The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, May 19, 2022 meeting:

Agenda Title: **Course and Minor Program Changes**
- Arts
- Medicine and Dentistry
- Science

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

FINAL Item 4

Agenda Title: **Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan**

CARRIED MOTION:
THAT the GFC Programs Committee endorse Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan.

FINAL Item 5

Agenda Title: **Proposed Suspension of the BSc Pharmacy and the Bridging Program for BSc Pharmacy Students, Faculty of Pharmacy and Pharmaceutical Sciences**

CARRIED MOTION:
THAT the GFC Programs Committee recommend that the Board of Governors approve the suspension of the Bachelor of Science in Pharmacy program, for implementation July 1, 2023.

CARRIED MOTION:
THAT the GFC Programs Committee recommend that the Board of Governors approve the suspension of the Doctor of Pharmacy (Pharm D) Bridging Program for BSc in Pharmacy Students, for implementation July 1, 2023.

FINAL Item 6

Agenda Title: **Proposed Revisions to the English for Academic Purposes (EAP) Bridging Program, Faculty of Education**

CARRIED MOTION:
THAT the GFC Programs Committee, with delegated authority from General Faculties Council, approve the proposed changes related to the restructuring of the Bridging Program as set forth in attachment 2, to take effect upon approval.

FINAL Item 7

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	Course and Minor Program Changes
	− **Arts**
	− **Medicine and Dentistry**
	− **Science**

Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached course and minor program change submissions from the Faculties of Arts, Medicine and Dentistry, and Science.

Item

Action Requested	☒ Approval ☐ 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 (*please be specific*)	To approve course and minor program changes.
Executive Summary (*outline the specific item − and remember your audience*)	All routine course and minor program changes that do not involve or affect other Faculties or units, and do not form part of a proposal for a new program or a substantive program change, are approved regularly by the GFC Programs Committee in an omnibus motion. See individual item for Faculty Council approval information.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar
	*Those who have been **consulted**:* • Undergraduate Program Support Team • Graduate Program Support Team
	*Those who have been **informed**:* • Items have been posted on the University Governance website for information
Approval Route (Governance) (including meeting dates)	GFC Programs Committee, May 19, 2022

Item No. 4

Strategic Alignment

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

Attachments (each to be numbered 1 - <>)

1. Arts
2. Medicine and Dentistry
3. Science

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

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

Package Code: AR UGSP – 3.15.22

This package contains: **Undergraduate - Substantive Program Changes**

Faculty approval date:

AEC Date: March 15, 2022	AFC March 17, 2022

This is to be corrected in the current 2022-23 Calendar as addendum. Please read covering letter for more details.

Page	Department or Unit	What is Changing
2	MUSIC	BA Music Major

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Dear Arts Faculty Council,

The Department of Music submitted a calendar change request that was approved by AAC April 22, 2020 – AEC May 2020 – AFC May 21, 2020 before being approved by central governace. The Department of Music asked for these, as well as other changes, to be held off from publication in the 2021-22 calendar. This was done and a further request to cancel a number of changes was later made. I can confirm that the Department of Music voted to cancel the implementation of the BA Music Major changes submitted in 2020 on October 8, 2021.

Music then put through a number of forms, reversing some of the previously approved changes but was under the impression that changes to the BA Major in Music were outright canceled. However, now that the 2022-23 calander has been published we see the changes to the program were included.

This is problamatic because incoming students will begin registering in March with the wrong information. This has already caused some confusion among continuing students.

The only way to have the program reverted back is to move the change/reversal though governance. The Calander Editor will then note this and edit the current 2022-23 calander through the addendum process.

We ask that you approve this as soon as possible to avoid confusion among current and incoming students.

Sincerely,

Stephen Tchir
Undergraduate Advior, Fine Arts Student Services

…

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

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

Department: Music

Change: Undergraduate Major Program Change

Rationale: A recent change to the BA Music Major was supposed to be cancelled prior to its implementation, but through a miscommunication, I did not submit a calendar change request to halt the change. I would like to request that the BA Music Major revert to the previous version (2021-2022 Calendar) and that this be amended in the current 2022-2023 published calendar, please.

Paste **current** calendar URL here

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	Proposed: <u>Underline and highlight</u> additions
# Major in Music [Arts]	# Major in Music [Arts]
## General Information	## General Information
See Bachelor of Arts for additional regulations and requirements. For the degree of BMus, see Bachelor of Music.	See Bachelor of Arts (BA) for additional regulations and requirements. For the degree of BMus, see Bachelor of Music (BMus).
## Requirements for the Major	## Requirements for the Major
A minimum of 30 units to a maximum of 48 units at the senior level and must include a minimum of 6 units at the 400-level~~, and 18 units as follows:~~ • ~~MUSIC 129 - Fundamental Keyboard Skills (unless granted an exemption by the Department of Music)~~ • ~~MUSIC 151 - Aural and Keyboard Skills I~~ • ~~MUSIC 155 - Music Theory I~~ • ~~MUSIC 156 - Music Theory II~~ • ~~MUSIC 186 - Musical Life Today~~ ~~3 units from~~ • ~~MUSIC 140 - Choral Ensemble~~ • ~~MUSIC 141 - Instrumental Ensemble~~ • ~~MUSIC 143 - Indian Music Ensemble I~~ • ~~MUSIC 144 - West African Music Ensemble I~~	Minimum of ★30 to a maximum of ★48 at the senior level and must include a minimum of ★6 at the 400-level. <u>The Department of Music strongly recommends that students take the following courses in the first year, as they fulfill prerequisites for many senior level courses:</u> • <u>MUSIC 101 - Introduction to Western Art Music</u> • <u>MUSIC 102 - Introduction to World Music</u> • <u>MUSIC 103 - Introduction to Popular Music</u> • <u>MUSIC 155 - Music Theory I</u> • <u>MUSIC 156 - Music Theory II</u> • <u>MUSIC 170 - Introduction to Composition, and Sonic Arts</u> ## Note:

- MUSIC 148 - Middle Eastern and North African Music Ensemble I
- MUSIC 193 - Experimental Improvisation Ensemble
- MUSIC 439 - Vocal and Instrumental Chamber Ensemble
- MUSIC 446 - Opera Workshop
- MUSIC 447 - Conducting Ensembles

Note:

No more than 15 units from MUSIC X24, X25, X26, X27, X39, X40, X41, X42, X43, X44, X46, X47, X48, X92, and X93 may be counted toward the major.

The following course has been approved as a Music option: CATS 381.

No more than ★15 from MUSIC X24, X25, X26, X27, X39, X40, X41, X42, X43, X44, X46, X47, X48, X92, and X93 may be counted toward the major.

The following course has been approved as a Music option: CATS 381.

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

This package contains: Undergraduate - Substantive Program Changes

Faculty approval path and dates:

AAC Date: 02.08.22	AEC Date: 03.03.22	AFC Date: 03.17.22

Page	Department/ Unit	What is Changing
2	History, Classics and Religion	Honors in Classics
4	Mathematical and Statistical Sciences	BA Major in Mathematics
6	MLCS	Minor in MLCS - French
7	USS - Faculty	BA Graduation Requirements
8	USS - Faculty	BA Honors Graduation Requirements

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Department: History, Classics and Religion

Change: Undergraduate Major Program Change

Rationale: This change is a minor correction to the Honors Classics major. It corrects an inconsistency in the total credit requirements and provides greater clarity to students and advisors.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=39017&hl=%22classics%22&returnto=search

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	Proposed: <u>Underline and highlight</u> additions
Honors in Classics **General Information** Students planning to apply for admission to the Honors program should consult BA Honors for admission requirements. See Bachelor of Arts (Honors) for Faculty regulations concerning the Honors program. **Program Requirements (★121)** Minimum ★6~~0~~, maximum ★7~~2~~ in GREEK, LATIN and/or CLASS ~~As the language component (total of ★18):~~ ★18 ~~in~~ GREEK and/or LATIN ★6 selected from CLASS 102 - Greek and Roman Mythology CLASS 103 - Introduction to Ancient Greece CLASS 104 - Introduction to Ancient Rome CLASS 110 - The Ancient World ★3~~9~~ selected from CLASS, GREEK and/or LATIN, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level. ★1 CLASS 503 - Introduction to Classics as a Discipline for Honours Students [Move up] ★3 Honors Essay ~~(one of)~~ CLASS 500 - Fourth-Year Honors Tutorial [Move up] ~~GREEK 500 - Fourth-Year Honors Tutorial~~ ~~LATIN 500 - Fourth-Year Honors Tutorial~~	**Honors in Classics** **General Information** Students planning to apply for admission to the Honors program should consult BA Honors for admission requirements. See Bachelor of Arts (Honors) for Faculty regulations concerning the Honors program. **Program Requirements (★121)** Minimum ★6<u>1</u>, maximum ★7<u>3</u> in GREEK, LATIN and/or CLASS <u>Course requirements:</u> ★18 <u>selected from</u>: in GREEK and/or LATIN ★6 selected from: CLASS 102 - Greek and Roman Mythology CLASS 103 - Introduction to Ancient Greece CLASS 104 - Introduction to Ancient Rome CLASS 110 - The Ancient World <u>Honors Proseminar:</u> • CLASS 503 - Introduction to Classics as a Discipline for Honours Students <u>Honors Essay</u>: CLASS 500 - Fourth-Year Honors Tutorial <u>★33</u> selected from: <u>additional</u> CLASS, GREEK and/or LATIN <u>courses</u>, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level. <u>Note: No single course can be used to satisfy multiple course requirements.</u>

Department Contact: Adam Kemezis	Department Council Approval Date: Nov. 5, 2021
Chair or Designate: Jaymie Heilman	Signature: *Jaymie Heilman*

