perspectives on Traditional Knowledge</u>SOC 291 - Introduction to Environmental SociologySOC 315 - Introduction to Social Methodology <p>★6 selected from</p> <ul style="list-style-type: none">R SOC 430R SOC 443 - Resilience and Global ChangeR SOC 460 - Perspectives on Traditional Knowledge Capstone Requirement (★3) <ul style="list-style-type: none">R SOC 410 - Research Methods and Policy Applications in Applied Environmental Sociology

Rationale

To accommodate a ★3 increase in the program core, the number of APEs is reduced.
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Detailed Rationale (for ALES internal use)

See the proposal for program-level calendar changes.
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Reviewed/Approved by:

- Endorsed by the ENCS/Forestry Program Committee on March 16, 2021
- Approved by ALES ACC, April 28, 2021

Notes:

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Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
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To indicate requested changes, you can use track changes or comparative table formats below
[Note: "Program Requirements" changes proposed in a separate document] Land Reclamation Major [ALES] ... Major Requirements (★485) <ul style="list-style-type: none">• ★4815 Approved Program Electives• REN R 120 - Introduction to Plant Identification• REN R 305 - Principles and Practices of Land Reclamation and Restoration• REN R 366 - Restoration Ecology• REN R 441<u>341</u> - Soil Formation and Landscape Processes• REN R 482 - Soil Remediation• REN R 483 - Waste Management and Utilization ★3 selected from <ul style="list-style-type: none">• CHEM 164 - Organic Chemistry I• CHEM 261 - Organic Chemistry I ★36 selected from <ul style="list-style-type: none">• REN R 442 - Soil Biogeochemistry• REN R 443 - Soil Physics• REN R 444 - Environmental Soil Chemistry• REN R 445 - Soil Fertility ★3 selected from <ul style="list-style-type: none">• BOT 332 - Plant Ecology• ENCS 406 - Rangeland Plant Communities of Western Canada• ENCS 407 - Rangeland Plant Communities of North America• REN R 327 - The Mosses of Alberta: Conservation and Identification• PL SC 352 - Invasive Alien Plants: Biology and Control• REN R 333 - Wetland Science and Management• REN R 350 - Physical Hydrology• REN R 360 - Soil and Water Conservation ★6<u>3</u> selected from <ul style="list-style-type: none">• BOT 322 - Field Botany• ENCS 406 - Rangeland Plant Communities of Western Canada• ENCS 407 - Rangeland Plant Communities of North America• REN R 321 - Tree Physiology

- REN R 323 - Silviculture
- REN R 327 - The Mosses of Alberta: Conservation and Identification
- REN R 368 - Management and Utilization of Forest Genetic Resources
- ~~REN R 442 - Soil Biogeochemistry~~
- ~~REN R 443 - Soil Physics~~
- ~~REN R 444 - Environmental Soil Chemistry~~
- ~~REN R 445 - Soil Fertility~~
- PL SC 352 - Invasive Alien Plants: Biology and Control

★3 selected from

- ENCS 356 - Principles of Rangeland Conservation and Habitat Management
- REN R 322 - Forest Ecology
- ~~REN R 327 - The Mosses of Alberta: Conservation and Identification~~
- ~~REN R 366 - Restoration Ecology~~
- REN R 440 - Disturbance Ecology Fundamentals
- ~~REN R 442 - Soil Biogeochemistry~~
- ~~REN R 443 - Soil Physics~~
- ~~REN R 444 - Environmental Soil Chemistry~~
- ~~REN R 445 - Soil Fertility~~
- ~~ENCS 406 - Rangeland Plant Communities of Western Canada~~
- ~~ENCS 407 - Rangeland Plant Communities of North America~~
- ~~PL SC 352 - Invasive Alien Plants: Biology and Control~~

Capstone Requirement (★3)

- REN R 495 - Land Reclamation

Rationale

REN R 305 (a new course) and REN R 366 are added to the major core. REN R 441 is redesigned for the 300 level, as REN R 341. REN R 483 is no longer offered. The organic chemistry requirement is removed. The remaining categories of courses are now grouped into a ★6 "soils" category, a ★3 "water" category, a ★3 "ecology" category, and a ★3 "plants and their management" category. The total for this major is now ★120.

Detailed Rationale (for ALES internal use)

These changes are primarily intended to make the program easier for students to understand and complete. A slight shift in focus, incorporating restoration as well as reclamation, is also one of the goals.

Reviewed/Approved by:

- Proposed by the Land Reclamation Subcommittee of the ENCS Program Review Committee, Dec. 2020
- Refined by the Land Reclamation working group in the Department of Renewable Resources, Feb. 2021
- Endorsed by the ENCS/Forestry Program Committee, March 16, 2021.
- Endorsed by REN R Department Council, March 22, 2021.
- Approved by ALES FC, April 28, 2021

Notes:



Calendar Change Request Form for Program or Regulation Changes

- Multiple Calendar pages can be submitted on one form by copying the Calendar Copy (and Rationale) sections
- When sending requests to calendar@ualberta.ca, please leave this form in .docx format
- To make a course change request, see the [Calendar Guide](#) for the course change form

Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" 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? 2022-23

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=38093&returnto=10263
To indicate requested changes, you can use track changes or comparative table formats below
[Note: "Program Requirements" changes proposed in a separate document] Northern Systems Major [ALES] This major is offered in partnership with Yukon College <u>University</u> , and primarily delivered in Whitehorse, Yukon. ... Major Requirements (★4845) <ul style="list-style-type: none">★18 Approved Program ElectivesNS 200 - Indigenous Canada: Looking Forward/Looking BackNS 390 - Research Methods in Indigenous StudiesNS 435 - Management of Indigenous Natural ResourcesREN R 364 - Principles of Managing Natural DiversityREN R 365 - Ecology of Northern LandscapesREN R 376 - Fisheries and Wildlife ManagementREN R 463 - Biological Adaptations to Northern EnvironmentsREN R 466 - Climate Change and the NorthREN R 473 - Northern Resource ManagementREN R 480 - Applied Statistics for Environmental Sciences Capstone Requirement (★3) <ul style="list-style-type: none">REN R 491 - Land-use Planning in Canada's North

Rationale

NS 435 deleted to accommodate a ★3 increase in Indigenous content in the ENCS Program core and reduce duplication in course content.
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Detailed Rationale (for ALES internal use)

R SOC 260 (added to the Program Requirements) will overlap considerably with NS 435, and the additional pieces covered here can be incorporated into REN R 473, which is currently being revamped.
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Reviewed/Approved by:

- Reviewed by Fiona Schmiegelow, Yukon University, March 14, 2021
- Endorsed by the ENCS/Forestry Program Committee, March 16, 2021.
- Endorsed by REN R Department Council, March 22, 2021.
- Approved by ALES ACC, April 28, 2021

Notes:

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- When sending requests to calendar@ualberta.ca, please leave this form in .docx format
- To make a course change request, see the [Calendar Guide](#) for the course change form

Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" 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? 2022-23

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=38093&returnto=10263
To indicate requested changes, you can use track changes or comparative table formats below
[Note: "Program Requirements" changes proposed in a separate document] Wildlife and Rangeland Resources Management Major [ALES] ... Major Requirements (★4845) <ul style="list-style-type: none">★18-15 Approved Program ElectivesENCS 356 - Principles of Rangeland Conservation and Habitat ManagementENCS 406 - Rangeland Plant Communities of Western CanadaPL SC 352 - Invasive Alien Plants: Biology and ControlPL SC 354 - Forage CropsREN R 120 - Introduction to Plant IdentificationREN R 376 - Fisheries and Wildlife ManagementREN R 474 - Utilization of Wildlife Resources ★3 selected from <ul style="list-style-type: none">REN R 441-341 - Soil Formation and Landscape ProcessesREN R 445 - Soil Fertility ★3 selected from <ul style="list-style-type: none">REN R 340 - Wildland Fire Science and ManagementREN R 440 - Disturbance Ecology Fundamentals ★3 selected from <ul style="list-style-type: none">AREC 333 - Economics of Production and Resource ManagementR SOC 355 - Rural Communities and Global Economies Capstone Requirement (★3) ★3 selected from <ul style="list-style-type: none">AN SC 474 - Applied Beef Cattle ScienceENCS 471 - Practical Case Studies in Rangeland Management and ConservationREN R 496 - Conservation Planning

Rationale

APE numbers modified to accommodate a ★3 increase in the ENCS Program core. REN R 441 is restructured as REN R 341.

Detailed Rationale (for ALES internal use)

See the proposal for program-level calendar changes.

Reviewed/Approved by:

- Proposed by the ENCS Program Review Committee
- Endorsed by the ENCS/Forestry Program Committee, March 16, 2021.
- Endorsed by REN R Department Council, March 22, 2021.
- Approved by ALES ACC, April 28, 2021.

Notes:

- Multiple Calendar pages can be submitted on one form by copying the Calendar Copy (and Rationale) sections
- When sending requests to calendar@ualberta.ca, please leave this form in .docx format
- To make a course change request, see the [Calendar Guide](#) for the course change form

Faculty: Agricultural, Life and Environmental Sciences
Submitted by: John Acorn (ENCS/Forestry Program Chair)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" 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? 2022-23

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=38093&returnto=10263
To indicate requested changes, you can use track changes or comparative table formats below
<p>BSc in Forestry</p> <p>...</p> <p>Requirements</p> <p>The program includes two<u>three</u> field schools (REN R 101, and REN R 290 <u>and</u> REN R 295<u>299</u>) that provide training in technical aspects of forestry. REN R 101 should be taken in the first year just before the start of regular classes. REN R 290 and REN R 295<u>299</u> is-should normally <u>be</u> taken in the spring between second and third years<u>immediately after the second year and</u>. REN R 299 must be taken prior to the fourth year of study, to ensure that students are able to apply the skills learned in the last year of their program. The program also includes a capstone course.</p> <p>Program Requirements (★117)</p> <ul style="list-style-type: none"> ● ★3 ENGL ● ★15 Approved Program Electives ● ★12 Free Electives ● AREC 214 - Applications of Linear Models to Food, Resources and the Environment ● AREC 323 - Introduction to Management for Agri-Food, Environmental, and Forestry Businesses ● BIOL 208 - Principles of Ecology ● ECON 101 - Introduction to Microeconomics ● FOREC 345 - Economics of Forestry ● FOREC 473 - Forest Policy ● REN R 101 - Introductory Forestry Field School ● REN R 110 - Natural Resource Measurement ● REN R 120 - Introduction to Plant Identification ● 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 215 - Forest Measurements ● REN R 260 - History and Fundamentals of Environmental Protection and Conservation ● <u>REN R 290 - Field Skills in Environmental, Conservation and Forest Sciences</u> ● <u>REN R 295 Forestry Field School</u> ● REN R 299 - Environmental and Conservation Sciences and Forestry Field School ● REN R 321 - Tree Physiology ● REN R 322 - Forest Ecosystems ● REN R 323 - Silviculture ● REN R 340 - Wildland Fire Science and Management ● REN R 350 - Physical Hydrology

- REN R 364 - Principles of Managing Natural Diversity
- REN R 430 - Forest Resources Management
- REN R 447 - Forest Health
- R SOC 260 - Indigenous Foundations for Environmental and Conservation Sciences
- R SOC 375 - Public Participation and Conflict Resolution
- STAT 151 - Introduction to Applied Statistics I

★3 selected from

- CHEM 101 - Introductory University Chemistry I
- CHEM 164 - Organic Chemistry I

~~★3 selected from~~

- ~~• MATH 134 - Calculus for the Life Sciences I~~
- ~~• MATH 144 - Calculus for the Physical Sciences I~~
- ~~• MATH 154 - Calculus for Business and Economics I~~

★3 selected from

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

★~~96~~ selected from

- ~~• REN R 456~~
- ~~• REN R 522~~
- REN R 314 - Forest Soils
- REN R 327 - The Mosses of Alberta: Conservation and Identification
- REN R 335 - Forest Harvesting and Transport
- REN R 345 - Wood Science and Utilization
- REN R 368 - Management and Utilization of Forest Genetic Resources
- REN R 414 - Agroforestry Systems
- REN R 421 - Advanced Tree Physiology
- REN R 423 - Advanced Silviculture
- REN R 426 - Geographical Information Systems Applications in Renewable Resources
- REN R 452 - Forest Watershed Management

Capstone Requirement (★3)

- REN R 431 - Integrated Forest Management

Rationale

Changes to field school, proposed by the ENCS Program Review Committee, are reflected in the Forestry program as well. The addition of R SOC 260 is both timely and widely supported. To make room for this course, one of two options for ★3 ENGL has been deleted. Replacing the calculus requirement with a re-designed AREC 214 is an appropriate change for students in this field. REN R 456 and 522 no longer exist.

Detailed Rationale (for ALES internal use)

Will not affect accreditation.

Reviewed/Approved by:

- Proposed by the ENCS/Forestry Program Committee to align the Forestry Program with changes proposed by the ENCS Program Review Committee that affect shared courses.
- Endorsed by the ENCS/Forestry Program Committee, March 16, 2021.
- Endorsed by REN R Department Council, March 22, 2021.
- Approved by ALES ACC, April 28, 2021.

Notes:

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- When sending requests to calendar@ualberta.ca, please leave this form in .docx format
- To make a course change request, see the [Calendar Guide](#) for the course change form

Faculty: Agricultural, Life and Environmental Sciences
Submitted by:
Type of change request: <input type="checkbox"/> Editorial <input 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? 2022-23

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):
To indicate requested changes, you can use track changes or comparative table formats below
<p>Clothing, Textiles and Material Culture Major [ALES]</p> <p>...</p> <p>Requirements of the Major (★57)</p> <ul style="list-style-type: none"> • ★12 Approved Program Electives • HECOL 170 - Introduction to Textiles • HECOL 201 - Introduction to Material Culture • HECOL 241 - Fashion Industries • HECOL 250 - Design Studies and Practices • HECOL 254 - Apparel Design and Construction Fundamentals • HECOL 268 - Survey of Historic Dress in the Western World • HECOL 270 - Applications of Textile Science • HECOL 333 - Cross-Cultural Textiles • HECOL 360 - Dress and Culture • HECOL 370 - Quality Assurance for Textiles and Apparel • HECOL 441 - Textiles and Apparel in the Global Economy <p>★3 selected from</p> <ul style="list-style-type: none"> • HECOL 301 - Program Planning and Evaluation • MARK 432 - Marketing Communications <p><u>★3 selected from</u></p> <ul style="list-style-type: none"> • <u>HECOL 360 - Dress and Culture</u> • <u>HECOL 368 - Fashion History: Interpretations & Exhibition</u> <p>★9 selected from</p> <ul style="list-style-type: none"> • HECOL 354 - Apparel Design and Product Development I • <u>HECOL 360 - Dress and Culture</u> • <u>HECOL 368 - Fashion History: Interpretations & Exhibition</u> • HECOL 454 - Apparel Design and Product Development II • HECOL 460 - Nineteenth, Twentieth, and Twenty-First Century Dress in the Western World • HECOL 465 - Research Methods for Material Culture and Design Studies • HECOL 469 - Material Culture in Practice • HECOL 470 - Advanced Materials for Protective Clothing • HECOL 473 - Clothing and Materials for Sport and Safety • HECOL 474 - Introduction to Nanotechnologies and Smart Textiles • HECOL 476 - Textile Analysis and Care

Capstone Requirement (★6)

- HECOL 409 - Practicum in Human Ecology

Rationale

HECOL 460 is being redeveloped as HECOL 368 to offer a more balanced program. Currently HECOL 360 is offered each year, this program change offers HECOL 360 alternating with the new course HECOL 368. This provides students with the option to take either of these, increases the number of 300-level courses in CTMC, and also increases opportunities for students to work directly with the Anne Lambert Clothing and Textiles Collection since HECOL 368 involves an exhibition component. Note, HECOL 368 is a new course (see Calendar Changes).

Detailed Rationale (for ALES internal use)

Rationale: The change of this course from a 400 level to a 300 level course is done for several reasons.

Currently the teaching load of one faculty member in the CTMC area is higher than that of other faculty members. To address this inequality, HECOL 360 will be offered every second year. Because HECOL 360 is a required course, offering it in alternate years could be problematic for students. To address this problem, HECOL 460 will be redesigned as a 300-level course (it will become HECOL 368) and offered in the year that HECOL 360 will not be offered. Instead of HECOL 360 being a required course in the CTMC major, students will be required to take HECOL 360 or 368. The general focus/topic area of both courses is clothing in relation to culture and history, ensuring that all students in the CTMC major will be exposed to this topic area.

Because HECOL 360 will no longer be offered every year, but will alternate with HECOL 368, students can choose from either 360 or 368, and therefore a new “*3 selected from” program requirement has been added to the calendar.

An additional strength of this proposal is that it will increase the number of 300-level CTMC courses. Currently the number of 100/200-level (n=7), 300-level (n=5), and 400-level (n=9) courses is quite imbalanced so adding 368 will bring the 300-level courses up to 6, while deleting HECOL 460 (bringing the number of 400-level courses to 8) will create a more even distribution. Lastly, both HECOL 360 and 368 will be included on the APE list so that students are able to take both courses, should they wish to do so.

No additional faculty or department resources are required prior to or once this change is implemented.

Reviewed/Approved by:

- Proposed by Anne Bissonnette (Associate Professor, Department of Human Ecology), Arlene Oak (Associate Professor, Department of Human Ecology) and Megan Strickfaden (Professor, Department of Human Ecology)
- Deanna Williamson (Chair, Department of Human Ecology) and the CTMC group have all discussed and endorsed this proposed change.
- Endorsed by the Human Ecology Undergraduate Program Committee on February 18, 2021.
- Endorsed by Human Ecology Department Council on March 9, 2021.
- Approved by ALES ACC, April 28, 2021.

Notes:



Calendar Change Request Form for Program or Regulation Changes

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UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p>EDPS 538 From Oral Language to Written Text</p> <p>Course examines orality and literacy as contested concepts that historically and in the present continue to impact perceptions of Indigenous/Aboriginal thought and Indigenous/Aboriginal ways of being by scholars and educators. Students may not receive credit for both EDPS 601 "From Oral Language to Written Text" and EDPS 538.</p>	<p>EDPS 538 Oral Traditions and Written Text</p> <p>Course examines orality and literacy as contested concepts that historically and in the present continue to impact perceptions of Indigenous/Aboriginal thought and Indigenous/Aboriginal ways of being by scholars and educators. Students may not receive credit for both EDPS 601 "From Oral Language to Written Text" and EDPS 538.</p>
<p>Rationale for Proposal:</p> <p>The current course title does not accurately reflect the relationship or connection between the two concepts of orality and literacy; nor does it point towards the depth or complexity of the theoretical foundations and related course content. The greatest error lies in the continuum embedded within the current title, suggesting through direct prepositional usage a developmental progression from oral traditions to written text. While this progression only suggests an intellectual movement from less to more, it also holds a dynamic for learners that runs counter to and narrows the critical openness required to engage with the rigorous intellectual content of the course. The revised title introduces the content and the possibilities of mind, encouraging learners to enter into novel ways of thinking about and understanding orality and literacy.</p>	
<p>Approved: December 13, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
NEW	<p>EDPY 530 Psychopathology and Diagnosis *3 (fi 6) (either term, 3-0-0). This course focuses on assessment of commonly encountered mental disorders across the life span based on the Diagnostic and Statistical Manual of Mental Disorders. The course covers interview-based assessment, diagnostic screening inventories, clinical observation, cross-informant data collection, differential diagnosis, and the role of cultural factors in the assessment and case conceptualization process. Restricted to students in the Counselling Psychology Program. Course pre-requisites: EDPY 533 and EDPY 534 or equivalent. Students in the School and Clinical Child Psychology Master's or Doctoral Program or other Graduate Programs may take this course with consent of the course instructor if they are deemed to possess adequate background preparation and knowledge.</p>
<p>Rationale for Proposal:</p> <p>The proposed change involves assigning a permanent course number to the Psychopathology and Diagnosis course that was offered as an EDPY 597 course in the Fall 2020 and Fall 2021 terms. The course covers core content in the Counselling Psychology course-based and thesis-based Master's Programs, and is a required course in both programs. The course is also taken by doctoral students in the Counselling Program who have not had content coverage in this area during their master's studies. The course may be of interest to students in the School and Clinical Child Psychology Graduate Programs.</p>	
<p>Approved: December 13, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
NEW	<p><u>EDPY 539 Assessment Practicum in Counselling Psychology *3 (fi 6) (either term, 3-0-3)</u></p> <p><u>This practicum provides supervised applied experience in psychological assessment of children, adolescents and / or adults. Restricted to students enrolled in the Counselling Psychology program. Students in the School and Clinical Child Psychology Program may take this course with consent of the instructor. Prerequisites: EDPY 521, EDPY 530 & EDPY 536 or equivalent.</u></p>
<p>Rationale for Proposal:</p> <p>The purpose of this change is to provide a permanent course number and calendar entry for an EDPY 597 course that has been successfully piloted and added to the Counselling Psychology Master's program. This course is required for the Masters of Education in Counselling Psychology program. The course may also be of interest to students in the School and Child Clinical Psychology Program.</p>	
<p>Approved: December 13, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: **Secondary Education**

Implementation: NORMAL
 EARLY (Note: new course offerings only)

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	PROPOSED
Calendar Section Number (§) Education Chart 2 https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37557 <i>(Use strike out for all changes)</i>	Calendar Section Number (§) Education Chart 2 https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37557 <i>(Underline all additions)</i>
Second Languages: Mandarin (★18) [Education]	Second Languages: Mandarin (★18) [Education]
Notes: 1. CHINA 101/CHINA 102 should be taken in the first year(s) of study. 2. Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection	Notes: 1. CHINA 101/CHINA 102 should be taken in the first year(s) of study. 2. Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection 3. <u>Students should consider taking EASIA 101 in the first year(s) of study, as this course is a prerequisite for most higher level EASIA courses.</u>
Requirements ★12 to ★15 in Language courses chosen from	Requirements ★12 to ★15 in Language courses chosen from
<ul style="list-style-type: none"> • CHINA 101 - Basic Chinese I • CHINA 102 - Basic Chinese II • CHINA 201 - Basic Chinese III • CHINA 202 - Basic Chinese IV • CHINA 211 - Mandarin Chinese I • CHINA 212 - Mandarin Chinese II • CHINA 301 - Intermediate Chinese I • CHINA 302 - Intermediate Chinese II • CHINA 341 - Classical Chinese I • CHINA 342 - Classical Chinese II • CHINA 401 - Advanced Chinese I 	<ul style="list-style-type: none"> • CHINA 101 - Basic Chinese I • CHINA 102 - Basic Chinese II • CHINA 201 - Basic Chinese III • CHINA 202 - Basic Chinese IV • CHINA 211 - Mandarin Chinese I • CHINA 212 - Mandarin Chinese II • CHINA 301 - Intermediate Chinese I • CHINA 302 - Intermediate Chinese II • CHINA 341 - Classical Chinese I • CHINA 342 - Classical Chinese II • CHINA 401 - Advanced Chinese I

<ul style="list-style-type: none"> • CHINA 402 - Advanced Chinese II • CHINA 407 - Advanced Readings in Modern Chinese • CHINA 428 - Chinese-English Translation • EASIA 201 - Overview of the Chinese Language System • EASIA 305 - Introduction to Chinese Linguistics • EASIA 405 - Chinese Linguistics <p>★3 to ★6 in Literature/Culture chosen from</p>	<ul style="list-style-type: none"> • CHINA 402 - Advanced Chinese II • CHINA 407 - Advanced Readings in Modern Chinese • CHINA 428 - Chinese-English Translation • EASIA 201 - Overview of the Chinese Language System • EASIA 305 - Introduction to Chinese Linguistics • EASIA 405 - Chinese Linguistics <p>★3 to ★6 in Literature/Culture chosen from</p>
<ul style="list-style-type: none"> • EASIA 205 - Language in Chinese Society • EASIA 232 - Overview of Chinese Culture • EASIA 331 - Pre-modern Chinese Literature in Translation • EASIA 336 - Modern Chinese Literature in Translation • EASIA 351 - Culture and Identity in Taiwan • EASIA 433 - Classical Chinese Poetry • EASIA 434 - Readings in Classical Chinese Fiction • EASIA 436 - Topics in Chinese Literature and Film • EASIA 438 - Topics in Chinese Studies • EASIA 455 - Topics in Taiwan Literature 	<ul style="list-style-type: none"> • EASIA 101 – Understanding East Asia • EASIA 205 - Language in Chinese Society • EASIA 232 - Overview of Chinese Culture • EASIA 234 – The Chinese Literati • EASIA 236 – Modernity and Contemporary Chinese Civilization • EASIA 239 – Daoism and Chinese Civilization • EASIA 331 - Pre-modern Chinese Literature in Translation • EASIA 336 - Modern Chinese Literature in Translation • EASIA 351 - Culture and Identity in Taiwan • EASIA 433 - Classical Chinese Poetry • EASIA 434 - Readings in Classical Chinese Fiction • EASIA 436 - Topics in Chinese Literature and Film • EASIA 438 - Topics in Chinese Studies • EASIA 455 - Topics in Taiwan Literature
<p>Notes Students must take EDSE 370 which is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.</p>	<p>Notes Students must take EDSE 370 which is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.</p>

Justification: (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

In consultation with the Department of Modern Languages and Cultural Studies, adding new course options; adding EASIA 101 as it is the prereq for most higher level EASIA courses..

Submitted by:	Signature of Department Chair	Date:	FACULTY USE ONLY
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Dr. Jason Wallin	or Designee	February 26, 2021	Approved at UAAC March 22, 2021
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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:	Chemical and Materials Engineering	
Change Request:	Course Change	
<p>Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?</p> <p>CH E 663 (Optimal and Model Predictive Control): NEW COURSE. Model predictive control (MPC) is the most widely used advanced process control technique. After a review of the graduate courses offered in the Department of Chemical and Materials Engineering (CME) as well as in the Faculty of Engineering (FoE), there are currently no existing graduate courses that cover MPC in a systematic way. This graduate course focuses on the fundamentals of MPC and provides the students with the necessary theories and computational tools for MPC applications and research. The addition of this graduate course enhances the CME graduate program. This course has been taught in Fall 2018, Fall 2020, and Fall 2021 under a generic course number (CH E 694). This course has been popular and attracted students from CME, ECE and MEC E. The enrolment of this course has been around 30 in all these years – 31 in 2018, 34 in 2020, 28 in 2021 (by Sept. 12). The course is ready to be offered regularly and should have a dedicated course number listed in the Calendar. This request was consulted with the Associate Chair – Graduate in 2021 and has been reviewed by GPC on September 1st, 2021.</p>		
<p>Current Calendar URL: NEW COURSE</p>		
	Current	Proposed
	New course	<p><u>CH E 663 – Optimal and Model Predictive Control</u> <u>3.0 (fi 6) (either term, 3-0-0)</u></p> <p><u>Intended for graduate students who are familiar with basic modern control theory. Solution methods for dynamical systems, stability theory, classical optimal control methods, model predictive control and its computational tools.</u></p>
<p>In which academic year is this change required? 2022-2023</p>		
Department Contact	Associate Chair	
Name:	Tony Yeung	



Email:		tony.yeung@ualberta.ca	
Department Chair or Designate			
Name:		Vinay Prasad	
Date approved by Department Council:	09/23/2021	Date submitted:	8/24/2021
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): October 6, 2021• Faculty APC: October 15, 2021• Faculty ECC: 10/26/2021			

Email an editable word version to adppengg@ualberta.ca and foedpp@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](#)

Department:	Civil and Environmental Engineering	
Change Request:	Course Change	
Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?		
<p>A course with similar content has been offered to graduate students in the Department since Fall 2017 under the Advanced Topics in Structural Engineering course number CIV E779 by Prof. Chui. There has been relatively strong interest as demonstrated by student enrollment over the last few years: 20(2017), 24(2018), 47 (2019), 18 (2020) and 19 (2021). The course topics include fundamental knowledge of timber as a structural material, and structural analysis and design of structural timber elements (beams and columns), assemblies (shear wall and diaphragms) and mechanical connections. The Structures Group discussed this calendar change in Summer 2021 and was supportive. This change was approved at the Departmental Council meeting on September 29, 2021.</p>		
Current Calendar URL: Not available		
	Current	Proposed
N/A		<p>CIVE 662: Structural Timber Design</p> <p>★3.0 (fi 6) (Either term, 3-0-0)</p> <p>The objective of this course is to provide students with a solid understanding of wood as a structural material and an in-depth review of design provisions in Canadian timber design standards for selected members, connections and assemblies. The topics covered include basic wood characteristics, physical and mechanical properties of wood, a review of traditional and modern engineered wood products, and design of timber members subjected to bending and axial loads, connections and lateral load resisting systems. This course will help prepare students for graduate thesis research in a timber engineering topic and</p>



		for performing structural design of timber structures.	
		Prerequisite : Structural engineering background at BSc level	
In which academic year is this change required? 2022-2023			
Department Contact		Associate Chair Graduate Program	
Name:		Selma E. Guigard	
Email:		selma.guigard@ualberta.ca	
Department Chair or Designate			
Name:		Ania Ulrich	
Date approved by Department Council:	9/29/2021	Date submitted:	10/4/2021
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: October 6, 2021 • Faculty APC: October 15, 2021 • Faculty ECC: 10/26/2021 			

Email an editable word version to adppengg@ualberta.ca and foedpp@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](#)

Department:	Electrical and Computer Engineering		
Change Request:	Course Change		
Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?			
<p>Existing graduate course ECE730 “HVDC Systems” has been taught annually by Prof. Kish since Fall 2016 (total of 5 times). The requested creation of a 6xx level course is a recommendation coming out of the graduate course review in early 2021 by the ECE Graduate Studies Committee.</p> <p>The course topic broadly encompasses direct current (DC) power systems and associated power electronic converter technologies, with a specific focus on high-voltage DC (HVDC) transmission. This is the first (and currently only) course in Energy Systems area at UAlberta that focuses on HVDC systems and is relevant to Alberta power sector given that Alberta installed its first ever HVDC transmission lines circa 2015. Prof. Kish’s research group is largely involved in HVDC systems research, and a few other Energy Systems faculty members also do some research in HVDC related areas. Therefore, given the above context, it is believed there is ample benefit of the requested course change to UAlberta graduate students and external stakeholders (industry). There has been a relatively strong interest as demonstrated by graduate student enrollment in the past 5 offerings: 12 (2016), 16, 13, 31, 22 (2021).</p>			
Current Calendar URL: Not available			
Current	Proposed		
*** NEW COURSE***	<p><u>ECE 631: HVDC Systems</u></p> <p>★ #3 (fi 6) (either term, 3-0-0) This course covers <u>high-voltage direct current (HVDC) transmission systems and associated power electronic converter topologies, with substantial attention given to line commutated converter (LCC) and modular multilevel converter (MMC) technologies. Major topics include i) modeling, analysis, operation and control of classical HVDC systems using six-pulse and multi-pulse LCCs, ii) modeling, analysis, operation and control of voltage-sourced converter based HVDC systems, iii) modeling, analysis,</u></p>		



		<u>operation and control of the MMC for HVDC applications, iv) overview of multiterminal HVDC schemes including HVDC grids, introduction to HVDC line power tapping and Flexible AC Transmission System (FACTS) Controllers.</u>	
In which academic year is this change required? 2022-2023			
Department Contact		Click or tap here to enter text.	
Name:		Mahdi Tavakoli	
Email:		Mahdi.tavakoli@ualberta.ca	
Department Chair or Designate			
Name:		Ryan Li	
Date approved by Department Council:	9/21/2021	Date submitted:	9/22/2022
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): October 6, 2021 • Faculty APC: October 15, 2021 • Faculty ECC: 10/26/2021 			

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:	Electrical and Computer Engineering		
Change Request:	Course Change		
Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?			
<p>Radio Frequency Integrated Circuits (RFICs) are a subset of microelectronic circuits operating in the frequency range of 20 KHz to 300 GHz. RFICs are required for the construction of wireless and wireline communication systems, and radar systems. Advanced Topics in Integrated Circuits and Systems (Topic: CMOS RF Integrated Circuits) has been offered in the last three years as an advanced course for graduate students. After the review of graduate courses conducted by the ECE Graduate Studies Committee in 2020-2021, the importance of this course has been recognized and hence this course is now recommended to be offered regularly as a 600-level course.</p>			
Current Calendar URL: Not available			
Current		Proposed	
*** NEW COURSE***		<p><u>ECE 650: Radio Frequency Integrated Circuits</u></p> <p>★ 3 (fi 6) (Either term, 3-0-0). Introduction to radio frequency circuit concepts including nonlinearity, noise, dynamic range, scattering parameters, and impedance matching. Review of wireless transceiver architectures and wireless standards. Analysis and design of building blocks of wireless transceivers: low-noise amplifiers, voltage-controlled oscillators, mixers, and power amplifiers.</p>	
In which academic year is this change required? 2022-2023			
Department Contact		Click or tap here to enter text.	
Name:		Mahdi Tavakoli	
Email:		Mahdi.tavakoli@ualberta.ca	



Department Chair or Designate			
Name:		Ryan Li	
Date approved by Department Council:	9/21/2021	Date submitted:	9/22/2021
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): October 6, 2021• Faculty APC: October 15, 2021• Faculty ECC: 10/26/2021			

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:	Electrical and Computer Engineering		
Change Request:	Course Change		
Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?			
<p>This course covers application of optimization in control and estimation problems for dynamic systems. Optimal control is one of the most important elements in advanced control theories, and optimal estimation is an interdisciplinary subject that has found many important applications. This course is built upon the fundamental course on ECE560: modern control theory. Its addition to the graduate program of ECE fills a gap and will make our graduate program more competitive since a similar course is commonly offered in ECE graduate programs in other major universities in Canada or internationally. In this course, classical results of optimality condition and principles (HJP equation, Maximum principles, etc.) are introduced at first. Then the course covers both deterministic and stochastic problems for both control and estimation, including classical linear quadratic regulator (LQR), minimum-time control, linear quadratic Gaussian (LQG) control, least-squares estimation and minimum mean-squares error (MMSE) estimators (e.g. Kalman filter) and their extension to nonlinear cases. Versions of this course have been offered four times as ECE 760 (Advanced topics in Control Systems). The attendance has been increasing (from 8 to ~15) over the past years. The course is ready to be offered regularly and should be assigned a regular course number with a formal name. It was consulted with Associate Chairs – Graduate in 2019 and 2020. After the review of graduate courses conducted by the ECE Graduate Studies Committee in 2020-2021, the importance of this course has been recognized and this course is recommended to be offered regularly as a 600-level course.</p>			
Current Calendar URL: N/A			
Current	Proposed		
*** NEW COURSE***	<u>ECE 660 Optimization in Dynamic Control and Estimation</u> ★ 3.0 (fi 6) (Either term, 3-0-0)		

		<p>Mathematical preliminaries (probability and linear systems); Conditions of optimality in dynamic systems (minimum principle, HJB equation); Linear quadratic (LQ) control; Minimum-time control; Least-squares estimator; Dynamic estimation; Design of various Kalman filters; Design of linear-quadratic Gaussian (LQG) control.</p> <p>Prerequisites: <u>ECE560 or equivalent.</u></p>	
<p>In which academic year is this change required? 2022-2023</p>			
Department Contact		Associate Chair - Graduate	
Name:		Mahdi Tavakoli	
Email:		mahdi.tavakoli@ualberta.ca	
Department Chair or Designate			
Name:		Ryan Li	
Date approved by Department Council:	Sep 21, 2021	Date submitted:	Sep 22, 2021
<p>Consultation process and dates</p> <ul style="list-style-type: none"> • Faculty of Engineering Academic lead • Program Support Team committee 			
<p>Approval pathway and dates</p> <ul style="list-style-type: none"> • Department (APC, GPC, Council) • Faculty GPC (if appropriate): October 6, 2021 • Faculty APC: October 15, 2021 • Faculty ECC: 10/26/2021 			

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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:	Electrical and Computer Engineering	
Change Request:	Course Change	
Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?		
<p>The title of ECE 511, Digital ASIC Design, is not very accurate. FPGA, not ASICs, are the target digital hardware technology in this course. The title should not be tied to ASICs. An improved title is "Advanced Digital Circuit and System Design". The sentence "Note: Only one of the following courses may be taken for credit: ECE 511 or E E 552" should be deleted since the course code E E 552 has been not used for 10+ years. For ECE 540, a prerequisite, ECE 502 or equivalent, should be added. Materials in ECE 502 (probability and random processes) are fundamentals required for detection and estimation theory. The addition of this prerequisite can provide useful information to students in their course selection and planning. It will also help quality delivery of the course. These changes were consulted with current instructors of the courses and professors in the areas. They are recommended by and the ECE Graduate Studies Committee.</p>		
Current Calendar URL:		
https://calendar.ualberta.ca/content.php?catoid=34&navoid=10323		
	Current	Proposed
Course Listings	<p>[...]</p> <p>Electrical and Computer Engineering: Graduate</p> <p>[...]</p> <p>ECE 511 - Digital ASIC Design</p> <p>★ 3 (fi 6)(EITHER, 3-0-3)</p>	<p>Course Listings</p> <p>[...]</p> <p>Electrical and Computer Engineering: Graduate</p> <p>[...]</p> <p>ECE 511 – Advanced Digital Circuit and System Design</p> <p>★ 3 (fi 6)(EITHER, 3-0-3)</p>



<p>Design of digital application-specific integrated circuits (ASICs) using synthesis CAD tools. Topics include design flow, hierarchical design, hardware description languages such as VHDL, synthesis, design verification, IC test, chip-scale synchronous design, field programmable gate arrays, mask programmable gate arrays, CMOS circuits and IC process technology. For the project, students will design and implement a significant digital system using field programmable gate arrays. Note: Only one of the following courses may be taken for credit: ECE 511 or E E 552.</p> <p>ECE 540 - Detection and Estimation</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Bayesian hypothesis testing model, likelihood ratio test (LRT), minimax test, Neyman-Pearson test, receiver operating characteristic (ROC), Bayesian estimation, linear least-squares (LS) estimation; maximum-likelihood (ML) estimation, composite hypothesis testing, introduction to signal detection.</p>	<p>Design of advanced digital circuits and systems using synthesis CAD tools. Topics include design flow, hierarchical design, hardware description languages such as VHDL, synthesis, design verification, IC test, chip-scale synchronous design, field programmable gate arrays, mask programmable gate arrays, CMOS circuits and IC process technology. For the project, students will design and implement a significant digital system using field programmable gate arrays.</p> <p>ECE 540 - Detection and Estimation</p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>Bayesian hypothesis testing model, likelihood ratio test (LRT), minimax test, Neyman-Pearson test, receiver operating characteristic (ROC), Bayesian estimation, linear least-squares (LS) estimation; maximum-likelihood (ML) estimation, composite hypothesis testing, introduction to signal detection.</p> <p>Prerequisite: ECE 502 or equivalent.</p>
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In which academic year is this change required? 2022-2023

Department Contact		Click or tap here to enter text.	
Name:		Mahdi Tavakoli	
Email:		Mahdi.tavakoli@ualberta.ca	
Department Chair or Designate			
Name:		Ryan Li	
Date approved by Department Council:	9/21/2021	Date submitted:	9/22/2021

- Consultation process and dates**
- Faculty of Engineering Academic lead
 - Program Support Team committee



Approval pathway and dates

- Department (APC, GPC, Council)
- Faculty GPC: October 6, 2021
- Faculty APC: November 12, 2021
- Faculty ECC: November 30, 2021

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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? This new course was prepared to fill a gap in the area of machine learning combined with control. The Department chair has been consulted and agrees this course will suit the ME Department needs.			
Current Calendar URL: N/A			
CURRENT		PROPOSED	
*** NEW COURSE***		<p><u>MECE 610 - Machine Learning Control for Engineering Applications</u></p> <p><u>★ 3 (fi 6) (either term, 3-0-0) Development of control-oriented dynamic models using machine learning techniques. Optimal, adaptive and model predictive control techniques that are solved using methods of machine learning including support vector machines, neural networks, reinforcement learning and other methods of machine learning. Applications in broad linear and nonlinear engineering systems.</u></p>	
In which academic year is this change required? 2022-2023			
Department Contact		Associate Chair - Graduate	
Name:		Chris Dennison	
Email:		cdenniso@ualberta.ca	
Department Chair or Designate			
Name:		John Doucette	
Date approved by Department Council:	2/2/2021	Date submitted:	2/2/2021
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 			



CALENDAR CHANGE REQUEST FORM

Submission Deadlines:

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

Department:	Department of Civil and Environmental Engineering	
Change Request:	Course Change	
Why is this change being proposed and who was consulted?		
<p><u>Rationale:</u> In mining engineering, the term “Mine Transport” is also known as “Bulk Materials Handling.” However, the scope focusing only on “Bulk Materials Handling” was too narrative to attract enough enrollment (normally about 5 students) in previous years (since 2015). In Winter 2021, the Instructor started to integrate underground mining methods (associated with bulk materials handling) into the current graduate course (MINE 630) to expand its scope. Because of this new initiative, the course successfully attracted 14 registrations (including 3 from other disciplines). It proved that the new scope could better meet the current need of the graduate program. To this end, the Instructor proposed to change the course name to “Underground Mining and Bulk Materials Handling.” This name can better reflect the updated course scope.</p> <p><u>Persons consulted before:</u> Graduate Students, Program Director, and Program Colleagues.</p>		
Current Calendar URL: https://calendar.ualberta.ca/index.php		
	CURRENT	PROPOSED
	<p>MIN E 630 - Advanced Mine Transport</p> <hr/> <p>★ 3.5 (fi 6) (either term, 3-1s-0) Advanced studies in the methods and systems of material movement in mines. In-depth consideration of selection, specifications, and costs of transportation for surface and underground mines. Prerequisites: MIN-E 330 and 413, or 414, or consent of Instructor.</p>	<p>MIN E 630 - <u>Underground Mining and Bulk Materials Handling</u></p> <hr/> <p>★ 3.5 (fi 6) (either term, 3-1s-0) <u>This course covers underground mining methods and associated bulk materials handling methods. Sublevel stoping, vertical crater retreat mining, raise mining, room-and-pillar mining (hard and soft rock), longwall and shortwall mining, sublevel caving, block caving, cut-and-fill stoping, and shrinkage stoping. Bulk materials handling methods, silos, belt conveyors, slurry transport, mine hoisting, and underground trucks. Prerequisites: Consent of Instructor.</u></p>
In which academic year is this change required? 2022-2023		
Department Contact	Click or tap here to enter text.	
Name:	Dr. Wei Victor Liu (Course Instructor)	



Email:		victor.liu@ualberta.ca	
Department Chair or Designate			
Name:		Dr. Simaan AbouRizk	
Date approved by Department Council:	4/30/2021	Date submitted:	5/5/2021
Approved by Faculty APC	05/18/2021		
Approved by ECC/EFC	10/26/2021		

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CALENDAR CHANGE REQUEST FORM

Submission Deadlines:

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

Department:	Mechanical Engineering
Change Request:	Course Change
<p>Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?</p> <p>Change 1: The change of Ethics and Professional Development requirements is initiated due to the introduction of two new courses by the FGSR. “Beginning in Fall 2022, the NEW Ethics and Academic Citizenship Requirement will replace the current Academic Integrity and Ethics Training Requirement. The new Ethics and Academic Citizenship Requirement will consist of two zero-credit, self-paced online courses: INT D 710: Ethics and Academic Citizenship (for both master’s and doctoral students) and INT D 720: Advanced Ethics and Academic Citizenship (for doctoral students). There are no instructional fees associated with these courses”. (source)</p> <p>The FGSR Graduate Ethics Training (GET) course which was part of ENGG 600 will no longer be offered and will be replaced with INT D 710. To maintain a reasonable workload for students, the Faculty of Engineering decided to discontinue offering the ENGG 600 course. Instead, the students will be required to complete 4 hours of engineering professional development specific to engineering ethics. To fulfill this requirement, the students will have to complete an ENGG Grad PD 01 course available on eClass.</p> <p>Consultations:</p> <p>Faculty of Engineering</p> <p>Associate Chairs Graduate Program</p> <p>Department GPC</p> <p>Department APC</p> <p>Change 2: To harmonize the MEng in Mechanical Engineering with MEng degrees in the other Departments in the Faculty of Engineering, it is proposed to reduce the total number of required graduate level courses from nine to eight. Eight courses comprise the course requirement in all Engineering Departments, with the exception of Mechanical Engineering. Mechanical Engineering wishes to standardize their course requirements with the other Departments in Engineering. Supporting documentation has been supplied by an Associate Chair in Electrical</p>	



Engineering that support the claim that eight courses are meeting the needs of Engineering graduate students pursuing the MEng. Changes are proposed to both the MEng in Mechanical Engineering and MEng in Engineering Management. The text below details the program changes to the MEng in Mechanical Engineering. A separate document will be advanced through governance for the MEng in Engineering Management. Department GPC voted 6:1 in favor of the proposed change. Department APC is also in favor of the proposed program change.

Current Calendar URL:

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38542&hl=%22ENGG+600%22&returnto=search

The Degree of MEng in Mechanical Engineering [Graduate]

Current	Proposed
<p>Program Requirements</p> <p>Students are required to complete a minimum of ★30.5 in coursework including a ★3 capstone project.</p>	<p>Program Requirements</p> <p>Students are required to complete a minimum of ★27.0 in coursework including a ★3 capstone project.</p>
<p>Coursework</p> <ul style="list-style-type: none"> • Nine ★3 graduate-level courses which must be approved by the Graduate Coordinator <ul style="list-style-type: none"> ○ five must be in the candidate's major field (i.e., MEC E courses) ○ A maximum of three courses in any combination of MEC E 500- and MEC E 700-level courses can be credited towards the minimum course requirements ○ No reading courses can be credited towards the minimum course requirements. • ENGG 600 (★0.5) Engineering Ethics and Integrity • Additional coursework may be required. 	<p>Coursework</p> <ul style="list-style-type: none"> • Eight ★3 graduate-level courses which must be approved by the Graduate Coordinator <ul style="list-style-type: none"> ○ five must be in the candidate's major field (i.e., MEC E courses) ○ A maximum of three courses in any combination of MEC E 500- and MEC E 700-level courses can be credited towards the minimum course requirements ○ No reading courses can be credited towards the minimum course requirements. • Additional coursework may be required.



<p>Ethics Requirement</p> <p>Engineering students meet their ethics requirement through ENGG 600 and the FGSR Graduate Ethics Training (GET) course.</p>	<p>Ethics Requirement</p> <p>Engineering students must complete FGSR ethics requirements based on their programs.</p>
<p>Professional Development Requirement</p> <p>Engineering students must meet their Professional Development requirement through the completion of two courses, registration for which is through eClass. Contact the Department for further information.</p>	<p>Professional Development Requirement</p> <p>Engineering students are required to</p> <ol style="list-style-type: none"> 1. complete FGSR's professional development requirement, which includes an individualized career plan document called an Individual Development Plan (IDP) and eight hours of professional development activities inspired by their career plan; 2. complete professional development requirements specific to the Faculty of Engineering: <ol style="list-style-type: none"> a. students doing their first graduate degree in the Faculty of Engineering at the University of Alberta are required to complete an ENGG Grad PD 01 module; or, b. students doing their subsequent graduate degree in the Faculty of Engineering at the University of Alberta who have completed ENGG 600 and/or ENGG Grad PD 01 in a previous graduate degree are required to complete four hours of professional development in the areas of communication, networking, EDI, university teaching, and career development. These hours must be included in the student's IDP and approved by their supervisor/advisor and the department graduate coordinator.
<p>In which academic year is this change required? 2022-2023</p>	



Department Contact		Associate Chair Graduate Program	
Name:		Alexandra Komrakova	
Email:		komrakov@ualberta.ca	
Department Chair or Designate			
Name:		John Doucette	
Date approved by Department Council:	9/23/20 21	Date submitted:	9/27/2021
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): October 6, 2021• Faculty APC: October 15, 2021• Faculty ECC: October 26, 2021			

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

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www.gradstudies.ualberta.ca

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

Current	Proposed
<p>Graduate Programs</p> <p>Obstetrics and Gynecology [Graduate]</p> <p>Department of Obstetrics and Gynecology 227 HMRC University of Alberta Edmonton, Alberta T6G 2S2 E-mail: denise.hemmings@ualberta.ca</p> <p>General Information</p> <p>The Department of Obstetrics and Gynecology offers programs leading to the degrees of Master of Science and Doctor of Philosophy in Medical Sciences-Obstetrics and Gynecology either as part of a post-MD training program or as an independent degree program for prospective students proceeding from an undergraduate or a Master of Science degree. Research may be carried out in any of the department laboratories or clinical facilities in a variety of disciplines related to women's health from pre-conception to post-menopause. Pregnancy-related research can also include studies of both male and female offspring. Research includes basic science, epidemiology and clinical-based approaches.</p> <p>Inquiries should be directed to the Graduate Coordinator at the above address.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.2 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • TOEFL internet-based score equivalent of 95, with at least 21 per section, or equivalent • CAEL minimum score of 70 with at least 70 on each subtest • IELTS minimum score of 7.0 with at least 6 on each band 	<p>Graduate Programs</p> <p>Obstetrics and Gynecology [Graduate]</p> <p>Department of Obstetrics and Gynecology 227 HMRC University of Alberta Edmonton, Alberta T6G 2S2 E-mail: resadmin@ualberta.ca</p> <p>General Information</p> <p>The Department of Obstetrics and Gynecology offers programs leading to the degrees of Master of Science and Doctor of Philosophy in Medical Sciences-Obstetrics and Gynecology either as part of a post-MD training program or as an independent degree program for prospective students proceeding from an undergraduate or a Master of Science degree. Research may be carried out in any of the department laboratories or clinical facilities in a variety of disciplines related to women's health from pre-conception to post-menopause. Pregnancy-related research can also include studies of both male and female offspring. Research includes basic science, epidemiology and clinical-based approaches.</p> <p>Inquiries should be directed to the Graduate Administrator at the above address.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.2 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • TOEFL internet-based score equivalent of 95, with at least 21 per section, or equivalent • CAEL minimum score of 70 with at least 70 on each subtest • IELTS minimum score of 7.0 with at least 6 on each band

- PTE minimum score of 65

Applicants must identify a supervisor willing to provide support throughout the program prior to application. The supervisor must demonstrate that there is sufficient financial support for a minimum of two years.

Applicants are also required to submit

- A one-page summary of previous research experiences (if any) and current research interests
- Curriculum Vitae, including a publication list
- Three academic reference letters

Academic Standing Requirement

Students must maintain a minimum cumulative grade point average of 3.0 or higher on the 4-point scale throughout their program.

Financial Assistance

Financial assistance in the form of graduate assistantships from supervisor operating funds is normally available to students in good standing. Further information will be provided upon request. Students are encouraged to apply for studentships from external agencies. Students may also be eligible for awards from the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry. Students entering graduate studies through the Graduate Program in Maternal and Child Health (MatCH) will have a portion of their salary and the differential fee for foreign students covered for two years by MatCH.

Graduate Program Requirements

The Degree of MSc in Medical Sciences – Obstetrics and Gynecology [Graduate]

The general description for the MSc in Medical Sciences– Obstetrics and Gynecology is as presented for all MSc programs in Medical Sciences (see [The Degree of MSc \(Medical Sciences\)\[Graduate\]](#)).

Program Requirements

Students are required to complete a minimum of ★3 in coursework and a thesis.

Coursework

- One ★3 graded graduate-level course

- PTE minimum score of 65

Applicants must identify a supervisor willing to provide support throughout the program prior to application. The supervisor must demonstrate that there is sufficient financial support for a minimum of two years.

Applicants are also required to submit

- A one-page summary of previous research experiences (if any) and current research interests
- Curriculum Vitae, including a publication list
- Three academic reference letters

Academic Standing Requirement

Students must maintain a minimum cumulative grade point average of 3.0 or higher on the 4-point scale throughout their program.

Financial Assistance

Financial assistance in the form of graduate assistantships from supervisor operating funds is normally available to students in good standing. Further information will be provided upon request. Students are encouraged to apply for studentships from external agencies. Students may also be eligible for awards from the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry. Students entering graduate studies through the Graduate Program in Maternal and Child Health (MatCH) will have a portion of their salary and the differential fee for foreign students covered for two years by MatCH.

Graduate Program Requirements

The Degree of MSc in Medical Sciences – Obstetrics and Gynecology [Graduate]

The general description for the MSc in Medical Sciences– Obstetrics and Gynecology is as presented for all MSc programs in Medical Sciences (see [The Degree of MSc \(Medical Sciences\)\[Graduate\]](#)).

Program Requirements

Students are required to complete a minimum of ★3 in coursework and a thesis.

Coursework

- One ★3 graded graduate-level course

- Additional coursework may be required, depending on the background of the student and the research undertaken
- Course(s) selection will be recommended by the supervisory committee in consultation with the student
- Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See [Medical Sciences](#) for the program requirements and the [MatCH website](#) for more information on the program.

Thesis

- Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Residency Requirements

MSc students must be registered full-time on campus for a minimum of 12 consecutive months.

Length of Program

Time to completion depends on the background of the student and on the type of thesis project. A minimum of 18 months is required to complete the MSc degree.

The maximum time to complete the MSc program as set by the Faculty of Graduate Studies and Research is four years.

The Degree of PhD in Medical Sciences – Obstetrics and Gynecology[Graduate]

The general description for the PhD in Medical Sciences– Obstetrics and Gynecology is as presented for all PhD programs in Medical Sciences (see [The Degree of PhD \(Medical Sciences\)\[Graduate\]](#)).

Program Requirements

Students entering the PhD program after a BSc degree are required to complete a minimum of ★6 in coursework, and a thesis.

Students entering the PhD program after a MSc degree are required to complete a minimum of ★3 in coursework, and a thesis.

- Additional coursework may be required, depending on the background of the student and the research undertaken
- Course(s) selection will be recommended by the supervisory committee in consultation with the student
- Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See [Medical Sciences](#) for the program requirements and the [MatCH website](#) for more information on the program.

Thesis

- Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

Residency Requirements

MSc students must be registered full-time on campus for a minimum of 12 consecutive months.

Length of Program

Time to completion depends on the background of the student and on the type of thesis project. A minimum of 18 months is required to complete the MSc degree.

The maximum time to complete the MSc program as set by the Faculty of Graduate Studies and Research is four years.

The Degree of PhD in Medical Sciences – Obstetrics and Gynecology[Graduate]

The general description for the PhD in Medical Sciences– Obstetrics and Gynecology is as presented for all PhD programs in Medical Sciences (see [The Degree of PhD \(Medical Sciences\)\[Graduate\]](#)).

Program Requirements

Students entering the PhD program after a BSc degree are required to complete a minimum of ★6 in coursework, and a thesis.

Students entering the PhD program after a MSc degree are required to complete a minimum of ★3 in coursework, and a thesis.

Coursework

- For students entering **after a BSc degree**:
 - Two ★3 graded graduate-level courses
- For students entering **after an MSc degree**:
 - One ★3 graded graduate-level course
- Additional coursework may be required, depending on the background of the student and the research undertaken
- Course(s) selection will be recommended by the supervisory committee in consultation with the student
- Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See [Medical Sciences](#) for the program requirements and the [MatCH website](#) for more information on the program.

Thesis

- Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

PhD Proposal

All PhD students must submit a [PhD Proposal Package](#) to the Medical Sciences Graduate Program (MSGP) committee within 24 months of the start of the graduate program. The proposal must be approved prior to the candidacy exam.

Candidacy Exam

Once the PhD proposal is approved, the candidacy exam should take place within the following 6 months. Falling outside this timeframe would require a written explanation and timeline for submission to be forwarded to the Graduate Coordinator and the MSGP Chair. Failure to meet this timeline may affect a student's eligibility for the MSGP graduate student awards. The candidacy exam consists of a written research proposal **on a topic related to but not directly on the student's thesis topic. The candidacy exam topic must be approved by the student's supervisory committee. The student will then be required to defend this proposal in an oral examination.**

Residency Requirements

PhD students must be registered full-time on campus for a minimum of 36 consecutive months. Residency is cumulative for students who change program category from the MSc to PhD program.

Coursework

- For students entering **after a BSc degree**:
 - Two ★3 graded graduate-level courses
- For students entering **after an MSc degree**:
 - One ★3 graded graduate-level course
- Additional coursework may be required, depending on the background of the student and the research undertaken
- Course(s) selection will be recommended by the supervisory committee in consultation with the student
- Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See [Medical Sciences](#) for the program requirements and the [MatCH website](#) for more information on the program.

Thesis

- Registration in 900-level THES. Students are required to prepare and defend a thesis on a topic approved by their supervisor and supervisory committee.

PhD Proposal

All PhD students must submit a [PhD Proposal Package](#) to the Medical Sciences Graduate Program (MSGP) committee within 24 months of the start of the graduate program. The proposal **package must be approved by the supervisory committee prior to being approved by the MSGP Committee.**

Candidacy Exam

Once the PhD proposal **package** is approved **by the MSGP Committee**, the candidacy exam should take place within the following 6 months. Falling outside this timeframe would require a written explanation and timeline for submission to be forwarded to the Graduate Coordinator and the MSGP Chair. Failure to meet this timeline may affect a student's eligibility for the MSGP graduate student awards. The candidacy exam consists of **two parts: 1) a written grant proposal related to the student's thesis topic and 2) an oral examination on the grant proposal that will probe the student's depth of knowledge in their research area. The student must pass both the written grant proposal and oral examination. In instances where a student fails one or both parts of the candidacy exam, they must consult the department handbook (where the consequences are clearly defined), the Graduate Program Coordinator, and/or their supervisor for direction on how to proceed.**

Residency Requirements

PhD students must be registered full-time on campus for a minimum of 36 consecutive months. Residency is cumulative for students who change program category

from the MSc to PhD program.

Length of Program

Time to completion depends on the background of the student and on the type of thesis project. A minimum of three years is required to complete the PhD degree.

The maximum time to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.

Length of Program

Time to completion depends on the background of the student and on the type of thesis project. A minimum of three years is required to complete the PhD degree.

The maximum time to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.

Rationale/Justification:

1. Replace the personal email of the Graduate Coordinator with the Graduate Administrator's email to which all graduate student inquiries should be directed.
2. Change in the candidacy examination requirement from a grant proposal that is related but not directly on the student's thesis subject to a grant proposal that is focused entirely on the student's thesis topic. The oral defence will be on the grant proposal and will probe the student's depth of knowledge in their research area. This change was made so that Obstetrics and Gynecology is more in line with the requirements of many other departments and so that this provides a distinct benefit to the student and their supervisor in enhancing in-depth learning around their own research area as they progress through their degree program.

Approval Routing:

OBGYN Graduate Program Committee: Sept 20, 2021

MSGP Committee (MSGPC):

FoMD Graduate Programs Committee (GPC): Sept 29, 2021

FoMD Faculty Learning Committee (FLC), Faculty Council delegated approver – October 8, 2021

GPST: November 1, 2021

PRC: January 12, 2022

FGSR Council - January 26, 2022

Faculté Saint-Jean/Alberta School of Business
CALENDAR CHANGE REQUEST (for both faculties)
 Calendar 2022-2023

CURRENT (English)	PROPOSED (English)
<p>Bilingual Bachelor of Commerce</p> <p>Description of Field The four-year Bilingual Bachelor of Commerce degree is a collaborative effort between Faculté Saint-Jean and the Faculty of Business. This program, unique in Canada, offers students the opportunity to obtain a fully bilingual Business degree in Canada's two official languages. Students will complete half of their coursework at the Faculty of Business. <u>The objectives of the program are as follows:</u></p> <ol style="list-style-type: none"> 1. <u>to respond to a need expressed by Francophone and Francophile students for coursework in French leading to a Bachelor of Commerce degree in Alberta;</u> 2. <u>to prepare bilingual (French-English) graduates who will be competitive in a global economy;</u> 3. <u>to promote the University of Alberta as a leading University offering a unique degree in North America;</u> 4. <u>to attract students from French-speaking Canada and other countries in the world where French is a major language.</u> <p><u>The program is set up so that students will take their coursework in Year 1 in French at the Faculté Saint-Jean (except for ANGL and ENGL, which can be taken either at Faculté Saint-Jean or in the Faculty of Arts). In Year 2, students will take the required core courses in business in the Faculty of Business and enrol in French language courses and free electives at Faculté Saint-Jean. In Years 3 and 4, students will continue in the Faculty of Business for required courses in their area of specialization. They will continue to take some free electives in Faculté Saint-Jean. Some Business courses (core and electives) can also be taken at Faculté Saint-Jean in Years 2 to 4.</u></p> <p>Normally a student will complete *54 at Faculté Saint-Jean, not counting the *6 for ANGL and ENGL, and *60 in the Faculty of Business. Only in exceptional</p>	<p>Bilingual Bachelor of Commerce</p> <p>Description of Field The four-year Bilingual Bachelor of Commerce degree is a collaborative effort between Faculté Saint-Jean and the Faculty of Business. This program, unique in Canada, offers students the opportunity to obtain a fully bilingual Business degree in Canada's two official languages.</p> <p><u>Students initially apply for admission to the Faculté Saint-Jean and are considered to be registered in the Faculté for the first year of the program (foundational year).</u> <u>Students transferring to Faculté Saint-Jean with one or more of the foundational requirements from another approved postsecondary institution must satisfy the admission and transfer credit requirements of Faculté Saint-Jean prior to applying to the Faculty of Business. See Faculté Saint-Jean Regulations (English), Règlements de la Faculté.</u> <u>Following the completion of the foundational year, students apply to the Faculty of Business (see Bilingual Bachelor of Commerce Admission Requirements).</u></p> <p><u>The Bilingual Bachelor of Commerce degree program consists of *120 overall. Coursework is taken concurrently within both Faculties.</u> Normally a student will complete 54 <u>units</u> at Faculté Saint-Jean, not counting the 6 <u>units</u> for ANGL and ENGL, and 60 <u>units</u> in the Faculty of Business. Only in exceptional circumstances will students be allowed to depart from the 54 <u>units</u>/6<u>units</u> /60<u>units</u> pattern. (See Readmission of Previous Students).</p>

circumstances will students be allowed to depart from the *54/*6/*60 pattern. (See Readmission of Previous Students).

The program

Faculté Saint Jean Tableau 7 Programmes généraux (BAA)
Année préprofessionnelle suivie à la Faculté Saint-Jean

Année 1

- *6 ANGL ou ENGL
- ECONE 101 - Introduction à la micro-économie
- ECONE 102 - Introduction à la macro-économie
- MATHQ 114 - Calcul élémentaire (OU MATHQ 113)
- STATQ 151 - Introduction à la statistique appliquée I
- *6 à *12 Français langue (voir Classification of Courses et French Courses)1
- *0 à *6 Option à la Faculté Saint Jean

Année 2

- ADMI 311 - Introduction à la comptabilité
- ADMI 342 - Introduction au Commerce International

The program

Foundational year at the Faculté Saint-Jean

Year 1

- 6 units ANGL ou ENGL
- ECONE 101 - Introduction à la micro-économie
- ECONE 102 - Introduction à la macro-économie
- MATHQ 114 - Calcul élémentaire
- STATQ 151 - Introduction à la statistique appliquée I
- 6 units FRANC
- 6 units to 12 units from
 - ADRAM 101 - Introduction à l'art théâtral
 - ADRAM 103 - Les procédés dramatiques
 - ANTHE 101 - Introduction à l'anthropologie
 - ARTE 125 - Raisonnement et pensée critique
 - DEVDU 201 - Introduction au développement durable
 - DEVDU 202 - Développement durable mondial et objectifs de développement durable
 - ETCAN 101 - Introduction à l'étude du Canada
 - HISTE 121 - Histoire des mondes connectés 1500-1815
 - HISTE 122 - (Histoire des mondes connectés après 1815
 - PHILE 241 - Introduction à la philosophie occidentale
 - PHILE 242 - Introduction aux philosophies non occidentales
 - PSYCE 104 - Procédés psychologiques de base
 - PSYCE 105 - Comportement social et individuel
 - SC PO 101 - Introduction au gouvernement
 - SC PO 102 - Introduction à la politique
 - SCSOC 120 - Introduction aux études autochtones
 - SOCIE 100 - Introduction à la sociologie

Year 2

- ADMI 302 - Introduction à la finance
- ADMI 311 - Introduction à la comptabilité
- ADMI 322 - Gestion et méthodes de contrôle
- ADMI 342 - Introduction au Commerce International
- BUS 201 - Introduction to Canadian Business

- BUS 201 - Introduction to Canadian Business
- ~~FIN 301 - Introduction to Finance~~
- MARK 301 - Introduction to Marketing
- MGTSC 312 - Probability and Statistics for Business
- SEM 310 - Introduction to Management, Organization and Entrepreneurship
- *0 à *3 Français langue (voir Classification of Courses et French Courses)*
- *3 Option²
- *3 à *6 Option à la Faculté Saint-Jean
-

Année 3

- ~~FRANC 236 - Pratique de la dissertation~~
- *15 à *21 cours avancés d'administration des affaires³
- *6 à *12 Option à la Faculté Saint-Jean

Année 4

- *21 à *27 cours avancés d'administration des affaires³
- *3 à *9 Option à la Faculté Saint-Jean

Notes:

1 L'étudiant qui s'inscrit à la Faculté Saint Jean est orienté dans les cours de français selon le programme d'études préalablement suivi (voir French Courses). Dans certaines circonstances, l'étudiant est tenu de suivre le cours FRANC 231.

2 Les options de l'année 2 doivent être choisies soigneusement en fonction du champ de spécialisation éventuelle de chaque étudiant. Dans la plupart des cas, il est judicieux d'entamer le programme de cours obligatoires pendant l'année 2. ADMI 322 (ACCTG 322) est recommandé pour la plupart des majeures.

- ~~FRANC 234 Technique de rédaction française langue des affaires~~
- MARK 301 - Introduction to Marketing
- MGTSC 312 - Probability and Statistics for Business
- SEM 310 - Introduction to Management, Organization and Entrepreneurship
- 3 units in ECONE at the 200-level

Year 3

- 15 units to 21 units in Senior Business electives (see Note 1)
- 6 units in ECONE at the 300-level
- 3 units to 9 units from

- ECONE at the 300-level
- HISTE at the 200- or 300-level
- SC PO 263 - Introduction à la politique mondiale
- SC PO 364 - Mondialisation et Développement
-SOCIE at the 200- or 300-level (SOCIE 212 or 260 are recommended)
- PSYCE at the 200- or 300-level (PSYCE 241 or PSYCE 258 are recommended)

Year 4

21 units to 27 units in Senior Business electives (see Note 1)
 3 units to 9 units in 300- and 400-level courses at Faculté Saint-Jean

Note:

1 See Courses in the Faculty of Business. Students are advised to examine Majors in Business for the 200-level or higher Business Electives consistent with the major of their choice. Some courses in the Faculty of Arts of the Faculty of Science may also be acceptable as 200-level or higher Business Electives for the purpose of the Bilingual BCom program. A maximum of 42 units in Senior Business Electives is permitted in Years Three and Four.

3 Voir Courses in the Faculty of Business. Tous les étudiants qui préparent un baccalauréat bilingue d'administration des affaires sont censés choisir une matière parmi les champs de spécialisation offerts par la Faculty of Business. A cet égard, il leur est recommandé de se référer à Majors in Business de l'annuaire de l'Université pour choisir des options avancées d'administration des affaires qui conviennent à leur spécialisation. Certains cours offerts par la Faculty of Arts ou la Faculty of Science peuvent également répondre aux exigences du programme sanctionné par un baccalauréat bilingue d'administration des affaires. Un nombre maximal de *42 options avancées d'administration des affaires est permis en troisième et quatrième années.

CURRENT (En Français)	PROPOSED (En Français)
<p align="center">BACCALAURÉAT BILINGUE EN ADMINISTRATION DES AFFAIRES</p> <p>INFORMATION GÉNÉRALE Le programme bilingue de quatre ans qui prépare au baccalauréat en administration des affaires repose sur la collaboration de la Faculté Saint-Jean et de la Faculty of Business. Ce programme unique au Canada permet aux étudiants d'obtenir un diplôme dans les deux langues officielles du Canada. Chacune des deux Facultés assure la prestation d'une moitié des cours. Le programme vise les objectifs suivants:</p> <ol style="list-style-type: none"> répondre au besoin des étudiants francophones et francophiles qui souhaitent préparer un diplôme d'administration des affaires en français en Alberta; préparer des diplômés bilingues (français-anglais) à même d'affronter le milieu économique mondial concurrentiel; donner à la University of Alberta un rôle d'avant-garde unique en Amérique du Nord et promouvoir son rayonnement; attirer des étudiants du Canada francophone et d'autres pays du monde où le français occupe une place de choix. 	<p align="center">BACCALAURÉAT BILINGUE EN ADMINISTRATION DES AFFAIRES (BAA)</p> <p>INFORMATION GÉNÉRALE Le programme bilingue de quatre ans, qui prépare au baccalauréat en administration des affaires, repose sur la collaboration de la Faculté Saint-Jean et de la <i>Faculty of Business</i>. Ce programme unique au Canada permet aux étudiants d'obtenir un diplôme dans les deux langues officielles du Canada. Chacune des deux Facultés assure la prestation d'une moitié des cours. Le programme vise les objectifs suivants:</p> <ol style="list-style-type: none"> répondre au besoin des étudiants francophones et francophiles qui souhaitent préparer un diplôme d'administration des affaires en français en Alberta; préparer des diplômés bilingues (français-anglais) à même d'affronter le milieu économique mondial concurrentiel; donner à la University of Alberta un rôle d'avant-garde unique en Amérique du Nord et promouvoir son rayonnement; attirer des étudiants du Canada francophone et d'autres pays du monde où le français occupe une place de choix <p><u>Les étudiants déposent d'abord une demande d'admission à la Faculté Saint-Jean; une fois admis, ils sont considérés</u></p>

Le programme est conçu pour permettre aux étudiants de suivre tous les cours de première année en français à la Faculté Saint-Jean (à l'exception de ANGL et ENGL, qui peuvent être suivis à la Faculté Saint-Jean ou à la Faculty of Arts). L'année suivante, les étudiants suivent les cours obligatoires de la Faculty of Business et s'inscrivent aux cours de français et aux cours facultatifs de la Faculté Saint-Jean. Les troisième et quatrième années, les étudiants suivent à la Faculty of Business les cours obligatoires qu'exige leur champ de spécialisation. Ils continuent à suivre certains cours facultatifs à la Faculté Saint-Jean. Certains cours (obligatoires et optionnels) d'administration des affaires pourront aussi être pris à la Faculté Saint-Jean pendant les deuxième, troisième et quatrième années.

En général, les étudiants suivront *54 à la Faculté Saint-Jean, à l'exclusion des *6 ANGL et ENGL, et *60 à la Faculty of Business. Les étudiants devront respecter la distribution de *54/*6/*60, à moins de circonstances exceptionnelles. (Voir Readmission of Previous Students).

Le programme

Faculté Saint-Jean-Tableau 7 Programmes généraux (BAA)

Année préprofessionnelle suivie à la Faculté Saint-Jean

Année 1

- *6 ANGL ou ENGL
- ECONE 101 - Introduction à la micro-économie
- ECONE 102 - Introduction à la macro-économie
- MATHQ 114 ou MATH 113
- STATQ 151 - Introduction à la statistique appliquée
- *6 à *12 Français langue (voir Classification of Courses et French Courses)†
- *0 à *6 Option à la Faculté Saint-Jean

comme étant inscrits à la Faculté durant la première année du programme (année préparatoire).

Après avoir terminé l'année préparatoire, les étudiants peuvent présenter une demande d'admission à la Faculty of Business (Voir [Bilingual Bachelor of Commerce Admission Requirements](#)).

Les étudiants qui arrivent à la Faculté Saint-Jean avec une ou plusieurs années d'études préparatoires d'un autre établissement postsecondaire approuvé doivent satisfaire aux exigences d'admission et de transfert de crédits de la Faculté Saint-Jean avant de s'inscrire à la Faculty of Business. Voir [Faculté Saint-Jean](#), Règlements de la Faculté.

Baccalauréat bilingue en administration des affaires est un programme de 120 crédits au total. Les cours sont suivis concurremment dans les deux facultés.

En général, les étudiants suivent 54 crédits à la Faculté Saint-Jean, à l'exclusion des 6 crédits ANGL et ENGL, et 60 crédits à la Faculty of Business. Les étudiants doivent respecter la distribution de 54 crédits/6 crédits/60 crédits, à moins de circonstances exceptionnelles. (Voir Readmission of Previous Students).

Le programme

Année préparatoire suivie à la Faculté Saint-Jean

Année 1

- 6 crédits ANGL ou ENGL
- ECONE 101 - Introduction à la micro-économie
- ECONE 102 - Introduction à la macro-économie
- MATHQ 114 - Calcul élémentaire
- STATQ 151 - Introduction à la statistique appliquée
- 6 crédits FRANC
- 6 crédits à 12 crédits parmi

- [ADRAM 101](#) - Introduction à l'art théâtral

- [ADRAM 103](#) - Les procédés dramatiques

- [ANTHE 101](#) - Introduction à l'anthropologie

- [ARTE 125](#) - Raisonnement et pensée critique

- [DEVDU 201](#) - (Introduction au développement durable

- [DEVDU 202](#) - Développement durable mondial et objectifs de développement durable

- [ETCAN 101](#) - Introduction à l'étude du Canada

- [HISTE 121](#) - Histoire des mondes connectés 1500-1815

Année 2

- ADMI 311 - Introduction à la comptabilité
- ADMI 342 - Introduction au Commerce International
- BUS 201 - Introduction to Canadian Business
- FIN 301 - Introduction to Finance
- MARK 301 - Introduction to Marketing
- MGTSC 312 - Probability and Statistics for Business
- SEM 310 - Introduction to Management, Organization and Entrepreneurship
- *0 à *3 Français langue (voir classification des cours et cours de français)-⁴
- *3 Option-²
- *3 à *6 option à la Faculté Saint-Jean

Année 3

- FRANC 236 - Pratique de la dissertation
- *15 à *21 Cours avancés d'administration des affaires-⁵
- *6 à *12 Option à la Faculté Sain-Jean

- HISTE 122 - Histoire des mondes connectés après 1815
- PHILE 241 - Introduction à la philosophie occidentale
- PHILE 242 - Introduction aux philosophies non occidentales
- PSYCE 104 - Procédés psychologiques de base
- PSYCE 105 - Comportement social et individuel
- SC PO 101 - Introduction au gouvernement
- SC PO 102 - Introduction à la politique
- SCSOC 120 - Introduction aux études autochtones
- SOCIE 100 - Introduction à la sociologie

Année 2

- ADMI 302 - Introduction à la finance
- ADMI 311 - Introduction à la comptabilité
- ADMI 322 Gestion et méthodes de contrôle
- ADMI 342 - Introduction au Commerce International
- BUS 201 - Introduction to Canadian Business
- FRANC 234 -Technique de rédaction française langue des affaires
- MARK 301 - Introduction to Marketing
- MGTSC 312 - Probability and Statistics for Business
- SEM 310 - Introduction to Management, Organization and Entrepreneurship
- 3 crédits en ECONE de niveau 200

Année 3

- 15 crédits à 21 crédits de cours avancés d'administration des affaires (voir note 1)
- 6 crédits ECONE de niveau 300
- 3 crédits à 9 crédits parmi
 - ECONE au niveau 300
 - HISTE au niveau 200 ou 300
 - SC PO 263 - Introduction à la politique mondiale
 - SC PO 364 - Mondialisation et Développement
 - SOCIE au niveau 200 ou 300 (SOCIE 212 ou 260 sont recommandés)
 - PSYCE au niveau 200 or 300 (PSYCE 241 ou PSYCE 258 sont recommandés)

Année 4

- *21 à *27 Cours avancés en administration des affaires
- *3 à *9 Options à la Faculté Saint-Jean

Notes:

1- L'étudiant qui s'inscrit à la Faculté Saint-Jean est orienté dans les cours de français selon le programme d'études préalablement suivi (voir Cours de français).
2- Les options de l'année 2 doivent être choisies soigneusement en fonction du champ de spécialisation éventuelle de chaque étudiant. Dans la plupart des cas, il est judicieux d'entamer le programme de cours obligatoires pendant l'année 2. ADMI-322 (ACCTG-322) est recommandé pour la plupart des majeures.

3- Voir [Courses in the Faculty of Business](#). Tous les étudiants qui préparent un baccalauréat bilingue d'administration des affaires sont censés choisir une matière parmi les champs de spécialisation offerts par la Faculty of Business. A cet égard, il leur est recommandé de se référer à [Majors in Business](#) de l'annuaire de l'Université pour choisir des options avancées en administration des affaires qui conviennent à leur spécialisation. Certains cours offerts par la *Faculty of Arts* ou la *Faculty of Science* peuvent également répondre aux exigences du programme sanctionné par un baccalauréat bilingue d'administration des affaires. Un nombre maximal de 42 crédits d'options avancées en administration des affaires est permis en troisième et quatrième années.

Année 4

- 21 crédits à 27 crédits de Cours avancés en administration des affaires ([voir note 1](#))
- 3 crédits à 9 crédits parmi les cours de la FSJ de niveau 300 et 400.

Notes :

1- L'étudiant qui s'inscrit à la Faculté Saint-Jean est orienté dans les cours de français selon le programme d'études préalablement suivi (voir Cours de français). Les options de l'année 2 doivent être choisies soigneusement en fonction du champ de spécialisation éventuelle de chaque étudiant.
2- Dans la plupart des cas, il est judicieux d'entamer le programme de cours obligatoires pendant l'année 2. Le cours ADMI-322 (ACCTG-322) est recommandé pour la plupart des majeures.

1. Voir [Courses in the Faculty of Business](#). Il est recommandé aux étudiants d'examiner les [Majors in Business](#) pour choisir les options avancées en administration des affaires qui conviennent à leur spécialisation. Certains cours offerts par la *Faculty of Arts* ou la *Faculty of Science* peuvent également répondre aux exigences du programme sanctionné par un baccalauréat bilingue d'administration des affaires. Un nombre maximal de 42 crédits d'options avancées en administration des affaires est permis en troisième et quatrième années.

Submitted by : Dr. D. Mounsef
Approved by: Faculté Saint-Jean Council

Date: December 20, 2021
Date: December 17, 2021

Rationale for change:

These are minor changes to the program. The proposed changes are necessary to bring the Bilingual Bachelor of Commerce degree into compliance with the Alberta School of Business requirements. Representatives (Leon Wong, Associate Dean of Undergraduate Programs and Ryan Dean, Academic Program Advisor) from the Alberta School of Business have been consulted and have endorsed the changes.

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

CURRENT	PROPOSED
<p>EPE 101 La communication, l'observation et les interventions *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours se concentre sur l'utilisation du français dans le cadre de la profession d'éducatrice à la petite enfance. Tout au long de ce cours, l'étudiant apprendra à communiquer de manière professionnelle. L'étudiant apprendra aussi à construire des grilles d'observation, à écrire des rapports de façon objective et à développer des stratégies d'intervention basées sur l'égalité et l'équité entre les enfants.</p>	<p>EPE 101 L'observation, la planification et les interventions *3(fi 6) (un semestre ou l'autre, 3-0-0) Dans ce cours, l'étudiant apprendra à utiliser différentes stratégies d'observation pour construire des grilles d'observation, offrir une analyse et rédiger des rapports de façon objective et à développer des stratégies d'intervention basées sur l'égalité et l'équité entre les enfants.</p>
<p>EPE 102 Le professionnalisme dans le milieu de la petite enfance *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours permet à l'étudiant d'explorer les valeurs, les attitudes et le code d'éthique de la profession et de comprendre l'engagement que cela implique dans les interactions respectueuses et professionnelles avec de jeunes enfants et des familles, particulièrement en milieu minoritaire dans un contexte de diversité culturelle. L'étudiant analysera les rôles et les responsabilités, la résolution de conflits et l'importance du travail d'équipe.</p>	<p>EPE 102 Le professionnalisme dans le milieu de la petite enfance *3(fi 6)(un semestre ou l'autre, 3-0-0) Dans ce cours, les étudiants exploreront le code d'éthique de l'Université de l'Alberta ainsi que les principes de base du professionnalisme qui régissent la profession d'éducateur en petite enfance. Ils découvriront les valeurs et les attitudes pédagogiques propres au milieu de la petite enfance, plus précisément, en contexte minoritaire et de diversité culturelle. Les étudiants étudieront également les principes de base en matière d'hygiène et d'entretien des locaux. Enfin, ils verront les éléments de base de la littératie numérique (logiciels d'écriture), de l'embauche (lettre de motivation, CV, entrevue) et du travail d'équipe (relations interpersonnelles et résolution de conflits).</p>
<p>EPE 125 Gestion des comportements *3(fi 6)(un semestre ou l'autre, 3-0-0) Le cours comprend une analyse des attitudes, des valeurs et des compétences essentielles dans une approche de développement globale qui permet de soutenir le développement social et émotionnel des enfants. L'étudiant pourra observer la dynamique du comportement. Ce cours traite également de diverses stratégies visant à soutenir le développement des compétences sociales et émotionnelles ainsi que celles du comportement pro social chez l'enfant. Il présentera également des stratégies de gestion de groupe.</p>	<p>EPE 205 Gestion des comportements *3(fi 6)(un semestre ou l'autre, 3-0-0) Le cours comprend une analyse des attitudes, des valeurs et des compétences essentielles dans une approche de développement globale qui permet de soutenir le développement social et émotionnel des enfants. L'étudiant pourra observer la dynamique du comportement. Ce cours traite également de diverses stratégies visant à soutenir le développement des compétences sociales et émotionnelles ainsi que celles du comportement pro social chez l'enfant. Il présentera également des stratégies de gestion de groupe. <u>Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour EPE 125.</u></p>
<p>EPE 126 L'intégration des enfants avec des besoins particuliers I</p>	<p>EPE 225 L'intégration des enfants avec des besoins particuliers I</p>

<p>*3(fi 6)(un semestre ou l'autre, 3-0-0) En examinant les catégories et les caractéristiques des divers besoins exceptionnels, ce cours initie l'étudiant aux besoins particuliers que peuvent avoir les enfants et les jeunes. L'étudiant explorera les moyens pertinents dans l'accompagnement des enfants et des jeunes ayant des besoins particuliers et de leur famille. Préalables : EPE 101 et EPE 120.</p>	<p>*3(fi 6)(un semestre ou l'autre, 3-0-0) En examinant les catégories et les caractéristiques des divers besoins exceptionnels, ce cours initie l'étudiant aux besoins particuliers que peuvent avoir les enfants et les jeunes. L'étudiant explorera les moyens pertinents dans l'accompagnement des enfants et des jeunes ayant des besoins particuliers et de leur famille. Préalables : EPE 101 et EPE 120. <u>Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour EPE 126.</u></p>
<p>EPE 130 La santé, la sécurité et la nutrition *3(fi 6)(un semestre ou l'autre, 3-0-0) L'étudiant analysera les réglementations entourant les besoins des jeunes enfants en santé, <u>en nutrition et en sécurité en participant à des applications pratiques dans un environnement de la petite enfance.</u> Des pratiques et des expériences <u>pour</u> le développement d'attitudes saines adaptées <u>pour les</u> enfants <u>seront</u> discutées.</p>	<p>EPE 130 La santé, <u>le bien-être</u>, la sécurité et la nutrition *4(fi 8)(un semestre ou l'autre, 4-0-0) L'étudiant analysera les réglementations entourant les besoins <u>et le bien-être</u> des jeunes enfants en santé <u>physique et émotionnelle.</u> Il analysera également les <u>textes réglementant la nutrition et la sécurité.</u> Ces analyses <u>seront abordées aux travers d'applications pratiques dans un contexte de petite enfance.</u> <u>De plus,</u> des pratiques et des expériences <u>favorisant</u> le développement d'attitudes saines et adaptées <u>à l'enfant</u> seront discutées <u>afin que celui-ci sente que ses sentiments d'appartenance et d'identité sont protégés et appuyés.</u></p>
<p>EPE 201 L'organisation d'un service de garde *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours permet d'analyser la structure organisationnelle du milieu de la petite enfance. L'étudiant explorera les politiques et les procédures propres au milieu tout en tenant compte des besoins des enfants, du personnel, des parents et de la communauté. A la fin de ce cours, les étudiants comprendront mieux le rôle d'un dirigeant dans le contexte de la petite enfance en milieu linguistique minoritaire. Préalables : EPE 101, <u>EPE 120</u>, EPE 121 <u>and</u> <u>EPE 202</u></p>	<p>EPE 201 L'organisation d'un service de garde *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours permet d'analyser la structure organisationnelle du milieu de la petite enfance. L'étudiant explorera les politiques et les procédures propres au milieu tout en tenant compte des besoins des enfants, du personnel, des parents et de la communauté. A la fin de ce cours, les étudiants comprendront mieux le rôle d'un dirigeant dans le contexte de la petite enfance en milieu linguistique minoritaire. Préalables : EPE 101, EPE 121 <u>et</u> <u>EPE 140</u></p>
<p>EPE <u>202</u> Les relations interpersonnelles *3(fi 6)(un semestre ou l'autre, 3-0-0) Les étudiants auront l'occasion d'améliorer leurs compétences interpersonnelles afin d'entretenir des relations humaines positives, peu importe le contexte. Ils développeront une meilleure compréhension de l'estime de soi ainsi que des habiletés nécessaires à la résolution de conflits interpersonnels <u>lorsqu'une personne interagit avec d'autres individus, seuls ou en groupe.</u> L'importance de la sensibilité interculturelle dans un milieu langagier très diversifié sera l'une des pierres angulaires de ce cours. Préalable: EPE 101.</p>	<p>EPE <u>140</u> Les relations interpersonnelles <u>et les communications</u> *3(fi 6)(un semestre ou l'autre, 3-0-0) Les étudiants auront l'occasion d'améliorer leurs compétences interpersonnelles afin d'entretenir des relations humaines positives, peu importe le contexte. Ils développeront une meilleure compréhension de l'estime de soi ainsi que des habiletés nécessaires à la résolution de conflits interpersonnels. <u>Les stratégies de communications orale et écrite seront abordées et détaillées en profondeur pour outiller l'étudiant dans sa démarche professionnelle.</u> L'importance de la sensibilité interculturelle dans un milieu langagier très diversifié sera l'une des pierres angulaires de ce cours. Préalable: EPE 101. <u>Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour EPE 202.</u></p>

<p>EPE 223 Le développement sensoriel *3(fi 6)(un semestre ou l'autre, 3-0-0) Dans le cadre de ce cours, les étudiants étudieront le développement cérébral et le traitement de l'information en lien avec le développement de l'enfant. Une attention particulière sera apportée à la planification d'activités adaptées aux enfants. Ils étudieront également les troubles du traitement sensoriel afin d'apprendre à adapter l'environnement et les expériences destinées aux enfants. Préalables: EPE 126, EPE 212 et EPE 222.</p>	<p>Delete</p>
<p>EPE 226 L'intégration des enfants avec des besoins particuliers II *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours permettra d'explorer les stratégies pouvant aider les personnes ayant des besoins spéciaux à réussir dans des environnements inclusifs et tout autre milieu. Les étudiants en apprendront davantage sur les besoins particuliers, l'évaluation, la planification et les ressources pour les personnes ayant des besoins spéciaux. Préalables: EPE 121, EPE 126 et EPE 212</p>	<p>EPE 226 L'intégration des enfants avec des besoins particuliers II *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours permettra d'explorer les stratégies pouvant aider les personnes ayant des besoins spéciaux à réussir dans des environnements inclusifs et tout autre milieu. Les étudiants en apprendront davantage sur les besoins particuliers, l'évaluation, la planification et les ressources pour les personnes ayant des besoins spéciaux. Préalables: EPE 121, EPE 225 et EPE 212</p>
<p>EPE 241 L'enfant, la famille et la communauté *3(fi 6)(un semestre ou l'autre, 3-0-0) Dans le cadre de ce cours d'introduction à la famille, les étudiants seront sensibilisés aux diverses façons théoriques de concevoir la famille, la diversité, l'économie et les tendances sociales (culture, valeurs et traditions) qui influencent la capacité d'une famille à survivre dans la société. Les étudiants feront également l'analyse des grands enjeux en ce qui a trait à la famille ainsi que leurs effets sur les enfants. Préalable: EPE 101</p>	<p>EPE 142 L'enfant, la famille et la communauté *2 (fi 4)(un semestre ou l'autre, 2-0-0) Dans le cadre de ce cours d'introduction à la famille, les étudiants seront sensibilisés aux diverses façons théoriques de concevoir la famille, la diversité, l'économie et les tendances sociales (culture, valeurs et traditions) qui influencent la capacité d'une famille à survivre dans la société. Les étudiants feront également l'analyse des grands enjeux en ce qui a trait à la famille ainsi que leurs effets sur les enfants. Préalable: EPE 101 <u>Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour EPE 241.</u></p>
<p>EPE 242 Travailler avec la famille *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours permettra aux étudiants de comprendre et d'utiliser une approche centrée sur la famille dans un contexte de l'éducation à la petite enfance culturellement diversifié. Les étudiants exploreront les étapes de la vie selon la perspective autochtone. Dans une perspective de gestionnaires, ils apprendront à faire des suggestions pratiques dans une approche collaborative pour surmonter les nombreux défis auxquels ils feront face dans le cadre de leur travail auprès des familles. Préalables: EPE 125, EPE 126 et EPE 241</p>	<p>EPE 242 Travailler avec la famille *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours permettra aux étudiants de comprendre et d'utiliser une approche centrée sur la famille dans un contexte de l'éducation à la petite enfance culturellement diversifié. Les étudiants exploreront les étapes de la vie selon la perspective autochtone. Dans une perspective de gestionnaires, ils apprendront à faire des suggestions pratiques dans une approche collaborative pour surmonter les nombreux défis auxquels ils feront face dans le cadre de leur travail auprès des familles. Préalable : EPE 142</p>