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

Department: Mathematical and Statistical Sciences

Change: Undergraduate Major Program Change

Rationale: Mathematical and Statistical Sciences Council passed the attached changes to the BA Mathematics Major requirement on February 1. The aim was to bring the requirements for the Arts major in line with the Science major.
2022-23 Draft https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42208

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	Proposed: <u>Underline and highlight</u> additions
Major in Mathematics [Arts] **General Information** See Bachelor of Arts for additional regulations and requirements. **Requirements for the Major** Minimum of 30 units to a maximum of 48 units of senior level Mathematics courses including 6 units at the 400-level. ~~**Note**~~ ~~In order to meet prerequisite requirements for a broad range of 300- and 400-level courses, the following courses are recommended for a Mathematics major:~~ MATH 114 - Elementary Calculus I MATH 115 - Elementary Calculus II MATH 214 - Intermediate Calculus III MATH 215 - Intermediate Calculus IV MATH 125 - Linear Algebra I `Moved Down` MATH 228 - Algebra: Introduction to Ring Theory `Move up`	**Major in Mathematics [Arts]** **General Information** See Bachelor of Arts for additional regulations and requirements. **Requirements for the Major** Minimum of 30 units to a maximum of 48 units of senior level Mathematics courses including 6 units at the 400-level. **Required Courses** _____ • MATH 228 - Algebra: Introduction to Ring Theory **6 units from** • MATH 114 - Elementary Calculus I • MATH 115 - Elementary Calculus II • <u>MATH 117 - Honors Calculus I</u> • <u>MATH 118 - Honors Calculus II</u> • <u>MATH 134 - Calculus for the Life Sciences I</u> • <u>MATH 136 - Calculus for the Life Sciences II</u> • <u>MATH 144 - Calculus for the Physical Sciences I</u> • <u>MATH 146 - Calculus for the Physical Sciences II</u> • <u>MATH 154 - Calculus for Business and Economics I</u> • <u>MATH 156 - Calculus for Business and Economics II</u> **3 units from** • MATH 214 - Intermediate Calculus I • <u>MATH 217 - Honors Advanced Calculus I</u> **3 units from** • MATH 215 - Intermediate Calculus II • <u>MATH 317 - Honors Advanced Calculus II</u> **6 units from** • MATH 125 - Linear Algebra I • <u>MATH 127 - Honors Linear Algebra I</u> • <u>MATH 225 - Linear Algebra II</u> • <u>MATH 227 - Honors Linear Algebra II</u>

	Note: **1. Students not presenting MATH 117 must include MATH 216 in the degree.**

Department Contact: David McNeilly	Department Council Approval Date: Feb 1, 2022
Chair or Designate:	Signature:

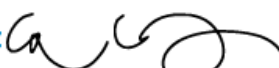**Department:** Modern Languages and Cultural Studies

Change: Undergraduate Minor Program Change

Rationale: It was decided that FREN 301 (Introduction to French Literary Studies) no longer be a required course for a Minor in French for the following reasons: 1) FREN 301 acts as a bottleneck by limiting and delaying access to FREN 4XX courses; 2) Several of our FREN 4XX courses (e.g., media studies and translation) no longer require a background in literary studies and fewer literature courses are offered at the 400-level; and 3) Several of our FREN 3XX content course already include a literary component. It is expected that this change will have a positive impact on the enrolment.

◀ 2022 -23 Draft https://ualberta.acalogadmin.com/preview/preview_program.php?catoid=36&poid=42208 ▶

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	Proposed: <u>Underline and highlight</u> additions
Minor in Modern Languages and Cultural Studies [Arts] […] **French** A minor in French requires a minimum of 15 units to a maximum of 42 units at the senior level including at least ~~6~~ units in FREN at the 300- or 400-level. Required courses: ~~FREN 301 - Introduction to French Literary Studies~~ ~~3~~ units in 300-level FREN 3 units in 400-level FREN	**Minor in Modern Languages and Cultural Studies [Arts]** […] **French** A minor in French requires a minimum of 15 units to a maximum of 42 units at the senior level including at least <u>9</u> units in FREN at the 300- or 400-level. Required courses: <u>6</u> units in 300-level FREN 3 units in 400-level FREN

Department Contact: Sathya Rao	Department Council Approval Date:Jan. 17, 2022
Chair or Designate: Natalie Van Deusen	Signature:

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Department: **Undergraduate Student Services**

Change: **Editorial - Correction**

Rationale: Adding in "average of" before the GPA required for the major courses because we are receiving feedback from the advising team that students are confused and thinking that they are required to have a minimum grade of C on all courses rather than an average of 2.0 overall all courses, which is how we calculate this requirement.

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

Calendar Copy:

Current: Strike through and highlight deletions	**Proposed:** Underline and highlight additions

Bachelor of Arts (BA)
 	
 […]
 	
 Graduation
 	
 1. **Academic Performance for Graduation:** In order to be eligible to graduate with a Bachelor of Arts degree, students must present the following:
    a. ★120 successfully completed, which satisfy the program requirements as indicated above
    b. Graduation GPA of 2.0 on the last ★60 completed at the University of Alberta (2.3 for BA major in Economics), including Spring/Summer
    c. 2.0 on all courses applied to the major completed at the University of Alberta (2.3 for BA major in Economics)
    d. Present Satisfactory Academic Standing
	Bachelor of Arts (BA)
	
	 […]
	
	 Graduation
	
	 1. **Academic Performance for Graduation:** In order to be eligible to graduate with a Bachelor of Arts degree, students must present the following:
	    a. 120 units successfully completed, which satisfy the program requirements as indicated above
	    b. Graduation GPA of 2.0 on the last 60 units completed at the University of Alberta (2.3 for BA major in Economics), including Spring/Summer
	    c. Average of 2.0 on all courses applied to the major completed at the University of Alberta (2.3 for BA major in Economics)
	    d. Present Satisfactory Academic Standing

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

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

CALENDAR CHANGE REQUEST FORM

Department: Undergraduate Student Services

Change: Editorial - Correction

Rationale: Adding in "average of" before the GPA required for the major courses because we are receiving feedback from the advising team that students are confused and thinking that they are required to have a minimum grade of B+ on all courses rather than an average of 3.3 overall all courses, which is how we calculate this requirement.

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

Calendar Copy:

Current: ~~Strike through and highlight~~ deletions	Proposed: <u>Underline and highlight</u> additions
Bachelor of Arts (Honors) […] 3. **Graduation Requirements:** In order to graduate from the BA Honors, students must have: a. ★120 successfully completed, which satisfy the program requirements. b. Graduation GPA of 3.0 on the last ★60 completed at the University of Alberta. c. 3.3 on all courses applied to the major completed at the University of Alberta. d. Present good academic standing and meet all promotion requirements outlined in (2) above. e. Graduation requirements for individual programs or departments may exceed the Faculty minimum. Where an individual department's requirements vary from the Faculty minimum, this will be specified in each individual department entry in BA Honors Major Requirements.	**Bachelor of Arts (Honors)** […] 3. **Graduation Requirements:** In order to graduate from the BA Honors, students must have: a. 120 units successfully completed, which satisfy the program requirements. b. Graduation GPA of 3.0 on the last 60 units completed at the University of Alberta. c. Average of 3.3 on all courses applied to the major completed at the University of Alberta. d. Present good academic standing and meet all promotion requirements outlined in (2) above. e. Graduation requirements for individual programs or departments may exceed the Faculty minimum. Where an individual department's requirements vary from the Faculty minimum, this will be specified in each individual department entry in BA Honors Major Requirements.

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

UNIVERSITY OF ALBERTA

Calendar Change Request Form for Program and Regulation Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Medicine and Dentistry Department of Laboratory Medicine and Pathology Division of Medical Laboratory Science
Contact Person:	Primary: Roberta Martindale Ram7@ualberta.ca Alternate: Kim Thompson kathomps@ualberta.ca
Level of change (choose one only) [?]	Undergraduate [x] Graduate
Type of change request (check all that apply) [?]	Program [x] Regulation
For which term is this intended to take effect?	Fall 2022
Does this proposal have corresponding course changes? (Should be submitted at the same time)	N/A

Rationale

In preparation for the first year 4 class registration in the new MLS curriculum we realized that some of the new courses offered are not 3 credits and will impact the number of total credits from the MLS 15 total credit list.
In order to support students taking the new 1 credit offerings, keep their workload reasonable (continue to be able to take 4 courses from the list rather than needing 5 solely to meet the 15 credits) and tuition lower, we would like the ability to transfer in credits previously earned in other programs. The majority of our students have multiple years of university - beyond the one year required prerequisites, transferring credits in lieu of options is standard in MLS.
With consultation with Carlo Dimailig we propose the new 1 credit courses be offered as extra to the degree. If students elect to take one of the 1 credit courses we could transfer in 3 credits from their previous university work to meet the program requirement of the 15 credit total of electives.
Benefit to students: ability to take the new courses and easily obtain transfer credits to save on tuition.
Benefits MLS division to clarify internal process, allows us to make student centered decisions tailored to each student

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):
https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42787&hl=%22medical+laboratory+science%22&returnto=search

Current	**Proposed**
~~Removed language~~	New language
Year 4 ~~(See Note 2)~~	Year 4

Left Column

- MLSCI 410 - Introduction to Clinical Laboratory Management
- MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease
- Arts option (3 units)

15 units chosen from

- Approved MLS option (3 units)
- MLSCI 420 - Emerging Trends in Medical Laboratory Science
- MLSCI 430 - Advanced Hematology
- ~~MLSCI 435 - Advanced Flow Cytometry~~
- MLSCI 460 - Clinical Biochemistry
- ~~MLSCI 461 - Advanced Mass Spectrometry~~
- MLSCI 466 - Applied Toxicology
- MLSCI 470 - Diagnostic and Public Health Microbiology Laboratories
- MLSCI 475 - Clinical Immunology
- MLSCI 481 - Techniques in Molecular Biology
- MMI 405 - Advanced Microbial Pathogenicity **OR**
- MMI 415 - Advanced Viral Pathogenesis **OR**
- MMI 426 - Medical Parasitology

Research Project Requirement 6 units from:

- MLSCI 491 - Research Project
- **OR**
- MLSCI 409 - Research Project **AND** a 3-unit Science option

Notes

1. During the Year Three clinical rotation, students are assigned to hospital laboratories approved for this purpose by the Council of the Faculty of Medicine and Dentistry.
2. 3 units in a Science option are required if a 3-unit project is completed. 0 units in a science option are required if a 6-unit project is completed.