(New)	EPE 230 Le français minoritaire et la petite enfance *3(fi 6)(un semestre ou l'autre, 3-0-0) Ce cours amènera les étudiants à se questionner sur la façon d'aborder l'apprentissage du français et de découvrir la culture francophone pour l'enfant dans un contexte minoritaire francophone. Il développera une banque d'outils pour soutenir l'apprentissage du français. L'emphase sera mise sur l'environnement éducatif de l'enfant. L'étudiant sera également appelé à utiliser la technologie dans ses recherches et ses planifications d'activités.
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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

Faculté Saint-Jean
CALENDAR CHANGE REQUEST
 Calendar 2022-2023

CURRENT	PROPOSED
<p>DEVDU 202 - Développement durable mondial et objectifs de développement durable</p> <p>★ 3 (<i>fi 6</i>) (l'un ou l'autre semestre, 3-0-0) Introduction au développement durable selon une perspective mondiale et en mettant l'accent sur les objectifs de développement durable (ODD) de l'Organisation des Nations Unies.</p> <p>Préalable(s) : DEVDU 201 ou SUST 201.</p> <p>Note (s): Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour SUST 202.</p>	<p>DEVDU 202 - Développement durable mondial et objectifs de développement durable</p> <p>★ 3 (<i>fi 6</i>) (l'un ou l'autre semestre, 3-0-0) Introduction au développement durable selon une perspective mondiale et en mettant l'accent sur les objectifs de développement durable (ODD) de l'Organisation des Nations Unies. Note : Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour SUST 202.</p>

Submitted by : Dr. D. Mounsef

Date: December 20, 2021

Approved by: Faculté Saint-Jean Council

Date: December 17, 2021

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Items Deemed Minor/Editorial A. MEd Faculté Saint-Jean conditions d’admission B. MSc Internetworking Admissions Requirements C. Doctor of Dental Surgery (DDS) , DDS Advanced Placement, and Radiation Therapy Admissions Requirements D. Radiation Therapy Academic Standing Regulations
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Pierre-Yves Mocquais, Dean, Faculté Saint-Jean Frederick West, Acting Dean, Faculty of Science Brenda Hemmelgarn, Dean, Faculty of Medicine and Dentistry
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
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC February 10, 2022

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.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference	

Attachments

- A. MEd FSJ conditions d'admission
- B. MSc Internetworking Admission Requirements
- C. DDS, DDS AP, and RADTH Admissions Requirements
- D. RADTH Academic Standing

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

FACULTY OF GRADUATE STUDIES AND RESEARCH**CALENDAR CHANGE REQUEST****Calendar 2022-2023**

CURRENT	PROPOSED
<p>Maîtrise en sciences de l'éducation - Études en langue et culture [Graduate]</p> <p>Le programme en langue et culture intègre plusieurs disciplines avec les théories et les pratiques des sciences de l'éducation. Il est conçu pour des personnes qui œuvrent dans les milieux de l'éducation et qui s'intéressent aux questions qui s'y rattachent. Le programme vise à former des spécialistes dans les domaines de l'éducation ainsi que des professionnels qui peuvent exercer un véritable rôle de leader dans leur milieu scolaire.</p> <p>Pour obtenir plus de renseignements, les candidats peuvent consulter le site web de la Faculté Saint-Jean et de la Faculty of Graduate Studies and Research.</p> <p>Note : Le diplôme de maîtrise en éducation (MEd) n'est pas un brevet d'enseignement. Pour plus de renseignements à ce sujet, veuillez consulter le site d'Alberta Education</p> <p>Conditions d'admission</p> <p>Les conditions minimales d'admission au programme de Maîtrise en sciences de l'éducation (MEd) sont les suivantes:</p> <ol style="list-style-type: none">1. L'obtention d'un baccalauréat universitaire reconnu par l'Université de l'Alberta, avec une moyenne d'admission minimale de 3,0 sur l'échelle de 4 points, ou l'équivalent, dans les ★60 derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;2. Deux lettres de recommandation ;3. une lettre d'intention ;4. Les candidats au programme de maîtrise en éducation dans la voie sans thèse (projet), doivent avoir une expérience minimale de deux ans comme professionnel de l'éducation ou de la formation scolaire.	<p>Maîtrise en sciences de l'éducation - Études en langue et culture [Graduate]</p> <p>Le programme en langue et culture intègre plusieurs disciplines avec les théories et les pratiques des sciences de l'éducation. Il est conçu pour des personnes qui œuvrent dans les milieux de l'éducation et qui s'intéressent aux questions qui s'y rattachent. Le programme vise à former des spécialistes dans les domaines de l'éducation ainsi que des professionnels qui peuvent exercer un véritable rôle de leader dans leur milieu scolaire.</p> <p>Pour obtenir plus de renseignements, les candidats peuvent consulter le site web de la Faculté Saint-Jean et de la Faculty of Graduate Studies and Research.</p> <p>Note : Le diplôme de maîtrise en éducation (MEd) n'est pas un brevet d'enseignement. Pour plus de renseignements à ce sujet, veuillez consulter le site d'Alberta Education</p> <p>Conditions d'admission</p> <p>Les conditions minimales d'admission au programme de Maîtrise en sciences de l'éducation (MEd) sont les suivantes:</p> <ul style="list-style-type: none">● L'obtention d'un baccalauréat universitaire reconnu par l'Université de l'Alberta, avec une moyenne d'admission minimale de 3,0 sur l'échelle de 4 points, ou l'équivalent, dans les ★60 derniers crédits des cours universitaires, ou sur l'équivalent des deux dernières années de cours à temps plein ;● Deux lettres de recommandation ;● Une lettre d'intention <u>(deux page maximum) indiquant l'orientation d'études et le domaine de recherche à suivre durant le parcours d'études supérieures – Doit être soumis en français</u>● <u>Un Curriculum Vitae</u>● <u>Les candidats doivent posséder une compétence langagière en français démontrée par :</u>

	<p>a. l'obtention d'un diplôme ou son équivalent universitaire d'un établissement reconnu par l'Université de l'Alberta, et où la langue d'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,</p> <p>OU</p> <p>b. un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible au bureau des études supérieures de la Faculté Saint-Jean)</p> <ul style="list-style-type: none"> ● Les candidats au programme de maîtrise en éducation dans la voie sans thèse (projet), doivent avoir une expérience minimale de deux ans comme professionnel de l'éducation ou de la formation scolaire. <p>N.B. Il est important de noter qu'une compétence en compréhension écrite (lecture) en anglais pourrait être nécessaire dans le programme.</p>
<p>The Degree of MEd in Etudes en langue et culture (Faculté Saint-Jean) [Graduate]</p> <p>This program proposes a multidisciplinary study of theories of language and culture and educational practices. It is designed for people both working in education and interested in educational issues. The program aims to train education specialists and professionals to take on key leadership roles in their school.</p> <p>For more information, visit the Faculté Saint-Jean and the Faculty of Graduate Studies and Research websites.</p> <p>Note: The Master of Education degree is not a teaching certificate. For more information, visit the Alberta Education website.</p> <p>Entrance Requirements</p> <p>Faculté Saint-Jean's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of</p>	<p>The Degree of MEd in Etudes en langue et culture (Faculté Saint-Jean) [Graduate]</p> <p>This program proposes a multidisciplinary study of theories of language and culture and educational practices. It is designed for people both working in education and interested in educational issues. The program aims to train education specialists and professionals to take on key leadership roles in their school.</p> <p>For more information, visit the Faculté Saint-Jean and the Faculty of Graduate Studies and Research websites.</p> <p>Note: The Master of Education degree is not a teaching certificate. For more information, visit the Alberta Education website.</p> <p>Entrance Requirements</p> <p>Faculté Saint-Jean's minimum admission requirements are</p> <ul style="list-style-type: none"> ● An undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the

Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Applicants are also required to submit two letters of reference and a statement of intent.

Applicants to the course-based MEd program are required to have a minimum of two years of experience as a professional in education or educational training.

University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework

- Two letters of reference
- A letter of intent (two pages maximum) indicating the orientation and the research area to be pursued during the graduate studies- must be submitted in French
- A Curriculum Vitae
- Applicants must have French language proficiency, as demonstrated by:

a. completion of a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the degree was in French is required,

OR

b. satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office)

- Applicants to the course-based MEd program are required to have a minimum of two years of experience as a professional in education or educational training.

N.B. It is important to note that reading competence in English may be necessary in the program

Rationale :

The following are added to the Entrance Requirement:

- A letter of intent and a Curriculum Vitae: These documents are normally part of graduate applications for admission.
- A French Language proficiency requirement: This requirement was present in the Degree of MA in *Études interdisciplinaires canadiennes* and should also be part of the Entrance Requirement for the Degree of MEd in *Études en langue et culture*.
- A Note Bene: This is to emphasize the English reading proficiency that is required.

Approvals:

FSJ Faculty Council - June 18, 2021

FSJ Executive Committee - April 6, 2021

FSJ Academic Planning Committee - March 29, 2021

GPST - October 4, 2021
PRC - December 8, 2021
FGSR Council - January 26, 2022

Calendar Changes 2022-23
Entrance Requirements
Faculty of Graduate Studies and Research
Master of Science in Internetworking

Current	Proposed
<p>Internetworking</p>	
<p>Master of Science Internetworking</p>	
<p>Entrance Requirements</p> <hr/> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants must hold a bachelor's degree in Computing Science, Electrical Engineering or Computer Engineering, or in a related field in Science or Engineering with some relevant experience. Industrial experience may also be considered as a factor when considering admission of students close to these boundaries.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> ● a TOEFL score in excess of 100 (Internet-based) or equivalent; ● a minimum IELTS score of 6.5 with at least 6.0 on each band ● an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research 	<p>Entrance Requirements</p> <hr/> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Applicants must hold a bachelor's degree in Computing Science, Electrical Engineering or Computer Engineering, or in a related field in Science or Engineering with some relevant experience. Industrial experience may also be considered as a factor when considering admission of students close to these boundaries.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> ● a TOEFL score in excess of 100 (Internet-based) or equivalent; ● a minimum IELTS score of 6.5 with at least 6.0 on each band ● an equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research

It is strongly recommended that applicants submit a 3-4 page document outlining a capstone project proposal. See [Applying for the MINT Program](#) on the Internetworking website for further details. While this is not compulsory, it may improve one's chances of a successful application.

It should be noted that these are minimum requirements only. Admission is competitive and applicants will be ranked with all applicants in a given admission year.

The deadline to apply for the MSc in Internetworking is March 1.

It should be noted that these are minimum requirements only. Admission is competitive and applicants will be ranked with all applicants in a given admission year.

The deadline to apply for the MSc in Internetworking is March 1.

Rationale:

Applicants rarely (almost never) comply with this request, and admission decisions can almost always be made in an informed manner without the proposal, based on transcripts and reference letters.

Eliminates back-and-forth with applicants, providing guidance on what to submit (level of detail, format, length, etc.). This will speed up evaluations for admission and decrease workload on program staff.

Approvals:

GPST - November 29, 2021

PRC - January 12, 2022

FGSR Council - January 26, 2022

**Faculty of Medicine & Dentistry
Department of Dentistry
Proposed University Calendar Changes – 2022/23
FOR EARLY IMPLEMENTATION**

CURRENT	PROPOSED
Faculty of Medicine and Dentistry Admission Requirements DDS Advanced Placement Program	
<p>I. Admission Requirements</p> <p>In order to be eligible to apply to the DDS Advanced Placement program applicants must:</p> <ol style="list-style-type: none"> 1. Be graduates of a minimum four-year University dental program, not recognized by the Commission on Dental Accreditation of Canada (CDAC) or the Joint Commission for Dental Accreditation of the American Dental Association (JCDA). 2. Have successfully completed the Assessment of Fundamental Knowledge (AFK) sponsored by the National Dental Examining Board of Canada (NDEB) within five years prior to the application deadline. For information on the NDEB Equivalency Process or to register for the exam please visit www.ndeb.ca. 3. Letter/s from Licensing Bodies: Applicants who are or have been licensed to practice dentistry in any jurisdiction must submit letters of good standing (in English) from current and previous licensing bodies. 4. Language Proficiency Requirements: All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements). 5. Citizenship: Applicants must be Canadian citizens or Permanent 	<p>I. Admission Requirements</p> <p>In order to be eligible to apply to the DDS Advanced Placement program applicants must:</p> <ol style="list-style-type: none"> 1. Be graduates of a minimum four-year University dental program, not recognized by the Commission on Dental Accreditation of Canada (CDAC) or the Joint Commission for Dental Accreditation of the American Dental Association (JCDA). 2. Have successfully completed the Assessment of Fundamental Knowledge (AFK) sponsored by the National Dental Examining Board of Canada (NDEB) within five years prior to the application deadline. For information on the NDEB Equivalency Process or to register for the exam please visit www.ndeb.ca. 3. Letter/s from Licensing Bodies: Applicants who are or have been licensed to practice dentistry in any jurisdiction must submit letters of good standing (in English) from current and previous licensing bodies. 4. Language Proficiency Requirements: All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements). 5. Citizenship: Applicants must be Canadian citizens or Permanent

Residents of Canada on or before the deadline date for applications. A notarized copy of proof of Canadian citizenship or Permanent Resident status must be submitted with the application for admission.

6. **Pre-Entry Examination:** Applicants who are considered to have potential based on their application documents and AFK results may qualify for the Pre-Entry Examination. Prior to the examination, a nonrefundable Pre-Entry Examination fee will be required from each applicant. Upon successful completion of the Pre-Entry Examination, applicants will qualify to proceed to the Introduction to DDS Advanced Placement ([DDS 829](#)).
7. **Introduction to DDS Advanced Placement:** Nonrefundable course fees plus mandatory fees for equipment or materials owned or leased is required from each applicant. Refer to www.dentistry.ualberta.ca for detailed information.
8. **Medical Testing and Immunization Requirements:** Please see [University Infectious Diseases Regulation](#).
9. **Final Selection:** Applicant profiles are made up primarily of results of the Assessment of Fundamental Knowledge sponsored by the National Dental Examining Board of Canada (NDEB), Language Proficiency/Spoken English results, Pre-Entry Examination results, and successful completion of the Introduction to Advanced Placement course ([DDS 829](#)).

As admission into the program is limited, the Admissions

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As admission into the program is limited, the Admissions

Committee has the responsibility of selecting those applicants who demonstrate promise to successfully complete the program. The Admissions Committee reserves the right to use its judgement with respect to individual cases. The decision concerning admission is final. No appeal mechanism exists.

10. Police Information Checks:

Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement.

Police Information Checks are due at the beginning of the Introduction to Advanced Placement course ([DDS 829](#)). Applicants should plan to have their PIC completed prior to an offer of admission.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The

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Police Information Checks are due at the beginning of the Introduction to Advanced Placement course ([DDS 829](#)). Applicants should plan to have their PIC completed prior to an offer of admission.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The

ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See [Requirement for Police Information Checks](#) and [Protection for Persons in Care](#) for more information on the general requirements concerning Police Information Checks and the fees associated with them.

11.

12. **National Dental Examining Board of Canada (or equivalent)**
Examinations: In accordance with National Dental Examining Board of Canada (NDEB) regulations, students enrolled in Advanced Placement programs are eligible to take the NDEB exams within three months of their expected date of graduation. For further information, refer to the NDEB by-laws governing examinations and certification eligibility, www.ndeb.ca.

13. **Deposit:** Upon notification of acceptance, successful applicants

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11. **Completion of Indigenous Canada Massive Open Online Course (MOOC): Admitted applicants should be aware that as a condition of admission, and prior to Orientation, they must provide a certificate of completion of the University of Alberta Faculty of Native Studies Indigenous Canada MOOC.**

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Examinations: In accordance with National Dental Examining Board of Canada (NDEB) regulations, students enrolled in Advanced Placement programs are eligible to take the NDEB exams within three months of their expected date of graduation. For further information, refer to the NDEB by-laws governing examinations and certification eligibility, www.ndeb.ca.

13. **Deposit:** Upon notification of acceptance, successful applicants

will be required to confirm their intention to register by submitting a nonrefundable tuition deposit within a specified time. The deposit will be credited toward payment of tuition upon completion of registration.	will be required to confirm their intention to register by submitting a nonrefundable tuition deposit within a specified time. The deposit will be credited toward payment of tuition upon completion of registration.
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Rationale:

This course is an important component of our efforts to enhance equity, diversity and inclusion. Completion of the MOOC prior to beginning year 1 will give all students a strong foundation of Indigenous history in Canada and support understanding toward racism in health care and intergenerational trauma.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): October 5, 2021

FoMD Faculty Council (Review): October 13, 2021

**Faculty of Medicine & Dentistry
Department of Dentistry
Proposed University Calendar Changes – 2022/23
FOR EARLY IMPLEMENTATION**

CURRENT	PROPOSED
Faculty of Medicine and Dentistry Admission Requirements Doctor of Dental Surgery (DDS)	
<p>III. Other Requirements</p> <ol style="list-style-type: none"> 1. Language Proficiency Requirements: All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements). 2. Medical Testing and Immunization Requirements: Immunization records are due at the time admission is confirmed. See University Infectious Diseases Regulation. 3. Proof of Residency Status: Because residency status determines the competitive pool in which an applicant is ranked, applicants may be required to present proof of residency status. See Residence Requirements . 4. Police Information Checks: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. <i>Under the Protection for Persons in Care Act, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement. Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission.</i> 	<p>III. Other Requirements</p> <ol style="list-style-type: none"> 1. Language Proficiency Requirements: All applicants must meet the English Language Proficiency and Spoken English requirements (see Language Proficiency Requirements). 2. Medical Testing and Immunization Requirements: Immunization records are due at the time admission is confirmed. See University Infectious Diseases Regulation. 3. Proof of Residency Status: Because residency status determines the competitive pool in which an applicant is ranked, applicants may be required to present proof of residency status. See Residence Requirements . 4. Police Information Checks: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. <i>Under the Protection for Persons in Care Act, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement. Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission.</i>

<p>Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See Requirement for Police Information Checks and Protection for Persons in Care for more information on the general requirements concerning Police Information Checks and the fees associated with them.</p>	<p>Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See Requirement for Police Information Checks and Protection for Persons in Care for more information on the general requirements concerning Police Information Checks and the fees associated with them.</p> <p>5. Completion of Indigenous Canada Massive Open Online Course (MOOC): Admitted applicants should be aware that as a condition of admission, and prior to Orientation, they must provide a certificate of completion of the University of Alberta Faculty of Native Studies Indigenous Canada MOOC.</p>
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Rationale:
This course is an important component of our efforts to enhance equity, diversity and inclusion. Completion of the MOOC prior to beginning year 1 will give all students a strong foundation of Indigenous history in Canada and support understanding toward racism in health care and intergenerational trauma.

Approved/Reviewed by:
FoMD Faculty Learning Committee (Faculty Council Delegated Approver): October 5, 2021
FoMD Faculty Council (Review): October 13, 2021

**Faculty of Medicine & Dentistry
Department of Oncology
Radiation Therapy Program**

Proposed University Calendar Changes for 2022/2023

Admissions	
CURRENT	PROPOSED
<p>III. Other Requirements</p> <p>1. Selection Process: The selection process is competitive, and applicants will be ranked primarily on academic achievement in the prerequisite courses. Preference will be given to residents of Alberta. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter Term of full-time or equivalent study, a personal interview, and a career reflection letter.</p> <p>2. Spoken Language Requirement: Besides demonstrating overall English language proficiency, students need a further level of spoken English proficiency regardless of citizenship status or country of origin. (See Language Proficiency Requirements).</p>	<p>III. Other Requirements</p> <p>1. Selection Process: The selection process is competitive, and applicants will be ranked primarily on academic achievement in the prerequisite courses. Preference will be given to residents of Alberta. Other factors considered in ranking include overall academic achievement (emphasizing recent academic performance), a demonstrated ability to perform well in a consecutive Fall/Winter Term of full-time or equivalent study, a personal interview, and a career reflection letter.</p> <p>2. <u>Proof of completion of the University of Alberta's Indigenous Canada MOOC or credit in NS 201.</u></p> <p>3. Spoken Language Requirement: Besides demonstrating overall English language proficiency, students need a further level of spoken English proficiency regardless of citizenship status or country of origin. (See Language Proficiency Requirements).</p>
<p>Rationale: To ensure that students entering the program have the basis for the indigenous curriculum built into our curriculum.</p>	

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): August 27, 2021

FoMD Faculty Council (Review): October 13, 2021

**Faculty of Medicine & Dentistry
Department of Oncology
Radiation Therapy Program**

Proposed University Calendar Changes for 2022/2023

CURRENT	PROPOSED
<p>Academic Regulations</p> <p>Bachelor of Science in Radiation Therapy Reexaminations</p> <ul style="list-style-type: none"> Students are <u>allowed</u> reexamination only <u>in courses or didactic components of courses that are failed. The format for reexaminations or reassessments will be at the discretion of the course coordinator.</u> Reexamination is not permitted in clinical courses. If a reexamination is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reexamination <u>or reassessment.</u> The weight of reexamination is at least that of the final examination. The reexamination mark will replace the original final exam mark. Students may be granted rewrites at the end of each term for failed courses within that term that meet the above requirements, but not exceeding more than two overall in an academic year. The Academic Standing Committee would be notified of all reexaminations granted. A student who does not take a reexamination within the period of time prescribed by the <u>Faculty</u> will remain with a failed course, and a failed year and not be allowed to continue further in the program. 	<p>Bachelor of Science in Radiation Therapy Reexaminations</p> <ul style="list-style-type: none"> Students are <u>permitted</u> reexamination only <u>for failed final exams that resulted in a failure of didactic courses.</u> <u>Following the University's guidelines, requests for reexamination must be received within 10 days of the posting of the results.</u> <u>If the reexamination is granted the exam will be held according to the deadlines outlined in the Academic Regulations section of the University of Alberta Calendar.</u> A student who does not take a reexamination within the period of time prescribed by the <u>University</u> will remain with a failed course, and a failed year and not be allowed to continue further in the program. <u>The format for reexaminations will be at the discretion of the course coordinator.</u> Reexamination is not permitted in clinical courses. If a reexamination is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reexamination The weight of reexamination is at least that of the final examination. The reexamination mark will replace the original final exam mark. <u>Students will be permitted one reexamination in any academic year.</u> <u>The RADTH Academic Standing Committee would be notified of all reexamination requests.</u> <p>Reassessments</p> <ul style="list-style-type: none"> <u>Students are permitted reassessments only for failed final exams that resulted in a failure of didactic courses.</u> <u>Following the University's guidelines, requests for reassessments must be received within 10 days of the posting of the results.</u> <u>If the reassessment is granted the exam will be held according to the deadlines outlined in the Academic Regulations section of the University of Alberta Calendar.</u>

Radiation Therapy Program
 Proposed University Calendar Changes for 2022/2023
 Page 2

CURRENT	PROPOSED
	<ul style="list-style-type: none"> • A student who does not take a reassessment within the period of time prescribed by the University will remain with a failed course, and a failed year and not be allowed to continue further in the program. • The format for reassessment will be at the discretion of the course coordinator. • Reassessment is not permitted in clinical courses. • If a reassessment is approved, satisfactory completion of a remedial program may be required before the student is permitted to take the reassessment. • The weight of reassessment is at least that of the final examination. • The reassessment mark will replace the original final exam mark. • Students will be permitted one reassessment in any academic year. • The RADTH Academic Standing Committee would be notified of all reassessment requests.
<p>Rationale: To clarify the circumstances where reexaminations are permitted. To align timeframes for reexamination with the University's guidelines. Format's for reexaminations need to be at the discretion of the course coordinators as some courses are not under the prevue of this program and the course coordinators then become the subject matter experts for that curriculum. To add reassessment into the language of our academic regulations.</p>	
<p>3. Conditional Standing: Whenever a student receives a final grade of less than a B- in a Radiation Therapy Program course, the student's total academic and clinical performance in the program will be reviewed. This review will be considered in determining continuation in the program. To clear conditional standing, the student must achieve a minimum of Satisfactory Standing in all terms of the proceeding academic year.</p>	<p>3. Conditional Standing: Whenever a student receives a final grade of less than a B- in a Radiation Therapy Program course, the student's total academic and clinical performance in the program will be reviewed <u>and the student will be placed on probation.</u> To clear conditional standing and <u>probation</u>, the student must achieve a minimum of Satisfactory Standing in all terms of the proceeding academic year.</p>
<p>Rationale: Current wording for Conditional Standing was vague and did not address students' who were achieving below the determined acceptable level of achievement in Radiation Therapy courses.</p>	

CURRENT	PROPOSED
<p>6. Probation: Students who have either been required to withdraw and who have successfully appealed or have an unsatisfactory standing will be placed on probation. To clear probation and qualify for promotion, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to do so will be required to withdraw. A course failure during the probationary period may result in a required to withdraw.</p> <p style="padding-left: 40px;">a. Only one year of probation is allowed while registered in the BSc in Radiation Therapy program.</p>	<p>6. Probation: Students who have either been required to withdraw and have successfully appealed or have a conditional or unsatisfactory standing will be placed on probation. To clear probation and qualify for promotion, the student must achieve Satisfactory Standing in all terms during the probationary year. Students who fail to do so will be required to withdraw. A course failure during the probationary period may result in a required to withdraw.</p> <p style="padding-left: 40px;">a. Only one year of probation is allowed while registered in the BSc in Radiation Therapy program.</p>
<p>Rationale: To align the Probation section with the addition of probation being added to the conditional standing section.</p>	
<p>Academic Standings: Progression in the program is term by term. Accordingly, all students in a particular cohort of the program will be registered in the same courses in each term (see Degree of BSc in Radiation Therapy.)</p> <p>Academic Performance for Graduation: Students must achieve Satisfactory Academic Standing or First Class Standing in their final year of the program; successfully complete all program requirements; and present a graduation average of at least 2.7.</p> <p>The notation of "With Distinction" is awarded to a graduating student who has obtained an average GPA of 3.5 or higher and no failing grades over the entire program.</p>	<p>Academic Standings: Progression in the program is term by term. Accordingly, all students in a particular cohort of the program will be registered in the same courses in each term (see Degree of BSc in Radiation Therapy.)</p> <p>Academic Performance for Graduation: Students must achieve Satisfactory Academic Standing or First Class Standing in their final year of the program; successfully complete all program requirements; and present a graduation average of at least 2.7.</p>
<p>Rationale: The general direction that professional programs are taking is to not have any notation assigned at graduation. The expectation of all professional programs is for students to be high achievers – especially when a clinical component is involved. This makes the “with distinction” not applicable for professional programs.</p>	

Approved/Reviewed by:
FoMD Faculty Learning Committee (Faculty Council Delegated Approver): August 27, 2021
FoMD Faculty Council (Review): October 13, 2021

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Course and Program Changes for Undergraduate Programs in the Faculty of Nursing
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Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to the undergraduate Nursing program and courses as set forth in the attachments, for implementation in Fall 2022.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dr, Bev Temple, Associate Dean – Undergraduate Programs
Presenter(s)	Dr, Bev Temple, Associate Dean – Undergraduate Programs; Linda Youell, Director – Undergraduate Programs

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 seek approval of a number of proposed calendar changes required to reflect curricular enhancements.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>A redesigned Nursing Undergraduate Curriculum was implemented in Fall 2018. Now that we have been working with it for 3 years we have noted some areas of refinement. These include:</p> <ul style="list-style-type: none"> - changes to clinical and lab hours and a resulting change to individual course credits (the changes are credit neutral within each program year) - deletion of some courses and replacement with an open elective and/or two interdisciplinary courses - combining content from two courses into one - inauguration of a new Global health and EDI course <p>There is no net change to course credits within each course year and for the total programs.</p> <ul style="list-style-type: none"> • <i>What is the strategic impact of the proposal?</i> The proposed curricular changes address (a) the University's strategic directions (see the "Experience the Public Good" section in <i>For the Public Good</i> 12885institutionalstrategicplan33final.pdf (ualberta.ca)) "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." and (b) the Faculty of Nursing's strategic directions (<i>Shaping Tomorrow's Nursing Leaders</i> uafn-strategic-plan-2018-2023-final-sept.pdf (ualberta.ca)) In particular the Strategic Direction on undergraduate nursing education includes the aim to "meet current and emerging needs of the nursing profession through the undergraduate curricula that are contemporary and evidence-based". and the Faculty of Nursing <i>Equity, Diversity and Inclusivity Strategic Plan</i> fon-2020-edi-strategic-plan.pdf (ualberta.ca) that contains a Strategic Direction for



Item No. 6

	<p>Undergraduate education: “Integrating an intersectionality (gender, culture, religion, power, age, sexuality, race, ethnicity, ability) informed approach to prepare nurses to work in complex and diverse settings.”</p> <ul style="list-style-type: none"> • <i>What problems/opportunities will it address?</i> Student, faculty and clinical agency feedback has highlighted needs for more acute care clinical learning; EDI initiatives have become a more prominent focus for the UofA and socially; a variety of courses require streamlining in their focus and delivery. • <i>What questions might you consider asking in the executive summary that will enable members to think about the issue meaningfully – for example:</i> <ul style="list-style-type: none"> ○ <i>Analysis undertaken in developing the proposal</i> Review of course hours, course competencies, stakeholder feedback, program approver requirements, licensing exam developments. ○ <i>Other options that were considered</i> Maintaining current course structures with less opportunity for change in program outcomes. ○ <i>Timeline</i> Implementation Fall 2022 • <i>Explain the alignment with the core risk area identified and include a brief summary of the associated risk(s) for each decision item</i> A core risk is ensuring adequate clinical spaces for student learning. We have addressed this risk and have responded to concerns of future employers by increasing the hours spent in the acute care clinical areas at one time, to allow greater learning, more time for assessment of students, and more consistency for staff who provide support in the clinical areas. In consultation with our clinical partners, we have identified times of the week and months of the year where they have more capacity to take our students for their clinical learning. • <i>What are the financial implications (costs and funding sources)?</i> There is no net increase in clinical hours, which are the biggest cost of the nursing program. Clinical hours have been rearranged between courses. • <i>Does this item come forward annually?</i> No – this is a one-time set of calendar changes • <i>What are the next steps?</i> Concurrent approval from the Nursing Education Program Approval Committee (NEPAC) of the College and Association of Registered Nurses of Alberta (CARNA) – decision pending January 26, 2022.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Faculty of Nursing Undergraduate Curriculum Committee (with student representation), Faculty Caucus, Faculty Council (with student representation)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Dr. Florence Glanfield, Vice Provost (Indigenous Programming & Research) (October 26, 2021)

Item No. 6

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<ul style="list-style-type: none"> • Heather Richholt, Assistant Secretary to General Faculties Council (re EDI aspects of proposed curriculum changes, October 2021) • Undergraduate Program Support Team (PST) • Senior patient care leadership teams at University of Alberta Hospitals (November 16, 2021); Covenant Health (November 22, 2021); Royal Alexandra Hospital/Sturgeon Community Hospital (December 1, 2021) • Student Advisory Council meeting (November 29, 2021) • CARNA/ANEA regarding simulation component of nursing curricula (December 3, 2021)
	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • Alberta RN Educators (September 16, 2021) • Alberta Nursing Education Administrators (ANEA) (October 4, 2021)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Nursing Undergraduate Curriculum Committee October 5 & November 4, 2021; Faculty Caucus October 20, November 22 & 23, 2021; Faculty of Nursing Council October 26, 2021; Executive Committee November 25, 2021</p> <p>Nursing Education Program Approval Committee (NEPAC) of the College and Association of Registered Nurses of Alberta (CARNA) - January 31, 2022</p> <p>GFC Programs Committee - February 10, 2022</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>The proposed curricular changes fit within the UofA's Strategic Goal of "Experience for the Public Good". Specifically, Objective 7 identifies a plan to increase student "access to and participation in a broad range of curricular learning opportunities that are well-integrated with program goals and enrich their academic experience". This will be accomplished by expanding a focus on global citizenship and social justice, enhancing integrated simulation learning, and refining delivery of clinical learning.</p>	
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<p>Legislative Compliance and jurisdiction</p>	<p>Health Professions Act (Alberta) (1999, updated 2022) – maintaining our required mandate to ensure program quality to prepare nursing students to meet entry to practice standards. <i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference</p>	



Attachments (each to be numbered 1 - <>)

1. Program Renewal - Nursing
2. Course Sequencing Overview
3. BScN - After Degree
4. BScN - Collab
5. BScN - Honors
6. BScN - Bilingual/BSclnf bilingue

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University of Alberta Course Proposal

Faculty: NURSING

Rationale: Program renewal. A redesigned curriculum was implemented in Fall 2018. Now that we have been working with it for 3 years we have noted some needed areas of refinement. These include: changes to clinical and lab hours and a resulting change to course credits; deletion of some courses and replacement with an open elective and/or two interdisciplinary courses; combining content from two courses into one; inaugurating a new Global health and EDI course. There is no net change to course credits within each course year and for the total programs.

Type	Additional Information		Proposed							Current						
	Program	Proposed Change	Subject	Number	Title	Units	Hours	Calendar	Description	Subject	Number	Title	Units	Hours	Calendar	Description
Course Change	Collaborative	Delete 6 clinical hours	NURS	120	Foundations for Success in Nursing	4	(2-0-2)	First term	The course develops an understanding of self as a learner in a health professions context. It explores the foundations of professional nursing, relational practice and therapeutic communication. The course promotes reflection on personal perspectives and experiences to understand one's own attitudes, beliefs, and values. It fosters resilience and explores strategies for self-management and growth. Course includes 6 clinical hours total. Corequisites: MMI 133 and NURS 106 (or NURS 140 and 150). Note: Available only to nursing students in the Collaborative Program. Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 120 or 103.	NURS	120	Foundations for Success in Nursing	4	(2-6c hrs total-2)	First term	The course develops an understanding of self as a learner in a health professions context. It explores the foundations of professional nursing, relational practice and therapeutic communication. The course promotes reflection on personal perspectives and experiences to understand one's own attitudes, beliefs, and values. It fosters resilience and explores strategies for self-management and growth. Course includes 6 clinical hours total. Corequisites: MMI 133 and NURS 106 (or NURS 140 and 150). Note: Available only to nursing students in the Collaborative Program. Students must achieve a minimum grade of C+ in order to progress in the program. Credit may be obtained for only one of NURS 120 or 103.
Course Deletion	Collaborative	Delete course and replace with open elective 3 credits								NURS	122	Community Engagement in a Healthcare Context	3	(3-0-0)		An interdisciplinary introduction to community and civic engagement for students in health disciplines. Concepts of social justice, community engagement and health equity are explored in the contexts of vulnerable populations and current healthcare trends and issues. Volunteer hours are required.
Course Change	Collaborative/Bilingual	Delete clinical; add 1 lab hour; remove "Nursing Process" from title	NURS	125	Nursing Practice - Health Assessment and Nursing Process	4	(2-0-3)	Second term	The focus is on the health assessment of the adult, and expected health assessment findings throughout the lifespan. The course provides a beginning foundation of the nursing process as framework for developing assessment skills and use of clinical technologies necessary for determining client health status and provision of care. Course includes 15 clinical hours total. Note: Available only to nursing students in the Collaborative Program and Bilingual Program. Prerequisites for Collaborative Program students: MMI 133, NURS 106 (or NURS 140 and 150), and NURS 120 (or NURS 103); Corequisite: NURS 124 (or NURS 103). Prerequisites for Bilingual Program students: MICRE 133. Students must achieve a minimum grade of C+ in order to progress in the program. Credit cannot be obtained for NURS 125 if credit is granted for NURS 105 or 305.	NURS	125	Nursing Practice - Health Assessment	4	(2-15c hrs total-2)	Second term	The focus is on the health assessment of the adult, and expected health assessment findings throughout the lifespan. The course provides a beginning foundation of the nursing process as framework for developing assessment skills and use of clinical technologies necessary for determining client health status and provision of care. Course includes 15 clinical hours total. Note: Available only to nursing students in the Collaborative Program and Bilingual Program. Prerequisites for Collaborative Program students: MMI 133, NURS 106 (or NURS 140 and 150), and NURS 120 (or NURS 103); Corequisite: NURS 124 (or NURS 103). Prerequisites for Bilingual Program students: MICRE 133. Students must achieve a minimum grade of C+ in order to progress in the program. Credit cannot be obtained for NURS 125 if credit is granted for NURS 105 or 305.
Course Deletion	Collaborative/After Degree/RPN	Replace with INT D 222 (already approved)								NURS	222	Indigenous Health in Canada		*3 (3-0-0)		This course is offered in response to the Truth and Reconciliation Commission of Canada: Calls to Action, and is the beginning step to culturally safe interaction and practice. Focus is on introducing students to a variety of historical realities and contemporary issues relevant to Indigenous health in Canada. Students will examine issues and contributions facing settler relations from a historical, contemporary and critical perspective, with a focus on health and well-being. Note: Available only to nursing students in the Collaborative Program, After Degree/After Degree Honors Program or RPN-BScN Program.
Course Change	Collaborative/Bilingual	Add 48 clinical hours (total 18 shifts vs 12 shifts)	NURS	321	Advanced Acute Care Nursing Practice I	6	(1-144c total-2 over 6 weeks)	First term	This acute care practicum builds on the concepts and intentional clinical learning from NURS 221/SC INF 221 and NURS 225. The focus is on integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).	NURS	321	Advanced Acute Care Nursing Practice I		*3 (1-96c hrs total-2 over 4 weeks)	First term	This acute care practicum builds on the concepts and intentional clinical learning from NURS 221/SC INF 221 and NURS 225. The focus is on integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).
Course Change	Collaborative/Bilingual	Delete 48 clinical hours (result of 18 shifts vs 24)	NURS	323	Community Nursing through the Lifespan	6	(2-144c total-2 over 6 weeks)	Either	The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, and disease and injury prevention. It includes exploration of concepts of community-based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).	NURS	323	Community Nursing through the Lifespan		*9 (2-192c total hours-2) over 8 weeks	Either	The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, and disease and injury prevention. It includes exploration of concepts of community-based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).
Course Change	Collaborative/Bilingual	Add 64 clinical hours (from 16 to 24 shifts); add lab hours	NURS	325	Advanced Acute Care Nursing Practice II	6	(0-192c total-2 over 6 weeks)	Second term	The course provides opportunities for participants to integrate, consolidate, and expand concepts from previous learning to advance their professional nursing practice. Participants have the opportunity to consolidate learning and advance their clinical decision-making in a variety of acute care settings. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisite: NURS 321.	NURS	325	Advanced Acute Care Nursing Practice II		*3 (0-128c hrs total-0 in 4 weeks)	Second term	The course provides opportunities for participants to integrate, consolidate, and expand concepts from previous learning to advance their professional nursing practice. Participants have the opportunity to consolidate learning and advance their clinical decision-making in a variety of acute care settings. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisite: NURS 321.
Course Change	Collaborative	Delete 48 clinical hours (result of 18 shifts vs 24)	NURS	327	Mental Health and Wellness in Nursing	6	(2-144c total-2 over 6 weeks)	Either	This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).	NURS	327	Mental Health and Wellness in Nursing		*9 (2-192c total hours-2) over 8 weeks	Either	This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).

University of Alberta Course Proposal

Faculty: NURSING

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Type	Additional Information		Proposed							Current						
	Program	Proposed Change	Subject	Number	Title	Units	Hours	Calendar	Description	Subject	Number	Title	Units	Hours	Calendar	Description
Course Change	Collaborative/After Degree/RPN	Delete 108 fieldwork hours	NURS	425	Nursing Leadership in a Focus Area	6	(2-192 fieldwork total-0)	Variable	This leadership experience provides opportunity to consolidate prior learning an	NURS	425	Nursing Leadership in a Focus Area		*9 (2-300 fieldwork-0)	Variable	This leadership experience provides opportunity to consolidate prior learning and develop confidence and competence as students prepare to transition to the role of the Registered Nurse. The focus is on collaboration with interprofessional teams, systems thinking, and healthcare system change. Students evaluate the influence of evidence, policy and legislation on decision-making in complex health systems using a relational practice lens. Students demonstrate and enhance their own relational capacity as leaders and innovators for 21st Century Canadian healthcare. Fieldwork hours listed are the total number of hours and will be offered over 12 weeks. Prerequisites: All courses in the program except NURS 422 and NURS 485. Corequisite: NURS 422
New Course	Collaborative/Bilingual/After Degree/RPN		INT D	420	Perspectives on Inclusive and Global Health	3	(3-0-0)		This course will provide opportunities for students to develop a deeper, more situated, understanding of the guiding principles that underpin equity, diversity, and inclusion (EDI) in the global context. In line with the United Nations Sustainable Development Goals (SDGs), the students will recognize the key issues related to EDI in global health including global citizenship, a sense of social justice; environmental, social, economic and political global challenges; agency; intersectionality (ethnicity, gender, patriarchy, power relationships) and an appreciation for cultural diversity. Prerequisites: All courses in the program except NURS 422, NURS 425 and NURS 485. Corequisites NURS 422 and 425, SC INF 425 and PHILE 386.							
Course Deletion	Bilingual	Delete SC INF 200 & 300; replace with hybrid course SC INF 205								SC INF	200	Innovation, Systems Thinking and Leadership in Healthcare		*3 (3-0-0)		Une introduction aux concepts d'innovation, de la pensée système et du leadership relationnel dans un contexte de soins de santé. Le cours développe des connaissances, des compétences et des valeurs qui favorisent la capacité d'innovation et leadership relationnel. Note : Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue.
Course Deletion	Bilingual	Delete SC INF 300; students continue with SC PO 320								SC INF	300	Health Policy, Healthcare Organizations, Change Management		*3 (3-0-0)		Ce cours approfondit les notions fondamentales de leadership personnel étudiées en SC INF 200. Il explore les organisations de soins de santé, des concepts de gestion de la santé et des modèles de prestation de soins de santé. Le cours donne un aperçu des politiques de la santé et du rôle joué par l'infirmière pour influencer les politiques de santé, faciliter les changements au sein du système de soins de santé. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalable: SC INF 200. Crédits peuvent être obtenus soit pour SC INF 300 OU 409.
Course Change	Bilingual	Delete 96 hours (result of 12 shifts vs 24)	SC INF	327	Mental Health and Wellness in Nursing	6	(2-144c total-2 over 6 weeks)	Either	Ce cours en santé mentale offre des possibilités d'acquérir des connaissances, des compétences et des attitudes pour promouvoir le bien-être par le biais des soins infirmiers sécuritaires et éthiques dans une variété de contextes. L'accent sera mis sur le bien-être mental tout au long de la vie. Les expériences d'apprentissage donneront aux étudiantes une compréhension du processus de soins infirmiers en santé mentale. Les heures cliniques indiquées correspondent au nombre total d'heures du cours et seront offertes sur 8 semaines. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables: NURS 216, NURS 224 (ou NURS 307) et NURS 225 (ou NURS 308). Concomitant : NURS 325. This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).	SC INF	327	Mental Health and Wellness in Nursing		*9 (2-192c hrs total -2) over 8 weeks	Either (FR)	Ce cours en santé mentale offre des possibilités d'acquérir des connaissances, des compétences et des attitudes pour promouvoir le bien-être par le biais des soins infirmiers sécuritaires et éthiques dans une variété de contextes. L'accent sera mis sur le bien-être mental tout au long de la vie. Les expériences d'apprentissage donneront aux étudiantes une compréhension du processus de soins infirmiers en santé mentale. Les heures cliniques indiquées correspondent au nombre total d'heures du cours et seront offertes sur 8 semaines. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalables: NURS 216, NURS 224 (ou NURS 307) et NURS 225 (ou NURS 308). Concomitant : NURS 325. This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the Collaborative/Honors Program or Bilingual Program. Prerequisites: NURS 216, NURS 224 (or NURS 307), and NURS 225 (or NURS 308).
Course Change	Bilingual	Delete 108 fieldwork hours	SC INF	425	Nursing Leadership in a Focus Area	6	(2-192 fieldwork total-0)	Variable	Ce stage de leadership offre l'occasion de consolider les acquis, et de développer la confiance et la compétence des étudiant(e)s qui se préparent à la transition vers le rôle de l'infirmière autorisée. L'accent est mis sur la collaboration au sein des équipes interprofessionnelles, la pensée système et le changement au sein du système de santé. Les étudiant(e)s évaluent l'influence des données probantes, de la politique et de la loi sur la prise de décision dans les systèmes de santé complexes en utilisant un objectif de pratique relationnelle. Les étudiant(e)s démontrent et renforcent leur propre capacité relationnelle en tant que leaders et innovateurs(trices) pour les soins de santé canadiens du 21e siècle. Les heures du stage de leadership indiquées correspondent au nombre total d'heures du cours et seront offertes sur 12 semaines. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalable: tous les cours du programme, à l'exception de SC INF 422 ou PHILE 386.	SC INF	425	Nursing Leadership in a Focus Area		*9 (2-300 fieldwork-0)		Ce stage de leadership offre l'occasion de consolider les acquis, et de développer la confiance et la compétence des étudiant(e)s qui se préparent à la transition vers le rôle de l'infirmière autorisée. L'accent est mis sur la collaboration au sein des équipes interprofessionnelles, la pensée système et le changement au sein du système de santé. Les étudiant(e)s évaluent l'influence des données probantes, de la politique et de la loi sur la prise de décision dans les systèmes de santé complexes en utilisant un objectif de pratique relationnelle. Les étudiant(e)s démontrent et renforcent leur propre capacité relationnelle en tant que leaders et innovateurs(trices) pour les soins de santé canadiens du 21e siècle. Les heures du stage de leadership indiquées correspondent au nombre total d'heures du cours et seront offertes sur 12 semaines. Note: Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalable: tous les cours du programme, à l'exception de SC INF 422 ou PHILE 386.
Course Deletion	Bilingual	Delete; Bilingual students consistently take PHILE 386 instead								SC INF	422	Questions contemporaines en éthique et droit de la santé		*3 (3-0-0)	Either	Ce cours examine une gamme de théories éthiques, de recherches pertinentes, et d'approches à la prise de décision éthique afin de s'engager dans un débat critique de problèmes réels dans les soins de santé. Les étudiant(e)s vont acquérir une compréhension des lois de santé, de l'éthique des soins de santé et de la relation entre la loi et l'éthique. Note : Ce cours est réservé aux étudiant(e)s du programme BSc inf. bilingue. Préalable: NURS 400. Concomitant : SC INF 425.

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Type	Additional Information		Proposed							Current						
	Program	Proposed Change	Subject	Number	Title	Units	Hours	Calendar	Description	Subject	Number	Title	Units	Hours	Calendar	Description
Course Change	After Degree/RPN	Delete clinical; add 1 lab hour; remove "Nursing Process" from title	NURS	335	Nursing Practice - Health Assessment and Nursing Process	4	2-0-3	First term	The focus is on the health assessment of the adult, and expected health assessment findings throughout the lifespan. The course provides a beginning foundation of the nursing process as framework for developing assessment skills and use of clinical technologies necessary for determining client health status and provision of care. Course includes 16 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Students must achieve a minimum grade of C+ in order to progress in the program. Credit cannot be obtained for NURS 335 if credit is granted for NURS 105 or 305.	NURS	335	Nursing Practice - Health Assessment and Nursing Process		*4 (2-15c hrs total-2)	First term	The focus is on the health assessment of the adult, and expected health assessment findings throughout the lifespan. The course provides a beginning foundation of the nursing process as framework for developing assessment skills and use of clinical technologies necessary for determining client health status and provision of care. Course includes 15 clinical hours total. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Students must achieve a minimum grade of C+ in order to progress in the program. Credit cannot be obtained for NURS 335 if credit is granted for NURS 105 or 305.
Course Change	After Degree/RPN	Delete NURS 200 & 300; replace with hybrid course NURS 205	NURS	200	Innovation, Systems Thinking and Leadership in Healthcare		*3 (3-0-0)		An introduction to the concepts of innovation, health technology, systems thinking and relational leadership in a healthcare context. The course develops the knowledge, skills and values that foster personal capacity for innovation and relational leadership. Note: Available only to nursing students in the Collaborative Program, After Degree/After Degree Honors Program or RPN-BScN Program.	NURS	200	Innovation, Systems Thinking and Leadership in Healthcare		*3 (3-0-0)		An introduction to the concepts of innovation, health technology, systems thinking and relational leadership in a healthcare context. The course develops the knowledge, skills and values that foster personal capacity for innovation and relational leadership. Note: Available only to nursing students in the Collaborative Program, After Degree/After Degree Honors Program or RPN-BScN Program.
Course Change	After Degree/RPN	Delete NURS 200 & 300; replace with hybrid course NURS 205	NURS	300	Health Policy, Healthcare Organizations, Change Management		*3 (3-0-0)		The course builds upon the personal leadership foundations of NURS 200. It explores the organization of healthcare systems, concepts of healthcare management and care delivery models. The course provides an overview of healthcare policy and the roles of the nurse in influencing health policy, and facilitating change within healthcare systems. Note: Available only to nursing students in the Collaborative/Honors Program, After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisite: NURS 200. Credit may be obtained for only one of NURS 300 or 409.	NURS	300	Health Policy, Healthcare Organizations, Change Management		*3 (3-0-0)		The course builds upon the personal leadership foundations of NURS 200. It explores the organization of healthcare systems, concepts of healthcare management and care delivery models. The course provides an overview of healthcare policy and the roles of the nurse in influencing health policy, and facilitating change within healthcare systems. Note: Available only to nursing students in the Collaborative/Honors Program, After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisite: NURS 200. Credit may be obtained for only one of NURS 300 or 409.
New Course	After Degree/RPN	Blend NURS 200 & NURS 300	NURS	205	Innovation, leadership, policy, and health care organizations	3	(3-0-0)	Either	Using a concept based approach this course examines innovation, systems thinking, relational leadership, nursing informatics, digital health, health policy, organization and management of the healthcare system, and care delivery models. The course develops knowledge, skills and values that foster personal capacity for innovation and relational leadership. It also focus on the roles of nurses in influencing health policy, and facilitating change within the health care system.							
Course Change	After Degree/RPN	Add statement: This course focuses on foundations for preparation for patient care and clinical nursing practice.	NURS	330	Foundations for Success in Nursing	4	(2-1s-2)	First term	The course explores the foundations of professional nursing, relational practice and therapeutic communication. It fosters resilience and explores strategies for self-management and growth. This course focuses on foundations for preparation for patient care and clinical nursing practice. Note: Available only to nursing students in the After Degree/After Degree Honors Program.	NURS	330	Foundations for Success in Nursing		*1 (0-1L-0)	First term	The course explores the foundations of professional nursing, relational practice and therapeutic communication. It fosters resilience and explores strategies for self-management and growth. Note: Available only to nursing students in the After Degree/After Degree Honors Program.
Course Change	After Degree/RPN	Add 48 clinical hours (total 18 shifts vs 12 shifts)	NURS	431	Advanced Acute Care Nursing Practice I	6	(1-144c total-2 over 6 weeks)	Either	This acute care practicum builds on the concepts and intentional clinical learning from NURS 335 and NURS 345. The focus is on integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416.	NURS	431	Advanced Acute Care Nursing Practice I		*3 (1-96c hrs total-2 over 4 weeks)	Either (Sp/Su)	This acute care practicum builds on the concepts and intentional clinical learning from NURS 335 and NURS 345. The focus is on integrating prior learning to move towards providing comprehensive patient and family centered care and socialization to the role of the nurse in an acute care setting. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416.
Course Change	After Degree/RPN	Delete 48 clinical hours (result of 18 shifts vs 24)	NURS	433	Community Nursing through the Lifespan	6	(2-144c total-2 over 6 weeks)	Either	The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, disease and injury prevention. It includes exploration of concepts of community-based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Clinical hours listed are the total number of hours and will be offered over 8 6 weeks. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416. Corequisite: NURS 431.	NURS	433	Community Nursing through the Lifespan		*9 (2-192c hrs total-2 over 8 weeks)	Either (Sp/Su)	The course covers theories, ethics and evidence-informed approaches to community health nursing including primary health care, population health, health maintenance and promotion, disease and injury prevention. It includes exploration of concepts of community-based assessment, planning, intervention and evaluation with community-as-client. The practicum portion of the course includes a variety of community settings. Nursing practice will include health assessment and interventions for clients throughout the lifespan and care continuum. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416. Corequisite: NURS 431.
Course Change	After Degree/RPN	Add 64 clinical hours (from 16 to 24 shifts); add lab hours	NURS	435	Advanced Acute Care Nursing Practice II	6	(0-192c total-2 over 6 weeks)	First term	The course provides opportunities for participants to integrate, consolidate, and expand concepts from previous learning to advance their professional nursing practice. Participants have the opportunity to consolidate learning and advance their clinical decision-making in a variety of acute care settings. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisite: NURS 431.	NURS	435	Advanced Acute Care Nursing Practice II		*3 (0-128c hrs total-0 in 4 weeks)	First term	The course provides opportunities for participants to integrate, consolidate, and expand concepts from previous learning to advance their professional nursing practice. Participants have the opportunity to consolidate learning and advance their clinical decision-making in a variety of acute care settings. Note: Available only to nursing students in the After Degree/After Degree Honors Program or RPN-BScN Program. Prerequisite: NURS 431.

University of Alberta Course Proposal

Faculty: NURSING

Rationale: Program renewal. A redesigned curriculum was implemented in Fall 2018. Now that we have been working with it for 3 years we have noted some needed areas of refinement. These include: changes to clinical and lab hours and a resulting change to course credits; deletion of some courses and replacement with an open elective and/or two interdisciplinary courses; combining content from two courses into one; inaugurating a new Global health and EDI course. There is no net change to course credits within each course year and for the total programs.

Type	Additional Information		Proposed							Current						
	Program	Proposed Change	Subject	Number	Title	Units	Hours	Calendar	Description	Subject	Number	Title	Units	Hours	Calendar	Description
Course Change	After Degree	Delete 48 clinical hours (result of 18 shifts vs 24)	NURS	437	Mental Health and Wellness in Nursing	6	(2-144c total-2 over 6 weeks)	Either	This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be on mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 6 weeks. Note: Available only to nursing students in the After Degree/After Degree Honors Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416. Corequisite: NURS 431.	NURS	437	Mental Health and Wellness in Nursing		*9 (2-192c hrs total -2 over 8 weeks)	Either (Sp/Su)	This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be on mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks. Note: Available only to nursing students in the After Degree/After Degree Honors Program. Prerequisites: NURS 344 (or NURS 307), NURS 345 (or NURS 308), and NURS 416. Corequisite: NURS 431.

UNDERGRADUATE NURSING PROGRAMS - CHANGES TO COURSE SEQUENCES

BScN COLLABORATIVE PROGRAM

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38763&returnto=10272

COURSE SEQUENCE

As of September 2022 at University of Alberta

Year 1

Fall term - no changes

Winter term - no changes

Spring/Summer

- Delete **NURS 122 - Community Engagement in a Healthcare Context** and replace with **Open Elective**
- Delete **NURS 222 - Indigenous Health in Canada** and replace with **INT D 222 - Indigenous Health in Canada**

Year 2

- No changes

Year 3

- No changes

Year 4

Fall Term (see Note 8) - no changes

Winter Term (see Note 8)

- Add **INT D 420 Equity, Diversity, Inclusivity in Global Health**

BScN BILINGUAL PROGRAM

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38074&returnto=10272

COURSE SEQUENCE

As of September 2022

Year 1

- No changes

Year 2

Fall Term

- Delete **SC INF 200- L'innovation, la réflexion, et le leadership dans le contexte des systèmes (SC INF 200 - Innovation, reflection and leadership in the context of systems)**
and replace with **SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé (SC INF 205 - Innovation, leadership, policy and health care organizations)**

Two Term, Winter Term, Spring/Summer - no changes

Year 3

Fall Term

- Delete **SC INF 300 - La politique de la santé, les organisations de soins de santé, la gestion du changement (SC INF 300 - Health policy, health care organizations, change management)**

Winter Term - no changes

Year 4

Fall Term - no changes

Winter Term

- Add **INT D 420 Equity, Diversity, Inclusivity in Global Health**
- Delete **SC INF 422 - Questions contemporaines en éthique et droit de la santé**

BScN AFTER DEGREE PROGRAM

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38784&returnto=10272

COURSE SEQUENCE

As of September 2022

Year 1

Fall Term

- Delete **NURS 200 Innovation, Systems Thinking and Leadership in Healthcare**

Winter Term

- Delete **NURS 222 - Indigenous Health in Canada**
and replace with **INT D 222 - Indigenous Health in Canada**

Spring/Summer Term

- Delete **NURS 300 - Health Policy, Health Care Organizations, Change Management**
and replace with **NURS 205 - Innovation, leadership, policy and health care organizations**

Year 2

Fall Term, Winter Term - no changes

Spring/Summer (see Note 4)

- Add **INT D 420 Equity, Diversity, Inclusivity in Global Health**

BScN HONORS PROGRAM

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38880&returnto=10272

As of September 2022

Course Sequence for students transferring from the BScN - Collaborative Program:

Year 3

Fall Term, Two Term, Winter Term - no changes

Year 4

Fall Term

- Add **INT D 420 Equity, Diversity, Inclusivity in Global Health**

Winter Term - no changes

Course Sequence for After Degree Students:

Year 1

Fall Term

- Delete **NURS 200 Innovation, Systems Thinking and Leadership in Healthcare**

Two Term - no changes

Winter Term

- Delete **NURS 222 - Indigenous Health in Canada**
and replace with **INT D 222 - Indigenous Health in Canada**

Spring/Summer - no changes

Year 2

Fall Term, Winter Term - no changes

Spring/Summer Term

- Delete **NURS 300 - Health Policy, Health Care Organizations, Change Management**
and replace with **NURS 205 - Innovation, leadership, policy and health care organizations**
- Add **INT D 420 Equity, Diversity, Inclusivity in Global Health**

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

CURRENT	PROPOSED
https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38784&returnto=10272	https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38784&returnto=10272
<h1>Course</h1> <h1>Sequence</h1> <hr/>	<h1>Course</h1> <h1>Sequence</h1> <hr/>
<h2>Year 1 (see Note 1)</h2> <hr/>	<p>As of September 2022 at University of Alberta (see Maintaining Registration):</p>
<h3>Fall Term</h3> <hr/>	<h2>Year 1 (see Note 1)</h2> <hr/>
<ul style="list-style-type: none"> ● NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare ● NURS 311 - Evidence Informed Nursing Practice ● NURS 316 - Pathophysiology and Pharmacology I ● NURS 330 - Foundations for Success in Nursing ● NURS 334 - Foundations of Nursing I ● NURS 335 - Nursing Practice - Health Assessment and Nursing Process 	<h3>Fall Term</h3> <hr/> <ul style="list-style-type: none"> ● NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare ● NURS 311 - Evidence Informed Nursing Practice ● NURS 316 - Pathophysiology and Pharmacology I ● NURS 330 - Foundations for Success in Nursing ● NURS 334 - Foundations of Nursing I

Winter Term

- NURS 222 - Indigenous Health in Canada
- NURS 344 - Foundations of Nursing II
- NURS 345 - Introductory Acute Care Nursing Practice
- NURS 416 - Pathophysiology and Pharmacology II

Spring/Summer

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 431 - Advanced Acute Care Nursing Practice I
-
- NURS 433 - Community Nursing Through the Lifespan **OR**
- NURS 437 - Mental Health and Wellness in Nursing (see Note 2)

Year 2 (see Note 1)

Fall Term

- NURS 400 - Leadership in Nursing and Interprofessional Practice
- NURS 435 - Advanced Acute Care Nursing Practice II
-

- NURS 335 - Nursing Practice - Health Assessment and Nursing Process

Winter Term

- ~~NURS 222 - Indigenous Health in Canada~~
- INT D 222 - Indigenous Health in Canada
- NURS 344 - Foundations of Nursing II
- NURS 345 - Introductory Acute Care Nursing Practice
- NURS 416 - Pathophysiology and Pharmacology II

Spring/Summer

- ~~NURS 300 - Health Policy, Health Care Organizations, Change Management~~
- NURS 205 - Innovation, leadership, policy and health care organizations
- NURS 431 - Advanced Acute Care Nursing Practice I
- NURS 433 - Community Nursing Through the Lifespan **OR**
- NURS 437 - Mental Health and Wellness in Nursing (see Note 2)

Year 2 (see Note 1)

- NURS 433 - Community Nursing Through the Lifespan
- OR
- NURS 437 - Mental Health and Wellness in Nursing (see Note 3)

Winter Term (see Note 4)

- NURS 485 - Nursing Practice in a Focused Area

Spring/Summer (see Note 4)

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. Students in Camrose will take NURS 437.
3. Students in Camrose will take NURS 433.
4. NURS 485 may be offered in Spring/Summer of Year 2. In this case, students would take NURS

Fall Term

- NURS 400 - Leadership in Nursing and Interprofessional Practice
- NURS 435 - Advanced Acute Care Nursing Practice II
-
- NURS 433 - Community Nursing Through the Lifespan
- OR
- NURS 437 - Mental Health and Wellness in Nursing (see Note 3)

Winter Term (see Note 4)

- NURS 485 - Nursing Practice in a Focused Area

Spring/Summer (see Note 4)

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area
- INT D 420 Equity, Diversity, Inclusivity in Global Health

Notes

1. Courses may be configured differently depending on clinical placement availability.

<p>422 and NURS 425 in Winter Term.</p>	<p>2. Students in Camrose will take NURS 437.</p> <p>3. Students in Camrose will take NURS 433.</p> <p>4. NURS 485 may be offered in Spring/Summer of Year 2. In this case, students would take NURS 422 and NURS 425 in Winter Term.</p>
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Rationale: Program renewal. A redesigned curriculum was implemented in Fall 2018. Now that we have been working with it for 3 years we have noted some needed areas of refinement. These include: changes to clinical and lab hours and a resulting change to course credits; deletion of some courses and replacement with an open elective and/or two interdisciplinary courses; combining content from two courses into one; inaugurating a new Global health and EDI course. There is no net change to course credits within each course year and for the total programs.

Approval:

Undergraduate Curriculum Committee Approved – November 4, 2021

Faculty Caucus Discussed – November 22 & 23, 2021

Faculty of Nursing Council/Executive Committee Approved – November 25, 2021

Final Approval by University Governance –

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

CURRENT	PROPOSED
https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38763&returnto=10272	https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38763&returnto=10272
<div style="text-align: center;"> <h1>Course</h1> <h1>Sequence</h1> </div> <hr/> <p>As of September 2018 at University of Alberta (see Maintaining Registration):</p> <p>Year 1 (see Note 1)</p> <hr/> <p>Fall Term</p> <hr/> <ul style="list-style-type: none"> ● ENGL (★3) OR WRS (★3) (see Note 2) ● MMI 133 - Medical Microbiology for Health Care Professionals ● NURS 106 - Foundations of Anatomy and Physiology for Nursing ● NURS 120 - Foundations for Success in Nursing 	<div style="text-align: center;"> <h1>Course</h1> <h1>Sequence</h1> </div> <hr/> <p>As of September 2018 September 2022 at University of Alberta (see Maintaining Registration):</p> <p>Year 1 (see Note 1)</p> <hr/> <p>Fall Term</p> <hr/> <ul style="list-style-type: none"> ● ENGL (★3) OR WRS (★3) (see Note 2) ● MMI 133 - Medical Microbiology for Health Care Professionals ● NURS 106 - Foundations of Anatomy and Physiology for Nursing ● NURS 120 - Foundations for Success in Nursing

Winter Term

- NURS 116 - Pathophysiology and Pharmacology I
- NURS 124 - Foundations of Nursing I
- NURS 125 - Nursing Practice - Health Assessment and Nursing Process
- NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare

Spring/Summer

- NURS 122 - Community Engagement in a Healthcare Context
- NURS 222 - Indigenous Health in Canada

Year 2 (see Notes 1 and 3)

Fall Term

- NURS 211 - Statistics and Knowledge Management
- (see Note 4)
- NURS 220 - Foundations of Nursing II

Winter Term

- NURS 116 - Pathophysiology and Pharmacology I
- NURS 124 - Foundations of Nursing I
- NURS 125 - Nursing Practice - Health Assessment and Nursing Process
- NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare

Spring/Summer

- ~~NURS 122 - Community Engagement in a Healthcare Context~~
- Open Elective (★3)
- ~~NURS 222 - Indigenous Health in Canada~~
- INT D 222 - Indigenous Health in Canada

Year 2 (see Notes 1 and 3)

Fall Term

- NURS 221 - Introduction to Nursing Practice

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- NURS 311 - Evidence Informed Nursing Practice

Spring/Summer

- Elective (★3) (See Note 5)

Year 3 (see Notes 1 and 6)

Fall Term

- NURS 211 - Statistics and Knowledge Management
- (see Note 4)
- NURS 220 - Foundations of Nursing II
- NURS 221 - Introduction to Nursing Practice

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- NURS 311 - Evidence Informed Nursing Practice

Spring/Summer

- Elective (★3) (See Note 5)

Year 3 (see Notes 1 and 6)

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 321 - Advanced Acute Care Nursing Practice I
-
- NURS 323 - Community Nursing through the Lifespan
- **OR**
- NURS 327 - Mental Health and Wellness in Nursing

Winter Term

- NURS 323 - Community Nursing through the Lifespan **OR**
- NURS 327 - Mental Health and Wellness in Nursing
-
- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Year 4 (see Notes 1 and 7)

Fall Term (see Note 8)

- NURS 485 - Nursing Practice in a Focused Area

Fall Term

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 321 - Advanced Acute Care Nursing Practice I
-
- NURS 323 - Community Nursing through the Lifespan
- **OR**
- NURS 327 - Mental Health and Wellness in Nursing

Winter Term

- NURS 323 - Community Nursing through the Lifespan **OR**
- NURS 327 - Mental Health and Wellness in Nursing
-
- NURS 325 - Advanced Acute Care Nursing Practice II
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Year 4 (see Notes 1 and 7)

Fall Term (see Note 8)

Winter Term (see Note 8)

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses. May be taken in Fall Term or Winter Term of Year 1.
3. To proceed to Year 2, students must have successfully completed all courses listed in Year 1.
4. An equivalent STAT (★3) course may be accepted in lieu of NURS 211.
5. Elective may be taken at any time in the program prior to Year 4.
6. To proceed to Year 3, students must have successfully completed all courses listed in Years 1 and 2.
7. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
8. NURS 485 may be offered in Winter Term of Year 4. In this case,

- NURS 485 - Nursing Practice in a Focused Area

Winter Term (see Note 8)

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area
- INT D 420 Equity, Diversity, Inclusivity in Global Health

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses. May be taken in Fall Term or Winter Term of Year 1.
3. To proceed to Year 2, students must have successfully completed all courses listed in Year 1.
4. An equivalent STAT (★3) course may be accepted in lieu of NURS 211.
5. Elective may be taken at any time in the program prior to Year 4.
6. To proceed to Year 3, students must have successfully completed all courses listed in Years 1 and 2.
7. To proceed to Year 4, students must have successfully completed

students would take NURS 422 and 425 in Fall Term.

Students who began study in Fall 2017 will transition to the new curriculum as follows:

Year 1

Two Term

- INT D 410

Fall Term

- NURS 140 - Anatomy
- NURS 150 - Physiology
- MMI 133 - Medical Microbiology for Health Care Professionals
- WRS (★3) or ENGL (★3) (see Note 1)
- Elective (★3) (See Note 2)

Winter Term

- NURS 113 - Pathophysiology

all courses listed in Years 1, 2, and 3.

8. NURS 485 may be offered in Winter Term of Year 4. In this case, students would take NURS 422 and 425 in Fall Term.

~~**Students who began study in Fall 2017 will transition to the new curriculum as follows:**~~

~~**Year 1**~~

~~**Two-Term**~~

- ~~● INT D 410~~

~~**Fall Term**~~

- ~~● NURS 140 - Anatomy~~
- ~~● NURS 150 - Physiology~~
- ~~● MMI 133 - Medical Microbiology for Health Care Professionals~~
- ~~● WRS (★3) or ENGL (★3) (see Note 1)~~
- ~~● Elective (★3) (See Note 2)~~

- NURS 103 - Introduction to Nursing Theory
- NURS 105 - Introduction to Health Assessment

Spring/Summer

- Elective (★3) (See Note 2)

Year 2 (see Note 3)

Fall Term

- NURS 211 - Statistics and Knowledge Management (see Note 4)
- NURS 220 - Foundations of Nursing II
- NURS 221 - Introduction to Nursing Practice

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice

Winter Term

- NURS 113 - Pathophysiology
- NURS 103 - Introduction to Nursing Theory
- NURS 105 - Introduction to Health Assessment

Spring/Summer

- Elective (★3) (See Note 2)

Year 2 (see Note 3)

Fall Term

- NURS 211 - Statistics and Knowledge Management (see Note 4)
- NURS 220 - Foundations of Nursing II
- NURS 221 - Introduction to Nursing Practice

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 311 - Evidence Informed Nursing Practice

Spring/Summer

- Elective (★3) (See Note 2)
- Elective (★3) (See Note 2)

Year 3 (See Note 3)

Fall Term

- NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare
- NURS 321 - Advanced Acute Care Nursing Practice I
-
- NURS 323 - Community Nursing through the Lifespan
- OR
- NURS 327 - Mental Health and Wellness in Nursing

Winter Term

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 325 - Advanced Acute Care Nursing Practice II
-
- NURS 323 - Community Nursing through the Lifespan OR

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- NURS 311 - Evidence Informed Nursing Practice

Spring/Summer

- Elective (★3) (See Note 2)
- Elective (★3) (See Note 2)

Year 3 (See Note 3)

Fall Term

- NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare
- NURS 321 - Advanced Acute Care Nursing Practice I
-
- NURS 323 - Community Nursing through the Lifespan
- OR
- NURS 327 - Mental Health and Wellness in Nursing

Winter Term

- NURS 300 - Health Policy, Health Care Organizations, Change Management

- NURS 327 - Mental Health and Wellness in Nursing
-

Year 4 (See Notes 3 and 5)

Fall Term (see Note 6)

- NURS 485 - Nursing Practice in a Focused Area

Winter Term (see Note 6)

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses.
2. Electives may be taken at any time in the program prior to Year 4. Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioural or social sciences, and the humanities. At least one course must be chosen from the behavioral or social sciences.

- NURS 325 - Advanced Acute Care Nursing Practice II
-
- NURS 323 - Community Nursing through the Lifespan OR
- NURS 327 - Mental Health and Wellness in Nursing
-

Year 4 (See Notes 3 and 5)

Fall Term (see Note 6)

- NURS 485 - Nursing Practice in a Focused Area

Winter Term (see Note 6)

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses.
2. Electives may be taken at any time in the program prior to Year 4. Electives are to be selected from disciplines of the student's choice, including courses from the

3. Courses may be configured differently depending on clinical placement availability.
4. An equivalent STAT (★3) course may be accepted in lieu of NURS 211.
5. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
6. NURS 485 may be offered in Winter Term of Year 4. In this case, students would take NURS 422 and 425 in Fall Term.

Additional Information for Students

Students admitted prior to Fall 2017 will follow the course sequence outlined in the Calendar of the year they were admitted.

Course sequences for Collaborative Partner Sites may be found in the Academic Calendar for each institution.

- Grande Prairie Regional College
- Red Deer College
- Keyano College

- biological, physical, behavioural or social sciences, and the humanities. At least one course must be chosen from the behavioral or social sciences.
3. Courses may be configured differently depending on clinical placement availability.
 4. An equivalent STAT (★3) course may be accepted in lieu of NURS 211.
 5. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
 6. NURS 485 may be offered in Winter Term of Year 4. In this case, students would take NURS 422 and 425 in Fall Term.

Additional Information for Students

Students admitted prior to Fall 2017 will follow the course sequence outlined in the Calendar of the year they were admitted.

Course sequences for Collaborative Partner Sites may be found in the Academic Calendar for each institution.

	<ul style="list-style-type: none">● Grande Prairie Regional College● Red Deer College● Keyano College
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Rationale: Program renewal. A redesigned curriculum was implemented in Fall 2018. Now that we have been working with it for 3 years we have noted some needed areas of refinement. These include: changes to clinical and lab hours and a resulting change to course credits; deletion of some courses and replacement with an open elective and/or two interdisciplinary courses; combining content from two courses into one; inaugurating a new Global health and EDI course. There is no net change to course credits within each course year and for the total programs.

Approval:

Undergraduate Curriculum Committee Approved – November 4, 2021

Faculty Caucus Discussed – November 22 & 23, 2021

Faculty of Nursing Council/Executive Committee Approved – November 25, 2021

Final Approval by University Governance –

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

CURRENT	PROPOSED
https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38880&returnto=10272	https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38880&returnto=10272
<p style="text-align: center;">Course</p> <p style="text-align: center;">Sequence</p> <hr/> <p>Course sequence for students transferring from the BScN—Collaborative Program:</p> <hr/> <p>Note: Students will follow the course sequence for the BScN—Collaborative Program in Year 1 and Year 2.</p> <p>Year 3 (see Note 1)</p> <hr/> <p>Fall Term</p>	<p style="text-align: center;">Course</p> <p style="text-align: center;">Sequence</p> <hr/> <p>Course sequence for students transferring from the BScN—Collaborative Program :</p> <p>As of September 2022 at University of Alberta (see Maintaining Registration):</p> <hr/> <p>Note: Students will follow the course sequence for the BScN—Collaborative Program in Year 1 and Year 2.</p> <p>Year 3 (see Note 1)</p>

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 321 - Advanced Acute Care Nursing Practice I
-
- NURS 323 - Community Nursing through the Lifespan **OR**
- NURS 327 - Mental Health and Wellness in Nursing (see Note 2)

Two Term

- NURS 399 - Selected Topics in Nursing Research

Winter Term

- NURS 325 - Advanced Acute Care Nursing Practice II
-
- NURS 327 - Mental Health and Wellness in Nursing **OR**
- NURS 323 - Community Nursing through the Lifespan (see Note 2)
-
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Year 4 (see Notes 1 and 3)

Fall Term

Fall Term

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 321 - Advanced Acute Care Nursing Practice I
-
- NURS 323 - Community Nursing through the Lifespan **OR**
- NURS 327 - Mental Health and Wellness in Nursing (see Note 2)

Two Term

- NURS 399 - Selected Topics in Nursing Research

Winter Term

- NURS 325 - Advanced Acute Care Nursing Practice II
-
- NURS 327 - Mental Health and Wellness in Nursing **OR**
- NURS 323 - Community Nursing through the Lifespan (see Note 2)
-
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Year 4 (see Notes 1 and 3)

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area
- NURS 499 - Scholarly Project in Nursing (see Note 4)

Winter Term

- NURS 485 - Nursing Practice in a Focused Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. The Faculty of Nursing will determine which course students will take.
3. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
4. All NURS 499 requirements must be completed prior to Winter Term of Year 4.

Students who began study in Fall 2017 will

Fall Term

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area
- INT D 420 Equity, Diversity, Inclusivity in Global Health
- NURS 499 - Scholarly Project in Nursing (see Note 4)

Winter Term

- NURS 485 - Nursing Practice in a Focused Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. The Faculty of Nursing will determine which course students will take.
3. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
4. All NURS 499 requirements must be completed prior to Winter Term of Year 4.

transition to the new curriculum as follows:

Year 1

Fall Term

- NURS 140 - Anatomy
- NURS 150 - Physiology
- MMI 133 - Medical Microbiology for Health Care Professionals
- WRS (★3) or ENGL (★3) (see Note 1)
- Elective (★3) (see Note 2)

Two Term

- INT D 410

Winter Term

- NURS 103 - Introduction to Nursing Theory
- NURS 105 - Introduction to Health Assessment
- NURS 113 - Pathophysiology

Spring/Summer

~~Students who began study in Fall 2017 will transition to the new curriculum as follows:~~

~~Year 1~~

~~Fall Term~~

- ~~NURS 140 - Anatomy~~
- ~~NURS 150 - Physiology~~
- ~~MMI 133 - Medical Microbiology for Health Care Professionals~~
- ~~WRS (★3) or ENGL (★3) (see Note 1)~~
- ~~Elective (★3) (see Note 2)~~

~~Two Term~~

- ~~INT D 410~~

~~Winter Term~~

- ~~NURS 103 - Introduction to Nursing Theory~~
- ~~NURS 105 - Introduction to Health Assessment~~

- Elective (★3) (see Note 2)

Year 2 (see Note 3)

Fall Term

- NURS 211 - Statistics and Knowledge Management (see Note 4)
- NURS 220 - Foundations of Nursing II
- NURS 221 - Introduction to Nursing Practice

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- NURS 311 - Evidence Informed Nursing Practice

Year 3 (see Note 3)

Fall Term

- NURS 113 - Pathophysiology

Spring/Summer

- Elective (★3) (see Note 2)

Year 2 (see Note 3)

Fall Term

- NURS 211 - Statistics and Knowledge Management (see Note 4)
- NURS 220 - Foundations of Nursing II
- NURS 221 - Introduction to Nursing Practice

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- NURS 311 - Evidence Informed Nursing Practice

- NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare
- NURS 321 - Advanced Acute Care Nursing Practice I
-
- NURS 323 - Community Nursing through the Lifespan **OR**
- NURS 327 - Mental Health and Wellness in Nursing (see Note 5)

Two Term

- NURS 399 - Selected Topics in Nursing Research

Winter Term

- NURS 300 - Health Policy, Health Care Organizations, Change Management
-
- NURS 323 - Community Nursing through the Lifespan **OR**
- NURS 327 - Mental Health and Wellness in Nursing (see Note 5)
-
- NURS 325 - Advanced Acute Care Nursing Practice II

Year 4 (see Notes 3 and 6)

Fall Term

Year 3 (see Note 3)

Fall Term

- NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare
- NURS 321 - Advanced Acute Care Nursing Practice I
-
- NURS 323 - Community Nursing through the Lifespan **OR**
- NURS 327 - Mental Health and Wellness in Nursing (see Note 5)

Two Term

- NURS 399 - Selected Topics in Nursing Research

Winter Term

- NURS 300 - Health Policy, Health Care Organizations, Change Management
-
- NURS 323 - Community Nursing through the Lifespan **OR**
- NURS 327 - Mental Health and Wellness in Nursing (see Note 5)
-
- NURS 325 - Advanced Acute Care Nursing Practice II

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area
- NURS 499 - Scholarly Project in Nursing (see Note 7)

Winter Term

- NURS 485 - Nursing Practice in a Focused Area

Notes

1. Any junior- or senior-level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses.
2. Electives may be taken at any time in the program prior to Year 4. Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioral or social sciences, and the humanities. At least one course must be chosen from the behavioral or social sciences.
3. Courses may be configured differently depending on clinical placement availability.
4. An equivalent STAT (★3) course may be accepted in lieu of NURS 211.
5. The Faculty of Nursing will determine which course students will take.

Year 4 (see Notes 3 and 6)

Fall Term

- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area
- NURS 499 - Scholarly Project in Nursing (see Note 7)

Winter Term

- NURS 485 - Nursing Practice in a Focused Area

Notes

1. Any junior or senior level English or Writing Studies course. Students should consult Department of English guidelines regarding prerequisites for senior-level courses.
2. Electives may be taken at any time in the program prior to Year 4. Electives are to be selected from disciplines of the student's choice, including courses from the biological, physical, behavioral or social sciences, and the humanities. At least one course must be chosen from the behavioral or social sciences.

6. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
7. All NURS 499 requirements must be completed prior to Winter Term of Year 4.

Course Sequence for After Degree Students:

Note: The BScN—Honors Program is only offered in Edmonton.

Year 1 (see Note 1)

Fall Term

- NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare
- NURS 311 - Evidence Informed Nursing Practice
- NURS 316 - Pathophysiology and Pharmacology I
- NURS 330 - Foundations for Success in Nursing
- NURS 334 - Foundations of Nursing I

3. Courses may be configured differently depending on clinical placement availability.
4. An equivalent STAT (★3) course may be accepted in lieu of NURS 211.
5. The Faculty of Nursing will determine which course students will take.
6. To proceed to Year 4, students must have successfully completed all courses listed in Years 1, 2, and 3.
7. All NURS 499 requirements must be completed prior to Winter Term of Year 4.

Course Sequence for After Degree Students:

Note: The BScN—Honors Program is only offered in Edmonton.

Year 1 (see Note 1)

Fall Term

- NURS 200 - Innovation, Systems Thinking and Leadership in Healthcare
- NURS 311 - Evidence Informed Nursing Practice

- NURS 335 - Nursing Practice - Health Assessment and Nursing Process

Two Term

- NURS 399 - Selected Topics in Nursing Research

Winter Term

- NURS 222 - Indigenous Health in Canada
- NURS 344 - Foundations of Nursing II
- NURS 345 - Introductory Acute Care Nursing Practice
- NURS 416 - Pathophysiology and Pharmacology II

Spring/Summer

- NURS 431 - Advanced Acute Care Nursing Practice I
-
- NURS 433 - Community Nursing Through the Lifespan **OR**
- NURS 437 - Mental Health and Wellness in Nursing (see Note 2)

Year 2 (see Notes 1 and 3)

Fall Term

- NURS 316 - Pathophysiology and Pharmacology I
- NURS 330 - Foundations for Success in Nursing
- NURS 334 - Foundations of Nursing I
- NURS 335 - Nursing Practice - Health Assessment and Nursing Process

Two Term

- NURS 399 - Selected Topics in Nursing Research

Winter Term

- ~~NURS 222 - Indigenous Health in Canada~~
- INT D 222 - Indigenous Health in Canada
- NURS 344 - Foundations of Nursing II
- NURS 345 - Introductory Acute Care Nursing Practice
- NURS 416 - Pathophysiology and Pharmacology II

Spring/Summer

- NURS 431 - Advanced Acute Care Nursing Practice I
- NURS 433 - Community Nursing Through the Lifespan **OR**
- NURS 437 - Mental Health and Wellness in Nursing (see Note 2)

- NURS 400 - Leadership in Nursing and Interprofessional Practice
- NURS 435 - Advanced Acute Care Nursing Practice II
- NURS 437 - Mental Health and Wellness in Nursing **OR**
- NURS 433 - Community Nursing Through the Lifespan (see Note 2)
- NURS 499 - Scholarly Project in Nursing (see Note 4)

Winter Term

- NURS 485 - Nursing Practice in a Focused Area

Spring/Summer

- NURS 300 - Health Policy, Health Care Organizations, Change Management
- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. The Faculty of Nursing will determine which course students will take.
3. To proceed to Year 2, all courses listed in Year 1 of the program

Year 2 (see Notes 1 and 3)

Fall Term

- NURS 400 - Leadership in Nursing and Interprofessional Practice
- NURS 435 - Advanced Acute Care Nursing Practice II
- NURS 437 - Mental Health and Wellness in Nursing **OR**
- NURS 433 - Community Nursing Through the Lifespan (see Note 2)
- NURS 499 - Scholarly Project in Nursing (see Note 4)

Winter Term

- NURS 485 - Nursing Practice in a Focused Area

Spring/Summer

- ~~NURS 300 - Health Policy, Health Care Organizations, Change Management~~
- NURS 205 - Innovation, leadership, policy and health care organizations
- NURS 422 - Contemporary Issues in Healthcare Ethics and Law
- NURS 425 - Nursing Leadership in a Focus Area
- INT D 420 Equity, Diversity, Inclusivity in Global Health

must have been successfully completed.

4. All **NURS 499** requirements must be completed prior to Winter Term of Year 2.

Promotion Requirements

Promotion from year to year requires a minimum GPA of 3.0 on all courses taken during the Fall/Winter and Spring/Summer. Students who do not meet this requirement, **but have a GPA of 2.0 are required to transfer back into the BScN—Collaborative Program or BScN After Degree Program.**

Graduation Requirements

1. Graduation with Honors requires a GPA of 3.0 on the last ★60.

Notes

1. Courses may be configured differently depending on clinical placement availability.
2. The Faculty of Nursing will determine which course students will take.
3. To proceed to Year 2, all courses listed in Year 1 of the program must have been successfully completed.
4. All **NURS 499** requirements must be completed prior to Winter Term of Year 2.

Promotion Requirements

Promotion from year to year requires a minimum GPA of 3.0 on all courses taken during the Fall/Winter and Spring/Summer. Students who do not meet this requirement, **but have a GPA of 2.0 are required to transfer back into the BScN—Collaborative Program or BScN After Degree Program.**

Students who are not recommended for graduation with Honors at the end of their program may be granted the BScN degree if they meet the minimum requirements for this degree (see [BScN—Collaborative Program](#) and [BScN—After Degree Program](#)).

2. Graduation with First-Class Honors: Graduation with First-Class Honors requires a GPA of 3.5 or higher on the last ★60 taken for credit toward the degree and that no failing grades are incurred throughout the program.

Graduation Requirements

1. Graduation with Honors requires a GPA of 3.0 on the last ★60. Students who are not recommended for graduation with Honors at the end of their program may be granted the BScN degree if they meet the minimum requirements for this degree (see [BScN—Collaborative Program](#) and [BScN—After Degree Program](#)).
2. Graduation with First-Class Honors: Graduation with First-Class Honors requires a GPA of 3.5 or higher on the last ★60 taken for credit toward the degree and that no failing grades are incurred throughout the program.

Rationale: Program renewal. A redesigned curriculum was implemented in Fall 2018. Now that we have been working with it for 3 years we have noted some needed areas of refinement. These include: changes to clinical and lab hours and a resulting change to course credits; deletion of some courses and replacement with an open elective and/or two interdisciplinary courses; combining content from two courses into one; inaugurating a new Global health and EDI course. There is no net change to course credits within each course year and for the total programs.