Right Column

- MLSCI 410 - Introduction to Clinical Laboratory Management
- MLSCI 480 - Molecular Genetic Approaches to the Study and Diagnosis of Disease
- Arts option (3 units)

15 units chosen from

- Approved MLS option (3 units) (See note 2)
- MLSCI 420 - Emerging Trends in Medical Laboratory Science
- MLSCI 430 - Advanced Hematology
- MLSCI 460 - Clinical Biochemistry
- MLSCI 466 - Applied Toxicology
- MLSCI 470 - Diagnostic and Public Health Microbiology Laboratories
- MLSCI 475 - Clinical Immunology
- MLSCI 481 - Techniques in Molecular Biology
- MMI 405 - Advanced Microbial Pathogenicity **OR**
- MMI 415 - Advanced Viral Pathogenesis **OR**
- MMI 426 - Medical Parasitology

Research Project Requirement 6 units from: (See note 3)

- MLSCI 491 - Research Project
- **OR**
- MLSCI 409 - Research Project **AND** a 3-unit Science option

Notes

1. During the Year Three clinical rotation, students are assigned to hospital laboratories approved for this purpose by the Council of the Faculty of Medicine and Dentistry.
2. Transfer credit may be considered for a second MLS option in Year 4. Contact the division for more information.
3. 3 units in a Science option are required if a 3-unit project is completed. 0 units in a science option are required if a 6-unit project is completed.

	  --- The Division of Medical Laboratory Science offers advanced laboratory courses for students who want to further develop their laboratory skills. These 1-unit courses can be taken extra to degree. Contact the Division for more information. ● MLSCI 435 - Advanced Flow Cytometry ● MLSCI 461 - Advanced Mass Spectrometry

Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – March 11, 2022 FoMD Faculty Council (for information/suggestions/challenges) – March 28, 2022
Other consultation groups, departments, or internal faculty approving bodies and approval dates.

Calendar Change Request Form for Course Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	**FoMD** – **Medical Microbiology and Immunology (MMI)**
Contact Person:	Rob Ingham – ringham@ualberta.ca
Level of change (choose one only) [?]	☒ Undergraduate ☐ Graduate
For which term will this change take effect?	Winter 2023

Rationale

The Department of Medical Microbiology and Immunology proposes to edit to the name and course description for MMI 415. The original course description focused on viral pathogenesis and omitted other topics examined in this course including using viruses for gene therapy and treating cancer. The original description also lacked details about the format of the course. We have now added that the course is composed of not only lecture-based classes, but also in-class discussion of the primary literature as well as student presentations. Collectively, these changes have been made to more accurately reflect the content and structure of the course to inform students who are considering enrolling in this class.

Course Template

Current

MMI 415 - ~~Advanced Viral Pathogenesis~~

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Medicine and Dentistry
Department Med Microbiology & Immun
Typically Offered second term

Description
~~Mechanisms of viral pathogenesis, with an emphasis on how different viruses modulate the innate and adaptive immune systems to their advantage to avoid detection and elimination and the relevance of viruses in oncogenesis.~~ Prerequisites: BIOCH 200, IMIN 324 and IMIN 371, or consent of Department.

Proposed

MMI 415 - Advanced Virology

Course Career Undergraduate
Units 3
Approved Hours 3-0-0
Fee index 6
Faculty Medicine and Dentistry
Department Med Microbiology & Immun
Typically Offered second term

Description
This course focuses on current and historically-important topics in virology, to provide advanced understanding of the mechanisms of virus replication, virus-host interactions, therapies and vaccines for pathogenic viruses and applications of viruses for human health, agricultural or ecological benefits. Scientific literature is incorporated to better understand research approaches in virology. The course combines lecture-based classes with discussion of scientific literature, and student presentations. Prerequisites: BIOCH 200, IMIN 324 and IMIN 371, or consent of Department

Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – March 11, 2022 FoMD Faculty Council (for information/suggestions/challenges) – March 28, 2022
Other consultation groups, departments, or internal faculty approving bodies and approval dates.

UNIVERSITY OF ALBERTA

Calendar Change Request Form for Course Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	**FoMD – Medical Microbiology and Immunology (MMI)**
Contact Person:	Rob Ingham – ringham@ualberta.ca
Level of change (choose one only) [?]	☐ Undergraduate ☒ Graduate
For which term will this change take effect?	Winter 2023

Rationale

The Department of Medical Microbiology and Immunology proposes to edit to the name and course description for MMI 515. The original course description focused on viral pathogenesis and omitted other topics examined in this course including using viruses for gene therapy and treating cancer. The original description also lacked details about the format of the course. We have now added that the course is composed of not only lecture-based classes, but also in-class discussion of the primary literature as well as student presentations. Collectively, these changes have been made to more accurately reflect the content and structure of the course to inform students who are considering enrolling in this class.

Course Template

Current	Proposed
MMI 515 - Advanced Viral Pathogenesis	**MMI 515 - Advanced Virology**
Course Career Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Medicine and Dentistry **Department** Med Microbiology & Immun **Typically Offered** second term	**Course Career** Graduate **Units** 3 **Approved Hours** 3-0-0 **Fee index** 6 **Faculty** Medicine and Dentistry **Department** Med Microbiology & Immun **Typically Offered** second term
Description Mechanisms of viral pathogenesis, with an emphasis on how different viruses modulate the innate and adaptive immune systems to their advantage to avoid detection and elimination and the relevance of viruses in oncogenesis. Lectures are the same as MMI 415 but there will be an additional requirement of a written oral presentation on a research topic for this course. This course may not be taken for credit if credit has already been obtained in MMI 415. Consent of Department required.	**Description** This course focuses on current and historically-important topics in virology, to provide advanced understanding of the mechanisms of virus replication, virus-host interactions, therapies and vaccines for pathogenic viruses and applications of viruses for human health, agricultural or ecological benefits. The course combines lecture-based classes with discussion of scientific literature, covering research approaches in virology, and student presentations. For MMI 515, lectures are the same as MMI 415, but there will be an additional assignment for MMI 515 students. This course may not be taken for credit if credit has already been obtained for

| | MMI 415. Consent of Department required. |
| | |

Reviewed/Approved by:

| FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – March 11, 2022
FoMD Faculty Council (for information/suggestions/challenges) – March 28, 2022 |
| Other consultation groups, departments, or internal faculty approving bodies and approval dates. |

UNIVERSITY OF ALBERTA
FACULTY OF SCIENCE

CALENDAR CHANGE REQUEST FORM

Department:

Psychology

1. **Course Change (new course, change to existing course, course deletion)**   2. **Editorial Change (basic editing)**   3. **Admission Requirement**   4. **Program Change**

CURRENT https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38176&returnto=10278	PROPOSED
Specialization in Psychology [Science] **Year 1** BIOL 107 - Introduction to Cell Biology BIOL 108 - Introduction to Biological Diversity PSYCO 104 - Basic Psychological Processes PSYCO 105 - Individual and Social Behavior STAT 151 - Introduction to Applied Statistics I ★6 in junior ENGL or ★3 junior ENGL and ★3 junior WRS ★3 from junior courses offered in the departments of Computing Science and Mathematics ★6 from junior courses offered in the departments of Chemistry and Physics **Year 2** ★6 from PSYCO 223 - Lifespan Developmental Psychology PSYCO 239 - Abnormal Psychology PSYCO 241 - Social Psychology ★6 from PSYCO 258 - Cognitive Psychology PSYCO 275 - Brain and Behavior PSYCO 282 - Behavior Modification Options ★15 in approved options **Year 3** ★6 from 300-level or above Arts Psychology courses ★6 from 300-level or above Science Psychology courses ★18 in approved options **Year 4** ★30 in approved options	**Specialization in Psychology [Science]** **Year 1** BIOL 107 - Introduction to Cell Biology BIOL 108 - Introduction to Biological Diversity PSYCO 104 - Basic Psychological Processes PSYCO 105 - Individual and Social Behavior STAT 151 - Introduction to Applied Statistics I ★6 in junior ENGL or ★3 junior ENGL and ★3 junior WRS ★3 from junior courses offered in the departments of Computing Science and Mathematics ★6 from junior courses offered in the departments of Chemistry and Physics **Year 2** ★6 from PSYCO 223 - Lifespan Developmental Psychology PSYCO 239 - Abnormal Psychology PSYCO 241 - Social Psychology ★6 from PSYCO 258 - Cognitive Psychology PSYCO 275 - Brain and Behavior PSYCO 282 - Behavior Modification Options ★18 in approved options **Year 3** ★6 from 300-level or above Arts Psychology courses ★6 from 300-level or above Science Psychology courses ★18 in approved options **Year 4** ★30 in approved options

Rationale for change: Previous calendar changes moved STAT 151 from Year 2 of the program to Year 1, and decreased the junior Computing Science and Mathematics requirement to *3 from *6. This resulted in Year 1 having *30 credits, however, there was no accommodation for the loss of *3 in Year 2 at that time. This is a correction, such that the addition of *3 in approved options brings Year 2 to a total of *30.

Department Contact Name: Deanna Singhal	**Department Chair or Designate** Name: Cor Baerveldt	**Date approved by Dept Council:** March 15, 2022
Email: dsinghal@ualberta.ca		**Approved by Faculty Council FoS:** **March 18, 2022**

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan

Motion

THAT the GFC Programs Committee endorse Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan.

Item

Proposed by	Florence Glanfield, Vice-Provost (Indigenous Programming and Research)
Presenter	Florence Glanfield, Vice-Provost (Indigenous Programming and Research), Nella Sajlovic, Indigenous Strategies Manager

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The purpose of the proposal is to seek endorsement of *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* to enact existing institutional commitments on Indigenous Initiatives across the institution.
Executive Summary (*outline the specific item – and remember your audience*)	In support of the objectives articulated in *For the Public Good*, the University of Alberta for Tomorrow and the *Strategic Plan for Equity, Diversity and Inclusivity*, and following the commitments to the Truth and Reconciliation Commission of Canada (TRC), the University of Alberta has taken steps towards a thoughtful, respectful, meaningful and sustainable response to the Indigenous Initiatives and the work this entails. To this end, the Vice-Provost, Indigenous Programming and Research Office (VPIPRO) was asked to take on the responsibility of developing an Indigenous Strategic Plan (ISP). Expectations for Indigenous Initiatives have originated in new and emerging requirements for better practices in Indigenous-focused research, teaching and community engagement coming from the Tri-Council funding agencies, governments, professional associations and community. This convergence represents a significant opportunity for the university to continue its leadership to benefit from the financial and other opportunities this work presents. After significant consultation and dialogues to collect information on the goals, themes and strategies that should be reflected in the plan, a draft framework was created for wide consultation and dialogue. The ISP integrates the diverse contributions gained in the dialogues to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities, embedding it into diverse structures, processes and roles and creating institution-wide responsibility to deliver on the outlined goals.

Item No. 5

	Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan reflects an important step in our institution's commitment to reconciliation in post-secondary education, research and addressing the historical legacy of the residential school system and Canada's colonial history in a meaningful and lasting way.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Indigenous Advisory Council Office of the Provost and Vice-President (Academic) Vice-Provosts' Council GFC Committee on the Learning Environment Council on Student Affairs GFC Program's Committee GFC Academic Planning Committee General Faculties Council President's Executive Committee Senior Advisor, Equity and Human Rights Unit EDI Leads Board of Governors College Deans Faculty Deans Deans' Council External communities
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (May 18, 2022) GFC Programs Committee (May 19, 2022) Board Learning, Research and Student Engagement Committee (June 3, 2022) General Faculties Council (June 6, 2022) Board of Governors (June 17, 2022)

Strategic Alignment

Alignment with *For the Public Good*	**GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.**
	Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta will build a community of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We will foster an inclusive culture in which people excel through exchange and collaboration, enriched by the diversity of individuals, groups, disciplines, perspectives, approaches, and questions that comprise our community. We will sustain this culture and community through rich educational and life experiences in a supportive learning environment. We will engage Indigenous students and nations to create programs and spaces that acknowledge the

Item No. 5

	complexities of Canada's history. We will celebrate the University of Alberta community and our achievements, enhancing our reputation in Alberta, across Canada, and around the world by defining, telling, and promoting our story.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.

☒ Enrolment Management ☒ Faculty and Staff ☒ Funding and Resource Management ☒ IT Services, Software and Hardware ☒ Leadership and Change ☒ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☒ Research Enterprise ☒ Safety ☒ Student Success

Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference BLRSEC Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Braiding Past, Present, and Future – Design Draft

Prepared by: Nella Sajlovic, Indigenous Strategies Manager; Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

Siksikáí'powahsin
Nakota Sioux/Stoney
Dené Tha
kunakes
Ahpikahteykin Mey'oosnzah, Noongkom sikwa Ootih Niigkan
Īts'ītłúnī wúnàdí, dā-hī, wúsā
ĊLⴷ·ᵑĊ ȯⴷ·⁺ , ⸁Ь·⁻ , ▽Ь· ȯ̇Ь²/maᵔmawastaᵔ naᵔway, mekwaᵔc, ekwa niᵔkaᵔn
Pilrariq: Taimani, Hadja Hivunirmilu
Tresser le passé, le présent et le futur
Braiding Past, Present and Future:
University of Alberta Indigenous Strategic Plan

May 11, 2022

Territorial
Acknowledgement

The University of Alberta, its buildings, labs, and research stations are primarily located on the traditional territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakota Sioux (Stoney), Haudenosaunee (Iroquois), Dene, Anishinaabe (Ojibway/Saulteaux); lands that are now known as part of Treaties 6, 7, and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems, and cultures of First Nations, Métis and Inuit nations.

To acknowledge the territory is to recognize the longer history of these lands. The acknowledgement signifies the University of Alberta's commitment to working in Good Relations with First Nations, Métis and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the University for Tomorrow.

Gratitude

With gratitude, we acknowledge our ancestors for the strength of spirit that is our inheritance from the endless generations that came before. We honor our ancestral lines, carrying forward the gifts, traditions and hopes they bequeathed us.

We offer thanks to the Elders, Indigenous leaders, students, colleagues, alumni and non-Indigenous allies at the University of Alberta for the courageous and often difficult work that they did in the past to lead us to this moment. We are grateful for the opportunity to honour them by carrying this work forward.

We acknowledge the many elders and knowledge keepers that currently serve as advisors, spiritual leaders, teachers, participants and community advocates with the university. The work of the university, across spaces including research, student supports, community engagement and curriculum, is supported by the many relationships with diverse elders and knowledge keepers. They have generously shared their knowledge and time with the University of Alberta, helping the institution to ground its work in Indigenous teachings, moving towards fuller conceptions of reconciliation.

We are grateful to Elder Fernie Marty for sharing his knowledge of the Sweetgrass Teachings, to Dr. Carl Urion and Elder Elmer Ghostkeeper for the teachings about the University of Alberta's journey and to … for their sharing of Braiding Past, Present, and Future in their languages.

> "Many of our diverse Indigenous communities, the original humans of these lands, share the same values, laws, and relationship of our living relative—nikawiy asiskiy (Mother Earth). The buffalo has become a symbol of education but also represents the Law of Sharing. The laws and policies of this nation-state have continuously attempted to disconnect Indigenous peoples of their kinship right to protecting, connecting and honouring our living land and heart-based education led by Indigenous leaders has been our tool of surviving changes and reconnecting to be humans of this living land once again. The ISP carries the prayers of our ancestors through a vision and mission to help (re)connect good relationships to our mind, body and spirit, but also to one another, and our communities through policy changes that reflect the values, laws and relations of our living relative—nikawiy asiskiy."

Lana Whiskeyjack
Assistant Professor, Faculty of Arts

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Ceremony

We give thanks to Elder Dr. Francis Whiskeyjack for leading in ceremony to begin this work in a Good Way. Acknowledging the difficulty of the work and the teachings needed for the path ahead, a group of Indigenous colleagues and University of Alberta senior leadership participated in ceremony and discussion, committing themselves to the work of the Indigenous Strategic Plan and Indigenous Initiatives more broadly.

Indigenous
Self-determination

The principle of the Indigenous right to self-determination informs work to ensure that this strategic plan, and other Indigenous initiatives at the University of Alberta, are Indigenous-led. We offer thanks to the 22-member Indigenous Advisory Council for their leadership and direction on the development of this strategic plan as well as the far-ranging commitments to First Nations, Métis and Inuit-focused work and peoples, as outlined in For the Public Good (FPG), the institutional plan for Equity, Diversity and Inclusivity and University for Tomorrow.

IAC Membership included:

- Chris Andersen, Professor and Dean, Faculty of Native Studies
- Gil Anderson, Academic Services Coordinator, Masters and Professional Programs Office, Alberta School of Business
- Kateryna Barnes, Communications Associate, External Relations
- Dallas Cardinal, Project Coordinator, Supporting Indigenous Languages Revitalization, Office of the Provost & Vice-President (Academic)
- Freda Cardinal, Senior Coordinator, Admissions & Student Services, Faculty of Native Studies
- Wayne Clark, Executive Director, Indigenous Health Initiatives Program, Faculty of Medicine and Dentistry
- Shana Dion, Assistant Dean, First Nations, Métis and Inuit Students, Student Services – Dean of Students Administration
- Dwayne Donald, Professor, Faculty of Education
- Michelle Durocher, Executive Assistant, University Development, External Relations

- Paul Gareau, Assistant Professor, Faculty of Native Studies
- Cindy Gaudet, Assistant Professor, Campus Saint-Jean
- Florence Glanfield, Vice-Provost, Indigenous Programming & Research
- Tracey Hillier, Associate Professor, Faculty of Medicine and Dentistry; Alberta Institute Wenzhou Med University, Faculty of Medicine & Dentistry - MED International; Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area
- Valerie Hunter, HR Services Partner, Human Resource Services – Partnerships
- Pamela McCoy Jones, Executive Director, Supporting Indigenous Languages Revitalization, Office of the Provost & Vice-President (Academic)
- Ceilidh Morrissette, Research Coordinator, Faculty of Arts – Humanities Administrative Services
- Cindy Paul, Copyright Specialist, Library and Museums - Copyright Office
- Trevor Phillips, Manager, Indigenous Recruitment, Office of the Registrar
- Nella Sajlovic, Indigenous Strategies

Manager, Office of the Provost & Vice-President (Academic)
- Jessica Vandenberghe, Assistant Dean, Engineering Community and Culture, Faculty of Engineering
- Lana Whiskeyjack, Assistant Professor, Faculty of Arts – Women and Gender Studies
- Willow White, Assistant Professor, Augustana - Fine Arts & Humanities

Members of the IAC who served prior to their resignations from the council:

- Jessica Kolopenuk, Assistant Professor, Faculty of Native Studies
- Kayla Lar-son, Indigenous Academic Resident, Libraries, Digital Initiatives
- Daniel McKennitt, Post-Doctoral Fellow, Faculty of Medicine & Dentistry
- Daniel Sims, Assistant Professor, Augustana
- The late Jennifer Ward, Educational Developer, Centre for Teaching and Learning - Instructional Services

Table of Contents

University of Alberta
Vision and Mission

Vision

The University of Alberta vision is to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

Mission

Our mission is to create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

These statements represent the core values and mandate of the University of Alberta. Tasked with "inspiring the human spirit" and "taking a lead role in placing Canada at the global forefront" requires a reflection on the history of our institution and of Canada as a whole, particularly in relation to Indigenous peoples, acknowledging the complex and often negative history between this nation and the Indigenous peoples of this land.