Approval:

Undergraduate Curriculum Committee Approved – November 4, 2021

Faculty Caucus Discussed – November 22 & 23, 2021

Faculty of Nursing Council/Executive Committee Approved – November 25, 2021

Final Approval by University Governance –

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

CURRENT	PROPOSED
https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38074&returnto=10272	https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38074&returnto=10272
<div style="background-color: #f0f0f0; padding: 10px;"> <h2 style="margin: 0;">Course</h2> <h2 style="margin: 10px 0 0 0;">Sequence</h2> <hr style="border: 0; border-top: 1px solid #ccc; margin: 10px 0 0 0;"/> <h3 style="margin: 0;">Year 1</h3> <hr style="border: 0; border-top: 1px solid #ccc; margin: 10px 0 0 0;"/> <h4 style="margin: 0;">Fall Term</h4> <hr style="border: 0; border-top: 1px solid #ccc; margin: 10px 0 0 0;"/> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie <div style="background-color: #f0f0f0; padding: 5px; margin-top: 10px;"> <h4 style="margin: 0;">Fall/Winter</h4> <hr style="border: 0; border-top: 1px solid #ccc; margin: 5px 0 0 0;"/> </div> </div>	<div style="background-color: #f0f0f0; padding: 10px;"> <h2 style="margin: 0;">Course</h2> <h2 style="margin: 10px 0 0 0;">Sequence</h2> <hr style="border: 0; border-top: 1px solid #ccc; margin: 10px 0 0 0;"/> <p style="background-color: yellow; margin: 0; padding: 2px;">As of September 2022 at University of Alberta (see Maintaining Registration):</p> <h3 style="margin: 0;">Year 1</h3> <hr style="border: 0; border-top: 1px solid #ccc; margin: 10px 0 0 0;"/> <h4 style="margin: 0;">Fall Term</h4> <hr style="border: 0; border-top: 1px solid #ccc; margin: 10px 0 0 0;"/> <ul style="list-style-type: none"> ● ANATE 140 - Anatomie ● FRANC 224 - Maîtrise du français pour les sciences infirmières ● MICRE 133 - Microbiologie Médicale pour Infirmières ● SC INF 110 - Fondements du succès en soins infirmiers ● SOCIE 100 - Introduction à la sociologie </div>

- PHYSE 152 - Physiologie

Winter Term

- ANGL 126 - Exploring Writing Studies
- NURS 125 - Nursing Practice - Health Assessment and Nursing Process
- PSYCE 106 - Principes psychologiques pour les infirmières
- STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer

- FRANC 232 - Techniques de rédaction OR
- ANGL (★3) OR
- Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)

Fall Term

- SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes

Fall/Winter

- PHYSE 152 - Physiologie

Winter Term

- ANGL 126 - Exploring Writing Studies
- NURS 125 - Nursing Practice - Health Assessment and Nursing Process
- PSYCE 106 - Principes psychologiques pour les infirmières
- STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer

- FRANC 232 - Techniques de rédaction OR
- ANGL (★3) OR
- Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)

Fall Term

- SC INF 221 - Introduction à la pratique infirmière
- SC INF 223 - Les fondations des sciences infirmières I/II

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Spring/Summer

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre

Year 3 (see Notes 3, 4 and 5)

Fall Term

- ~~SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes~~
- SC INF 205 - L'innovation, le leadership, les politiques et les organisations de soins de santé (SC INF 205 - Innovation, leadership, policy and health care organizations)
- SC INF 221 - Introduction à la pratique infirmière
- SC INF 223 - Les fondations des sciences infirmières I/II

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Spring/Summer

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
-
- SC INF 300 - La politique de la santé, les organisations de soins de santé, la gestion du changement **OR**
- SC PO 320 - La politique du système de santé au Canada (see Note 6)

Winter Term

- NURS 325 - Advanced Acute Care Nursing Practice II
-
- NURS 327 - Mental Health and Wellness in Nursing (see Note 7) **OR**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers
-
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Year 4 (see Notes 3, 4 and 8)

Fall Term

Year 3 (see Notes 3, 4 and 5)

Fall Term

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC INF 300 - La politique de la santé, les organisations de soins de santé, la gestion du changement **OR**
- SC PO 320 - La politique du système de santé au Canada (see Note 6)

Winter Term

- NURS 325 - Advanced Acute Care Nursing Practice II
-
- NURS 327 - Mental Health and Wellness in Nursing (see Note 7) **OR**
- SC INF 327 - Santé mentale et bien-être en soins infirmiers
-
- NURS 400 - Leadership in Nursing and Interprofessional Practice

- NURS 485 - Nursing Practice in a Focused Area
- (see Note 9)

Winter Term

- SC INF 422 - Questions contemporaines en éthique et droit de la santé **OR**
- PHILE 386 - La bioéthique (see Note 6)
-
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes

1. The language of instruction of electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. The Faculty of Nursing will determine which course students will take.

Year 4 (see Notes 3, 4 and 8)

Fall Term

- NURS 485 - Nursing Practice in a Focused Area
- (see Note 9)

Winter Term

- ~~SC INF 422 - Questions contemporaines en éthique et droit de la santé **OR**~~
- PHILE 386 - La bioéthique (see Note 6)
- INT D 420 Equity, Diversity, Inclusivity in Global Health
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique

Notes

1. The language of instruction of electives must be French and electives are normally taken at Faculté Saint-Jean.

7. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8. To proceed to Year 4, students must have passed all Year 2 and 3 courses.
9. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.

Students who began study in Fall 2017 will transition to the new curriculum as follows:

Year 1

Fall Term

- ANATE 140 - Anatomie
-
- ANGL 126 - Exploring Writing Studies OR
- FRANCO 226 - Maîtrise du français
-

2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. The Faculty of Nursing will determine which course students will take.
7. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8. To proceed to Year 4, students must have passed all Year 2 and 3 courses.
9. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.

Students who began study in Fall 2017 will transition to the new curriculum as follows:

- MICRE 133 - Microbiologie Médicale pour Infirmières
- SOCIE 100 - Introduction à la sociologie

Fall/Winter

- PHYSE 152 - Physiologie

Winter Term

- FRANC 227 - Consolidation linguistique pour l'éducation et la santé
- PSYCE 106 - Principes psychologiques pour les infirmières
- SC PO 320 - La politique du système de santé au Canada
- STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer

- FRANC 232 - Techniques de rédaction OR
- ANGL 100-level (★3) OR Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)

Fall Term

Year 1

Fall Term

- ANATE 140 - Anatomie
- ANGL 126 - Exploring Writing Studies OR
- FRANC 226 - Maîtrise du français
- MICRE 133 - Microbiologie Médicale pour Infirmières
- SOCIE 100 - Introduction à la sociologie

Fall/Winter

- PHYSE 152 - Physiologie

Winter Term

- FRANC 227 - Consolidation linguistique pour l'éducation et la santé
- PSYCE 106 - Principes psychologiques pour les infirmières
- SC PO 320 - La politique du système de santé au Canada
- STATQ 151 - Introduction à la statistique appliquée I

Spring/Summer

- NURS 110 - Foundations for Success in Nursing
- NURS 125 - Nursing Practice - Health Assessment and Nursing Process
- SC INF 223 - Les fondations des sciences infirmières I/II
- SC INF 221 - Introduction à la pratique infirmière

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

Spring/Summer

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre

Year 3 (see Notes 3, 4 and 5)

Fall Term

- ~~FRANC 232 - Techniques de rédaction~~ **OR**
- ~~ANGL 100-level (★3)~~ **OR** Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)

Fall Term

- NURS 110 - Foundations for Success in Nursing
- NURS 125 - Nursing Practice - Health Assessment and Nursing Process
- SC INF 223 - Les fondations des sciences infirmières I/II
- SC INF 221 - Introduction à la pratique infirmière

Two Term

- NURS 216 - Pathophysiology and Pharmacology II

Winter Term

- NURS 224 - Foundations of Nursing III
- NURS 225 - Introduction to Acute Care Nursing Practice
- SC INF 301 - Recherche en sciences infirmières

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes

Winter Term

- NURS 325 - Advanced Acute Care Nursing Practice II
-
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (see Note 6)
- **OR**
- NURS 327 - Mental Health and Wellness in Nursing
-
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Spring/Summer

Elective (★3) (see Note 1)

Year 4 (see Notes 3, 4 and 7)

Fall Term

- NURS 485 - Nursing Practice in a Focused Area

Spring/Summer

- SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre

Year 3 (see Notes 3, 4 and 5)

Fall Term

- NURS 321 - Advanced Acute Care Nursing Practice I
- NURS 323 - Community Nursing through the Lifespan
- SC INF 200 - L'innovation, la réflexion, et le leadership dans le contexte des systèmes

Winter Term

- NURS 325 - Advanced Acute Care Nursing Practice II
-
- SC INF 327 - Santé mentale et bien-être en soins infirmiers (see Note 6)
- **OR**
- NURS 327 - Mental Health and Wellness in Nursing
-
- NURS 400 - Leadership in Nursing and Interprofessional Practice

Spring/Summer

- (see Note 8)

Winter Term

- PHILE 386 - La bioéthique **OR**
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique
- SC INF 422 - Questions contemporaines en éthique et droit de la santé (see Note 9)
-

Notes

1. The language of instruction of electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
7. To proceed to Year 4, students must have passed all Year 2 and 3 courses.

Elective (★3) (see Note 1)

Year 4 (see Notes 3, 4 and 7)

Fall Term

- NURS 485 - Nursing Practice in a Focused Area
- (see Note 8)

Winter Term

- PHILE 386 - La bioéthique **OR**
- SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique
- SC INF 422 - Questions contemporaines en éthique et droit de la santé (see Note 9)
-

Notes

1. The language of instruction of electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.

<p>8. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.</p> <p>9. The Faculty of Nursing will determine which course students will take.</p>	<p>4. Courses may be configured differently depending on clinical placement availability.</p> <p>5. To proceed to Year 3 students must have passed all Year 2 courses.</p> <p>6. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.</p> <p>7. To proceed to Year 4, students must have passed all Year 2 and 3 courses.</p> <p>8. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.</p> <p>9. The Faculty of Nursing will determine which course students will take.</p>
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Rationale: Program renewal. A redesigned curriculum was implemented in Fall 2018. Now that we have been working with it for 3 years we have noted some needed areas of refinement. These include: changes to clinical and lab hours and a resulting change to course credits; deletion of some courses and replacement with an open elective and/or two interdisciplinary courses; combining content from two courses into one; inaugurating a new Global health and EDI course. There is no net change to course credits within each course year and for the total programs.

Approval:

Undergraduate Curriculum Committee Approved – November 4, 2021

Faculty Caucus Discussed – November 22 & 23, 2021

Faculty of Nursing Council/Executive Committee Approved – November 25, 2021

Final Approval by University Governance –

Faculté Saint-Jean/Faculty of Nursing
CALENDAR CHANGE REQUEST (for both faculties)
Calendar 2022-2023

CURRENT (En Français)

Baccalauréat ès sciences infirmières (bilingue)
Renseignements généraux
Séquence des cours

Année 1

Automne

- [ANATE 140 - Anatomie](#)
- [FRANC 224 - Maîtrise du français pour les sciences infirmières](#)
- [MICRE 133 - Microbiologie Médicale pour Infirmières](#)
- [SC INF 110 - Fondements du succès en soins infirmiers](#)
- [SOCIE 100 - Introduction à la sociologie](#)

Automne/Hiver

- [PHYSE 152 - Physiologie](#)

Hiver

- [ANGL 126 - Exploring Writing Studies](#)
- [NURS 125 - Nursing Practice - Health Assessment and Nursing Process](#)
- [PSYCE 106 - Principes psychologiques pour les infirmières](#)
- [STATQ 151 - Introduction à la statistique appliquée I](#)

Printemps/Été

- [FRANC 232 - Techniques de rédaction](#) OU
- ANGL 1XX (★3) OU
- Option libre (★3) (voir Notes 1)

Année 2 (voir Notes 2 et 3)

Automne

- [SC INF 200 – L'innovation, la réflexion, et le leadership dans le contexte des systèmes](#)

PROPOSED (En Français)

Baccalauréat ès sciences infirmières (bilingue)
Renseignements généraux
Séquence des cours

Année 1

Automne

- [ANATE 140 - Anatomie](#)
- [FRANC 224 - Maîtrise du français pour les sciences infirmières](#)
- [MICRE 133 - Microbiologie Médicale pour Infirmières](#)
- [SC INF 110 - Fondements du succès en soins infirmiers](#)
- [SOCIE 100 - Introduction à la sociologie](#)

Automne/Hiver

- [PHYSE 152 - Physiologie](#)

Hiver

- [ANGL 126 - Exploring Writing Studies](#)
- [NURS 125 - Nursing Practice - Health Assessment and Nursing Process](#)
- [PSYCE 106 - Principes psychologiques pour les infirmières](#)
- [STATQ 151 - Introduction à la statistique appliquée I](#)

Printemps/Été

- [FRANC 232 - Techniques de rédaction](#) OU
- ANGL 1XX (★3) OU
- Option libre (★3) (voir Notes 1)

Année 2 (voir Notes 2 et 3)

Automne

- [SC INF 205 – L'innovation, le leadership, les politiques et les organisations de soins de santé](#)

- [SC INF 221 - Introduction à la pratique infirmière](#)
- [SC INF 223 - Les fondations des sciences infirmières I/II](#)

Deux trimestres

-
- [NURS 216 - Pathophysiology and Pharmacology II](#)

Winter Term

-
- [NURS 224 - Foundations of Nursing III](#)
 - [NURS 225 - Introduction to Acute Care Nursing Practice](#)
 - [SC INF 301 - Recherche en sciences infirmières](#)

Spring/Summer

-
- [SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre](#)

Année 3 (voir Notes 3, 4 et 5)

Automne

-
- [NURS 321 - Advanced Acute Care Nursing Practice I](#)
 - [NURS 323 - Community Nursing through the Lifespan](#)
 - [SC INF 300 – La politique de la santé, les organisations de soins de santé, la gestion du changement OR](#)
 - [SC PO 320 - La politique du système de santé au Canada \(voir Note 6\)](#)

Hiver

-
- [NURS 325 - Advanced Acute Care Nursing Practice II](#)
 - [NURS 400 - Leadership in Nursing and Interprofessional Practice](#)
 - [NURS 327 - Mental Health and Wellness in Nursing OR](#)
 - [SC INF 327 - Santé mentale et bien-être en soins infirmiers \(voir Note 7\)](#)

Année 4 (voir Notes 3, 4, et 8)

[SC INF 221 - Introduction à la pratique infirmière](#)

- [SC INF 223 - Les fondations des sciences infirmières I/II](#)

Deux trimestres

-
- [NURS 216 - Pathophysiology and Pharmacology II](#)

Winter Term

-
- [NURS 224 - Foundations of Nursing III](#)
 - [NURS 225 - Introduction to Acute Care Nursing Practice](#)
 - [SC INF 301 - Recherche en sciences infirmières](#)

Spring/Summer

-
- [SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre](#)

Année 3 (voir Notes 3, 4 et 5)

Automne

-
- [NURS 321 - Advanced Acute Care Nursing Practice I](#)
 - [NURS 323 - Community Nursing through the Lifespan](#)
 - [SC PO 320 - La politique du système de santé au Canada \(voir Note 6\)](#)

Hiver

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- [NURS 325 - Advanced Acute Care Nursing Practice II](#)
 - [NURS 400 - Leadership in Nursing and Interprofessional Practice](#)
 - [NURS 327 - Mental Health and Wellness in Nursing OR](#)
 - [SC INF 327 - Santé mentale et bien-être en soins infirmiers \(voir Note 7\)](#)

Année 4 (voir Notes 3, 4, et 8)

Automne

- [NURS 485 - Nursing Practice in a Focused Area](#) (voir Note 9)

Hiver

- ~~SC INF 422 – Questions contemporaines en éthique et droit de la santé~~ OU
- [PHILE 386 - La bioéthique](#) (voir Note 6)
- [SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique](#)

Notes :

- Dépendant du résultat du test de placement, la Faculté Saint-Jean déterminera parmi les trois options suivantes, celle que devra choisir l'étudiant :
- La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
- L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
- La langue d'enseignement des cours avec le sigle SC INF est le français.
- Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.
- La Faculty of Nursing déterminera quel cours les étudiants prendront.
- L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.
- La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.
- L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.

Automne

- [NURS 485 - Nursing Practice in a Focused Area](#) (voir Note 9)

Hiver

- [PHILE 386 - La bioéthique](#) (voir Note 6)
- [SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique](#)

Notes :

1. Dépendant du résultat du test de placement, la Faculté Saint-Jean déterminera parmi les trois options suivantes, celle que devra choisir l'étudiant :
2. La langue d'enseignement des cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
3. L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
4. La langue d'enseignement des cours avec le sigle SC INF est le français.
5. Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.
6. La Faculty of Nursing déterminera quel cours les étudiants prendront.
7. L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.
8. La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.
9. L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.

- Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.

10. Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.

Les étudiants qui ont commencé leurs études à l'automne 2017 seront dirigés vers le nouveau curriculum comme suit:

Delete entire section

Année 1

Automne

- **ANATE 140 – Anatomie**
- **ANGL 126 – Exploring Writing Studies OU**
- **FRANC 226 – Maîtrise du français**
- **MICRE 133 – Microbiologie Médicale pour Infirmières**
- **SOCIE 100 – Introduction à la sociologie**

Automne/Hiver

- **PHYSE 152 – Physiologie**

Hiver

- **FRANC 227 – Consolidation linguistique pour l'éducation et la santé**
- **PSYCE 106 – Principes psychologiques pour les infirmières**
- **SC PO 320 – La politique du système de santé au Canada**
- **STATQ 151 – Introduction à la statistique appliquée I**

Printemps/Été

- **ANGL 1XX (★3) OU**
- **FRANC 232 – Techniques de rédaction OU**
- **Option libre (★3) (voir Note 1)**

Année 2 (voir Notes 2 and 3)

Automne

- **NURS 110 – Foundations for Success in Nursing**
- **NURS 125 – Nursing Practice – Health Assessment and Nursing Process**

- [SC INF 223 – Les fondations des sciences infirmières I/II](#)
- [SC INF 221 – Introduction à la pratique infirmière](#)

Deux trimestres

- [NURS 216 – Pathophysiology and Pharmacology II](#)

Hiver

- [NURS 224 – Foundations of Nursing III](#)
- [NURS 225 – Introduction to Acute Care Nursing Practice](#)
- [SC INF 301 – Recherche en sciences infirmières](#)

Printemps/Été

- [SCSOC 222 – Santé des Autochtones et conceptions du bien vivre](#)

Année 3 (voir Notes 3, 4 and 5)

Automne

- [NURS 321 – Advanced Acute Care Nursing Practice I](#)
- [NURS 323 – Community Nursing through the Lifespan](#)
- [SC INF 200 – L'innovation, la réflexion, et le leadership dans le contexte des systèmes](#)

Hiver

- [NURS 325 – Advanced Acute Care Nursing Practice II](#)
- [NURS 327 – Mental Health and Wellness in Nursing OU \(see Note 6\)](#)
- [SC INF 327 – Santé mentale et bien-être en soins infirmiers](#)
- [NURS 400 – Leadership in Nursing and Interprofessional Practice](#)

Printemps/Été

Option libre (★3) (voir Note 1)

Année 4 (voir Notes 3, 4 and 7)

Automne

- [NURS 485 – Nursing Practice in a Focused Area \(see Note 8\)](#)

Hiver

- [PHIL 386 – La bioéthique](#)
- (see Note 9) OU
- [SC INF 422 – Questions contemporaines en éthique et droit de la santé](#)
- [SC INF 425 – Le leadership en sciences infirmières dans un domaine spécifique](#)

Notes

- La langue d'enseignement des tous les cours optionnels est le français et l'étudiant doit choisir normalement cette option libre parmi les cours offerts en français à la Faculté Saint-Jean.
- L'étudiant doit réussir tous les cours de l'année 1 avant de pouvoir s'inscrire dans l'année 2.
- La langue d'enseignement des cours avec le sigle SC INF est le français
- La séquence de ces cours peut varier dépendant de la disponibilité des stages cliniques.
- L'étudiant doit réussir tous les cours de l'année 2 avant de pouvoir s'inscrire dans l'année 3.
- La Faculty of Nursing déterminera quel cours les étudiants prendront.
- Dans la mesure du possible, ce cours sera offert par la Faculty of Nursing en français. Quand il est offert en français, les étudiants inscrits dans le programme bilingue en sciences infirmières doivent suivre le cours en français.
- L'étudiant doit réussir tous les cours de l'année 2 et 3 avant de pouvoir s'inscrire dans l'année 4.
- Dépendant de la performance académique et clinique et la disponibilité des stages, l'étudiant peut choisir de compléter le stage pratique avancé dans un milieu bilingue ou francophone à l'extérieur d'Edmonton.
- La Faculty of Nursing déterminera quel cours les étudiants prendront.

CURRENT (English)**Bachelor of Science in Nursing (Bilingual)
General Information
Course sequence****Year 1****Fall Term**

- [ANATE 140 - Anatomie](#)
- [FRANC 224 - Maîtrise du français pour les sciences infirmières](#)
- [MICRE 133 - Microbiologie Médicale pour Infirmières](#)
- [SC INF 110 - Fondements du succès en soins infirmiers](#)
- [SOCIE 100 - Introduction à la sociologie](#)

Fall/Winter

- [PHYSE 152 - Physiologie](#)

Winter Term

- [ANGL 126 - Exploring Writing Studies](#)
- [NURS 125 - Nursing Practice - Health Assessment and Nursing Process](#)
- [PSYCE 106 - Principes psychologiques pour les infirmières](#)
- [STATQ 151 - Introduction à la statistique appliquée I](#)

Spring/Summer

- [FRANC 232 - Techniques de rédaction](#) OR
- ANGL 1XX (★3) OR
- Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)**Fall Term**

- ~~[SC INF 200 – L'innovation, la réflexion, et le leadership dans le contexte des systèmes](#)~~
- [SC INF 223 - Les fondations des sciences infirmières I/II](#)

PROPOSED (English)**Bachelor of Science in Nursing (Bilingual)
General Information
Course sequence****Year 1****Fall Term**

- [ANATE 140 - Anatomie](#)
- [FRANC 224 - Maîtrise du français pour les sciences infirmières](#)
- [MICRE 133 - Microbiologie Médicale pour Infirmières](#)
- [SC INF 110 - Fondements du succès en soins infirmiers](#)
- [SOCIE 100 - Introduction à la sociologie](#)

Fall/Winter

- [PHYSE 152 - Physiologie](#)

Winter Term

- [ANGL 126 - Exploring Writing Studies](#)
- [NURS 125 - Nursing Practice - Health Assessment and Nursing Process](#)
- [PSYCE 106 - Principes psychologiques pour les infirmières](#)
- [STATQ 151 - Introduction à la statistique appliquée I](#)

Spring/Summer

- [FRANC 232 - Techniques de rédaction](#) OR
- ANGL 1XX (★3) OR
- Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)**Fall Term**

- [SC INF 205 – L'innovation, le leadership, les politiques et les organisations de soins de santé](#)
- [SC INF 223 - Les fondations des sciences](#)

- [SC INF 221 - Introduction à la pratique infirmière](#)

Two Term

-
- [NURS 216 - Pathophysiology and Pharmacology II](#)

Winter Term

-
- [NURS 224 - Foundations of Nursing III](#)
 - [NURS 225 - Introduction to Acute Care Nursing Practice](#)
 - [SC INF 301 - Recherche en sciences infirmières](#)

Spring/Summer

-
- [SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre](#)

Year 3 (see Notes 3, 4 and 5)

Fall Term

-
- [NURS 321 - Advanced Acute Care Nursing Practice I](#)
 - [NURS 323 - Community Nursing through the Lifespan](#)
 - ~~[SC INF 300 - La politique de la santé, les organisations de soins de santé, la gestion du changement](#)~~ **OR**
 - [SC PO 320 - La politique du système de santé au Canada](#) (see Note 6)

Winter Term

-
- [NURS 325 - Advanced Acute Care Nursing Practice II](#)
 - [NURS 327 - Mental Health and Wellness in Nursing](#) (see Note 6) **OR**
 - [SC INF 327 - Santé mentale et bien-être en soins infirmiers](#)
 - [NURS 400 - Leadership in Nursing and Interprofessional Practice](#)

Year 4 (see Notes 3, 4, and 8)

Fall Term

-
- [NURS 485 - Nursing Practice in a Focused Area](#)

[infirmières I/II](#)

- [SC INF 221 - Introduction à la pratique infirmière](#)

Two Term

-
- [NURS 216 - Pathophysiology and Pharmacology II](#)

Winter Term

-
- [NURS 224 - Foundations of Nursing III](#)
 - [NURS 225 - Introduction to Acute Care Nursing Practice](#)
 - [SC INF 301 - Recherche en sciences infirmières](#)

Spring/Summer

-
- [SCSOC 222 - Santé des Autochtones et conceptions du bien-vivre](#)

Year 3 (see Notes 3, 4 and 5)

Fall Term

-
- [NURS 321 - Advanced Acute Care Nursing Practice I](#)
 - [NURS 323 - Community Nursing through the Lifespan](#)
 - [SC PO 320 - La politique du système de santé au Canada](#) (see Note 6)

Winter Term

-
- [NURS 325 - Advanced Acute Care Nursing Practice II](#)
 - [NURS 327 - Mental Health and Wellness in Nursing](#) (see Note 6) **OR**
 - [SC INF 327 - Santé mentale et bien-être en soins infirmiers](#)
 - [NURS 400 - Leadership in Nursing and Interprofessional Practice](#)

Year 4 (see Notes 3, 4, and 8)

Fall Term

-
- [NURS 485 - Nursing Practice in a Focused Area](#)

Winter Term

- [PHILE 386 - La bioéthique](#) (see Note 6) **OR**
- [SC INF 422 - Questions contemporaines en éthique et droit de la santé](#)
- [SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique](#)

Notes:

1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
3. "SC INF" denotes nursing courses where French is the primary language of instruction.
4. Courses may be configured differently depending on clinical placement availability.
5. To proceed to Year 3 students must have passed all Year 2 courses.
6. The Faculty of Nursing will determine which course students will take.
7. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8. To proceed to Year 4, students must have passed all Year 2 and 3 courses
9. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.

Students who began study in Fall 2017 will transition to the new curriculum as follows:

Year 1

Fall Term

- [ANATE 140 - Anatomie](#)
- [ANGL 126 - Exploring Writing Studies](#) **OR**
- [FRANC 226 - Maîtrise du français](#)
- [MICRE 133 - Microbiologie Médicale pour Infirmières](#)

Winter Term

- [PHILE 386 - La bioéthique](#) (see Note 6) **OR**
- [SC INF 425 - Le leadership en sciences infirmières dans un domaine spécifique](#)

Notes:

1. The language of instruction of all electives must be French and electives are normally taken at Faculté Saint-Jean.
2. To proceed to Year 2 students must have passed all Year 1 courses.
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7. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
8. To proceed to Year 4, students must have passed all Year 2 and 3 courses
9. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.

Delete entire section

- [SOCIE 100 – Introduction à la sociologie](#)

Fall/Winter

- [PHYSE 152 – Physiologie](#)

Winter Term

- [FRANC 227 – Consolidation linguistique pour l'éducation et la santé](#)
- [PSYCE 106 – Principes psychologiques pour les infirmières](#)
- [SC PO 320 – La politique du système de santé au Canada](#)
- [STATQ 151 – Introduction à la statistique appliquée I](#)

Spring/Summer

- [FRANC 232 – Techniques de rédaction](#) **OR**
- [ANGL 1XX \(★3\)](#) **OR** Elective (★3) (see Note 1)

Year 2 (see Notes 2 and 3)

Fall Term

- [NURS 110 – Foundations for Success in Nursing](#)
- [NURS 125 – Nursing Practice – Health Assessment and Nursing Process](#)
- [SC INF 223 – Les fondations des sciences infirmières I/II](#)
- [SC INF 221 – Introduction à la pratique infirmière](#)

Two Term

- [NURS 216 – Pathophysiology and Pharmacology II](#)

Winter Term

- [NURS 224 – Foundations of Nursing III](#)
- [NURS 225 – Introduction to Acute Care Nursing Practice](#)
- [SC INF 301 – Recherche en sciences infirmières](#)

Spring/Summer

- [SCSOC 222 – Santé des Autochtones et](#)

conceptions du bien-vivre

Year 3 (see Notes 3, 4 and 5)

Fall Term

- NURS 321 – Advanced Acute Care Nursing Practice I
- NURS 323 – Community Nursing through the Lifespan
- SC INF 200 – L'innovation, la réflexion, et le leadership dans le contexte des systèmes

Winter Term

- NURS 325 – Advanced Acute Care Nursing Practice II
- NURS 327 – Mental Health and Wellness in Nursing OR
- SC INF 327 – Santé mentale et bien-être en soins infirmiers
- NURS 400 – Leadership in Nursing and Interprofessional Practice

Spring/Summer

Elective (★3) (see Note 1)

Year 4 (see Notes 3, 4 and 7)

Fall Term

- NURS 485 – Nursing Practice in a Focused Area (see Note 8)

Winter Term

- PHILE 386 – La bioéthique (see Note 9) OR
- SC INF 422 – Questions contemporaines en éthique et droit de la santé
- SC INF 425 – Le leadership en sciences infirmières dans un domaine spécifique

Notes

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6. The Faculty of Nursing will offer this course in French whenever possible. When offered, students in the Bilingual Nursing Program must take this course in French.
7. To proceed to Year 4, students must have passed all Year 2 and 3 courses.
8. Based on academic and clinical performance, and on availability of placements, students may elect to complete the senior practicum in a bilingual or francophone milieu outside of Edmonton.
9. The Faculty of Nursing will determine which course students will take.

Submitted by: Dr. D. Mounsef

Approved by: FSJ Executive Committee on behalf of Faculté Saint-Jean Council

Date: January 11, 2022

Date: January 7, 2022

Rationale for change:

The changes were made in consultation with the Faculty of Nursing.

The changes to the Bachelor of Science in Nursing (Bilingual) program are simply housekeeping in various courses (SC INF 200, 205, 300, 422). There are also changes in the reallocation of credits (NURS 321/ NURS 323; SC INF 327/NURS 325) in the third year that will provide students with more time in acute care to be well prepared for the practicum. In the fourth year, the leadership course (SC INF 425) has been reduced from 300 hours to 200 hours, a new course INT D 420 Equity, Diversity, Inclusivity in Global Health will be offered as it provides an EDI perspective.

Faculty of Nursing Approvals:

Undergraduate Curriculum Committee - 05 October 2021

Faculty Caucus Discussed - 20 October 2021

Faculty of Nursing Council Approved - 26 October 2021

FINAL Item No. 7

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Exploration Credits Policy
---------------------	-------------------------------------

Motion

<p>THAT the GFC Programs Committee recommend General Faculties Council approve the proposed Exploration Credits policy, as set forth in the attached documents, for implementation starting Fall Term 2022.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter(s)	Norma Rodenburg, Deputy Registrar Abner Monteiro, Vice President Academic, UA Students' Union

Details

Office of Administrative Responsibility	Office of the Provost and VP Academic
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is to adopt an Exploration Credits policy at the University of Alberta.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Facilitating opportunities for interdisciplinary studies is one of the objectives of the University of Alberta's strategic plan and is a topic of great interest to the Office of the Provost, the Office of the Registrar and the University of Alberta Students' Union. We have been working collaboratively to create concrete action that will support interdisciplinarity and have found that one of the main challenges to interdisciplinarity is that many students hesitate to explore elective classes outside of their field of study for fear of risking their GPA. One way to encourage students to explore new fields of study is to eliminate that risk to their GPA by allowing them to request certain open elective courses be approved as exploration credits. Similar programs have been adopted to varying degrees across other U15 institutions in Canada.</p> <p>When a course has been approved as an exploration credit, the letter grade that the student receives at the end of the course would be converted into a corresponding credit (CR) or no-credit (NC) notation on their transcript. This CR/NC notation for exploration credits would follow the regulations already in place for CR/NC notation at the U of A, most notably that it will not be included as part of the student's GPA calculation.</p> <p>These exploration credits have several eligibility requirements and/or restrictions including:</p> <ol style="list-style-type: none"> 1. Applicable to undergraduate students only 2. Applicable to courses that are open electives within a student's program

Item No. 7

	<ol style="list-style-type: none"> 3. A maximum of 12 credits within a four- or five-year degree program (e.g. after degrees would be excluded) 4. A maximum of 3 credits per term and a maximum of 6 credits per academic year (Fall, Winter, Spring, Summer terms) 5. Faculties may request that certain program requirements that are not open electives be made eligible for exploration credits. 6. Faculties may request that certain programs or courses be made ineligible for exploration credits 7. Once a letter-grade has been converted to CR/NC notation on the transcript, it can not be changed back. <p>A comprehensive communication strategy will be developed upon approval to ensure that students, staff and faculty are aware that this optional grading policy exists, and the benefits and risks that could come with it.</p> <p>The planned implementation date for this Exploration Credits policy is Fall Term 2022.</p> <p>As this policy will include new deadlines, a separate motion to add these deadlines to the Academic Schedule will also be presented to GFC when this proposal is sent for final approval. The proposed changes to the Academic Schedule have been included here for information.</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"> • University of Alberta Students' Union – Rowan Ley, Abner Monteiro • Office of the Registrar – Melissa Padfield, Norma Rodenburg, Carlo Dimailig • Office of the Provost – Janice Causgrove Dunn, Kathleen Brough
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • University Governance – Kate Peters, Heather Richolt • Office of the Registrar – Records, Registration, and Fees; Information Systems and Business Development • Student Service Centre • Information Services and Technology • Committee on the Learning Environment (CLE) - Oct. 27, 2021; Jan. 26, 2022 • RO Student Advisory Committee - Nov. 2, 2021 • Council on Student Affairs - Nov. 4, 2021
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Deans Council
Approval Route (Governance)	For discussion:

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(including meeting dates)	<ul style="list-style-type: none"> • Program Support Team - Undergraduate and Non-Credit - Oct. 28, 2021 • Programs Committee (for discussion) - Nov. 18, 2021 • GFC (for electronic feedback) - Nov. 29, 2021 • Programs Committee (for discussion) - Jan. 13, 2022 • Program Support Team - Undergraduate and Non-Credit - Jan. 20, 2022 • GFC (for discussion) - Jan. 31, 2021 <p>For action:</p> <ul style="list-style-type: none"> • GFC Programs Committee (for recommendation) - Feb. 10, 2022 • GFC (for approval) - Mar. 21, 2022
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>17. Objective: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <p>I. Strategy: 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.</p> <p>II. Strategy: 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>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="border: none; 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 type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].		

Attachments (each to be numbered 1 - <>)

1. Calendar Proposal for Exploration Credits - Academic Regulations (*for recommendation*)
2. Calendar Proposal for Exploration Credits - Academic Schedule (*for information only*)

Prepared by:

Norma Rodenburg, Deputy Registrar, norma.rodensburg@ualberta.ca
Carlo Dimailig, University Calendar Editor, carlo@ualberta.ca

Exploration Credits - Academic Regulations

Version: For Final Approval - February/March 2022

Revisions include:

- New maximums per term and per academic year
- Opt-in option for program requirements that are not open electives
- Changes to the list of student categories that are not eligible
- Removal of administrative details that will instead appear on a webpage

Current	Proposed
https://calendar.ualberta.ca/content.php?catoid=34&navoid=10107#evaluation-procedures-and-grading-system	
<p>Academic Regulations ...</p> <p>Evaluation Procedures and Grading System ...</p>	<p>Academic Regulations ...</p> <p>Evaluation Procedures and Grading System ...</p> <p>Exploration Credits</p> <p>In order to explore interdisciplinarity without risking potential negative impact to their GPA, undergraduate students may request to receive exploration credits for a limited number of open elective courses.</p> <p>When a student requests and is approved for an exploration credit, the letter grade they receive in the approved course will be replaced with a credit/no-credit (CR/NC) notation on their transcript.</p> <p>Regulations and procedures specific to exploration credits do not apply to other courses that are normally graded as credit/no-credit or pass/fail. For more information on grades, see <u>Evaluation Procedures and Grading System</u>.</p> <p>For more information, including frequently asked questions, see <u>Exploration Credits</u> on the Office of the Registrar web page.</p> <p>Eligibility Undergraduate students in a 4-year degree program or a 5-year combined degree</p>

program may receive a maximum of 12 units of exploration credits. This 12-unit maximum is per student and does not reset if a student transfers to a different degree program.

Students may take a maximum of 3 units of exploration credits per term, and a maximum of 6 units of exploration credits per academic year.

For the purpose of eligibility for exploration credits, an open elective is defined as a course that a student must take to complete program requirements where a course designator or a specific subject area is not listed (e.g., free electives, open electives, courses from a specific faculty, courses at a 100-level, etc.).

Normally, exploration credits can not be used for program requirements where a course designator or a specific subject area is listed. In some cases, a faculty may designate program requirements that are not open electives to be eligible for exploration credits.

The following categories of students are not eligible for exploration credits:

- Students on academic probation
- Students registered in an Open Studies program
- Graduate students

Additional restrictions on which programs or courses are eligible for exploration credits may also be approved by faculties.

For more information on course and program eligibility, see Exploration Credits on the Office of the Registrar web page.

Procedures for Exploration Credits

Students can submit their request for exploration credits in Bear Tracks. The deadline to apply for exploration credits can be found in the Academic Schedule.

During the course, instructors will not be informed as to which type of grading notation each student will receive. Students who have

requested to receive exploration credits will be required to complete the same course components and assessments as students who are being assessed a letter grade.

The conversion of letter grades to CR/NC notation will happen after the letter grades are assigned. Grades of D or higher will receive the Credit (CR) notation on the student's transcript. Grades of F will receive the No-Credit (NC) notation.

Courses with CR notation will count towards total units completed. Courses with NC notation will count as units failed. CR/NC notations do not have a GPA and are not included in any GPA calculation. Additional information regarding CR/NC grades can be found in [Evaluation Procedures and Grading System](#).

Once letter grades have been converted, only the CR/NC notation will appear on the student's transcript. **An open elective that has been approved as an exploration credit and assigned CR/NC notation on the student's transcript cannot be changed back to a letter grade in the future.**

Students who have passed a course (whether graded or CR/NC) may not repeat it. Students who have failed a course once (whether graded or CR/NC), may request CR/NC notation for their second attempt. Exceptions to the above and additional information can be found in the University's Regulations on [Reregistration in Courses](#).

Requesting or receiving approval for exploration credits will not change the tuition or fees associated with the course.

Student Responsibility and Future Impact
When requesting exploration credits, it is the student's responsibility to ensure the following conditions are met:

- Their program is eligible for exploration credits

<p>Examinations (Exams) ...</p>	<ul style="list-style-type: none"> - The course is eligible for exploration credits - The course is an open elective for their program. Alternatively, if it is not an open elective, it has been approved for exploration credits by the faculty. - The current request will not put them above any of the term, year, or program maximums. <p>If the above conditions are not met, it may result in the request for exploration credits being denied or course requirements being deemed incomplete when they are being reviewed for convocation.</p> <p>Switching from letter grades to CR/NC notation may also have potentially negative impact on:</p> <ul style="list-style-type: none"> - Transferring to other programs or institutions that do not accept CR/NC grades - Admission to professional programs or graduate school - Scholarship or financial aid eligibility <p>As potential negative impacts are unique to each student and cannot be foreseen by the University of Alberta, it is the student's responsibility to consider all factors when making the decision to switch from letter grade to CR/NC notation.</p> <p>Students are encouraged to review the Exploration Credits webpage for more information and/or consult with an academic or financial advisor before submitting their request.</p> <p>Examinations (Exams) ...</p>
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Exploration Credits - Academic Schedule

Version: For Final Approval - February/March 2022

PROPOSED: New Additions to the Academic Schedule 2022-2023

October 2022

7 Last day to apply for Exploration Credits for 6-week courses offered in the first half of the Fall Term.

December 2022

1 Last day to apply for Exploration Credits for 6-week courses offered in the second half of the Fall Term

1 Last day to apply for Exploration Credits for 13-week courses offered in Fall Term

January 2023

18 Last day to apply for Exploration Credits for Fall/Winter two-term courses

February 2023

13 Last day to apply for Exploration Credits for 6-week courses offered in the first half of the Winter Term.

April 2023

4 Last day to apply for Exploration Credits for 6-week courses offered in the second half of the Winter Term

4 Last day to apply for Exploration Credits for 13-week Winter Term courses

May 2023

19 Last day to apply for Exploration Credits for 3-week courses offered in the first half of the Spring Term

June 2023

7 Last day to apply for Exploration Credits for 6-week Spring Term courses

7 Last day to apply for Exploration Credits for 3-week courses offered in the second half of the Spring Term

July 2023

24 Last day to apply for Exploration Credits for 3-week courses offered in the first half of the Summer Term

August 2023

9 Last day to apply for Exploration Credits for 6-week Summer term courses

10 Last day to apply for Exploration Credits for 3-week courses offered in the second half of the Summer Term

PROPOSED: Dates and Deadlines from Fall 2022/Winter 2023 Terms

Exploration Credits

	13-week classes	December 1, 2022
	First half 6-week classes	October 7, 2022
	Second half 6-week classes	December 1, 2022
Winter Term	13-week classes	April 4, 2023
	First half 6-week classes	February 13, 2023
	Second half 6-week classes	April 4, 2023
Fall/Winter Terms (A/B part classes)		January 15, 2023

PROPOSED: Dates and Deadlines from Spring/Summer 2023 Terms
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Exploration Credits

Spring Term	6-week classes	June 7, 2023
	First half 3-week classes	May 22, 2023
	Second half 3-week classes	June 7, 2023
Summer Term	6-week classes	August 9, 2023
	First half 3-week classes	July 24, 2023
	Second half 3-week classes	August 10, 2023
Spring/Summer terms (13 week A/B, part classes)	<u>Deadline dates will be available on website.</u>	

FINAL Item No. 8
**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to the Embedded Certificate in Sustainability, Faculty of Agricultural, Life, and Environmental Sciences
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Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, proposed changes to the embedded Certificate in Sustainability, as submitted by the Faculty of ALES to take effect in fall 2022.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Stan Blade, Dean, Faculty of ALES
Presenter(s)	Nat Kav, Associate Dean (Academic), Faculty of ALES Robert Summers, Academic Director of the Sustainability Council

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	To make changes to the requirements of the embedded Certificate in Sustainability.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The program team of staff and faculty responsible for the delivery of the CIS undertook a review of the program, which included research on other certificate programs on campus, engagement with current students, engagement with Faculties involved in the CIS, as well as research on similar programs across the discipline. This review identified opportunities to improve the program.</p> <p>The opportunities to improve the program fall into four categories each of which are discussed further below:</p> <ul style="list-style-type: none"> • Improving the integrity of the CIS • Maintaining access and flexibility • Improving the integrative project aspect of the program • Adding additional program requirements to better align with U of A guidelines for certificate programs <p><u>Certificate Integrity, Accessibility, and Flexibility</u> To be meaningful, the CIS must ensure that students who have received the Certificate have received an adequate level of education on sustainability.</p> <p>In the University of Alberta CIS, the core courses are intended to provide this education providing students with an understanding of the interconnection between social, environmental, and economic sustainability, and empowering them to integrate sustainability-related learnings into their other sustainability related courses and applicable courses throughout their degree program. The current breadth of courses offered in the CIS as core courses would allow some students to receive the Certificate without having been provided with an adequate level of introduction to sustainability as a concept.</p>



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The proposed solution is that the CIS move to having a single *3 core course requirement with a narrow selection of core courses that are available to a wide range of students. To facilitate that, the Sustainability Council has developed and is offering a new core sustainability course (SUST 201) and will work to ensure that this course is available to a broad range of students from various academic programs. This will include working at a program-by-program level to add the course to existing calendar requirements where that would be beneficial. This list of core courses will include SUST 201 plus a small number of courses from across the university that provide students with a strong background in sustainability (Ren R 260, HGP 250, SOC 291, and others - this list is currently being developed). Note that several comparable Canadian institutions have foundational core courses that form the basis of their Certificates in Sustainability.

The program will then add a requirement for *3 in courses that are under the heading of "Sustainability Focused Courses". These courses are those that are focused upon a core aspect of sustainability, but that do not give the comprehensive overview and depth that courses designated as core sustainability courses do. This list of courses will include approximately 30 courses. The sustainability focused courses will include all SUST courses being developed (outlined below), but will exclude SUST 201 and the core courses listed directly above.

The program will be rounded out by requiring *6 in "Sustainability Option Courses" which may be more narrowly focused on a specific aspect or topic related to Sustainability. This will include many of the current courses listed as either core or sustainability courses in the existing certificate program. Note that students could use higher tier requirements to fulfill lower tier ones. A strength of the program for students is its flexibility, which allows it to synergize with many students' programs. The proposed approach works to balance the Certificate integrity while still allowing students in most programs to be able to tailor their degree to receive the Certificate without taking any additional classes.