The University of Alberta has an important role to play in fostering reconciliation and acknowledging Indigenous rights, territories, knowledge and worldviews.

We must also acknowledge the ongoing impacts of colonial thinking within our institution and the barriers that may not always be apparent to the inclusion of Indigenous peoples.

> " This strategic plan has the vision and potential to hold the University of Alberta accountable as an institution invested in a reconciled future for First Nations, Métis and Inuit learners."

Trevor J. Phillips
Manager, Indigenous Recruitment,
Office of the Registrar
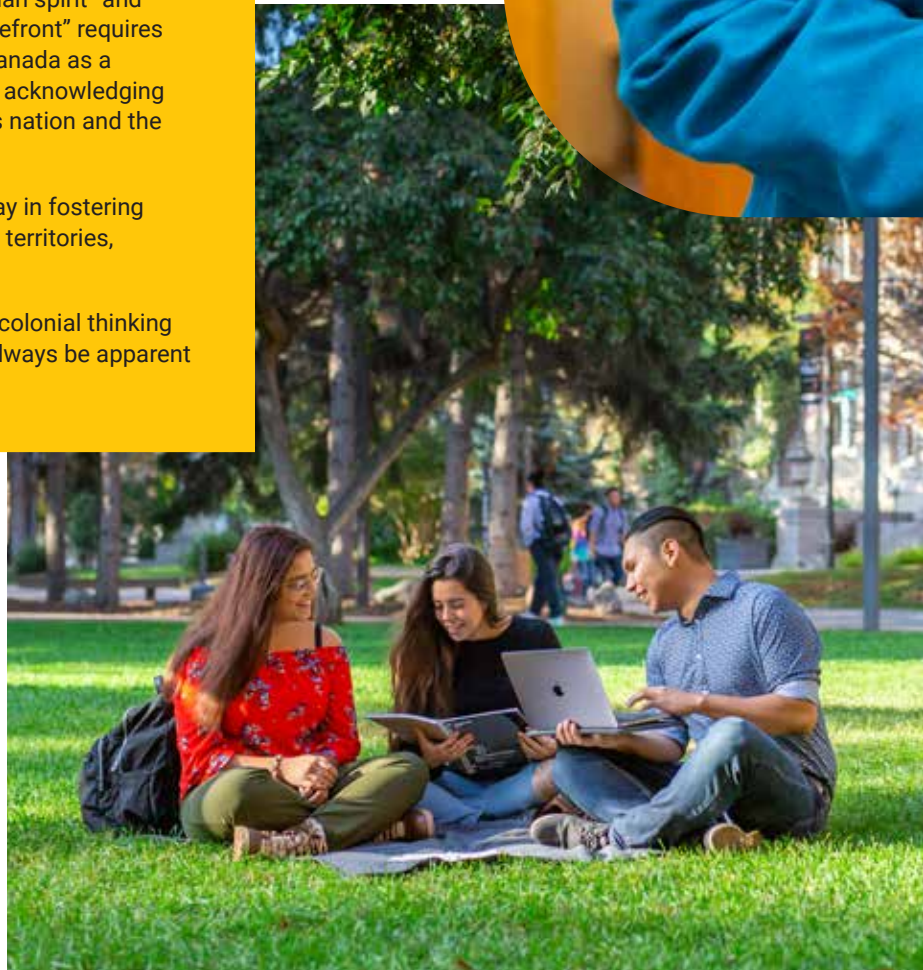
"As an Indigenous Professional Engineer, I think it is vital that the University of Alberta take up the Calls to Action, especially knowing the oppressive history and present towards First Nations, Métis and Inuit. We have a role to play to create future leaders from all Faculties who see the Truth and understand why it is vital to actively participate in reconciliation no matter where their Alumni journey takes them. Our leaders must lead in this space and come from a place of creating equitable policies, frameworks, attraction and retention strategies, and wellness supports while showing up authentically while we implement the Indigenous Initiatives strategy. This needs to be top priority not only in strategic plans but in everyday actions, behaviours, and conversations. We need to hold each other accountable so that we can be proud of how we walk together in a Good Way."

Jessica Vandenberghe

Assistant Dean, Engineering Community and Culture, Faculty of Engineering

Guiding Values and Principles

The guiding values and principles that underpin the Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan include:

All My Relations
Acknowledging the interconnectedness, interdependence, worth and mutual responsibility of all peoples, creatures and lands; a common conceptualization of all things living among Indigenous peoples; known as Wahkohtowin by the Cree and Métis.

Decolonization
Repudiating the racist justifications and dismantling the colonial structures aimed at disenfranchising Indigenous peoples of their legal, social, cultural, religious, and ethnic rights; reclaiming Indigenous identity, language, culture and worldviews.

Inclusivity
Validating the value of, and enacting work to provide, equal access to opportunities, resources, experiences and education to those excluded or marginalized from greater access.

Indigenization
A process of highlighting and incorporating Indigenous worldviews, knowledge and perspectives into non-Indigenous educational, political and social structures in recognition of exclusion and erasure; celebrating the diversity, strength, complexity, resilience and beauty of Indigenous peoples, cultures, languages and knowledge systems.

Indigeneity
Belonging to specific lands and places; the unlimited right to self-identification by Indigenous people.

Indigenous Ways of Knowing, Being and Doing
Affirming the validity, diversity, sophistication and beauty of Indigenous understandings, practices and modes of learning from the people, animals and plant nations; acknowledging the holistic viewpoints of Indigenous peoples that take into account the whole person (mind, body, spirit) and the connection to peoples, lands and living things.

Intersectionality
Recognizing the relationship between various constructed categories such as race, gender, sex and class that inform the converging influences of systems of oppression.

Reconciliation
The Truth and Reconciliation Commission of Canada (TRC) defines reconciliation as an ongoing process of establishing and maintaining respectful relationships between Indigenous peoples, the state, and non-Indigenous peoples.

Self-determination
The inherent right of Indigenous nations, communities and peoples to determine their political status and freely pursue economic, social and cultural development.

Sovereignty
The inherent right of Indigenous nations, communities and peoples to autonomy, legitimacy, and recognition as a self-determining authority.

Strength-based Approach
A focus on the strengths and competencies of individuals and communities and an acknowledgement of structural barriers; in opposition to deficit narratives that perpetuate inequity by assuming deficiencies.

> As a young boy growing up in Alberta, it was everywhere evident to me the long and troubled history of the colonization and exclusion of the Indigenous peoples of these lands. We all must commit to changing this legacy. I am proud of the more recent record of the University of Alberta's broad commitment to advancing Truth and Reconciliation. None of our many initiatives is more important than our Indigenous Strategic Plan. It outlines an ambitious vision of the meaningful inclusion of Indigenous peoples and Indigenous Ways of Knowing in all we do as a university community. I know that all members of the university community will join me in committing to do all we can to advance these goals and ever deepen our commitment to engaging in a meaningful and respectful relationship with the Indigenous peoples of these lands.

Bill Flanagan
President and Vice-Chancellor

Indigenous Terminology

In this document, the term Indigenous is used in the spirit of acknowledging the diverse ways in which the First Peoples of this land now called Canada chose to identify themselves, not how colonial governments have identified them and encompassing the diversity of identity captured in First Nations, Métis and Inuit communities.

Although there is no legal definition of Indigenous in the Canadian context, the use of this naming in this document is in alignment with the growing trend for the use of the term Indigenous by the United Nations, among others, that is embodied by self-identification as Indigenous at the individual level but also through family community connection; continued occupation of ancestral lands and/or common ancestry with the original occupants of such lands; distinct social, economic or political systems; and distinct language, culture and beliefs.

66 The Indigenous Strategic Plan reflects our hopes and provides a vision and directions to put things into action. Its critical investment in long-term systemic change assures that generations of the past, present and future will thrive at the University of Alberta, in our homes and in our communities."

Cindy Gaudet
Assistant Professor,
Campus Saint-Jean

66 I have been profoundly impacted, both personally and professionally, through various learnings which allow me to better understand the significance and impact of Indigenous history and culture. I affirm our commitment to Indigenize the institution through such actions as adapting our recruitment practices, doing all we can to increase retention of Indigenous employees, ensuring we have policies and practices to build an anti-racism culture, and establishing safe and welcoming spaces. I endeavor to demonstrate the University of Alberta understands we have emerged into a new era that requires different standards and practices."

Todd Gilchrist
Vice-President, University
Services and Finance:

66 *Braiding Past, Present and Future: Indigenous Strategic Plan* calls on us to weave Indigenous ways of knowing into our work with reverence. We commit to achieving this by collaborating with students, faculty, staff and community members to amplify Indigenous voices, showcase the incredible diversity of the campus community, and honor the traditional territories where the University of Alberta is situated. By communicating broadly the research of Indigenous students and faculty—and by facilitating education that furthers Truth and Reconciliation—we will continue to work towards decolonization both on campus and in the broader community."

Elan MacDonald
Vice-President, External Relations

❝ This Indigenous strategic plan was undertaken in the most respectful manner possible, with a wide array of constituents and partners, on and off our campuses. The plan itself is comprehensive, operationally and strategically, and offers academic leaders and indeed, all faculty, staff and students on campus, a number of different pathways for fulfilling their responsibilities to the TRC and to working with Indigenous faculty, staff, students, communities and nations in ethical ways. Dr. Glanfield and her team are to be congratulated for their humility and their labour in creating this plan. It is now up to us to carry it out with the same spirit with which it was created.❞

Chris Andersen
Dean, Faculty of Native Studies

❝ Chief Dr. Robert Joseph, *Healing a Nation Through Truth and Reconciliation*, is my inspiration and the reason I strongly believe in this Strategic Plan. Dr. Joseph tells us that "when we are reconciled we will live together peacefully and in harmony. When we are reconciled we will be gentle with each other, we will be caring and compassionate.....We will know we are reconciled when every kid knows that they are important, valued and that they are loved and have a future in our great country."

Valerie Hunter
HR Service Partner, Human Resource Services, Partnerships

Message from the Vice-Provost, Indigenous Programming and Research

The Sweetgrass teachings tell us that when we plait sweetgrass, we collect 21 strands.

The first seven are the generations that preceded us: they walked the journey to bring us to where we stand today. The second seven strands represent the seven sacred teachings. The third seven strands represent the seven generations yet to come. We, as humans of this earth, acknowledge our responsibility to those not yet born knowing that everything we do in our lifetimes carries forward to impact them. In this way, we are bound through time in honoring the legacy of our ancestors and recognizing that we are responsible for the future.

This teaching is at the heart of *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*. The plan recognizes our collective responsibility to acknowledge our history and to honor those that came before us and to follow the seven sacred teachings — love, respect, honesty, courage, wisdom, and humility; to know the first six together is to know truth. The plan also recognizes our responsibilities to the generations to come, knowing that we have the power to leave them a beautiful legacy. In essence: honouring the past, living the present and shaping the future.
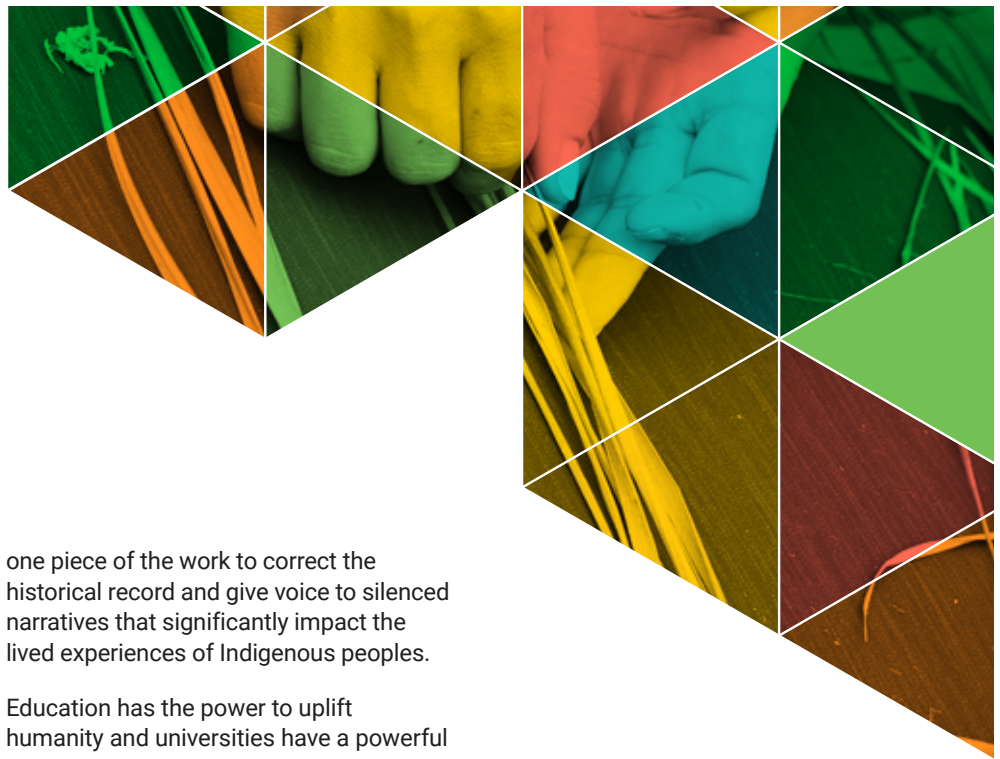
I am a member of the Métis Nation of Alberta with deep ties to kin across Alberta. The Lac La Biche-Fort McMurray region was the foundation of my early life. It was from northeastern Alberta that I first came to the University of Alberta to begin my first degree in 1976. The university has played a central role in my life, providing the formal educational experiences behind my career as a teacher, researcher, professor of mathematics education and leader.

It has been humbling, joyous and a deep responsibility to lead Indigenous-focused work at the University of Alberta since August 2019. A key focus in the first years of the mandate of the Vice-Provost, Indigenous Programming and Research was the creation of an Indigenous Strategic Plan to bring about the kind of foundational change imagined by the Truth and Reconciliation Commission of Canada (TRC) and the broader expectations that have emerged across organizations and the public.

As a society, we are only just coming into a time where the histories and complex understandings of Indigenous peoples are being heard in the wider world. From the time of contact, Indigenous peoples have been standing against assimilative practices aimed at causing them to "cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada." The resurgence of Indigenous peoples has been carried by those that came before us and the individuals today working to tackle the deliberate aim of the erasure of Indigenous knowledge systems and peoples.

The confirmation that the remains of Indigenous children have been found at residential school sites across Canada has been a stark reminder of the urgency of the work that the university has committed to in response to the TRC Calls to Action. Long known in community, this is but

one piece of the work to correct the historical record and give voice to silenced narratives that significantly impact the lived experiences of Indigenous peoples.

Education has the power to uplift humanity and universities have a powerful role and responsibility to play in Truth and Reconciliation. The University of Alberta's motto, "Quaecumque Vera" invites the community to pursue "Whatsoever things are true." As a university community we should be questioning "whose truth?" and we have a responsibility to teach to question the validity of concepts used to justify European sovereignty over Indigenous lands and peoples.

Undoing the legacy of colonialism and advancing conciliation—that is establishing respectful nation to nation relationships—is a difficult journey. It requires generosity, kindness and patience and above all, it takes unlearning. We, as individuals and as a collective, are only beginning to take steps to 'unlearn colonialism' which means in many ways we are still at the beginning of this complex, generational, and ultimately non-linear work.

This plan is another step in this work at the University of Alberta and builds on advocacy that has been taking place for 80-plus years. In the 1940s, University of Alberta professors became members of the Indian Association of Alberta (IAA) learning from several of the most distinguished political and spiritual Elders of Alberta. Known as the Friends of the Indians, the professors lobbied the provincial and federal governments, raised funds and publicized injustices. In the 1960s and 70s, First Nations and Métis Elders and leaders pushed for research and teacher education programs such

as the Morning Star program developed in collaboration with Blue Quills College; this work was the precursor to what we now know as the Aboriginal Teacher Education Program. In the 1970s, an IAA presentation to the University of Alberta Senate led to the development of the School of Native Studies, now known as the Faculty of Native Studies.

These developments are a small part of the wide-ranging efforts undertaken to build a university that ensures that all students can attain their educational and professional goals and that we all live in a more just world. It is also evidence that the concerted efforts of a few have significant, lasting impacts. The mobilization of the many can be world changing.

I am hopeful as the University of Alberta makes progress on the broad goals contained in the three "strands" of past, present and future articulated in this plan. I invite each of you to 'find yourself' in this plan; I invite you to join the work to play your part in conciliation. There is so much more work to be done. This plan is a starting point in a long and critical journey that will take generations to achieve.

Florence Glanfield
Vice-Provost, Indigenous Programming and Research

Message from the President and Vice-Chancellor

As the Territorial Acknowledgement reminds us, the University of Alberta is situated on territory that has been the gathering place of diverse Indigenous nations for thousands of years, a place where diverse peoples, thinkers, scientists, philosophers lived and came to share and exchange knowledge.

[Photo of Bill Flanagan]

The university is privileged to reside on lands in Treaties 6, 7, 8. In the spirit of these agreements, the university upholds its commitment to working and living in good relation with each other, respecting the Indigenous peoples and nations who, through the treaty process, generously offered to share these lands with those who came to these lands from far away.

In recent years, and especially following the work begun by the Truth and Reconciliation Commission of Canada (TRC), a shift in public awareness has illuminated the urgent need to address the structural causes of the long-standing and pronounced inequalities faced by Indigenous peoples today.

We recognize that the University of Alberta has been part of historic systems that have created barriers to Indigenous sovereignty and wellness. In addressing this history, the University of Alberta has taken steps towards a thoughtful, respectful, meaningful, and sustainable response to the Calls to Action issued by the TRC and Indigenous Initiatives more broadly. The Calls to Action are embedded in our institutional strategic plan and are a key pillar of University for Tomorrow.

The Indigenous Programming and Research Portfolio was established in the Office of the Provost & Vice-President (Academic) to facilitate Indigenous-led institutional collaboration and communication for the development and implementation of programs, services and initiatives related to Indigenous teaching, learning, research and community engagement.

I want to thank Dr. Florence Glanfield, Vice-Provost, Indigenous Programming and Research for her leadership on this plan and also the members of the Indigenous Advisory Council (IAC) and broader Indigenous community who crafted this roadmap.

The Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan will enable transformative institutional practices that tackle the full scope of these endeavours. Reconciliation is not a destination but a journey in which we all have a part to play. Every step is important in that journey. At its core, the ISP is about building better relationships with Indigenous communities—equal, respectful, mutual.

The university's core mission: in teaching, learning and research, is a commitment to all of the people of this province. It is also a commitment to build and sustain an atmosphere in which, as President Tory described it, "prejudice and hatred" cannot live—that is—a university that is committed to the core values of equity, diversity and inclusion of all the peoples and communities that make up our remarkable university and beyond.

I encourage everyone to read this plan and consider the ways in which you can meaningfully engage in reconciliation.

Bill Flanagan
President and Vice-Chancellor

Introduction

As part of the struggle to address colonialism and its subjugation, Indigenous peoples have continuously fought against the structures, laws and practices meant to disempower in order to assert Indigenous rights and seek a just relationship with the state and beyond.

At the University of Alberta, the work of Indigenous advocates and allies has led to the truly impactful Indigenous programs, initiatives and course offerings—such as the Faculty of Native Studies, the Transition Year Program and the Aboriginal Teacher Education Program, to name but a few—that we know and celebrate today. This plan acknowledges the courage and strength of the individuals that "walked the path" to bring about the changes that have helped us reach the place we are at in the journey towards Indigenous sovereignty and wellness.

> For me, the ISP represents crucial and cutting-edge policy created by and for Indigenous Peoples who are part of the University of Alberta community. Though created over the past few years, the document owes its existence to the thousands of Indigenous Peoples who have walked the halls of this University over the past century, and have persevered through times not so welcoming as they are now. In creating this document we honour those who came before and seek to make the path easier for future generations. Much work remains to be done in the journey of reconciliation between the University of Alberta and Indigenous Peoples, and this document is a critical step in that journey."

Willow White
Assistant Professor, English &
Indigenous Studies, Augustana Faculty
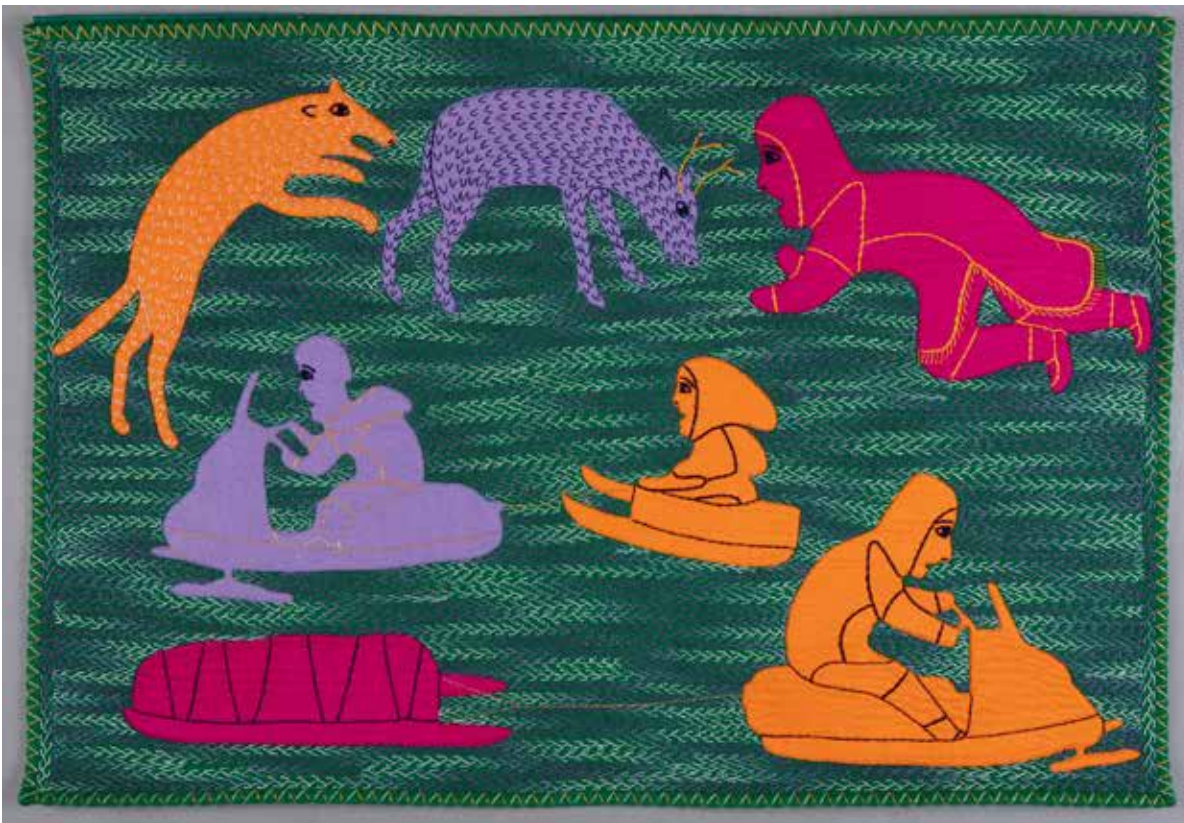
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66 Let us put our minds together to see what we can build for our children." – *Chief Sitting Bull*

"Education is a universal human right and more and more we are seeing an increase of Indigenous students pursuing university. This is because of those advocating for those voices who have yet to be heard (âhkamêyimok - don't give up/keep going). The Indigenous leadership within the university is choosing to stand up and no longer be silent for the future generations, for this I am thankful. (kinanāskomitin - I thank you)."

Dallas Cardinal

Project Coordinator, Supporting Indigenous Languages Revitalization, Office of the Provost (Indigenous Programming and Research)

"Too many Canadians know little or nothing about the deep historical roots of these conflicts. This lack of historical knowledge has serious consequences for First Nations, Inuit and Métis peoples and for Canada as a whole. In government circles, it makes for poor public policy decisions. In the public realm, it reinforces racist attitudes and fuels civic distrust between Aboriginal peoples and other Canadians. Too many Canadians still do not know the history of Aboriginal peoples' contributions to Canada, or understand that by virtue of the historical and modern Treaties negotiated by our government, we are All Treaty People … History plays an important role in reconciliation; to build for the future, Canadians must look to, and learn from, the past."

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: https:// ehprnh2mwo3.exactdn.com/wp-content/ uploads/2021/01/Executive_ Summary_ English_Web.pdf [accessed 29 April 2022], p.8.

Truth and Reconciliation Commission of Canada

The context of this journey is critical and it is only recently that a more collective understanding of the history that continues to shape the historical and lived experiences of Indigenous peoples has emerged.

The work of the Truth and Reconciliation Commission of Canada (TRC) marked a pivotal shift in public awareness about Indigenous peoples and histories. With its final report released in 2015, the TRC revealed to Canadians the complex truth about residential schools, documenting the individual and collective harms perpetrated against Indigenous peoples. The TRC focused on truth telling as a path towards healing for Indigenous peoples and between Indigenous peoples and non-Indigenous communities, churches, governments and Canadians generally.

While only a part of our history, the TRC's difficult work amplifying the voices of residential school survivors offered an opening to a critical discussion about other aspects of the Indigenous colonial experience including legal dispossession, cultural and linguistic destruction and restrictions against the right to gather, vote, practice ceremony and attend post-secondary, among many others. Often regarded as historical in nature, it is important to recognize that the pervasive restrictions against Indigenous peoples persisted and persist and the harmful legacy of those measures are still felt to the present day as systemic racism and barriers.

The TRC issued 94 far-ranging Calls to Action (CTAs) urged governments and other entities, including post-secondary institutions, to work together to repair the harm caused by residential schools and to move forward with reconciliation more broadly. Of particular relevance to post-secondary institutions is the legacy of the assimilative practices of the residential school system on the educational attainment of Indigenous peoples as well as the challenge to address those.

The TRC noted that universities are uniquely and powerfully positioned to enact reconciliation as the Calls to Action touch on every aspect of the university mandate with work in teaching, learning, research and community engagement. Reconciliation starts with work across these spaces, asking key questions and looking at the history, policies and practices that shape our current reality to tackle systemic racism and dismantle the structures that continue to disadvantage in order to make things right.

"Getting to the truth was hard, but getting to reconciliation will be harder. It requires that the paternalistic and racist foundations of the residential school system be rejected as the basis for an ongoing relationship. Reconciliation requires that a new vision, based on a commitment to mutual respect, be developed. It also requires an understanding that the most harmful impacts of residential schools have been the loss of pride and self-respect of Aboriginal people, and the lack of respect that non-Aboriginal people have been raised to have for their Aboriginal neighbours. Reconciliation is not an Aboriginal problem; it is a Canadian one. Virtually all aspects of Canadian society may need to be reconsidered."

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf [accessed 29 April 2022], p.vi.

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) represents another key political milestone for Indigenous peoples worldwide.

The product of nearly 25 years of deliberation at the United Nations, the international instrument was supported by Canada in 2016, nine years after its introduction. It was passed by parliament in 2018 and by Senate in 2021). It recognizes the experiences of Indigenous peoples with colonialism across the globe, aiming to set minimum standards for the autonomy, health and well-being of Indigenous peoples. It articulates the need to repudiate doctrines, policies and practices, such as the Doctrine of Discovery and terra nullius, that advocate for the "superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences" as "racist, scientifically false, legally invalid, morally condemnable and socially unjust."[3] UNDRIP urges an address of the colonial legacy so that Indigenous peoples might reassert basic human rights. These include the inherent right to self-determination, freedom from

discrimination, free, prior and informed consent, redress, linguistic, cultural, spiritual and economic rights. The TRC recommended that federal and provincial governments utilize UNDRIP as a framework for reconciliation, noting that reconciliation encompasses *all areas of Canadian life*, including education.

> UNDRIP is the most comprehensive international instrument on the rights of Indigenous peoples. It establishes a universal framework of minimum standards for the survival, dignity and well-being of the indigenous peoples of the world and it elaborates on existing human rights standards and fundamental freedoms as they apply to the specific situation of Indigenous peoples.
>
> *UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples : resolution/adopted by the General Assembly, 2 October 2007, A/RES/61/295, available at: https://www.refworld.org/docid/471355a82.html [accessed 29 April 2022], p.??*

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3. UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples: resolution/adopted by the General Assembly, 2 October 2007, A/RES/61/295, available at: https://www.refworld.org/docid/471355a82.html [accessed 29 April 2022], p.3.

66 The ISP will be a source of guidance and inspiration for our governing bodies at the University. GFC and the Board can play a critical role in upholding, advancing and implementing the human rights standards set out in the United Nations Declaration on the Rights of Indigenous Peoples."

Brad Hamdon

**General Counsel and
University Secretary**

Groundswell

There is a significant expectation from Indigenous and non-Indigenous stakeholders alike, that the University of Alberta takes up its role in Indigenous-focused work and reconciliation. This theme emerged in the consultations that informed the university's strategic plan, For the Public Good in 2016, and the 2019 Community Engagement Consultations led by External Relations showed a significant desire for an institutional commitment to Indigenous Initiatives and a TRC response. The dialogues for the Indigenous Strategic Plan strongly reiterated these expectations.

The shifting requirements for Indigenous Initiatives are not only centered in community expectation, universities are increasingly tasked with addressing Indigenous initiatives through emerging requirements in Indigenous-focused research, teaching and community engagement. These have arisen from post-secondary accreditation bodies, national funding agencies, research council frameworks, professional associations, governments, new requirements for Indigenous-engaged ethical research and corporate partners requiring robust EDI frameworks.

The Supreme Court of Canada also affirmed the legal requirement of the Duty to Consult with Indigenous peoples to foster reconciliation. The Duty to Consult requires that governments, corporations and individuals know about and respect Indigenous and treaty rights to work with Indigenous nations, governments and communities within the Canadian legal context, also setting a model for broader engagement efforts.

Around the world, and nationally, universities are being called on to ensure that graduates of their programs are aware that their studies and possible professions are situated on Indigenous lands and impact Indigenous peoples. In revisiting the foundational understandings that underpin the relationship between Indigenous and non-Indigenous peoples, universities are also providing a space in which to consider what it means to be a good relative in the terms intended in the treaties.

Within disciplines, those advocating for greater awareness of diverse worldviews, perspectives and silenced narratives cite the value of this work in enriching academic knowledge and rigour, but also in upending the dominant paradigm that centres eurocentric worldviews, peoples and practices to the exclusion of others. These discourses examine and question the ways that universities have contributed to the harms of colonization and how we might approach structural changes within a decolonization framework.

Critical social justice issues have also emerged as a key policy priority at post-secondary institutions. The themes of marginalisation and injustice are at the heart of movements to strengthen the civic role of the institution, ensuring that universities are responsive and work to co-create solutions to the challenges that matter to the public. This shift has influenced how universities are examining key institutional processes including new pedagogical approaches, hiring practices, critical self-reflectivity, community engagement and alignment with government priorities on these themes.

> " In supporting cross-faculty programs such as I-STEAM Pathways, which provides opportunities for Indigenous undergraduate students to participate in summer internships focused on environmental research and education, to faculty-specific initiatives, CNAS acknowledges and embraces new and inclusive ways of teaching and learning. Together, we are building community and taking action to ensure that our internships, mentorship programs and work integrated learning opportunities are open and accessible to Indigenous students within a safe and welcoming environment and with an appreciation for Indigenous ways of teaching, learning, and knowing."

Matina Kalcounis-Rueppell
Interim Dean, College of Natural and Applied Sciences

> The IGSA sees the inherent value in envisioning a future for the University where Indigenous knowledge, lands, and people are partners in leading the UofA for tomorrow. The incorporation of so many teachings and languages in this living document sets a tone for the ongoing process of truth and reconciliation, that is respectful of, and values the diversity and beauty of our Nations, languages, people and cultures. We look forward to walking this new path together, as partners in this shared vision of success for Indigenous and settler communities alike."

Indigenous Graduate Students Association

> To have a strategic plan made *by Indigenous people* who have collaborated and worked tirelessly for the future generations of Indigeneity at the University of Alberta is an enormous accomplishment. Less than 50 years ago, being an Indigenous student at the U of A was a rarity and yet here we are in 2022, with students who are stronger, driven with purpose and thriving. This Indigenous Strategic Plan will be the charter for the next seven generations of students and academia alike."

Shannon Cornelsen
VP Consultation and Engagement,
Indigenous Students' Union

> **❝** My hope for this strategy is to lay the groundwork for future generations of students and staff to live and work as a connected community- Wahkohtowin. It recognizes that we have two very different cultures that want to walk together in a Good Way. The success of the Indigenous Strategy will depend on strong communication, openness and most importantly, trust. The strategy is not just for our children, but also for those not yet born, seven generations and into the future."

Cielidh Morrissette
Research Coordinator, Faculty of Arts, Humanities Administrative Services
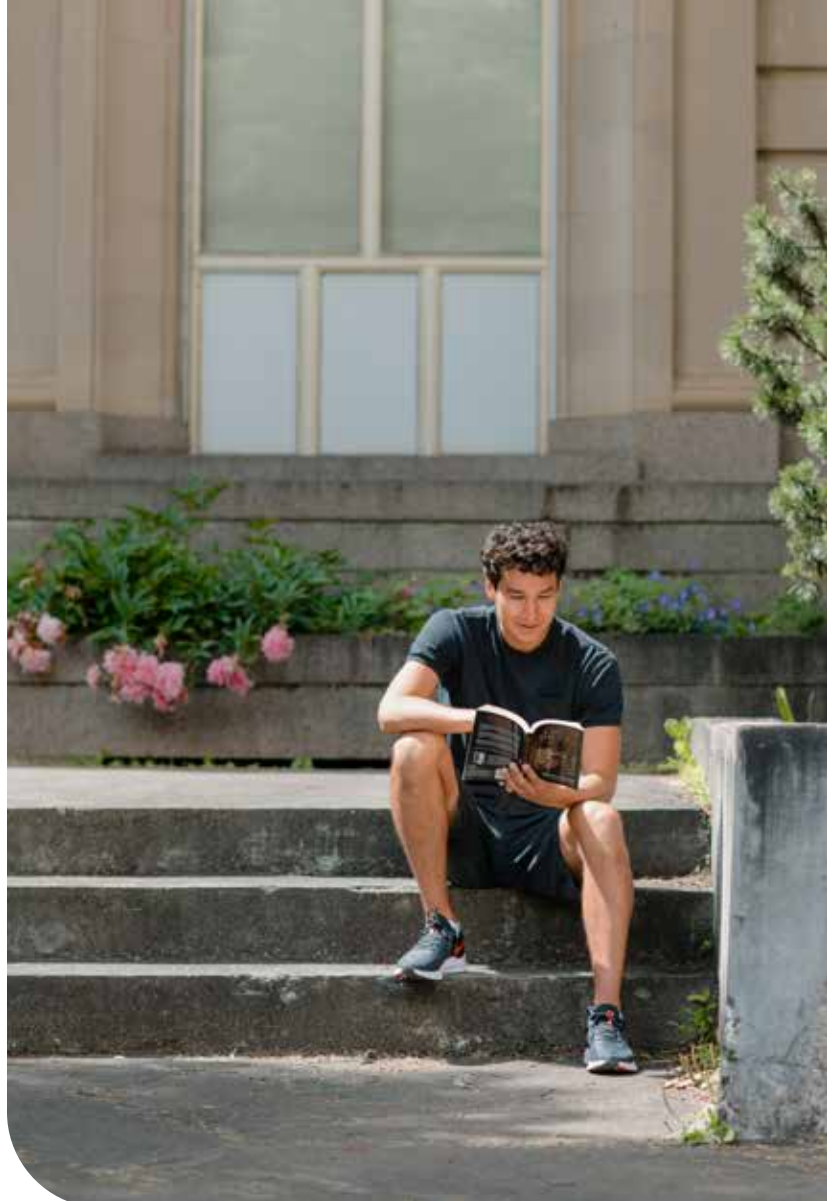
> **❝** As the College of Health Sciences pursues our mandate of advancing the full spectrum of human health and wellness in individuals and communities, we are strongly committed to approaching this challenge through the lens of equity, diversity, and inclusion. In particular, we must continue to strengthen our commitment to Indigenous initiatives and leadership as we do our important and necessary work. Contending with the painful Canadian legacy of colonialism must inform every decision we make as we advance systems changes in our teaching, learning, and research. Indigenous leaders in the College of Health Sciences are guiding us in challenging past academic approaches, building new ways of knowing, and underscoring the importance of health sciences as a powerful tool for change. There is much to do in our commitment to support Indigenous individuals and communities within our college and in the broader context of our reach, and much of that work will involve acknowledging the ways so many of our systems have fallen short. But, the power of this transformation is and will continue to be profound and will build the foundation for a better and stronger collective future."

Greta Cummings
Interim Dean, College of Health Sciences

University of Alberta
Response

Since UNDRIP was passed and the TRC Calls to Action were issued, the University of Alberta has responded by engaging in wide-ranging consultations via its strategic plan, For the Public Good (FPG), the Strategic plan for Equity, Diversity and Inclusivity, University for Tomorrow and its institutional brand. Through these consultations, the university has committed to work