Integrative Project and Additional Requirements

The integrative project component is designed to have students engage in an in-depth sustainability experience, and examine this experience from a multidisciplinary perspective, while also having the flexibility to perform their project on a topic of their choosing which is relevant to their degree and interests. Students are required to engage in 25 outside-of-the-classroom hours on their project, which can be based on any sustainability topic or experience provided that they root their project in knowledge obtained in one or more courses at the University of Alberta. Under the new proposal, this model will continue, but the option of completing the integrative project through a directed study course (Sust 410) has been added.

We also propose adding an additional requirement for Certificate students will be to attend 12 hours of lectures/workshops related to sustainability outside of their course work. There will be the option to

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	fulfill this requirement using the Sustainability Lecture Series offered by the Sustainability Council (where there will be sign up processes to record student attendance). Students will also be able to submit sessions that they attend outside of that series through an online form.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Scott Jeffrey/ Nat Kav (ALES Assc. Dean) • John Parkins (ALES Chair of REES) • Frank Robinson (ALES) • Robert Summers (Science; Sustainability Council, ALES) • Howie Harshaw (KSR & Academic Advisor for Certificate in Sustainability)
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • All members of Dean's Council (including all Campus Deans) in Deans' Council plus some additional conversations as requested (Arts, Science, ALES, CSJ, and Augustana) • Students in the program through direct engagement sessions • Undergraduate Program Support Team (PST), January 20, 2022
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • Circulated to Affiliates of the Sustainability Council for comments and feedback (104 faculty members)
Approval Route (Governance) (including meeting dates)	ALES Academic Coordinating Committee (March 31, 2020) *Note that this was part of an approval that included the new SUST designator and courses and it was decided to submit these in subsequent years as opposed to all at once to allow for a more staged implementation. GFC Programs Committee, February 10, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	The proposal is directly in support of objectives 7, 14, 17, and 20.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee	

Attachments (each to be numbered 1 - <->)

1. Sustainability Certificate

Prepared by: Robert Summers, Academic Director of the Sustainability Council

Faculty: Agricultural, Life and Environmental Sciences
Submitted by: Robert Summers (Academic Director, U of A Sustainability Council)
Type of change request: <input type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input checked="" 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? 2022/23

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=38111&returnto=10263
To indicate requested changes, you can use track changes or comparative table formats below

Certificate in Sustainability

The Certificate in Sustainability ~~will provide~~s undergraduate students a chance to learn and apply sustainability knowledge, and formal recognition for ~~the that~~ knowledge. Students can learn more about the Certificate in Sustainability, enroll, or find contact information on the website of the Sustainability Council at the University of Alberta. ~~about sustainability that they have acquired during the course of their academic career. The certificate will indicate to employers that the student has gained a baseline understanding of sustainability which complements their primary areas of expertise.~~

~~The Faculty of Agricultural, Life and Environmental Sciences is the administrative unit for the Certificate in Sustainability, although students who earn this certificate can take courses from other participating Faculties offering courses that can be counted toward the certificate. Normally the requirements for the Certificate in Sustainability can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for their degree program in order to qualify for both the degree and the certificate. The Certificate in Sustainability will be available to undergraduate students who are enrolled in degree programs offered by participating Faculties.~~

~~While completing the undergraduate program in their respective Faculties, students will be required to complete a minimum of ★12 from a list of designated courses. These courses will be categorized into two categories: "Core courses" and "Electives." Students will be required to complete at least ★6 in each category. In addition, students will complete a final "integrative project" worth ★3, which will engage directly with the core features of sustainability and serve as the de facto "capstone" experience for participating undergraduate students.~~

~~Students will be asked to complete an "intention to complete the certificate" form available at the University of Alberta Sustainability Council's website: www.ualberta.ca/sustainability and the Faculty of Agricultural, Life and Environmental Sciences (ALES) website: www.ales.ualberta.ca.~~

~~Application for the certificate is made to the ALES's Student Services office: www.ualberta.ca/agriculture-life-environment-sciences/student-services by February 1 for Spring Convocation and September 1 for Fall Convocation. At present, this certificate is not available to students who have already completed their degrees or who are not receiving a degree at the appropriate convocation.~~

~~For information about the Certificate in Sustainability, contact: Student Services, ALES, 2-06 Agriculture Forestry Centre, www.ualberta.ca/agriculture-life-environment-sciences/student-services or contact the Academic Director with the University of Alberta Sustainability Council www.ualberta.ca/sustainability/about/contact~~

Students may pursue the Certificate in Sustainability by fulfilling existing requirements for their undergraduate degree majors, minor or honors in their respective disciplines and by completing the following:

1. A ~~★6-3 in a Sustainability Core Course~~ ~~core courses~~ from the preapproved list published by the Sustainability Council of academic courses listed by the Office of Sustainability and the Faculty of Agricultural, Life and Environmental Sciences.
2. A ~~★3 in a Sustainability Focused Course~~ ~~6 in elective courses~~ from the preapproved list of academic courses published by the Sustainability Council by the Office of Sustainability and the Faculty of Agricultural, Life and Environmental Sciences
3. ★6 in Sustainability Related Courses from the pre-approved list published by the Sustainability Council.
4. ★3 in a An integrative project to be approved by Office of the Sustainability Council Academic Director or designate(s). (see notes 3 and 4).
- 3.5. Attendance at 12 hours of approved sustainability lectures/workshops outside of coursework (see note 79).

Notes

1. A maximum of ★3 from any given course can be used for the certificate.
2. No more than ★63 of the ★45-12 may be transfer credits from other postsecondary institutions.
3. The integrative project allows students to delve deeper into an aspect or application of sustainability, and serves as a 'capstone' experience. For the integrative project, a student is required to complete a project outside of the classroom (project cannot count for academic credit) that:
 - Applies sustainability tools/frameworks to a topic in their field, OR
 - Applies tools/frameworks from their discipline to a topic in sustainability.

With the exception of SUST 410, projects are normally completed outside of a course. For specifics and up-to-date information on the requirements of the integrative project, consult the Sustainability Council Certificate in Sustainability page.
3. ~~★3 "integrative project". The final project will engage directly with the core features of sustainability and will serve as the de facto "capstone" experience for participating undergraduates. The certificate stresses the importance of projects that involve community engagement, the testing of, or the implementation of concepts learned in the classroom.~~
Forms that the integrative project can take include:
 - ~~A field course~~
 - ~~An internship~~
 - ~~A Community Service Learning (CSL) course~~
 - ~~An Undergraduate Research Initiative (URI) supported research project~~
 - ~~A course that explicitly includes a student-led research project~~
 - ~~Independent study with a professor that involves research outside the University~~
4. Project presentation. All students that participate in the Certificate will be required to present their integrative project findings in a manner approved by the Sustainability Council Academic Director or designate(s). This requirement may be waived for some SUST 410 projects, in poster presentations, at periodic undergraduate presentation events hosted by the University of Alberta (e.g. URI, CSL, or Office of Sustainability).
5. The certificate will be awarded at the time the students earn their undergraduate degree.
6. ~~Must Students must be enrolled in a major that is part of the participating Faculties.~~
~~Students must be in good academic standing at the time they register for the certificate and they must maintain good academic standing as they pursue the certificate. Students must maintain the minimum GPA for continuation in their respective programs.~~
6. No more than two courses (★6) may overlap with the requirements of another certificate.

7. Students should see the Sustainability Council website for information on pre-approved sustainability lectures and workshops. Students may also submit outside lectures/presentations for approval (see the Sustainability Council website for more information).

7-8. Students should register for the certificate no later than 6 months before their expected graduation and may not be able to be accommodated later than that point.

~~Students will be required to register for the certificate no later than September 30 of their third year, or at completion of ★60 if studying part-time. No more than half of the course requirements for this certificate may overlap with the requirements of another certificate. This certificate is conceived as an interdisciplinary one, and at least one of the courses in the certificate must be taken from an outside Faculty. Indeed, this certificate encourages students to undertake an interdisciplinary approach to education.~~

Rationale

These changes are being made to ensure that all students who proceed through the Certificate in Sustainability acquire an adequate foundation of knowledge in interdisciplinary approaches to sustainability to benefit from the certificate and ensure the integrity of the CIS credential. These changes also align the certificate with The University HandBook on Certificate Development.

Detailed Rationale (for ALES internal use)

To expand on the above, these changes help to ensure that students going through the CIS acquire at least one course that addresses foundational aspect of sustainability learning plus additional courses with a sustainability focus. The addition of required attendance at outside lectures helps to ensure students are engaging with sustainability outside of their coursework. The changes to the integrative project (removing the associated course requirement) is a pragmatic issue reflecting that the integrative project is in addition to coursework and does not need to be closely related to a single course. Note that students who want to do the integrated project as a directed study course can choose to do so using SUST 410.

Reviewed/Approved by:

Notes:

- Multiple Calendar pages can be submitted on one form by copying the Calendar Copy (and Rationale) sections
- When sending requests to calendar@ualberta.ca, please leave this form in .docx format
- To make a course change request, see the [Calendar Guide](#) for the course change form

FINAL Item No. 9

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Admission and Program Requirements and Academic Standing Regulations for Graduate Programs in Dentistry
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Motion

<p>THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached suite of admission and program requirements and academic standing regulations for graduate programs in the School of Dentistry, for implementation upon final approval and inclusion in the 2022-2023 <i>Calendar</i>.</p>
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Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Carlos Flores-Mir, Graduate Coordinator - Dentistry
Presenter(s)	Carlos Flores-Mir, Graduate Coordinator - Dentistry 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>	To seek approval of a suite of changes to graduate programs in the School of Dentistry
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Updates across many School of Dentistry graduate programs include clarification and changes, as noted below:</p> <ol style="list-style-type: none"> 1. Remove details about how admission GPA is calculated – link provided to Academic Requirements section in <i>Calendar</i>. <i>All programs</i>. 2. Clarity that UG degree can be in any discipline – <i>Applies to MSc Dental Hygiene, Dentistry, Oral Biology & PhD Dentistry & Oral Biology</i>. 3. “..or equivalent..” for TOEFL does not make sense. <i>Applies to MSc Dentistry, Oral Biology & PhD Dentistry & Oral Biology</i>. 4. Need for MSc degree and exception clarified. <i>Applies to all PhD programs</i>. 5. Clarification of Master Bypass option. <i>Applies to all PhD programs</i>. 6. Simplification of admission cycle’s information. <i>All programs</i>. 7. Requirement to have class ranking provided removed – not provided consistently. <i>Applies to MSc Oral Medicine, Orthodontics, Periodontics</i>. 8. Clarification on good standing requirements. <i>Applies to MSc Oral Medicine, Orthodontics, Periodontics</i>.

Item No. 9

	<p>9. Clarification on licensing requirements. <i>Applies to MSc Oral Medicine, Orthodontics, Periodontics.</i></p> <p>10. Minor course shuffling. <i>Applies to MSc Oral Medicine, Orthodontics, Periodontics.</i></p> <p>11. Requirement for potential additional courses provided (under exceptional circumstances). <i>Applies to MSc Oral Medicine, Orthodontics, Periodontics.</i></p> <p>12. Simplification of program related fees. <i>Applies to MSc Oral Medicine, Orthodontics, Periodontics.</i></p> <p>13. Removal of academic standings requirements as those are similar to the general ones in the Calendar. <i>Applies to MSc Oral Medicine, Orthodontics, Periodontics.</i></p> <p>14. Clarification which courses have to be completed before candidacy. <i>Applies to PhD Orthodontics, Periodontics.</i></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><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Dentistry Graduate Studies Committee which included a graduate student representative and our Associate Chair, Students Affairs.
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> • School of Dentistry (10 items): October 8, 2021 • Lab Med & Pathology: October 8, 2021 • Medical Sciences: October 8, 2021 • Neuroscience: October 8, 2021 • Obstetrics & Gynecology: October 8, 2021 • GPST - November 1, 2021 • PRC - January 12, 2022 • FGSR Council - January 26, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.
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Item No. 9

	Provided clarity, simplification of information provided and consistency across the different dentistry graduate programs improves the graduate student experience and by default the interaction of the graduate students with patients, university staff and the public in general.	
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 type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> UofA Calendar Faculty of Graduate Studies & Research FoMD Faculty Councils GFC Programs Committee Terms of Reference	

- A. Calendar Change: MSc Dental Hygiene
- B. Calendar Change: MSc Dentistry
- C. Calendar Change: MSc Oral Medicine
- D. Calendar Change: MSc Oral Biology
- E. Calendar Change: MSc Ortho
- F. Calendar Change: MSc Perio
- G. Calendar Change: PhD Dentistry
- H. Calendar Change: PhD Oral Biology
- I. Calendar Change: PhD Ortho
- J. Calendar Change: PhD Perio

Prepared by: Carlos Flores-Mir, Graduate Coordinator - Dentistry [carlosflores@ualberta.ca]

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www.gradstudies.ualberta.ca

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

Current	Proposed
<p>The Degree of MSc in Medical Sciences - Dental Hygiene [Graduate]</p> <p>The Department of Dentistry offers the degree of MSc in Medical Sciences - Dental Hygiene as a research-based program. This is not a clinical training program.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on a four-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. The undergraduate degree does not have to be in Dental Hygiene.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p>	<p>The Degree of MSc in Medical Sciences - Dental Hygiene [Graduate]</p> <p>The Department of Dentistry offers the degree of MSc in Medical Sciences - Dental Hygiene as a research-based program. This is not a clinical training program.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements include: include: an undergraduate degree, in any discipline, an admission GPA of at least 3.0 on a four-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, (see: Academic Requirements for details on Graduate GPA calculation).</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p>

- TOEFL (internet-based) minimum score 95 with at least 21 per section or equivalent;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

Applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic
- Applicants must identify potential research funding in their application.

Admission is dependent upon the approval of the Department of Dentistry Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

For the MSc in Medical Sciences—Dental Hygiene applications are always open. Applications received by March 1 will receive preference for Fall Term (September) admission. Applications received by June 1 will receive preference for Winter Term (January) admission.

Program Requirements

Students are required to complete a minimum of ★9 in graded coursework, consisting of ★6

- TOEFL (internet-based) minimum score 95 with at least 21 per section or equivalent;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

Applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic
- Applicants must identify potential research funding in their application.

Admission is dependent upon the approval of the Department of Dentistry Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

The application portal is open from January 1 to May 1 for September admission and May 1 to July 1 for January admission.

Program Requirements

Students are required to complete a minimum of ★9 in graded coursework, consisting of ★6

in required courses and ★3 in elective courses. The program of study is determined by the supervisor.

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Director in the Spring term.

Required courses (★6)

- DENT 542 - Research Methodology OR an equivalent research methods course
- DENT 543 - Introduction to Research Methods and Data Management
- DENT 635 - Seminars in Oral Health Sciences I OR an equivalent seminar course.
- DENT 636 - Seminars in Oral Health Sciences II OR an equivalent seminar course.

Elective courses (★3)

- Students must complete ★3 in graduate-level courses chosen in consultation with their supervisor.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to

in required courses and ★3 in elective courses. The program of study is determined by the supervisor.

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Director in the Spring term.

Required courses (★6)

- DENT 542 - Research Methodology OR an equivalent research methods course
- DENT 543 - Introduction to Research Methods and Data Management
- DENT 635 - Seminars in Oral Health Sciences I OR an equivalent seminar course.
- DENT 636 - Seminars in Oral Health Sciences II OR an equivalent seminar course.

Elective courses (★3)

- Students must complete ★3 in graduate-level courses chosen in consultation with their supervisor.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to

<p>participate in the Graduate Student Research Day.</p> <p>Length of Program</p> <p>The time required to complete the MSc will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of three years is considered normal. The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p>	<p>participate in the Graduate Student Research Day.</p> <p>Length of Program</p> <p>The time required to complete the MSc will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of three years is considered normal. The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p>
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Justification: updates made to the application deadline information

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
4. Submit to GPC for approval - September 29, 2021 - Approved
5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

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

Current	Proposed
<p>The Degree of MSc in Medical Sciences - Dentistry [Graduate]</p> <p>The Department of Dentistry offers the degree of MSc in Medical Sciences - Dentistry as a research-based program.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • TOEFL (internet-based) minimum score 95 with at least 21 per section or equivalent; 	<p>The Degree of MSc in Medical Sciences - Dentistry [Graduate]</p> <p>The Department of Dentistry offers the degree of MSc in Medical Sciences - Dentistry as a research-based program.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements include: an undergraduate degree, in any discipline, an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, (see: Academic Requirements for details on Graduate GPA calculation).</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • TOEFL (internet-based) minimum score 95 with at least 21 per section

- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

Applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic
- Applicants must identify potential research funding in their application.

Admission is dependent upon the approval of the Department of Dentistry Graduate Studies Committee and the Medical Sciences Graduate Program Committee

~~For the MSc in Medical Sciences – Dentistry applications are always open. Applications received by March 1 will receive preference for Fall Term (September) admission. Applications received by June 1 will receive preference for Winter Term (January) admission.~~

Program Requirements

Students are required to complete a minimum of ★9 in coursework, consisting of ★6 in required courses and ★3 in elective courses. The program of study is determined by the program director and supervisor (where appropriate).

- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

Applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic
- Applicants must identify potential research funding in their application.

Admission is dependent upon the approval of the Department of Dentistry Graduate Studies Committee and the Medical Sciences Graduate Program Committee

The application portal is open from January 1 to May 1 for September admission and May 1 to July 1 for January admission.

Program Requirements

Students are required to complete a minimum of ★9 in coursework, consisting of ★6 in required courses and ★3 in elective courses. The program of study is determined by the

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Coordinator in the Spring term.

Required courses (★6)

- DENT 542 - Research Methodology
- DENT 543 - Introduction to Research Methods and Data Management
- DENT 635 - Seminars in Oral Health Sciences I
- DENT 636 - Seminars in Oral Health Sciences II

Elective courses (★3)

- Students must complete ★3 in graduate-level courses chosen in consultation with the program director and their supervisor.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Length of Program

The time required to complete the MSc will vary according to the previous training of the

program director and supervisor (where appropriate).

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Coordinator in the Spring term.

Required courses (★6)

- DENT 542 - Research Methodology
- DENT 543 - Introduction to Research Methods and Data Management
- DENT 635 - Seminars in Oral Health Sciences I
- DENT 636 - Seminars in Oral Health Sciences II

Elective courses (★3)

- Students must complete ★3 in graduate-level courses chosen in consultation with the program director and their supervisor.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Length of Program

<p>applicant and the nature of the research undertaken; however, a maximum of three years is considered normal.</p> <p>The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p>	<p>The time required to complete the MSc will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of three years is considered normal.</p> <p>The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p>
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Justification: Edits were made to provide further clarity around admission deadlines and requirements.

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
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5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
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2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p data-bbox="142 716 760 793"><u>The Degree of MSc in Medical Sciences - Oral Medicine [Graduate]</u></p> <hr data-bbox="151 867 800 871"/> <p data-bbox="142 909 800 1377">The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Oral Medicine. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for Oral Medicine practice and/or an educational academic appointment. Clinical expertise is supplemented by off-service rotations in a variety of medical disciplines. This is a thesis-based program. (See Medical Sciences.)</p> <p data-bbox="142 1430 500 1461"><u>Entrance Requirements</u></p> <hr data-bbox="151 1528 800 1533"/> <p data-bbox="142 1575 800 1871">The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an average of 3.0 on a four-point scale in the last ★60 or two years of undergraduate or graduate work at the University of Alberta, or an equivalent qualification from a recognized institution.</p>	<p data-bbox="833 716 1450 793"><u>The Degree of MSc in Medical Sciences - Oral Medicine [Graduate]</u></p> <hr data-bbox="841 867 1490 871"/> <p data-bbox="833 909 1490 1377">The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Oral Medicine. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for Oral Medicine practice and/or an educational academic appointment. Clinical expertise is supplemented by off-service rotations in a variety of medical disciplines. This is a thesis-based program. (See Medical Sciences.)</p> <p data-bbox="833 1430 1190 1461"><u>Entrance Requirements</u></p> <hr data-bbox="841 1528 1490 1533"/> <p data-bbox="833 1575 1490 1818">The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an average of 3.0 on a four-point scale, (see: Academic Requirements for details on Graduate GPA calculation).</p>

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24;
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

Applicants are also required to provide the following:

- a current curriculum vitae
- a statement of intent
- three professional letters of recommendation
- an official letter ~~from their dental school noting their class ranking upon graduation from dentistry.~~
- ~~Completion of at least one year of experience as a licensed dentist within the last two years prior to applying to the program is preferred.~~
- ~~Preference will be given to candidates who have successfully completed the National Dental Examining Board of Canada's (NDEB) Certification process.~~
- ~~Before entering the program applicants must have a license to practice Dentistry in Alberta*, or must have passed the NDEB examination of Canada.~~

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24;
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

Applicants are also required to provide the following:

- a current curriculum vitae
- a statement of intent
- three professional letters of recommendation
- An official letter from the Dean of the Dental School stating that the applicant had no professional conduct issues.

- Applicants who are not licensed but are in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.
- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the Division of Oral Medicine Admissions Committee, the Department of Dentistry Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

~~*For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term.~~

Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.

- Applicants who are not licensed but are in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.
- Letter(s) of good standing from current and all previous licensing bodies. For candidates not licensed yet but in a General Practice Residency (GPR) program, a letter from the Program Director stating they are in good standing with no professional conduct issues is required.
- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the Division of Oral Medicine Admissions Committee, the Department of Dentistry Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

Applicants that are not licensed by Alberta Dental Association and College (ADA&C), need to be registered on the Education and Research Register from the ADA&C by August 1 prior to starting the program.

Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.

For the MSc in Oral Medicine the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of ★54 in required coursework as well as a thesis and also attend a specified number of seminars per year.

- Student progress will be monitored through written and/or oral assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

The program of study is determined by the Graduate Program Director in consultation with the supervisor and the supervisory committee.

Required courses (★54)

First Year (★22)

- DENT 505 - General and Oral Pathology I
- DENT 506 - General and Oral Pathology II
- DENT 514 - Oral Medicine Clinics I
- DENT 515 - Oral Medicine Clinics II

For the MSc in Oral Medicine the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of ★56 in required coursework as well as a thesis and also attend a specified number of seminars per year.

- Student progress will be monitored through written and/or oral assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

The program of study is determined by the Graduate Program Director in consultation with the supervisor and the supervisory committee.

Required courses (★56)

First Year (★24)

- DENT 543 - Introduction to Research and Data Management
- DENT 505 - General and Oral Pathology I
- DENT 506 - General and Oral Pathology II
- DENT 514 - Oral Medicine Clinics I
- DENT 515 - Oral Medicine Clinics II
- DENT 519 - Oral Medicine Clinics III

- DENT 519 - Oral Medicine Clinics III
- DENT 520 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics I
- DENT 521 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics II
- DENT 522 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics III
- DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I
- DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I
- ~~DENT 568 - Systematic Reviews/MetaAnalysis in Dentistry II~~
- DENT 607 - Advanced Oral Radiology

Second Year (★21)

- DENT 606 - Pharmacotherapeutics in Oral Medicine
- DENT 608 - Advanced Oral Pathology I
- DENT 609 - Advanced Oral Pathology II
- DENT 614 - Oral Medicine Clinics IV
- DENT 615 - Oral Medicine Clinics V
- DENT 619 - Oral Medicine Clinics VI
- DENT 620 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics IV
- DENT 621 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics V

- DENT 520 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics I
- DENT 521 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics II
- DENT 522 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics III
- DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I
- DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I
- DENT 607 - Advanced Oral Radiology

Second Year (★21)

- DENT 606 - Pharmacotherapeutics in Oral Medicine
- DENT 608 - Advanced Oral Pathology I
- DENT 609 - Advanced Oral Pathology II
- DENT 614 - Oral Medicine Clinics IV
- DENT 615 - Oral Medicine Clinics V
- DENT 619 - Oral Medicine Clinics VI
- DENT 620 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics IV
- DENT 621 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics V
- DENT 622 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics VI

- DENT 622 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics VI
- DENT 623 - Oral Medicine Seminars I
- DENT 624 - Oral Medicine Seminars II
- DENT 630 - Medically Complex Patients

Third Year (★11)

- DENT 714 - Oral Medicine Clinics VII
- DENT 715 - Oral Medicine Clinics VIII
- DENT 719 - Oral Medicine Clinics IX
- DENT 720 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics VII
- DENT 721 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics VIII
- DENT 722 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics IX
- DENT 723 - Oral Medicine Seminars III
- DENT 724 - Oral Medicine Seminars IV

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

- DENT 623 - Oral Medicine Seminars I
- DENT 624 - Oral Medicine Seminars II
- DENT 630 - Medically Complex Patients

Third Year (★11)

- DENT 714 - Oral Medicine Clinics VII
- DENT 715 - Oral Medicine Clinics VIII
- DENT 719 - Oral Medicine Clinics IX
- DENT 720 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics VII
- DENT 721 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics VIII
- DENT 722 - Temporomandibular Disorders, Orofacial Pain and Sleep-Disordered Breathing Clinics IX
- DENT 723 - Oral Medicine Seminars III
- DENT 724 - Oral Medicine Seminars IV

In exceptional circumstances, a student may be required to complete additional graduate-level coursework that is above the required program credit load in preparation to undertake their thesis research. These courses will be chosen in consultation with the student's supervisor and supervisory committee (where applicable), and approved by the department.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students must attend seminars and participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. ([University Infectious Diseases Regulation](#))
- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. ([Requirement for Police Information Checks](#)); ([Protection for Persons in Care](#))
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or

Seminars

Students must attend seminars and participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. ([University Infectious Diseases Regulation](#))
- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. ([Requirement for Police Information Checks](#)); ([Protection for Persons in Care](#))
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life

American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at [Courses](#) to find courses offered in Basic Life Support CPR for health care providers.

We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.

- Professional Standards for Students in the Faculty of Medicine and Dentistry: ([Professional and Ethical Standards](#))
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes

Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at [Courses](#) to find courses offered in Basic Life Support CPR for health care providers.

We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.

- Professional Standards for Students in the Faculty of Medicine and Dentistry: ([Professional and Ethical Standards](#))
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. ([Technical Standards](#))

expected of students. (Technical Standards)

Academic Standing Requirements

Achieving a grade below C+ in any course is a failure to meet minimum academic standards and may result in being required to withdraw from the program.

Length of Program

The time required to complete the program is three years.

The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.

Fees

In addition to the yearly tuition assessed for students enrolled in the program, there are additional costs associated with CPR training, and neuromodulator courses. All costs are estimates and subject to change and can be affected by economic conditions such as exchange rates. Students pay the fees in effect at the time of registration.

Students are responsible for purchasing intra-oral camera equipment. We will make recommendations for the preferred camera body, macro lens and ring flash systems.

The purchase of loupes and a laptop is highly recommended.

Length of Program

The time required to complete the program is three years.

The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.

Fees

Students are responsible for all program-related fees.

Justification:

Some of the previous statements were not clear enough. We have edited the texts to further imply clarity in regards to eligibility and the structure of the program.

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
4. Submit to GPC for approval - September 29, 2021 - Approved
5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

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2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

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

Current	Proposed
<p>The Degree of MSc in Medical Sciences - Oral Biology [Graduate]</p> <hr/> <p>The Department of Dentistry offers the degree of MSc in Medical Sciences – Oral Biology as a research-based program.</p> <p>Entrance Requirements</p> <hr/> <p>The Department’s minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p>	<p>The Degree of MSc in Medical Sciences - Oral Biology [Graduate]</p> <hr/> <p>The Department of Dentistry offers the degree of MSc in Medical Sciences – Oral Biology as a research-based program.</p> <p>Entrance Requirements</p> <hr/> <p>The Department’s minimum admission requirements include: an undergraduate degree, in any discipline, an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, (see: Academic Requirements for details on Graduate GPA calculation).</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p>

- TOEFL (internet-based) minimum score 95 with at least 21 per section **or equivalent;**
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

Applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic
- Applicants must identify potential research funding in their application.

Admission is dependent upon the approval of the Department of Dentistry Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

~~For the MSc in Medical Sciences—Oral Biology applications are always open. Applications received by March 1 will receive preference for Fall Term (September) admission. Applications received by June 1 will receive preference for Winter Term (January) admission.~~

Program Requirements

Students are required to complete a minimum of ★9 in coursework, consisting of ★6 in required courses and ★3 in elective courses. The program of study is determined by the

- TOEFL (internet-based) minimum score 95 with at least 21 per section;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

Applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic
- Applicants must identify potential research funding in their application.

Admission is dependent upon the approval of the Department of Dentistry Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

The application portal is open from January 1 to May 1 for September admission and May 1 to July 1 for January admission.

Program Requirements

Students are required to complete a minimum of ★9 in coursework, consisting of ★6 in required courses and ★3 in elective courses. The program of study is determined by the

program director and supervisor (where appropriate).

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Coordinator in the Spring term.

Required courses (★6)

-
- DENT 542 - Research Methodology
 - DENT 543 - Introduction to Research Methods and Data Management
 - DENT 635 - Seminars in Oral Health Sciences I
 - DENT 636 - Seminars in Oral Health Sciences II

Elective courses (★3)

-
- Students must complete ★3 in graduate-level courses chosen in consultation with the program director and their supervisor.

Thesis

-
- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to

program director and supervisor (where appropriate).

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Coordinator in the Spring term.

Required courses (★6)

-
- DENT 542 - Research Methodology
 - DENT 543 - Introduction to Research Methods and Data Management
 - DENT 635 - Seminars in Oral Health Sciences I
 - DENT 636 - Seminars in Oral Health Sciences II

Elective courses (★3)

-
- Students must complete ★3 in graduate-level courses chosen in consultation with the program director and their supervisor.

Thesis

-
- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to

<p>participate in the Graduate Student Research Day.</p> <p>Length of Program</p> <hr/> <p>The time required to complete the MSc will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of three years is considered normal.</p> <p>The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p>	<p>participate in the Graduate Student Research Day.</p> <p>Length of Program</p> <hr/> <p>The time required to complete the MSc will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of three years is considered normal.</p> <p>The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p>
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Justification: Two edits have been made; one to reflect the current application deadlines, and the other to clarify the TOEFL English Language Proficiency requirement.

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

Current	Proposed
<p><u>The Degree of MSc in Medical Sciences -</u></p> <p><u>Orthodontics [Graduate]</u></p> <hr/> <p>The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Orthodontics. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for an orthodontic practice and/or a related clinical academic appointment. The clinical requirements involve the successful completion of a selected number of teaching cases. (See Medical Sciences).</p> <p><u>Entrance Requirements</u></p> <hr/>	<p><u>The Degree of MSc in Medical Sciences -</u></p> <p><u>Orthodontics [Graduate]</u></p> <hr/> <p>The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Orthodontics. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for an orthodontic practice and/or a related clinical academic appointment. The clinical requirements involve the successful completion of a selected number of teaching cases. (See Medical Sciences).</p> <p><u>Entrance Requirements</u></p> <hr/>

The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an admission GPA of at least 3.4 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. ~~The admission GPA will be calculated on the last 60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.~~

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

All applicants are also required to provide the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- An official letter from ~~their dental school noting their class ranking upon graduation from dentistry.~~
- ~~Completion of at least one year of experience as a licensed dentist immediately prior to the start of the program is required. This experience should happen within two years of the application date.~~

The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an admission GPA of at least 3.4 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, (see: [Academic Requirements for details on Graduate GPA calculation](#)).

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- An official letter from the Dean of the Dental School stating that the applicant had no professional conduct issues.
- Letter(s) of good standing from current and all previous licensing bodies. For candidates in a GPR program, a letter from the Program Director stating they are in good standing with no professional conduct issues is required.

- Preference will be given to candidates who have successfully completed the National Dental Examining Board of Canada's (NDEB) Certification process.
- Before entering the program, applicants must have a license to practice Dentistry in Alberta, or must have passed the NDEB examination of Canada.
- Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues
- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the **Division of Orthodontics Selection** Committee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term. Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.

For the MSc in Orthodontics the application deadline is September 1 for the following September admission.

Program Requirements

- Applicants that are not licensed by Alberta Dental Association and College (ADA&C), need to be registered on the Education and Research Register from the ADA&C by August 1 prior to starting the program.

- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the **Graduate Orthodontics Admission Sub**Committee, the Department of Dentistry's Graduate Studies Committee, and the Medical Sciences Graduate Program Committee.

For the MSc in Orthodontics the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of ★72 in required coursework. The program also consists of seminars, a clinical component and a thesis. Student progress will be monitored through written and/or oral external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

The program of study is determined by the Graduate Program Director in consultation with the supervisor and supervisory committee.

Student progress may be monitored through written and/or oral assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

Required courses (★72)

First Year (★28)

- DENT 512 - Orthodontic Clinics I
- DENT 513 - Orthodontic Clinics II
- DENT 518 - Orthodontic Clinics III
- DENT 530 - Orthodontic Techniques and Biomechanics
- DENT 532 - Growth and Development
- DENT 546 - Orthodontic Seminars I
- DENT 547 - Orthodontic Seminars II

Students are required to complete a minimum of ★71 in required coursework. The program also consists of seminars, a clinical component and a thesis. Student progress will be monitored through written and/or oral external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

The program of study is determined by the Graduate Program Director in consultation with the supervisor and supervisory committee.

Student progress may be monitored through written and/or oral assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

Required courses (★71)

First Year (★33)

- DENT 512 - Orthodontic Clinics I
- DENT 513 - Orthodontic Clinics II
- DENT 518 - Orthodontic Clinics III
- DENT 530 - Orthodontic Techniques and Biomechanics
- DENT 532 - Growth and Development
- DENT 546 - Orthodontic Seminars I
- DENT 547 - Orthodontic Seminars II
- DENT 548 - Orthodontic Seminars III
- DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I

- DENT 548 - Orthodontic Seminars III
- DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I
- DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I
- ~~DENT 568 - Systematic Reviews/MetaAnalysis in Dentistry II~~
- DENT 607 - Advanced Oral Radiology

Second Year (★28)

- DENT 551 - Introduction to Applied Statistics
- DENT 552 - Applied Multivariate Statistical Analysis
- DENT 612 - Orthodontic Clinics IV
- DENT 613 - Orthodontic Clinics V
- DENT 618 - Orthodontic Clinics VI
- DENT 646 - Orthodontic Seminars IV
- DENT 647 - Orthodontic Seminars V
- DENT 648 - Orthodontic Seminars VI
- ~~OBIOL 500 - Oral Biology I~~
- ~~OBIOL 501 - Oral Biology II~~

Third Year (★16)

- DENT 712 - Orthodontic Clinics VII
- DENT 713 - Orthodontic Clinics VIII
- DENT 718 - Orthodontic Clinics IX
- DENT 746 - Orthodontic Seminars VII
- DENT 747 - Orthodontic Seminars VIII
- DENT 748 - Orthodontic Seminars IX

- DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I
- DENT 607 - Advanced Oral Radiology
- ~~OBIOL 500 - Oral Biology I~~
- ~~OBIOL 501 - Oral Biology II~~

Second Year (★22)

- DENT 551 - Introduction to Applied Statistics
- DENT 552 - Applied Multivariate Statistical Analysis
- DENT 612 - Orthodontic Clinics IV
- DENT 613 - Orthodontic Clinics V
- DENT 618 - Orthodontic Clinics VI
- DENT 646 - Orthodontic Seminars IV
- DENT 647 - Orthodontic Seminars V
- DENT 648 - Orthodontic Seminars VI

Third Year (★16)

- DENT 712 - Orthodontic Clinics VII
- DENT 713 - Orthodontic Clinics VIII
- DENT 718 - Orthodontic Clinics IX
- DENT 746 - Orthodontic Seminars VII
- DENT 747 - Orthodontic Seminars VIII
- DENT 748 - Orthodontic Seminars IX

In exceptional circumstances, a student may be required to complete additional

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and

graduate-level coursework that is above the required program credit load in preparation to undertake their thesis research. These courses will be chosen in consultation with the student's supervisor and supervisory committee (where applicable), and approved by the department.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and

Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. ([University Infectious Diseases Regulation](#))

- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. ([Requirement for Police Information Checks](#)); ([Protection for Persons in Care](#))
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the [Heart and Stroke website](#) to find courses offered in Basic Life Support CPR for health care providers.

Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. ([University Infectious Diseases Regulation](#))

- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. ([Requirement for Police Information Checks](#)); ([Protection for Persons in Care](#))
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the [Heart and Stroke website](#) to find courses offered in Basic Life Support CPR for health care providers.

- We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.
- Professional Standards for Students in the Faculty of Medicine and Dentistry: (Professional and Ethical Standards)
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. (Technical Standards)

- We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.
- Professional Standards for Students in the Faculty of Medicine and Dentistry: (Professional and Ethical Standards)
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. (Technical Standards)

Academic Standing Requirements



Achieving a grade below C+ in any course is a failure to meet minimum academic standards and may result in being required to withdraw from the program.

Length of Program



The minimum time required to complete the MSc is three years.

The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.

Length of Program



The minimum time required to complete the MSc is three years.

The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.

<p><u>Fees:</u></p> <hr/> <p>In addition to the yearly tuition assessed for students enrolled in the program, there are additional costs associated with CPR training; equipment and instrumentation rental fees for Orthodontic graduate students. All costs are estimates and subject to change and can be affected by economic conditions such as exchange rates. Students pay the fees in effect at the time of registration. Students are responsible for purchasing intraoral camera equipment.</p> <p>We will make recommendations for the preferred camera body, macro lens and ring flash systems.</p> <p>Use of loupes is recommended in clinics.</p>	<p><u>Fees:</u></p> <hr/> <p><u>Students are responsible for all program-related fees.</u></p>
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Justification: Some of the previous statements were not clear enough. We have edited the texts to further imply clarity. The minimal academic standing was changed from a minimal course grade to an average term GPA. Two courses were moved from 2nd to 1st year.

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5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty

Learning Committee (FLC), Faculty Council delegated approver

6. Submit to FGSR for approval

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

Current	Proposed
<p>The Degree of MSc in Medical Sciences - Periodontology [Graduate]</p> <hr/> <p>The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Periodontology. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for Periodontology practice and/or an educational academic appointment. This is a thesis-based program. In addition the clinical requirements involve successful completion of selected teaching cases. (See Medical Sciences).</p> <p><u>Entrance Requirements</u></p> <hr/> <p>The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p>	<p>The Degree of MSc in Medical Sciences - Periodontology [Graduate]</p> <hr/> <p>The Department of Dentistry offers a thesis-based MSc degree in Medical Sciences - Periodontology. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for Periodontology practice and/or an educational academic appointment. This is a thesis-based program. In addition the clinical requirements involve successful completion of selected teaching cases. (See Medical Sciences).</p> <p><u>Entrance Requirements</u></p> <hr/> <p>The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, (see: Academic Requirements for details on Graduate GPA calculation).</p>

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- An official letter from their dental school noting their class ranking upon graduation from dentistry.
- ~~Completion of at least one year of experience as a licensed dentist immediately prior to the start of the program is preferred.~~
- ~~Preference will be given to candidates who have successfully completed the National Dental Examining Board of Canada's (NDEB) Certification process.~~
- ~~Applicants must have a license to practice Dentistry in Alberta, or must have passed the NDEB examination of Canada.~~
- Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- An official letter from the Dean of the Dental School stating that the applicant had no professional conduct issues.
- Applicants that are not licensed by Alberta Dental Association and College (ADA&C), need to be registered on the Education and Research Register from the ADA&C by August 1 prior to starting the program.
- Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.

conduct issues.

- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the Graduate Periodontology Selection Committee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

~~For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term. Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.~~

Program Requirements

Students are required to complete a minimum of ★70.5 in required coursework. The program also consists of a clinical component, seminars, and a thesis. Student progress will be monitored through an annual written and/or oral internal or external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment.

Required courses (★70.5)

- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the Graduate Periodontology Selection Committee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

For the MSc in Periodontics the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of ★69.5 in required coursework. The program also consists of a clinical component, seminars, and a thesis. Student progress will be monitored through an annual written and/or oral internal or external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment.

Required courses (★69.5)

First Year (★33)

First Year (★34)

- DENT 510 - Periodontology Clinics I
- DENT 511 - Periodontology Clinics II
- DENT 517 - Periodontology Clinics III
- DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I
- DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I
- ~~DENT 568 - Systematic Reviews/MetaAnalysis in Dentistry II~~
- DENT 575 - Periodontology Fundamentals I
- DENT 576 - Periodontology Fundamentals II
- DENT 577 - Periodontology Fundamentals III
- DENT 578 - Implantology Fundamentals I
- DENT 579 - Implantology Fundamentals II
- DENT 580 - Implantology Fundamentals III
- DENT 581 - Periodontology Seminars I
- DENT 582 - Periodontology Seminars II
- DENT 583 - Periodontology Seminars III
- DENT 607 - Advanced Oral Radiology
- DENT 674 - Advanced Oral Pathology for Periodontology
- OBIOL 500 - Oral Biology I
- OBIOL 501 - Oral Biology II

Second Year (★22)

- DENT 510 - Periodontology Clinics I
- DENT 511 - Periodontology Clinics II
- DENT 517 - Periodontology Clinics III
- DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I
- DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I
- DENT 575 - Periodontology Fundamentals I
- DENT 576 - Periodontology Fundamentals II
- DENT 577 - Periodontology Fundamentals III
- DENT 578 - Implantology Fundamentals I
- DENT 579 - Implantology Fundamentals II
- DENT 580 - Implantology Fundamentals III
- DENT 581 - Periodontology Seminars I
- DENT 582 - Periodontology Seminars II
- DENT 583 - Periodontology Seminars III
- DENT 607 - Advanced Oral Radiology
- DENT 674 - Advanced Oral Pathology for Periodontology
- OBIOL 500 - Oral Biology I
- OBIOL 501 - Oral Biology II

Second Year (★22)

- DENT 551 - Introduction to Applied Statistics

- DENT 551 - Introduction to Applied Statistics
- DENT 610 - Periodontology Clinics IV
- DENT 611 - Periodontology Clinics V
- DENT 617 - Periodontology Clinics VI
- DENT 675 - Periodontology Fundamentals IV
- DENT 676 - Periodontology Fundamentals V
- DENT 677 - Periodontology Fundamentals VI
- DENT 678 - Implantology Fundamentals IV
- DENT 679 - Implantology Fundamentals V
- DENT 680 - Implantology Fundamentals VI
- DENT 681 - Periodontology Seminars IV
- DENT 682 - Periodontology Seminars V
- DENT 683 - Periodontology Seminars VI

Third Year (★14.5)

- DENT 710 - Periodontology Clinics VII
- DENT 711 - Periodontology Clinics VIII
- DENT 717 - Periodontology Clinics IX
- DENT 775 - Periodontology Fundamentals VII
- DENT 776 - Periodontology Fundamentals VIII
- DENT 777 - Periodontology Fundamentals IX
- DENT 778 - Implantology Fundamentals VII
- DENT 779 - Implantology Fundamentals VIII

- DENT 610 - Periodontology Clinics IV
- DENT 611 - Periodontology Clinics V
- DENT 617 - Periodontology Clinics VI
- DENT 675 - Periodontology Fundamentals IV
- DENT 676 - Periodontology Fundamentals V
- DENT 677 - Periodontology Fundamentals VI
- DENT 678 - Implantology Fundamentals IV
- DENT 679 - Implantology Fundamentals V
- DENT 680 - Implantology Fundamentals VI
- DENT 681 - Periodontology Seminars IV
- DENT 682 - Periodontology Seminars V
- DENT 683 - Periodontology Seminars VI

Third Year (★14.5)

- DENT 710 - Periodontology Clinics VII
- DENT 711 - Periodontology Clinics VIII
- DENT 717 - Periodontology Clinics IX
- DENT 775 - Periodontology Fundamentals VII
- DENT 776 - Periodontology Fundamentals VIII
- DENT 777 - Periodontology Fundamentals IX
- DENT 778 - Implantology Fundamentals VII
- DENT 779 - Implantology Fundamentals VIII
- DENT 780 - Implantology Fundamentals IX
- DENT 781 - Periodontology Seminars VII

- DENT 780 - Implantology Fundamentals IX
- DENT 781 - Periodontology Seminars VII
- DENT 782 - Periodontology Seminars VIII
- DENT 783 - Periodontology Seminars IX

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an

- DENT 782 - Periodontology Seminars VIII
- DENT 783 - Periodontology Seminars IX

In exceptional circumstances, a student may be required to complete additional graduate-level coursework that is above the required program credit load in preparation to undertake their thesis research. These courses will be chosen in consultation with the student's supervisor and supervisory committee (where applicable), and approved by the department.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

associated fee, students are responsible for the costs incurred.

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. ([University Infectious Diseases Regulation](#))
- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. ([Requirement for Police Information Checks](#)); ([Protection for Persons in Care](#))
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. ([University Infectious Diseases Regulation](#))
- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. ([Requirement for Police Information Checks](#)); ([Protection for Persons in Care](#))
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support

in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at [Courses](#) to find courses offered in Basic Life Support CPR for health care providers.

We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.

- Professional Standards for Students in the Faculty of Medicine and Dentistry: ([Professional and Ethical Standards](#))
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. ([Technical Standards](#))

Academic Standing Requirements

Achieving a grade below C+ in any course is a failure to meet minimum academic standards and may result in being required to withdraw from the program.

Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at [Courses](#) to find courses offered in Basic Life Support CPR for health care providers.

We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.

- Professional Standards for Students in the Faculty of Medicine and Dentistry: ([Professional and Ethical Standards](#))
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. ([Technical Standards](#))

Length of Program

<p><u>Length of Program</u></p> <hr/> <p>The minimum time required to complete the MSc is three years.</p> <p>The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p> <p><u>Fees:</u></p> <hr/> <p>In addition to the yearly tuition assessed for students enrolled in the program, there are additional costs associated with CPR training, sedation training (IV sedation), equipment and instrumentation rental fees for periodontal graduate students. All costs are estimates and subject to change and can be affected by economic conditions such as exchange rates. Students pay the fees in effect at the time of registration.</p> <p>Students are responsible for purchasing intraoral camera equipment. We will make recommendations for the preferred camera body, macro lens and ring flash systems.</p> <p>Use of loupes is highly recommended in clinics.</p>	<p>The minimum time required to complete the MSc is three years.</p> <p>The maximum time permitted to complete the program as set by the Faculty of Graduate Studies and Research is four years.</p> <p><u>Fees:</u></p> <hr/> <p>Students are responsible for all program-related fees.</p>
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Justification: Further clarity provided on tuition fees, minimum passing grades, and admission requirements.

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved

2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
4. Submit to GPC for approval - September 29, 2021 - Approved
5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

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Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

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

Current	Proposed
<p>The Degree of PhD in Medical Sciences - Dentistry [Graduate]</p> <hr/> <p>The Department of Dentistry offers the degree of PhD in Medical Sciences - Dentistry.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent plus an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>A master's degree is expected, but does not guarantee acceptance into the PhD program. Applicants without a master's degree may be considered for admission provided equivalency in prior relevant education and</p>	<p>The Degree of PhD in Medical Sciences - Dentistry [Graduate]</p> <hr/> <p>The Department of Dentistry offers the degree of PhD in Medical Sciences - Dentistry.</p> <p>Entrance Requirements</p> <p>The Department's minimum admission requirements <u>include: an undergraduate degree, in any discipline, and a Master's degree (exceptional cases, which will be considered on a case-by-case basis), an</u> admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, <u>(see: Academic Requirements for details on Graduate GPA calculation).</u></p> <p><u>The Master's Bypass allows for outstanding Master's Candidates to request a change of program category to the PhD program without completing the Master's degree. Additional research experience may be required within the PhD program for students selecting this</u></p>

~~experiences as approved by the Graduate Studies Committee of the School of Dentistry.~~

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

- TOEFL (internet-based) minimum score 95 with at least ~~20~~ per section ~~or equivalent~~;
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- an official letter from their dental school noting their class ranking upon graduation from dentistry is recommended
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic
- Applicants must identify potential funding in their application.

[option. See the Graduate Program Manual 7.2 Change of Category.](#) Additional information on the process and timelines is available on the [School of Dentistry Graduate Program Manual](#).

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

- TOEFL (internet-based) minimum score 95 with at least 21 per section;
- MELAB minimum score of 91;
- CAEL minimum score of 70 with at least 70 on each subtest;
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- an official letter from their dental school noting their class ranking upon graduation from dentistry is recommended
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic
- Applicants must identify potential funding in their application.

Admission is dependent upon the approval of the Dentistry Admissions SubCommittee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

~~For the MSc in Medical Sciences – Dental Hygiene, the MSc and PhD in Medical Sciences – Dentistry, and the MSc and PhD in Medical Sciences – Oral Biology, applications are always open. Applications received by March 1 will receive preference for Fall Term (September) admission. Applications received by June 1 will receive preference for Winter Term (January) admission.~~

Program Requirements

Students are required to complete a minimum of ★12 in coursework, consisting of ★6 in required courses and ★6 in elective courses. The program also consists of seminars and a thesis. The program of study is determined by the Graduate Program Director in consultation with the supervisor and supervisory committee.

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Coordinator in the Spring term.

Required courses (★6)

- DENT 542 - Research Methodology
- DENT 543 - Introduction to Research Methods and Data Management

Admission is dependent upon the approval of the Dentistry Admissions SubCommittee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

The application portal is open from January 1 to May 1 for September admission and May 1 to July 1 for January admission.

Program Requirements

Students are required to complete a minimum of ★12 in coursework, consisting of ★6 in required courses and ★6 in elective courses. The program also consists of seminars and a thesis. The program of study is determined by the Graduate Program Director in consultation with the supervisor and supervisory committee.

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Coordinator in the Spring term.

Required courses (★6)

- DENT 542 - Research Methodology
- DENT 543 - Introduction to Research Methods and Data Management

- DENT 635 - Seminars in Oral Health Sciences I
- DENT 636 - Seminars in Oral Health Sciences II

Elective courses (★6)

- Students must complete ★6 in graduate-level courses chosen in consultation with the program director and their supervisor.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Candidacy exam

Students are required to take a written and oral candidacy examination. Students must demonstrate that they possess an adequate knowledge of the discipline and of the subject matter relevant to their thesis topic, and that they have the ability to pursue and complete original research at an advanced level.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to

- DENT 635 - Seminars in Oral Health Sciences I
- DENT 636 - Seminars in Oral Health Sciences II

Elective courses (★6)

- Students must complete ★6 in graduate-level courses chosen in consultation with the program director and their supervisor.

Thesis

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Candidacy exam

Students are required to take a written and oral candidacy examination. Students must demonstrate that they possess an adequate knowledge of the discipline and of the subject matter relevant to their thesis topic, and that they have the ability to pursue and complete original research at an advanced level.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to

<p>participate in the Graduate Student Research Day.</p> <p>Length of Program</p> <hr/> <p>The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of five years is considered normal. The maximum time permitted to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.</p>	<p>participate in the Graduate Student Research Day.</p> <p>Length of Program</p> <hr/> <p>The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of five years is considered normal. The maximum time permitted to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.</p>
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Justification: Edits were made to provide further clarity around admission deadlines and requirements.

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
4. Submit to GPC for approval - September 29, 2021 - Approved
5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

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

Current	Proposed
<p data-bbox="142 709 756 785">The Degree of PhD in Medical Sciences - Oral Biology [Graduate]</p> <hr/> <p data-bbox="142 905 792 980">The Department of Dentistry offers the degree of PhD in Medical Sciences – Oral Biology.</p> <p data-bbox="142 1031 500 1062">Entrance Requirements</p> <hr/> <p data-bbox="142 1157 797 1623">The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent plus an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two year of full-time graded coursework.</p> <p data-bbox="142 1661 776 1736">A master's degree is expected, but does not guarantee acceptance into the PhD program.</p> <p data-bbox="142 1766 776 1885">Applicants without a master's degree may be considered for admission provided equivalency in prior relevant education and</p>	<p data-bbox="829 709 1446 785">The Degree of PhD in Medical Sciences - Oral Biology [Graduate]</p> <hr/> <p data-bbox="829 905 1479 980">The Department of Dentistry offers the degree of PhD in Medical Sciences – Oral Biology.</p> <p data-bbox="829 1031 1187 1062">Entrance Requirements</p> <hr/> <p data-bbox="829 1192 1463 1623">The Department's minimum admission requirements <u>include: an undergraduate degree in any discipline, a Master's degree, (exceptional cases, which will be considered on a case-by-case basis),</u> an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, <u>(see: Academic Requirements for details on Graduate GPA calculation).</u></p> <p data-bbox="829 1713 1479 1875"><u>The Master's Bypass allows for outstanding Master's Candidates to request a change of program category to the PhD program without completing the Master's degree. Additional</u></p>

~~experiences as approved by the Graduate Studies Committee of the School of Dentistry.~~

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

- TOEFL (internet-based) minimum score 95 with at least 21 per section ~~or equivalent~~;
- CAEL minimum score of 70 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- an official letter from their dental school noting their class ranking upon graduation from dentistry is recommended.
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic

research experience may be required within the PhD program for students selecting this option. See the [Graduate Program Manual 7.2 Change of Category](#). Additional information on the process and timelines is available on the [School of Dentistry Graduate Program Manual](#).

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

- TOEFL (internet-based) minimum score 95 with at least 21 per section;
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All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- an official letter from their dental school noting their class ranking upon graduation from dentistry is recommended.
- Applicants must identify a willing faculty supervisor
- Applicants must identify a potential thesis topic

- Applicants must identify potential funding in their application.

Admission is dependent upon the approval of the Oral Biology Admissions SubCommittee, the Department of Dentistry's Graduate Studies Committee

~~For the PhD in Medical Sciences—Oral Biology, applications are always open. Applications received by March 1 will receive preference for Fall Term (September) admission. Applications received by June 1 will receive preference for Winter Term (January) admission.~~

Program Requirements

Students are required to complete a minimum of ★12 in coursework, consisting of ★6 in required courses and ★6 in elective courses. The program also consists of seminars and a thesis. The program of study is determined by the Graduate Program Director in consultation with the supervisor and supervisory committee.

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Coordinator in the Spring term.

Required courses (★6)

- DENT 542 - Research Methodology
- DENT 543 - Introduction to Research Methods and Data Management

- Applicants must identify potential funding in their application.

Admission is dependent upon the approval of the Oral Biology Admissions SubCommittee, the Department of Dentistry's Graduate Studies Committee

The application portal is open from January 1 to May 1 for September admission and May 1 to July 1 for January admission.

Program Requirements

Students are required to complete a minimum of ★12 in coursework, consisting of ★6 in required courses and ★6 in elective courses. The program also consists of seminars and a thesis. The program of study is determined by the Graduate Program Director in consultation with the supervisor and supervisory committee.

Student progress will be monitored through an oral and written assessment and an interview with the Graduate Program Coordinator in the Spring term.

Required courses (★6)

- DENT 542 - Research Methodology
- DENT 543 - Introduction to Research Methods and Data Management

- DENT 635 - Seminars in Oral Health Sciences I
- DENT 636 - Seminars in Oral Health Sciences II

Elective courses (★6)

Students must complete ★6 in graduate-level courses chosen in consultation with the program director and their supervisor.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Candidacy Exam

Students are required to take an oral and written candidacy examination. Students must demonstrate that they possess an adequate knowledge of the discipline and of the subject matter relevant to their thesis topic, and that they have the ability to pursue and complete original research at an advanced level.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

- DENT 635 - Seminars in Oral Health Sciences I
- DENT 636 - Seminars in Oral Health Sciences II

Elective courses (★6)

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Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

<p>Length of Program</p> <hr/> <p>The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of five years is considered normal. The maximum time permitted to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.</p>	<p>Length of Program</p> <hr/> <p>The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken; however, a maximum of five years is considered normal. The maximum time permitted to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.</p>
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Justification: Edits were made to provide further clarity around admission deadlines and requirements.

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
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2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p><u>The Degree of PhD in Medical Sciences - Orthodontics [Graduate]</u></p> <p>The Department of Dentistry offers the degree of PhD in Medical Sciences - Orthodontics. It is a full-time research training program with clinical training integrated into it. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for an orthodontic practice and/or a related academic appointment.</p> <p><u>Entrance Requirements</u></p> <p>The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent plus an admission GPA of at least 3.4 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>A master's degree is expected, but does not guarantee acceptance into the PhD program. Applicant's without a master's degree may be considered for admission provided equivalency</p>	<p><u>The Degree of PhD in Medical Sciences - Orthodontics [Graduate]</u></p> <p>The Department of Dentistry offers the degree of PhD in Medical Sciences - Orthodontics. It is a full-time research training program with clinical training integrated into it. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for an orthodontic practice and/or a related academic appointment.</p> <p><u>Entrance Requirements</u></p> <p>The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent and a Master's degree (except in exceptional cases, which will be considered on a case-by-case basis) with an admission GPA of at least 3.4 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, (see: Academic Requirements for details on Graduate GPA calculation).</p> <p>The Master's Bypass allows for outstanding Master's Candidates to request a change of program category to the PhD program without completing the Master's degree. Additional</p>

~~in prior relevant education and experiences as approved by both the Graduate Orthodontics Program Admissions SubCommittee and the Graduate Studies Committee of the School of Dentistry.~~

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24;
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- ~~an official letter from their dental school noting their class ranking upon graduation from dentistry is recommended.~~
- ~~Completion of at least one year of experience as a licensed dentist immediately prior to the start of the program is required. This experience should happen within two years of the application date.~~
- ~~Applicants must have a license to practice Dentistry in Alberta*, or must have passed the NDEB examination of Canada.~~

research experience may be required within the PhD program for students selecting this option. See the [Graduate Program Manual 7.2 Change of Category](#). Additional information on the process and timelines is available on the [School of Dentistry Graduate Program Manual](#).

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24;
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- an official letter from the Dean of the Dental School stating that the applicant had no professional conduct issues.
- Formal commitment from a full-time orthodontic supervisor is required
- Letter(s) of good standing from current and all previous licensing bodies. For candidates in a GPR program, a letter from the Program Director stating they are in good standing with no professional conduct issues is required.
- Applicants that are not licensed by Alberta Dental Association and College (ADA&C), need to be registered on the

- Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.
- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.
- Identify a suitable supervisor to provide support.

Admission is dependent upon the approval of the Graduate Orthodontics Admission SubCommittee, the Department of Dentistry's Graduate Studies Committee, and the Medical Sciences Graduate Program Committee.

*For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term. Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.

Program Requirements

Students are required to complete a minimum of ★75 in required coursework. Additional courses related to the specific area of research may be required. The program also consists of seminars, a clinical component and a thesis.

The clinical requirements involve successful completion of a selected number of teaching cases. Clinical training will not start until defined research milestones are attained and

Education and Research Register from the ADA&C by August 1 prior to starting the program.

- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the Graduate Orthodontics Admission SubCommittee, the Department of Dentistry's Graduate Studies Committee, and the Medical Sciences Graduate Program Committee.

For the PhD in Orthodontics the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of ★74 in required coursework. Additional courses related to the specific area of research may be required. The program also consists of seminars, a clinical component and a thesis.

The clinical requirements involve successful completion of a selected number of teaching cases. Clinical training will not start until defined research milestones are attained and the candidacy examination is successfully passed. Clinical training will start in

the candidacy examination is successfully passed. Clinical training will start in September immediately after these conditions are met.

Students enrolled in the PhD in Medical Sciences - Orthodontics program will not have the option of transferring to the MSc in Medical Sciences - Orthodontics program.

The program of study and professional development requirements are determined by the Graduate Program Director in consultation with the supervisor and supervisory committee.

Student progress may be monitored through written and/or oral assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

Prior to clinical training (★3)

Required courses (★3)

DENT 542 - Research Methodology
DENT 635 - Seminars in Oral Health Sciences I
DENT 636 - Seminars in Oral Health Sciences II

Elective courses that may be completed

Students may need to complete certain graduate-level courses chosen in consultation with the program director and their supervisor.

September immediately after these conditions are met.

Students enrolled in the PhD in Medical Sciences - Orthodontics program will not have the option of transferring to the MSc in Medical Sciences - Orthodontics program.

The program of study and professional development requirements are determined by the Graduate Program Director in consultation with the supervisor and supervisory committee.

Student progress may be monitored through written and/or oral assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next assessment.

These required courses (★3) must be completed before the candidacy exam:

DENT 542 - Research Methodology
DENT 635 - Seminars in Oral Health Sciences I
DENT 636 - Seminars in Oral Health Sciences II

In exceptional circumstances, a student may be required to complete additional graduate-level coursework that is above the required program credit load in preparation to undertake their thesis research. These courses will be chosen in consultation with the student's supervisor and supervisory

<p>Required courses in clinical curriculum (★72)</p> <p>First Year (★28)</p> <p>DENT 512 - Orthodontic Clinics I</p> <p>DENT 513 - Orthodontic Clinics II</p> <p>DENT 518 - Orthodontic Clinics III</p> <p>DENT 530 - Orthodontic Techniques and Biomechanics</p> <p>DENT 532 - Growth and Development</p> <p>DENT 546 - Orthodontic Seminars I</p> <p>DENT 547 - Orthodontic Seminars II</p> <p>DENT 548 - Orthodontic Seminars III</p> <p>DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I</p> <p>DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II</p> <p>DENT 565 - Evidence Based Dentistry</p> <p>DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I</p> <p>DENT 568 - Systematic Reviews/MetaAnalysis in Dentistry II</p> <p>DENT 607 - Advanced Oral Radiology</p> <p>Second Year (★28)</p> <p>DENT 551 - Introduction to Applied Statistics</p> <p>DENT 552 - Applied Multivariate Statistical Analysis</p> <p>DENT 612 - Orthodontic Clinics IV</p> <p>DENT 613 - Orthodontic Clinics V</p> <p>DENT 618 - Orthodontic Clinics VI</p>	<p>committee (where applicable), and approved by the department.</p> <p>Required courses in clinical curriculum (★71)</p> <p>First Year (★33)</p> <p>DENT 512 - Orthodontic Clinics I</p> <p>DENT 513 - Orthodontic Clinics II</p> <p>DENT 518 - Orthodontic Clinics III</p> <p>DENT 530 - Orthodontic Techniques and Biomechanics</p> <p>DENT 532 - Growth and Development</p> <p>DENT 546 - Orthodontic Seminars I</p> <p>DENT 547 - Orthodontic Seminars II</p> <p>DENT 548 - Orthodontic Seminars III</p> <p>DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I</p> <p>DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II</p> <p>DENT 565 - Evidence Based Dentistry</p> <p>DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I</p> <p>DENT 607 - Advanced Oral Radiology</p> <p><u>OBIOL 500 - Oral Biology I</u></p> <p><u>OBIOL 501 - Oral Biology II</u></p> <p>Second Year (★22)</p> <p>DENT 551 - Introduction to Applied Statistics</p> <p>DENT 552 - Applied Multivariate Statistical Analysis</p> <p>DENT 612 - Orthodontic Clinics IV</p> <p>DENT 613 - Orthodontic Clinics V</p> <p>DENT 618 - Orthodontic Clinics VI</p>
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DENT 646 - Orthodontic Seminars IV
DENT 647 - Orthodontic Seminars V
DENT 648 - Orthodontic Seminars VI

OBIOL 500 - Oral Biology I
OBIOL 501 - Oral Biology II

Third Year (★16)
DENT 712 - Orthodontic Clinics VII
DENT 713 - Orthodontic Clinics VIII
DENT 718 - Orthodontic Clinics IX
DENT 746 - Orthodontic Seminars VII
DENT 747 - Orthodontic Seminars VIII
DENT 748 - Orthodontic Seminars IX

Thesis

Registration in 900-level THES. Students are required to complete and defend a thesis.

Candidacy exam

Successful completion of the PhD candidacy examination will be required by October 1 prior to the academic year the student starts their clinical training. This will allow the allocation of a clinical training spot for the following September start.

Seminars

Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

DENT 646 - Orthodontic Seminars IV
DENT 647 - Orthodontic Seminars V
DENT 648 - Orthodontic Seminars VI

Third Year (★16)

DENT 712 - Orthodontic Clinics VII
DENT 713 - Orthodontic Clinics VIII
DENT 718 - Orthodontic Clinics IX
DENT 746 - Orthodontic Seminars VII
DENT 747 - Orthodontic Seminars VIII
DENT 748 - Orthodontic Seminars IX

Thesis

Registration in 900-level THES. Students are required to complete and defend a thesis.

Candidacy exam

Successful completion of the PhD candidacy examination will be required by October 1 prior to the academic year the student starts their clinical training. This will allow the allocation of a clinical training spot for the following September start.

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Students have an attendance requirement for the Discover Dental Sciences seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an

These requirements must be met prior to starting the clinical courses. If there is an associated fee, students are responsible for the costs incurred.

● ~~Students must obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the clinical program in the Fall Term. Candidates who already possess a full license from the ADA&C do not need to obtain additional licensure.~~

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. (University Infectious Diseases Regulation)
- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. (Requirement for Police Information Checks); (Protection for Persons in Care)
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to

associated fee, students are responsible for the costs incurred.

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. (University Infectious Diseases Regulation)
- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. (Requirement for Police Information Checks); (Protection for Persons in Care)
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students

meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at Courses to find courses offered in Basic Life Support CPR for health care providers.

- We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.
- Professional Standards for Students in the Faculty of Medicine and Dentistry: (Professional and Ethical Standards)
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. (Technical Standards)

Academic Standing Requirements

Achieving a grade below C+ in any course is a failure to meet minimum academic standards

must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at Courses to find courses offered in Basic Life Support CPR for health care providers.

- We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.
- Professional Standards for Students in the Faculty of Medicine and Dentistry: (Professional and Ethical Standards)
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. (Technical Standards)

and may result in being required to withdraw from the program.

Length of Program

The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken.

Six years is considered normal. After six years a formal extension request to The Faculty of Graduate Studies and Research is needed.

Length of Program

The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken.

Six years is considered normal. After six years a formal extension request to The Faculty of Graduate Studies and Research is needed.

Fees:

Students are responsible for all program-related fees.

Justification: Some of the previous statements were not clear enough. We have edited the texts to further imply clarity. The minimal academic standing was changed from a minimal course grade to an average term GPA. Two courses were moved from 2nd to 1st year.

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
4. Submit to GPC for approval - September 29, 2021 - Approved
5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

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www.gradstudies.ualberta.ca

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

Current	Proposed
<p data-bbox="138 705 803 785">The Degree of PhD in Medical Sciences - Periodontology [Graduate]</p> <hr/> <p data-bbox="138 879 795 1045">The Department of Dentistry offers the degree of PhD in Medical Sciences - Periodontology. It is a full-time research training program with clinical training integrated into it.</p> <p data-bbox="138 1094 500 1125"><u>Entrance Requirements</u></p> <hr/> <p data-bbox="138 1241 795 1709">The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent plus an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p data-bbox="138 1745 779 1864">A master's degree is expected, but does not guarantee acceptance into the PhD program. Applicants without a master's degree may be</p>	<p data-bbox="828 705 1445 785">The Degree of PhD in Medical Sciences - Periodontology [Graduate]</p> <hr/> <p data-bbox="828 879 1485 1045">The Department of Dentistry offers the degree of PhD in Medical Sciences - Periodontology. It is a full-time research training program with clinical training integrated into it.</p> <p data-bbox="828 1094 1190 1125"><u>Entrance Requirements</u></p> <hr/> <p data-bbox="828 1241 1485 1709">The Department's minimum admission requirements are a Doctor of Dental Surgery (DDS) or equivalent <u>and a Master's degree (except in exceptional cases, which will be considered on a case-by-case basis) with</u> an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution, <u>(see: Academic Requirements for details on Graduate GPA calculation).</u></p> <p data-bbox="828 1745 1477 1864"><u>The Master's Bypass allows for outstanding Master's Candidates to request a change of program category to the PhD program without</u></p>

considered for admission provided equivalency in prior relevant education and experiences as approved by both the Periodontology Graduate Program and the Graduate Studies Committee of the School of Dentistry.

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- An official letter from their dental school noting their class ranking upon graduation from dentistry is recommended.
- Completion of at least one year of experience as a licensed dentist prior to the start of the program is preferred.

completing the Master's degree. Additional research experience may be required within the PhD program for students selecting this option. See the [Graduate Program Manual 7.2 Change of Category](#). Additional information on the process and timelines is available on the [School of Dentistry Graduate Program Manual](#).

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

- TOEFL (internet-based) minimum score 95 and the following minimum score on each of the individual skill areas: Listening 22, Reading 22, Speaking 26, and Writing 24.
- CAEL minimum score of 80 with at least 70 on each subtest;
- or an IELTS (Academic) minimum score of 7.5 with at least 7 on each band.

All applicants are also required to submit the following:

- a current curriculum vitae
- a statement of intent
- three letters of recommendation (two must be professional)
- Formal commitment from a full-time orthodontic supervisor is required.
- An official letter from the Dean of the Dental School stating that the applicant had no professional conduct issues.

- Preference will be given to candidates who have successfully completed the National Dental Examining Board of Canada's (NDEB) Certification process.
- Applicants must have a license to practice Dentistry in Alberta, or must have passed the NDEB examination of Canada.
- Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.
- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.
- Identify a suitable supervisor to provide support.

Admission is dependent upon the approval of the Graduate Periodontology Admissions SubCommittee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

For applicants that are not licensed by Alberta Dental Association and College (ADA&C), a condition of admission is for candidates to obtain registration on the Education and Research Register from the ADA&C by August 1 prior to starting the program in the fall term. Applicants who already possess a full license from the ADA&C do not need to obtain additional licensure.

- Applicants who are not licensed but in a Canada/USA accredited GPR program are required to obtain a letter from the Program Director stating they are in good standing with no professional conduct issues.
- Applicants that are not licensed by Alberta Dental Association and College (ADA&C), need to be registered on the Education and Research Register from the ADA&C by August 1 prior to starting the program.
- A personal interview is required for short-listed applicants. These applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the approval of the Graduate Periodontology Admissions SubCommittee, the Department of Dentistry's Graduate Studies Committee and the Medical Sciences Graduate Program Committee.

For the PhD in Periodontics the application deadline is September 1 for the following September admission.

Program Requirements

Students are required to complete a minimum of ★73.5 in required coursework. The program also consists of a clinical component, seminars, and a thesis. Student progress will be monitored through an annual written and/or oral internal or external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment.

The clinical requirements involve successful completion of a selected number of teaching cases. Clinical training will not start until defined research milestones are attained and the candidacy examination is successfully passed. Clinical training will start in September immediately after these conditions are met.

The program of study is determined in consultation with the supervisor and supervisory committee. The research component will be exclusively performed during the first two years.

Students enrolled in the PhD in Medical Sciences - Periodontology will not have the option of transferring to the MSc in Medical Sciences - Periodontology program but may switch to the MSc in Medical Sciences - Dentistry or MSc in Medical Sciences - Oral Biology.

Program Requirements

Students are required to complete a minimum of ★72.5 in required coursework. The program also consists of a clinical component, seminars, and a thesis. Student progress will be monitored through an annual written and/or oral internal or external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment.

The clinical requirements involve successful completion of a selected number of teaching cases. Clinical training will not start until defined research milestones are attained and the candidacy examination is successfully passed. Clinical training will start in September immediately after these conditions are met.

The program of study is determined in consultation with the supervisor and supervisory committee. The research component will be exclusively performed during the first two years.

Students enrolled in the PhD in Medical Sciences - Periodontology will not have the option of transferring to the MSc in Medical Sciences - Periodontology program but may switch to the MSc in Medical Sciences - Dentistry or MSc in Medical Sciences - Oral Biology.

Prior to clinical training (★3)

Required courses (★3)

- DENT 542 - Research Methodology
- DENT 635 - Seminars in Oral Health Sciences I
- DENT 636 - Seminars in Oral Health Sciences II

Elective courses that may be completed

- Students may need to complete certain graduate-level courses chosen in consultation with the program director and their supervisor.

First Year of Clinical Training (★34)

- DENT 510 - Periodontology Clinics I
- DENT 511 - Periodontology Clinics II
- DENT 517 - Periodontology Clinics III
- DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I
- DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I
- ~~DENT 568 - Systematic Reviews/MetaAnalysis in Dentistry II~~

Prior to clinical training (★3)

Required courses (★3)

- DENT 542 - Research Methodology
- DENT 635 - Seminars in Oral Health Sciences I
- DENT 636 - Seminars in Oral Health Sciences II

Elective courses that may be completed

- Students may need to complete certain graduate-level courses chosen in consultation with the program director and their supervisor.

First Year of Clinical Training (★33)

- DENT 510 - Periodontology Clinics I
- DENT 511 - Periodontology Clinics II
- DENT 517 - Periodontology Clinics III
- DENT 560 - TMD/Orofacial Pain/SleepDisordered Breathing I
- DENT 561 - TMD/Orofacial Pain/SleepDisordered Breathing II
- DENT 565 - Evidence Based Dentistry
- DENT 567 - Systematic Reviews/MetaAnalysis in Dentistry I

- DENT 575 - Periodontology Fundamentals I
- DENT 576 - Periodontology Fundamentals II
- DENT 577 - Periodontology Fundamentals III
- DENT 578 - Implantology Fundamentals I
- DENT 579 - Implantology Fundamentals II
- DENT 580 - Implantology Fundamentals III
- DENT 581 - Periodontology Seminars I
- DENT 582 - Periodontology Seminars II
- DENT 583 - Periodontology Seminars III
- DENT 607 - Advanced Oral Radiology
- DENT 674 - Advanced Oral Pathology for Periodontology
- OBIOL 500 - Oral Biology I
- OBIOL 501 - Oral Biology II

Second Year of Clinical Training (★22)

- DENT 551 - Introduction to Applied Statistics
- DENT 610 - Periodontology Clinics IV
- DENT 611 - Periodontology Clinics V
- DENT 617 - Periodontology Clinics VI
- DENT 675 - Periodontology Fundamentals IV
- DENT 676 - Periodontology Fundamentals V
- DENT 677 - Periodontology Fundamentals VI
- DENT 678 - Implantology Fundamentals IV

- DENT 575 - Periodontology Fundamentals I
- DENT 576 - Periodontology Fundamentals II
- DENT 577 - Periodontology Fundamentals III
- DENT 578 - Implantology Fundamentals I
- DENT 579 - Implantology Fundamentals II
- DENT 580 - Implantology Fundamentals III
- DENT 581 - Periodontology Seminars I
- DENT 582 - Periodontology Seminars II
- DENT 583 - Periodontology Seminars III
- DENT 607 - Advanced Oral Radiology
- DENT 674 - Advanced Oral Pathology for Periodontology
- OBIOL 500 - Oral Biology I
- OBIOL 501 - Oral Biology II

Second Year of Clinical Training (★22)

- DENT 551 - Introduction to Applied Statistics
- DENT 610 - Periodontology Clinics IV
- DENT 611 - Periodontology Clinics V
- DENT 617 - Periodontology Clinics VI
- DENT 675 - Periodontology Fundamentals IV
- DENT 676 - Periodontology Fundamentals V
- DENT 677 - Periodontology Fundamentals VI
- DENT 678 - Implantology Fundamentals IV

- DENT 679 - Implantology Fundamentals V
- DENT 680 - Implantology Fundamentals VI
- DENT 681 - Periodontology Seminars IV
- DENT 682 - Periodontology Seminars V
- DENT 683 - Periodontology Seminars VI

Third Year of Clinical Training (★14.5)

- DENT 710 - Periodontology Clinics VII
- DENT 711 - Periodontology Clinics VIII
- DENT 717 - Periodontology Clinics IX
- DENT 775 - Periodontology Fundamentals VII
- DENT 776 - Periodontology Fundamentals VIII
- DENT 777 - Periodontology Fundamentals IX
- DENT 778 - Implantology Fundamentals VII
- DENT 779 - Implantology Fundamentals VIII
- DENT 780 - Implantology Fundamentals IX
- DENT 781 - Periodontology Seminars VII
- DENT 782 - Periodontology Seminars VIII
- DENT 783 - Periodontology Seminars IX

- DENT 679 - Implantology Fundamentals V
- DENT 680 - Implantology Fundamentals VI
- DENT 681 - Periodontology Seminars IV
- DENT 682 - Periodontology Seminars V
- DENT 683 - Periodontology Seminars VI

Third Year of Clinical Training (★14.5)

- DENT 710 - Periodontology Clinics VII
- DENT 711 - Periodontology Clinics VIII
- DENT 717 - Periodontology Clinics IX
- DENT 775 - Periodontology Fundamentals VII
- DENT 776 - Periodontology Fundamentals VIII
- DENT 777 - Periodontology Fundamentals IX
- DENT 778 - Implantology Fundamentals VII
- DENT 779 - Implantology Fundamentals VIII
- DENT 780 - Implantology Fundamentals IX
- DENT 781 - Periodontology Seminars VII
- DENT 782 - Periodontology Seminars VIII
- DENT 783 - Periodontology Seminars IX

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Candidacy exam

Successful completion of the PhD candidacy examination will be required by August 1 prior to the academic year the student starts their clinical training. This will allow the allocation of a clinical training spot for the following September start.

Seminars

Students have an attendance requirement for seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an

In exceptional circumstances, a student may be required to complete additional graduate-level coursework that is above the required program credit load in preparation to undertake their thesis research. These courses will be chosen in consultation with the student's supervisor and supervisory committee (where applicable), and approved by the department.

Thesis

- Registration in 900-level THES. Students are required to complete and defend a thesis.

Candidacy exam

Successful completion of the PhD candidacy examination will be required by August 1 prior to the academic year the student starts their clinical training. This will allow the allocation of a clinical training spot for the following September start.

Seminars

Students have an attendance requirement for seminars and to participate in the Graduate Student Research Day.

Requirements for Clinical courses

These requirements must be met prior to starting the clinical courses. If there is an

associated fee, students are responsible for the costs incurred.

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed
- and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. (University Infectious Diseases Regulation)
- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. (Requirement for Police Information Checks); (Protection for Persons in Care)
- Cardiopulmonary Resuscitation Certification (CPR) is required for all students registered in the program. The School will only accept Canadian or American Heart and Stroke: Basic Life Support CPR for healthcare providers. No other courses will be accepted to meet the CPR requirement. Students must provide evidence of valid CPR certification at the beginning of each fall term throughout the course of their program. A CPR BLS Provider

associated fee, students are responsible for the costs incurred.

- Medical Testing and Immunization Requirements: To ensure, insofar as possible, both student and patient safety, the Faculty of Medicine and Dentistry requires that all students must have their immunization status reviewed [remove extra bullet] and updated as necessary by a qualified healthcare professional upon acceptance into a health sciences program. (University Infectious Diseases Regulation)
- Police Information Checks and Protection for Persons in Care: Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared. (Requirement for Police Information Checks); (Protection for Persons in Care)
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certificate is valid for one year from the completion date of the course. Online CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at [Courses](#) to find courses offered in Basic Life Support CPR for health care providers.

We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.

- Professional Standards for Students in the Faculty of Medicine and Dentistry: ([Professional and Ethical Standards](#))
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. ([Technical Standards](#))

Academic Standing Requirements

Achieving a grade below C+ in any course is a failure to meet minimum academic standards and may result in being required to withdraw from the program.

CPR course certifications will NOT be accepted; students must attend an in-person course. Students who do not have current Basic Life Support Provider CPR certification cannot participate in clinical courses. You may visit the Heart and Stroke website at [Courses](#) to find courses offered in Basic Life Support CPR for health care providers.

We encourage all students, even those with existing certification, to ensure their certification will cover the entire academic year. Students with existing certification are strongly encouraged to renew early to be in sync with the academic calendar. Students are responsible for the costs associated with this training.

- Professional Standards for Students in the Faculty of Medicine and Dentistry: ([Professional and Ethical Standards](#))
- The Department of Dentistry Technical Standards Policy: defines the necessary knowledge, skills, professional behaviors, and attitudes expected of students. ([Technical Standards](#))

Length of Program

The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken.

Six years is considered normal. After six years a formal extension request to The Faculty of Graduate Studies and Research is needed.

Fees

~~In addition to the yearly tuition assessed for students enrolled in the program, there are additional costs associated with CPR training, sedation training (IV sedation), equipment and instrumentation rental fees for periodontal graduate students. All costs are estimates and subject to change and can be affected by economic conditions such as exchange rates. Students pay the fees in effect at the time of registration.~~

~~Students are responsible for purchasing intra-oral camera equipment. We will make recommendations for the preferred camera body, macro lens and ring flash systems.~~

~~Use of loupes is highly recommended in clinics.~~

Length of Program

The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken.

Six years is considered normal. After six years a formal extension request to The Faculty of Graduate Studies and Research is needed.

Fees

Students are responsible for all program-related fees.

Justification: Further clarity provided on tuition fees, minimum passing grades, and admission requirements.

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
4. Submit to GPC for approval - September 29, 2021 - Approved
5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

FINAL Item No. 10

Governance Executive Summary
Action Item

Agenda Title	Termination of the ALES Specialization in the Master of Engineering
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Motion

THAT GFC Programs Committee recommend the Board of Governors approve the termination of the ALES specialization in the Master of Engineering, for implementation upon final approval.

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee because the ALES specialization in the MEng has been suspended for the past five years; this is the formal request to terminate the program.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The program has been suspended for the past five years (with Ministerial approval of suspension); there are no students currently enrolled in the program.</p> <p>There are no operational risks or risks to students, as there are no students currently enrolled in the program.</p> <p>As noted in the attached documents, the Faculty of Engineering has expressed concerns over the offering of this program, as an MEng offered by another Faculty is confusing to students, the Association of Professional Engineers and Geoscientists of Alberta (APEGA), other accreditation bodies, and potential employers.</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</p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> The suspension (and ultimate termination) of the program is supported by the Faculty of Agricultural, Life and Environmental Sciences, the Faculty of Engineering, the Department of AFNS, and APEGA. The suspension was approved by the Ministry of Advanced Education on November 2, 2016. As the termination of the program was referred to in the suspension proposal, and this program has been in suspension,
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Resources section Student Participation Protocol >	<p>students are aware of the Department of AFNS not offering the program in the past five years.</p> <ul style="list-style-type: none"> See below for the approval route for all formal consultations.
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> GPST - October 4, 2021 ALES Faculty Council - December 9, 2021 Approval from the Engineering Associate Dean (as suggested by uofA Governance, the termination truly rests with ALES) - Support noted by Tian Tang, Associate Dean - Grad, Engineering (December 14, 2021) PRC - January 12, 2021 FGSR Council - January 26, 2022 Programs Committee - February 10, 2022 GFC Academic Planning Committee General Faculties Council Board Learning, Research and Student Experience Committee Board of Governors

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>22. OBJECTIVE Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p> <p>iii. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 1329 1541 1539"> <tr> <td data-bbox="570 1329 1089 1539"> X Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1329 1541 1539"> X Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety X Student Success </td> </tr> </table>		X Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	X Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety X Student Success
X Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	X Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety X Student Success			
Legislative Compliance and jurisdiction	Post-Secondary Learning Act UofA Calendar GFC Programs Committee General Faculties Council Faculty of Graduate Studies & Research ALES Faculty Council			

1. Program Termination_ALES MEng - Updated Oct. 4
2. Ministry Approval - MEng AFNS Suspension

Prepared by: Leluo Guan, Associate Dean - Grad, Faculty of ALES (lguan@ualberta.ca)

Proposal Template: Program Termination

SECTION 1: PROPOSAL INFORMATION

1.1 *Fill in the table below:*

Institution	University of Alberta
Program/specialization name	Agricultural, Food, and Nutritional Science
Credential awarded	Master of Engineering
Proposed effective date of termination	July 1, 2022

1.2 *Confirm whether:*

1.2.1 *This termination proposal was preceded by a ministry-approved suspension period.*

This ~~term~~ ination proposa l was not preceded by a ministry-approved suspension period.

1.2.1a *If this proposal was preceded by a suspension, attach approval letter.*

1.2.1b *If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.*

1.2.1c *If not preceded by suspension, indicate when students were last admitted into the program/specialization.*

1.2.2 *No active students remain in the program.*

Active program students rem a in in the program.

SECTION 2: RATIONALE

2.1 Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

The program has been suspended for the past five years and there are no students currently enrolled in the program. The Faculty of Engineering has expressed concerns over the offering of this program. Normally, graduate degrees in engineering satisfy the criteria for professional engineering licensing through APEGA. However, this is only true if the degree is from an Engineering Faculty with accredited programs. There is a great deal of concern that having an MEng offered by another Faculty is confusing to students, the Association of Professional Engineers and Geoscientists of Alberta (APEGA), other accreditation bodies, and potential employers.

2.2 Provide specific information about which internal governance body approved the termination, and provide date of approval.

The suspension (and ultimate termination) of the program is supported by the Faculty of Agricultural, Life and Environmental Sciences, the Faculty of Engineering, the Department of AFNS, and APEGA. The suspension was approved by the Ministry of Advanced Education on November 2, 2016.

The termination proposal will go through internal approval bodies at the University of Alberta:

- Graduate Program Support Team - October 4, 2021
- ALES Faculty Council - December 9, 2021
- FGSR Policy Review Committee - January 12, 2021 (Anticipated)
- FGSR Council - January 26, 2021 (Anticipated)
- GFC Programs Committee - February 10, 2022 (Anticipated)
- GFC Academic Planning Committee
- General Faculties Council
- Board Learning, Research and Student Experience Committee
- Board of Governors

SECTION 3: ACCESS

3.1 Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

There is no risk that students previously enrolled will return expecting to finish their degree, and no expected impacts on graduates of the program.

3.2 *If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.*

As the MEng offered by the Department of AFNS is not accredited by APEGA, there will be no external impacts. In fact, it will ensure that employers and accreditation bodies are not confused by the credential.

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

As the termination of the program was referred to in the suspension proposal, and this program has been in suspension, students are aware of the Department of AFNS not offering the program in the past five years.

SECTION 4: IMPACT

4.1 *Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.*

As the MEng offered by the Department of AFNS is not accredited by APEGA, there will be no external impacts. In fact, it will ensure that employers and accreditation bodies are not confused by the credential. The suspension (and ultimate termination) of the program is supported by the Faculty of Engineering and APEGA.

4.2 *Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.*

The termination decision will be sent to the Faculty of Engineering and APEGA for their information. The Calendar will be updated to reflect the termination. As there is no external impact, no actions will be taken to communicate with other Campus Alberta institutions.

4.3 *Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.*

There are no anticipated impacts on institutional operations and resources.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

N/A

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

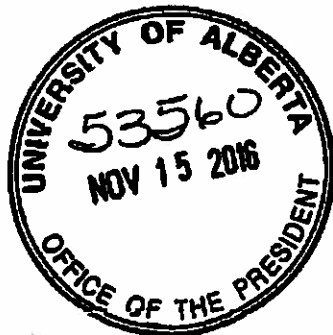
Rationale for Recommendation:

Reviewer(s):

Date Completed:

Deputy Minister
 6th Floor, Commerce Place
 10155 - 102 Street
 Edmonton, Alberta T5J 4L5
 Canada
 Telephone 780-415-4744
 Fax 780-422-1801
www.advancededucation.alberta.ca

November 2, 2016



AR 51067

Dr. David Turpin
 President and Vice-Chancellor
 University of Alberta
 2-24 South Academic Building
 Edmonton AB T6G 2G7

Dear Dr. Turpin:

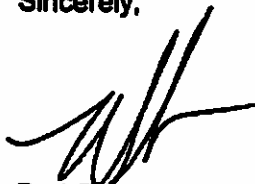
Advanced Education has completed its review of the University of Alberta's proposal to suspend the Agricultural, Food, and Nutritional Science specialization in the Master of Engineering program. The department approves suspending admissions for the July 1, 2016 to June 30, 2021 term.

The department approves the suspension on the understanding that the Board of Governors or delegated institutional authority proposed suspension due to low enrolment and lack of program accreditation. Six months prior to the suspension end date, please advise the department through the Provider and Program Registry System of the university's plan to reactivate or terminate the specialization.

Under the Programs of Study Regulation, proposed changes to this specialization require ministry approval. This includes alterations to the specialization name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

I appreciate the University of Alberta's commitment to high-quality programming, and your ongoing program review and renewal processes.

Sincerely,



Rod Skura
 Deputy Minister

cc: Honourable Marlin Schmidt
 Minister of Advanced Education

Michael Phair
 Chair, Board of Governors, University of Alberta

FINAL Item No. 11

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to the Master of Education in Educational Studies Including Certificate Laddering Pathway
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Motion

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes including a certificate pathway for the MEd in Educational Studies (MES) program, as outlined in the attachments, for implementation upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Douglas Gleddie, Associate Dean, Faculty of Education
Presenter(s)	Douglas Gleddie, Associate Dean, Faculty of Education 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>	To seek approval of changes to the MES Program including a load change and certificate pathway.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The calendar change related to the acceptance of a Graduate Certificate as a ladder into the MEd in Educational Studies (MES) program was approved last year.</p> <p>At present, the MES program has 8 required core courses. With the approved option to ‘ladder in’ a 12-credit Graduate Certificate, the number of required core courses needs to be changed from eight to four (as outlined in the accompanying document). There are no program changes for students who are admitted without prior completion of a graduate certificate.</p> <p>The proposed change would establish an alternative pathway to admission and degree completion for those students who have previously completed an approved Graduate Certificate from the Faculty of Education.</p> <p>The certificate pathway would allow the MES program to be responsive to identified needs in the field. Students would have greater flexibility to complete a graduate degree connected to their area of practice. A graduate certificate is an excellent entry point for working educators and administrators as it requires only a commitment to four courses, instead of 10. In addition, the pathway would allow students to complete EDU 520 and EDU 521 (courses required for principal certification in Alberta) as part of their degree (either as electives or as part of a Graduate Certificate).</p> <p>Students could receive advanced standing for the four courses completed in a Graduate Certificate which would result in six courses needed for completion of the MES program. The University of Calgary has a graduate pathway where students take a graduate certificate (four courses) then a graduate diploma (four courses) and a third component that completes the MEd degree. In addition, Queen’s University has a Professional Master of Education program (10 course program) where students can complete the program through direct entry or completing a Graduate Diploma followed</p>

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	<p>by five additional courses. The proposed certificate pathway for MES would allow students to complete a Graduate Certificate then the MES program.</p> <p>The certificate pathway allows for a clear articulation of the courses required for the completion of the MES program for students bringing in a Graduate Certificate. Students would complete a Graduate Certificate and apply to the MES program to be considered for advanced standing.</p> <p>The MES program would continue to operate as a cohort-based program. All students who bring in a Graduate Certificate would form a cohort.</p> <p>The change would require calendar changes which provide for both pathways. Specifically, the calendar change would be:</p> <p>Program Requirements</p> <p>This is a course-based program that requires the completion of 30 credits in graduate-level coursework, including 12 credits of required core courses.</p> <p><i>Core Courses (*12)</i></p> <ul style="list-style-type: none"> ● EDU 510 - Fundamentals of Educational Research ● EDU 514 – Planning for Educational Change ● EDU 515 - Conducting Educational Research ● EDU 900 – Program Synthesis <p><i>Elective Courses (*18)</i></p> <p>*18 credits of approved graduate elective courses offered by the Faculty of Education.</p> <p>This calendar change provides maximum flexibility and would allow for the two pathways: a) Direct Entry: four required core courses (12 credits) and six approved electives (18 credits) and b) Laddering of an Approved Graduate Certificate: four required courses (12 credits), two approved electives (six credits) and a Graduate Certificate (12 credits) from the Faculty of Education.</p> <p>Details on how the program will be offered is determined by the Faculty of Education.</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><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Faculty members from across departments in Education
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<For information on the protocol see the Governance Resources section Student Participation Protocol >	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● informal consultation with the field (educational leaders, teachers) ● Studies in Educational Leadership - multiple meetings ● Dean’s Advisory Committee - multiple meetings ● G-PST - September 13, 2021 ● Graduate Academic Affairs Council (Education) - October 4, 2021
Approval Route (Governance) (including meeting dates)	<p>Graduate Academic Affairs Council (Education) – December 13, 2021 PRC - January 12, 2022 FGSR Council - January 26, 2022 GFC Programs Committee - February 10, 2022</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Build: Objective 1, Strategy 1-3; Objective 4, Strategy 1 Experience: Objective 7, Strategy 1&3; Objective 10, Strategy 1&2 Excel: Objective 12, Strategy 1; Objective 14, Strategy 1-4 Engage: Objective 16, Strategy 1; Objective 17, Strategy 2 Sustain: Objective 20, Strategy 1</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 940 1542 1121"> <tr> <td data-bbox="570 940 1084 1121"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1084 940 1542 1121"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input 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
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Legislative Compliance and jurisdiction	<p>General Faculties Council Graduate Academic Affairs Council (Education) Faculty of Graduate Studies & Research GFC Programs Committee <i>Post-Secondary Learning Act</i></p>			

Attachments

1. Nov 19 GAAC Calendar Change Request
2. Nov 19 MES Load Change Document

Prepared by: Douglas Gleddie, Associate Dean (dgleddie@ualberta.ca)

University of Alberta

Faculty of Education – Graduate Academic Affairs Council (GAAC)

CALENDAR CHANGE REQUEST FORM

Department: Faculty of Education

Implementation Type: Normal Early

Implementation Calendar Year: 2022-23

COURSE & MINOR CHANGES:	PROGRAM CHANGES:
<input type="checkbox"/> Introduce Course (Attach completed <i>New Course Questionnaire</i>) <input type="checkbox"/> Delete Course <input type="checkbox"/> Modify Course (Includes editorial changes) <input type="checkbox"/> Update Contact Info	<input checked="" type="checkbox"/> Introduce / Delete / Modify Program (Attach completed <i>Program Approval Template</i>) <input type="checkbox"/> Introduce / Delete / Modify Academic Regulations: Admission Requirements, Application Deadlines, Academic Standing Requirements <input checked="" type="checkbox"/> Introduce / Delete / Modify [Graduate] Sections of Calendar

CURRENT (Use <u>yellow highlight and strike out</u> for all changes)	PROPOSED (Use <u>yellow highlight and underline</u> all additions)
<h3>General Information</h3> <hr/> <p>The MEd in Educational Studies offers leadership development for educators and administrators. The program is designed to provide theory, skills, and insights into practice that can be readily applied in the workplace. The program, designed for working professionals in a wide number of areas, <u>is completed in two years through a combination of summer residencies and online courses in a cohort model.</u></p> <h3>Entrance Requirements</h3> <hr/> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Applicants are required</p>	<h3>General Information</h3> <hr/> <p>The MEd in Educational Studies offers leadership development for educators and administrators. The program is designed to provide theory, skills, and insights into practice that can be readily applied in the workplace. The program, designed for working professionals, <u>is completed through a combination of summer residencies and online courses in a cohort model.</u></p> <h3>Entrance Requirements</h3> <hr/> <p>The Department's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Applicants are required to have at least two years of teaching experience <u>or equivalent.</u></p>

to have at least two years of teaching experience.

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

a TOEFL score of at least 92 (Internet-based) with a score of at least 24 on speaking and writing and 21 on reading and listening, or equivalent.

An Academic IELTS overall score of 6.5 with a minimum score of 6.5 on each band

A PTE Academic score of 63

Applicants are also required to submit a letter of intent, a current resume, and two professional letters of recommendation.

Graduate Program Requirements

[The Degree of MEd \(Educational Studies\) \[Graduate\]](#)

Program Requirements

This is a course-based program that requires the completion of ★30 in graduate-level course work, including ★24 of required, core courses. ~~Students are required to attend two three-week summer residencies, one during their first year and one during their second year.~~

Core Courses (★24)

~~[EDU 503 – Foundations of Curriculum](#)~~

[EDU 510 - Fundamentals of Educational Research](#)

~~[EDU 511 - Introduction to School Improvement](#)~~

~~[EDU 512 – Leadership in Educational Settings](#)~~

~~[EDU 513 – Leadership for Educational Change](#)~~

[EDU 514 – Planning for Educational Change](#)

[EDU 515 - Conducting Educational Research](#)

[EDU 900 – Program Synthesis](#)

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

a TOEFL score of at least 92 (Internet-based) with a score of at least 24 on speaking and writing and 21 on reading and listening, or equivalent.

An Academic IELTS overall score of 6.5 with a minimum score of 6.5 on each band

A PTE Academic score of 63

Applicants are also required to submit a letter of intent, a current resume, and two professional letters of recommendation.

Graduate Program Requirements

[The Degree of MEd \(Educational Studies\) \[Graduate\]](#)

Program Requirements

This is a course-based program that requires the completion of ★30 in graduate-level coursework, including ★12 of required, core courses.

Core Courses (★12)

[EDU 510 - Fundamentals of Educational Research](#)

[EDU 514 – Planning for Educational Change](#)

[EDU 515 - Conducting Educational Research](#)

[EDU 900 – Program Synthesis](#)

Elective Courses (★18)

★18 credits of approved graduate elective courses offered by the Faculty of Education. Information on elective courses is available on the [Faculty of Education's Graduate-Level Courses webpage](#).

Elective Courses

Information on elective courses is available on the [Faculty of Education's Graduate-Level Courses webpage](#).

Professional Development Requirement

Students in the MEd in Educational Studies fulfill the [Faculty of Graduate Studies and Research Professional Development Requirement](#) through their program.

Length of Program

Core courses are scheduled to permit completion of the degree by part-time study within two years.

The maximum time to complete the course-based MEd program as set by the Faculty of Graduate Studies and Research is six years.

Graduate Courses

Graduate courses can be found in [Course Listings](#), under the subject heading Educational Studies (EDU)

Laddering into the MEd in Educational Studies

Students who complete the Graduate Certificate in Educational Studies, the Graduate Certificate in School Leadership or an equivalent graduate certificate from the Faculty of Education in good standing may be able to use the courses from the certificate to receive up to ★12 in advanced standing in this program.

Professional Development Requirement

Students in the MEd in Educational Studies fulfill the [Faculty of Graduate Studies and Research Professional Development Requirement](#) through their program.

Length of Program

Core courses are scheduled to permit completion of the degree by part-time study within two years.

The maximum time to complete the course-based MEd program as set by the Faculty of Graduate Studies and Research is six years.

Graduate Courses

Graduate courses can be found in [Course Listings](#), under the subject heading Educational Studies (EDU)

Laddering into the MEd in Educational Studies

Students who complete the Graduate Certificate in Educational Studies, the Graduate Certificate in School Leadership or an equivalent graduate certificate from the Faculty of Education in good standing may be able to use the courses from the certificate to receive up to ★12 in advanced standing in this program.

Completion of the certificate does not guarantee admission to a master's degree program. The certificate may be used for both the basis of admission and laddered into the course-based master degree. Details on [laddering](#) can be found in the Calendar under [Regulations of the Faculty of Graduate Studies and Research](#).

Completion of the certificate does not guarantee admission to a master's degree program. The certificate may be used for both the basis of admission and laddered into the course-based master degree. Details on [laddering](#) can be found in the Calendar under [Regulations of the Faculty of Graduate Studies and Research](#).

Rationale:

The change in the number of required core courses for the Master of Education in Educational Studies (MES) program would allow the MES program to be responsive to identified needs in the field. As well, the changes enable potential graduate students to access multiple entry points into the program: 1) entering the MES program directly or 2) laddering of certificates into the MES program. This second route allows students to begin in a Graduate Certificate program which is an excellent entry point for working educators and administrators as it requires only a commitment to 4 courses and, for some educators, the requirements related to promotion and salary increases require 4 or fewer courses. The change in the number of required courses provides students with greater flexibility to complete a graduate degree connected to their area(s) of practice. In addition, these changes would allow the program to be more receptive to student needs, educational shifts and enable the Faculty of Education to better compete with a number of other institutions such as the University of Calgary.

Department Chair	Signature	Date
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FACULTY USE ONLY			
Change Request Received:	Sent for Review: <input type="checkbox"/> Received	Consultation / Notice of Motion:	Motion Approved:

Proposal Template: Load Change

This template is for proposals for changes in program or specialization load characteristics, including Program Length, Terms, Instructional Credits/Hours and Practicum Credits/Hours.

For degree programs, substantive changes to curriculum resulting in load changes may require referral to the Campus Alberta Quality Council.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended; and
- ensure that applicable supporting documents are attached to the proposal

Basic Information *(Complete the table below)*

Institution	University of Alberta
Program Name	Master of Education in Educational Studies
Specialization Name	
Credential Awarded	Master of Education
Proposed Implementation Date	June 30, 2022

- a. Specify the change(s) to load characteristics being proposed. In cases where load changes reflect changes to existing curriculum, please attach revised course lists including calendar-level information (course titles, descriptions, weights).

Currently, the MES program consists of 8 required core courses and 2 electives for a total of 10 - 3 credit courses (30 credit hours). The Faculty of Education proposes that the MES program be composed of 4 required core courses and 6 electives for a total of 10 – 3 credit courses (30 credit hours).

Current required core courses:

EDU 503 - Foundations of Curriculum ★ 3 (fi 6) (FIRST, 3-0-0)

Provides an introduction to conceptions of curriculum and their effects on pedagogy with particular emphasis on discerning and interpreting how personal, social, cultural, and political circumstances collude in the shaping of educational practices. Prerequisites: Registration in the Master of Education in Educational Studies program, and EDU 511 and EDU 512. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 510 - Fundamentals of Educational Research ★ 3 (fi 6) (SECOND, 3-0-0)

Explores the findings of educational research, and works to apply the results of research to educational problems. Focuses on conceptualizing methods of educational research to specific and individual educational sites and issues. Prerequisites: Registration in the Master of Education in Educational Studies program, and EDU 511 and EDU 512. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 511 - Introduction to School Improvement ★ 3 (fi 6) (SPR/SUM, 3-0-0)

Introduces the current state of knowledge, research and theory in the field of education. Focuses upon teaching and learning within schools and other educational organizations in ways that synthesize educational experience with professional research knowledge. Studies educational change that improves organizations. Prerequisite: Registration in the Master of Education in Educational Studies program. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 512 - Leadership in Educational Settings ★ 3 (fi 6) (SPR/SUM, 3-0-0)

Examines the historical context of current thinking about educational leadership. Explores how leadership literature informs practice, while critically examining that literature from both theoretical and practical perspectives. Analyzes values and ethical principles in school leadership; complex dilemmas of educational leadership; and, works to develop a personal philosophy of educational leadership. Prerequisite: Registration in the Master of Education in Educational Studies program. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 513 - Leadership for Educational Change ★ 3 (fi 6) (SPR/SUM, 3-0-0)

Introduces the relationship of research to educational leadership. Focuses upon synthesizing extant research literature and the need to address a specific leadership need within a school site using appropriate research methods. Studies how educational research can inform leaders in carrying out school improvement and bringing about educational change. Prerequisites: Registration in the Master of Education in Educational Studies program and EDU 510. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 514 - Planning for Educational Change ★ 3 (fi 6) (SPR/SUM, 3-0-0)

Introduces how educational research can enhance educational change toward school improvement. Focuses on utilizing appropriate research methods to create a site-based research proposal for a specific school site. Focuses on planning educational research that improves schools. Prerequisites: Registration in the Master of Education in Educational Studies program and EDU 510. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 515 - Conducting Educational Research ★ 3 (fi 6) (EITHER, 3-0-0)

A supervised research assignment to develop and apply knowledge and skills related to data collection, data analysis techniques, and research report preparation. Prerequisites: Registration in the Master of Education in Educational Studies program, and EDU 513 and EDU 514. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 900 - Program Synthesis ★ 3 (fi 6) (EITHER, 3-0-0)

A reflection and synthesis of learning from the Master of Education in Educational Studies in relation to the concepts of leadership and school/educational improvement that are the foundations of the program. Prerequisites: Registration in the Master of Education in Educational Studies

program and EDU 515. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

Proposed required core courses:

EDU 510 - Fundamentals of Educational Research ★ 3 (fi 6) (3-0-0)

Explores the findings of educational research, and works to apply the results of research to educational problems. Focuses on conceptualizing methods of educational research to specific and individual educational sites and issues. Prerequisites: Registration in the Master of Education in Educational Studies program, and EDU 511 and EDU 512. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 514 - Planning for Educational Change ★ 3 (fi 6) (3-0-0)

Introduces how educational research can enhance educational change toward school improvement. Focuses on utilizing appropriate research methods to create a site-based research proposal for a specific school site. Focuses on planning educational research that improves schools. Prerequisites: Registration in the Master of Education in Educational Studies program and EDU 510. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 515 - Conducting Educational Research ★ 3 (fi 6) (3-0-0)

A supervised research assignment to develop and apply knowledge and skills related to data collection, data analysis techniques, and research report preparation. Prerequisites: Registration in the Master of Education in Educational Studies program, and EDU 513 and EDU 514. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

EDU 900 - Program Synthesis ★ 3 (fi 6) (3-0-0)

A reflection and synthesis of learning from the Master of Education in Educational Studies in relation to the concepts of leadership and school/educational improvement that are the foundations of the program. Prerequisites: Registration in the Master of Education in Educational Studies program and EDU 515. Sections may be offered at an increased rate of fee assessment; refer to the Tuition and Fees page in the University Regulations sections of the Calendar.

Utilizing the new structure of 4 required courses and 6 electives courses, the MES program would operate with two pathways, both implemented using cohorts and one allowing for the laddering of certificates. The two pathways would be:

- 1) Direct entry (the current program)
- 2) Laddering of Approved Certificates

Current Program	Direct Entry	Certificate Laddering
EDU 503*	EDU 503	EDU 510*
EDU 510*	EDU 510*	EDU 514*
EDU 511*	EDU 511	EDU 515*
EDU 512*	EDU 512	EDU 900*

EDU 513*	EDU 513	
EDU 514*	EDU 514*	Approved Grad Certificate (4 courses)
EDU 515*	EDU 515*	
EDU 900*	EDU 900*	
2 Electives	2 Electives	2 Electives

*Required core courses

b. Briefly describe the institution's approval process for the proposed change(s).

GPST, GAAC, PRC, FGSR Council, GFC PC

c. Provide a rationale for the proposed change(s). (Factors may include, but need not be limited to changes in the relevant body of knowledge and/or technology, changes in regulatory and/or professional standards, feedback from students or employers, or alignment with similar/related programs at other institutions.)

The change in the number of required courses for the Master of Education in Educational Studies (MES) program would allow the MES program to be responsive to identified needs in the field. As well, the changes enable potential graduate students to access two entry points into the program: 1) entering the MES program directly or 2) laddering of certificates into the MES program. This route allows students to begin in a Graduate Certificate program, which is an excellent entry point for working educators and administrators as it requires only a commitment to 4 courses and, for some educators, the requirements related to promotion and salary increases require 4 or fewer courses. The change in the number of required courses provides students with greater flexibility to complete a graduate degree connected to their area(s) of practice. In addition, these changes would allow the program to be more receptive to student needs, educational shifts, and enable the Faculty of Education to better compete with a number of other institutions such as the University of Calgary.

d. Describe anticipated impacts on students, and plans to ameliorate any such impacts.

The MES is a cohort-based program. When students are admitted to the program, they are placed in a cohort with a specific schedule for program completion. Cohorts will be based on the two pathways. All courses are cohort-based. Individual students are unable to chart their own path through the program. Specific Details:

Direct Entry: Although the number of required courses moves from 8 to 4, students recruited for the direct entry cohort would essentially have the same experience as prior to the change. The typical student would complete 10 – 3 credit courses (30 credits) in 2 years.

Certificate Laddering: Students who bring in an approved Graduate Certificate (12 credits) into the MES program would come as the Certificate cohort with 6 – 3 credit courses (18 credits) left to

complete the program (4 required core courses and 2 approved electives). Typically, the program would be completed in 15 months.

Thus, the proposed changes have minimal impact on students.

e. Where appropriate, provide evidence of consultation with external stakeholders (e.g. employers, professional/ regulatory organizations) and describe any anticipated impacts on those stakeholders.

The Faculty has consulted with various school divisions and professional associations.

f. Discuss any anticipated impacts of the proposed change(s) on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space).

The anticipated impact centers on increased enrollment in the Graduate Certificate programs and later, the Certificate pathway. While increased enrollment will lead to increased numbers of course sections with all associated costs including staffing and student services, these costs will be covered by tuition revenue. Thus, there would be a positive impact on net revenue for the Faculty.

Reviewer's Comment:

FINAL Item No. 12

Governance Executive Summary
Action Item

Agenda Title	Proposed Core Graduate Student Academic Requirements, Faculty of Graduate Studies and Research
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Motion

THAT the GFC Programs Committee recommend that General Faculties Council approve the proposed core graduate academic requirements for all graduate credentials offered at the University of Alberta as set forth in attachments 1 and 2, for implementation upon approval.

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal outlines the core graduate academic requirements for each respective graduate credential awarded at the UofA, as approved by GFC and the Ministry of Advanced Education.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>FGSR sets and maintains the approved minimum academic requirements for Graduate Programs at the U of A. The establishment of core graduate academic requirements is intended to clearly establish the minimum academic requirements that must be achieved to demonstrate that the essential knowledge and skills commensurate with the credential have been attained.</p> <p>These core graduate academic requirements cannot be waived, exempted, nor accommodated in any way that would alter their integrity and/or the standards, as approved, for the credential being sought. That said, reasonable accommodations may be provided in accordance with the University of Alberta's Duty to Accommodate Procedure up to the point of undue hardship.</p> <p>Departments and faculties may add to these core graduate academic requirements to address discipline specific requirements that exceed the FGSR institutional minimums.</p> <p><i>Context:</i></p> <p>Efforts to define core graduate academic requirements in graduate programs follows examples and best practices set by several other Canadian universities (e.g. UManitoba, UWO, CarletonU) in the spirit of inclusivity and accessibility in graduate education.</p> <p>As noted in a quote from a 2014 report published by CAGS that has motivated consideration of how Core Academic Requirements can be</p>

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defined and considered: *“The issues identified by graduate administrators and student services staff as critical in working with this group of students include the interfaces between a student’s accommodations, the nature of the essential requirements of their academic discipline, and the legislative and policy framework within which the institution operates.”*

U of M was a leader in Canadian graduate education when it instituted a similar initiative back in 2015. *“The University of Manitoba is one of the first universities in Canada to implement a Bonafide Academic Requirement (BFAR) process, and has been commended by the Province of Manitoba’s Disabilities Issues Office for its strong action plan in support of barrier-free education.”* BFARs are the minimum and essential knowledge, skills, abilities, attitudes, and experiences that a student must acquire in order to successfully graduate from a program.

Carleton University also instituted “Essential Requirements:” *Essential requirements is a specific term used in human rights legislation, referring to the bona fide requirements of a task or program that cannot be altered without compromising the fundamental nature of the task or program. Determining what is an essential requirement and what is not is critical in distinguishing requirements that cannot be accommodated from what can and should be altered.”*

These proposed core graduate academic requirements are intended to work in concert with the U of A’s Duty to Accommodate Procedure so as to provide clarity on what elements of our graduate requirements cannot be waived or exempted; reasonable accommodations may be granted up to the point of undue hardship. They define the minimum requirements that must be completed to earn the credential, enabling the university to apply flexible approaches to accommodate a student’s needs while being cognizant of how these approaches can articulate with the core graduate academic requirements to ensure student success in their respective graduate programs.

These core graduate academic requirements do not alter, compromise, or restrict existing approved program requirements. In fact, they provide the foundation upon which those more discipline specific requirements build.

Departments and Faculties may add to these core graduate academic requirements to address discipline specific requirements that exceed the FGSR institutional minimums.

Academic units may choose not to develop additional requirements above those identified by FGSR for graduate programs; in these instances, the established institutional core graduate academic requirements would apply.

Students requiring accommodations must register with the U of A Academic Success Centre - Accessibility Resources.

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Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>
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Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● GEFAC - October 22, 2020 ● PRC - September 30, 2020, November 4, 2020 ● FGSR Council - October 14, 2020 ● Office of Safe Disclosure and Human Rights (Evelyn Hamdon) - October 19, 2020 ● Office of General Counsel (Jax Oltean) and Dean of Students Office (Wendy Doughty) - October 29, 2020 ● GEFAC - January 28, 2021 ● GPST - January 28, 2021 ● Policy Review Committee - February 3, 2021 ● Legal Council and Office of Accommodation ● Policy Review Committee - September 29, 2021 ● GPST - October 4, 2021 ● GEFAC - October 7, 2021 ● GPST - November 29, 2021 ● FGSR Council - October 13, 2021
<p>Approval Route (Governance) (including meeting dates)</p>	<p>PRC - January 12, 2022 (Approved) FGSR Council - January 26, 2021 (Approved) GFC Programs Committee (recommendation) - February 10, 2022 General Faculties Council - March 21, 2022</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>1. OBJECTIVE Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>5. OBJECTIVE Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.</p> <p style="padding-left: 40px;">ii. Celebrate and support diversity and inclusivity.</p> <p>14. OBJECTIVE Inspire, model, and support excellence in teaching and learning.</p> <p style="padding-left: 40px;">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>
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	<p>19. OBJECTIVE Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</p> <p>iii. Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses.</p> <p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 730 1544 940"> <tr> <td data-bbox="570 730 1089 940"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 730 1544 940"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act</i> UofA Calendar Faculty of Graduate Studies & Research GFC Programs Committee UAPPOL Discrimination, Harassment and Duty to Accommodate Policy</p>			

1. Core Graduate Student Academic Requirements (January 7, 2022)
2. Calendar Language Change - Core Academic Requirements

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR [graddean@ualberta.ca]

Core Graduate Academic Requirements:

Date: January 7, 2022

The following is a list of *minimum* core graduate academic requirements that must be successfully met for that graduate credential to be awarded to the candidate who is seeking it. The successful completion of each core graduate academic requirement specified demonstrates that the essential knowledge and skills commensurate with the credential being sought have been attained. Accordingly, these core graduate academic requirements cannot be waived nor exempted.

Reasonable accommodations may be provided in accordance with the University of Alberta's Duty to Accommodate Procedure; however, they cannot alter the integrity and/or the standard and/or the core graduate academic requirement as it is approved. While these core graduate academic requirements cannot be waived, the manner of achieving them may be accommodated, up to the point of undue hardship. In such instances, the Vice Provost and Dean of FGSR will be consulted prior to approving the accommodations being considered. Students requiring accommodations need to register with the U of A's Academic Success Centre - Accessibility Resources.

It is important to note that these are the minimum core graduate academic requirements for each graduate degree/certificate offered; academic units may wish to add, in addition to these minimums, their own disciplinary specific supplemental core academic requirements that must be met for their respective graduate programs. Any additional core graduate academic requirements would require approval through the University's established governance pathways, including FGSR Council.

Course-Based Master's Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must complete a capstone project or capping exercise as required by their program and commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710) as required by FGSR.
Thesis-Based Masters Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must successfully defend their thesis (where required) by the program in real time, as determined by the examining committee.
The student must produce a published/recorded thesis commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710) as required by FGSR.
Thesis-Based Doctoral Programs
The student must successfully complete all coursework at the graduate level as required by their program.
The student must successfully complete a doctoral candidacy exam as required by their program.
The student must successfully defend their thesis in real time, as determined by the examining committee.
The student must produce a published/recorded thesis commensurate with the degree being sought.
The student must complete the ethics and academic citizenship training (INT D 710 and INT D 720) as required by FGSR.
Certificates and Diplomas
The student must successfully complete all coursework required for the certificate or diploma as approved.

Item: Core Academic Requirements

Date: January 7, 2022

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

<p style="text-align: center;">CURRENT text from the 2020-2021 draft calendar</p>	<p style="text-align: center;">PROPOSED</p>
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>General Information [...]</p> <p>Graduate Programs Offered [...]</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>General Information [...]</p> <p>Graduate Programs Offered [...]</p> <p>Minimum Core Graduate Academic Requirements</p> <p>The following is a list of <i>minimum</i> core graduate academic requirements that must be successfully met for that graduate credential to be awarded to the candidate who is seeking it. The successful completion of each core graduate academic requirement specified demonstrates that the essential knowledge and skills commensurate with the credential being sought have been attained. Accordingly, these core graduate academic requirements cannot be waived nor exempted.</p> <p>Reasonable accommodations may be provided in accordance with the University of Alberta’s Duty to Accommodate Procedure; however, they cannot alter the integrity and/or the standard and/or the requirement as it is approved. While these core graduate academic requirements cannot be waived, the manner of achieving them may be accommodated, up to the point of undue hardship. In such instances, the Vice Provost and Dean of FGSR will be consulted prior to approving the accommodations being considered. Students requiring accommodations need to register with the U of A’s Academic Success Centre - Accessibility Resources.</p> <p>It is important to note that these are the minimum core graduate academic requirements for each graduate degree/certificate offered; academic units may wish to add, in addition to these minimums, their own disciplinary specific supplemental core graduate academic requirements that</p>

must be met for their respective graduate programs. Any additional requirements would require approval through the University's established governance pathways, including FGSR Council.

Course-Based Master's Programs

The student must successfully complete all coursework at the graduate level as required by their program.

The student must complete a capstone project or capping exercise as required by their program and commensurate with the degree being sought.

The student must complete the ethics and academic citizenship training (INT D 710) as required by FGSR.

Thesis-Based Masters Programs

The student must successfully complete all coursework at the graduate level as required by their program.

The student must successfully defend their thesis, (where required) by the program in real time, as determined by the examining committee.

The student must produce a published/recorded thesis commensurate with the degree being sought.

The student must complete the ethics and academic citizenship training (INT D 710) as required by FGSR.

Thesis-Based Doctoral Programs

The student must successfully complete all coursework at the graduate level as required by their program.

The student must successfully complete a doctoral candidacy exam as required by their program.

The student must successfully defend their thesis in real time, as determined by the examining committee.

The student must produce a published/recorded thesis commensurate with the degree being sought.

The student must complete the ethics and academic citizenship training (INT D 710 and INT D 720) as required by FGSR.

Certificates and Diplomas

The student must successfully complete all coursework required for the certificate or diploma as approved.

[...]

[...]

Regulations of the Faculty of Graduate Studies and Research

[...]

Course-based Master's Programs

Course Requirements: In course-based programs, all coursework must be at the graduate level.

[...]

Thesis-Based Master's Programs

[...]

[...]

Doctoral Degrees

[...]

The Degree of PhD

[...]

Regulations of the Faculty of Graduate Studies and Research

[...]

Course-based Master's Programs

Course Requirements: In course-based programs, all coursework must be at the graduate level.

Core Graduate Academic Requirements: Please see the list <Link> of *minimum* core graduate academic requirements that must be met for each respective graduate credential at the University of Alberta, in order for the credential to be awarded. Achievement of the core graduate academic requirements demonstrates that the essential knowledge and skills commensurate with the credential have been attained. These requirements cannot be waived nor exempted.

Academic units may have additional approved disciplinary specific supplemental core graduate academic requirements that must be met for their respective graduate programs. Students are advised to consult, where applicable, these requirements in the calendar.

[...]

Thesis-Based Master's Programs

[...]

Core Graduate Academic Requirements: Please see the list <Link> of *minimum* core graduate academic requirements that must be met for each respective graduate credential at the University of Alberta, in order for the credential to be awarded. Achievement of the core graduate academic requirements demonstrates that the essential knowledge and skills commensurate with the credential have been attained. These requirements cannot be waived nor exempted.

Academic units may have additional approved disciplinary specific supplemental core graduate academic requirements that must be met for their respective graduate programs. Students are advised to consult, where applicable, these requirements in the calendar.

[...]

Doctoral Degrees

[...]

<p>[...]</p> <p>Diploma and Certificate Programs</p> <p>[...]</p> <p>[...]</p>	<p>The Degree of PhD</p> <p>[...]</p> <p>Core Graduate Academic Requirements: Please see the list <Link> of <i>minimum</i> core graduate academic requirements that must be met for each respective graduate credential at the University of Alberta, in order for the credential to be awarded. Achievement of the core graduate academic requirements demonstrates that the essential knowledge and skills commensurate with the credential have been attained. These requirements cannot be waived nor exempted.</p> <p>Academic units may have additional approved disciplinary specific supplemental core graduate academic requirements that must be met for their respective graduate programs. Students are advised to consult, where applicable, these requirements in the calendar.</p> <p>[...]</p> <p>Diploma and Certificate Programs</p> <p>[...]</p> <p>Core Graduate Academic Requirements: Please see the list <Link> of <i>minimum</i> core graduate academic requirements that must be met for each respective graduate credential at the University of Alberta, in order for the credential to be awarded. Achievement of the core graduate academic requirements demonstrates that the essential knowledge and skills commensurate with the credential have been attained. These requirements cannot be waived nor exempted.</p> <p>Academic units may have additional approved disciplinary specific supplemental core graduate academic requirements that must be met for their respective graduate programs. Students are advised to consult, where applicable, these requirements in the calendar.</p> <p>[...]</p>
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Justification:
Approved by:

FINAL Item No. 13

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Graduate Student Residence Requirements, Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Programs Committee recommend General Faculties Council approve the proposed changes to the residence requirement for all graduate students, as noted in the included calendar change, for implementation upon approval.</p>

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	FGSR is proposing to remove the institutional residence requirement for Master's and Doctoral graduate degree programs. The proposal will not affect those programs who have existing, approved residence requirements. Future program proposals are free to include such a requirement as desired.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>With the onset of COVID-19, it has become clear that the minimum residence requirement for all graduate students is impractical and poses challenges for monitoring and enforcement. Further, the existing calendar regulation provides no direction on outcomes should a student not meet the minimum residence requirement.</p> <p>Removing the institutional residence requirement will not affect those graduate programs who have existing residence requirements; unit-level monitoring and management will continue to be the responsibility of the department/faculty.</p> <p>In instances where a program relied on the institutional residence requirement as a minimum and do not wish to implement their own, they will not be required to do so.</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><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● FGSR Council - October 14, 2020 (Early Discussion) ● GEFAC - November 4, 2021; December 2, 2021 ● PRC - January 12, 2022 ● GPST - January 24, 2022
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Item No. 13

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	PRC - January 12, 2022 (Approved) FGSR Council - January 26, 2021 (Approved) GFC Programs Committee - February 10, 2022 General Faculties Council - March 21, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p style="padding-left: 40px;">iv. Facilitate easy access to and use of university services and systems, reduce duplication and complexity, and encourage cross-institutional administrative and operational collaboration.</p> <p>19. OBJECTIVE Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</p>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> X Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> X Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> UofA Calendar General Faculties Council Faculty of Graduate Studies & Research GFC Programs Committee	

1. Calendar Language Change: Residence Requirement Changes

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR [graddean@ualberta.ca]

Item: Residence Requirement Changes

Date: November 2, 2021

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

CURRENT	PROPOSED
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Residence Requirement</p> <p>Master's Programs: Residence requirements for master's programs are established and monitored by the department. Most course-based master's programs have no residence requirements. See Graduate Programs.</p> <p>Doctoral Programs: Residence supports two important objectives in these programs:</p> <ol style="list-style-type: none"> 1. A doctoral program provides students with significant contact with the University of Alberta, through time spent on campus and through interactions with the faculty and graduate students at the University. 2. A doctoral program educates the student as an independent researcher and scholar in an academic discipline, through activities such as course work, participating in seminars, involvement in teaching, interactions with faculty members and other graduate students, and research under the direction of a faculty member. <p>The default residence requirement for the PhD and DMus programs is two academic years (where an academic year is defined as the eight-month period from September through April), and 12 continuous months for the EdD.</p> <p>Specific residence requirements to support these objectives will be established by the department. Changes or exceptions to departmental residence requirement are to be submitted to the Dean of the department's Faculty for approval.</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Residence Requirement</p> <p>Master's Programs: FGSR does not have a minimum residency requirement for graduate programs. Most course-based master's programs have no residence requirements, however, students should consult their programs as the academic unit establishes and monitors student residency requirements. See Graduate Programs.</p> <p>Doctoral Programs: FGSR does not have a minimum residency requirement for graduate programs. However, students should consult their programs as the academic unit establishes and monitors student residency requirements.</p> <p>Where programs do have a residence requirement, it supports two important objectives in these programs:</p> <ol style="list-style-type: none"> 3. A doctoral program provides students with significant contact with the University of Alberta, through time spent on campus and through interactions with the faculty and graduate students at the University. 4. A doctoral program educates the student as an independent researcher and scholar in an academic discipline, through activities such as coursework, participating in seminars, involvement in teaching, interactions with faculty members and other graduate students, and research under the direction of a faculty member. <p>Specific residence requirements to support these objectives will be established by the department. Changes or exceptions to departmental residence requirement are to be submitted to the Dean of the department's Faculty for approval.</p>

When a department changes a student's status in the middle of a program, the time spent as a master's candidate may count toward the residence requirement. Time spent as a qualifying graduate student does not count toward the residence requirement.

The University of Calgary and the University of Alberta have an agreement allowing, under certain conditions, PhD students at one institution to take up to one year of their two-year residence requirement at the other institution. Contact the Faculty of Graduate Studies and Research for further information.

Graduate diploma and graduate certificates: There is no Faculty of Graduate Studies and Research residence requirement for graduate diplomas or certificates

[...]

Course-based Master's Programs

[...]

Residence: ~~Residence requirements are established and monitored by the department.~~

[...]

Thesis-Based Master's Programs

Residence: ~~Residence requirements are established and monitored by the department.~~

[...]

The Degree of PhD

[...]

Residence Requirements: See [Residence Requirement](#) of the University Calendar.

[...]

For programs who have a Residence Requirement: When a department changes a student's status in the middle of a program, the time spent as a master's candidate may count toward the residence requirement. Time spent as a qualifying graduate student does not count toward the residence requirement.

The University of Calgary and the University of Alberta have an agreement allowing, under certain conditions, PhD students at one institution to take up to one year of their two-year residence requirement at the other institution. Contact the Faculty of Graduate Studies and Research for further information.

Graduate diploma and graduate certificates: There is no Faculty of Graduate Studies and Research residence requirement for graduate diplomas or certificates

[...]

Course-based Master's Programs

[...]

Residence: FGSR does not have a minimum residency requirement for graduate programs. However, students should consult their programs as the academic unit establishes and monitors student residency requirements. See [<LINK: Residence Requirement>](#) of the University Calendar.

[...]

Thesis-Based Master's Programs

Residence: FGSR does not have a minimum residency requirement for graduate programs. However, students should consult their programs as the academic unit establishes and monitors student residency requirements. See [<LINK: Residence Requirement>](#) of the University Calendar.

[...]

The Degree of PhD

[...]

Residence Requirements: FGSR does not have a minimum residency requirement for graduate programs. However, students should consult their programs as the academic unit establishes and monitors student residency requirements. See [<LINK: Residence Requirement>](#) of the University Calendar.

[...]

Justification:
Approved by:

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Alternate Criteria for English Language Proficiency, Faculty of Graduate Studies and Research
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Motion

THAT GFC Programs Committee recommend General Faculties Council approve the proposed alternate admissions criteria for the English Language Proficiency Requirement for those applicants with a previous credential or accreditation as set forth in attachment 1, for implementation upon approval.

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	An exceptional alternate pathway to meet the institutional ELP Requirement is being proposed for prospective graduate student applicants who have attained a credential(s) from an international institution where the primary language of instruction is not English but who subsequently are able to demonstrate ELP through one or more of the proposed criteria.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The changes will provide an exceptional alternate pathway for prospective graduate student applicants who hold a degree(s) from an institution where English is not the primary language of instruction, but who have demonstrated ELP through one or more of the following methods:</p> <ul style="list-style-type: none"> • Successful completion of a subsequent certificate, diploma, or equivalent credential from an academic institution recognized by the University of Alberta, where the language of instruction is English. • Attainment of a professional certification/designation from a recognized/accredited organization that requires its own demonstration of English language proficiency. • Demonstrated applied professional experience of a minimum of five (5) years where English is the principal language for spoken, written, and oral communication. <p>This will create greater accessibility to graduate education, particularly for working professionals, who are/were international students, permanent residents, or new Canadian citizens.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Item No. 14

<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 have been consulted:</u></p> <ul style="list-style-type: none"> ● GEFAC - November 4, 2021 ● FGSR Council - November 24, 2021 ● GPST - November 29, 2021 ● GEFAC - December 2, 2021
<p>Approval Route (Governance) (including meeting dates)</p>	<p>PRC - January 12, 2022 (Approved) FGSR Council - January 26, 2021 (Approved by subsequent evote) GFC Programs Committee - February 10, 2022 General Faculties Council - March 21, 2022</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>1. OBJECTIVE Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p style="padding-left: 40px;">i. Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</p> <p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p style="padding-left: 40px;">iv. Facilitate easy access to and use of university services and systems, reduce duplication and complexity, and encourage cross-institutional administrative and operational collaboration.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p> </td> <td style="vertical-align: top;"> <p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p> </td> </tr> </table>		<p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p>	<p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p>
<p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p><input type="checkbox"/> Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p>	<p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p>			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act UofA Calendar GFC Programs Committee Faculty of Graduate Studies & Research</p>			

1. Calendar Language Change: ELP For Those With Previous Credential or Accreditation

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR [graddean@ualberta.ca]

Item: ELP For Those With Previous Credential or Accreditation (DRAFT)

Date: January 7, 2022

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

CURRENT	PROPOSED
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>Graduate Program Entrance Requirements</p> <p>[...]</p> <p>English Language Requirement</p> <p>Since English is the primary language of instruction and communication at the University of Alberta (except for Faculté Saint-Jean), proficiency in English is a prerequisite for graduate admission.</p> <p>All applicants must demonstrate English language proficiency prior to admission either by:</p> <ul style="list-style-type: none"> • Possession of a degree or its academic equivalent from an academic institution recognized by the University of Alberta, in which the language of instruction is English; or • A satisfactory score on an approved English language examination as described below. <p>Notwithstanding the above, graduate programs reserve the right to require a further demonstration of English language proficiency.</p> <p>The Faculty of Graduate Studies and Research recognizes four English language examinations:</p> <ul style="list-style-type: none"> • the Test of English as a Foreign Language (TOEFL); • the International English Language Testing System (Academic IELTS); • the Canadian Academic English Language (CAEL) Assessment; • the Pearson Test of English Academic (PTE Academic). 	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>Graduate Program Entrance Requirements</p> <p>[...]</p> <p>English Language Requirement</p> <p>Since English is the primary language of instruction and communication at the University of Alberta (except for Faculté Saint-Jean), proficiency in English is a prerequisite for graduate admission.</p> <p>All applicants must demonstrate English language proficiency prior to admission either by:</p> <ul style="list-style-type: none"> • Possession of a degree or its academic equivalent from an academic institution recognized by the University of Alberta, where the language of instruction is English; or • A satisfactory score on an approved English language examination as described below. <p>Notwithstanding the above, graduate programs reserve the right to require a further demonstration of English language proficiency.</p> <p>The Faculty of Graduate Studies and Research recognizes four English language examinations:</p> <ul style="list-style-type: none"> • The Test of English as a Foreign Language (TOEFL); • The International English Language Testing System (Academic IELTS); • The Canadian Academic English Language (CAEL) Assessment; • The Pearson Test of English Academic (PTE Academic).

The FGSR minimum acceptable scores are:

- TOEFL: total score of 90 with a score of at least 21 on each of the individual skill areas (internet-based) or equivalent;
- Academic IELTS: 6.5, with at least 6.0 on each test band;
- CAEL: overall 70 with at least 60 on each subtest;
- PTE Academic: 61 with a minimum band score of 60. Applicants who take the Pearson test must request that this University be given access to their score.

Individual graduate programs may require higher scores. Consult the appropriate departmental information in [Graduate Programs](#).

[...]

The FGSR minimum acceptable scores are:

- TOEFL: total score of 90 with a score of at least 21 on each of the individual skill areas (internet-based) or equivalent;
- Academic IELTS: 6.5, with at least 6.0 on each test band;
- CAEL: overall 70 with at least 60 on each subtest;
- PTE Academic: 61 with a minimum band score of 60. Applicants who take the Pearson test must request that this University be given access to their score.

Individual graduate programs may require higher scores. Consult the appropriate departmental information in [Graduate Programs](#).

In exceptional circumstances, and on the recommendation of an academic unit, the Dean of FGSR may consider an applicant who holds a degree(s) from an institution where English is not the primary language of instruction but who has demonstrated English language proficiency through one or more of the following:

- Successful completion of a subsequent certificate, diploma, or equivalent credential from an academic institution recognized by the University of Alberta, where the language of instruction is English.
- Attainment of a professional certification/designation from a recognized/accredited organization that requires its own demonstration of English language proficiency.
- Demonstrated applied professional experience of a minimum of five (5) years where English is the principal language for spoken, written, and oral communication.

Justification:

Approved by: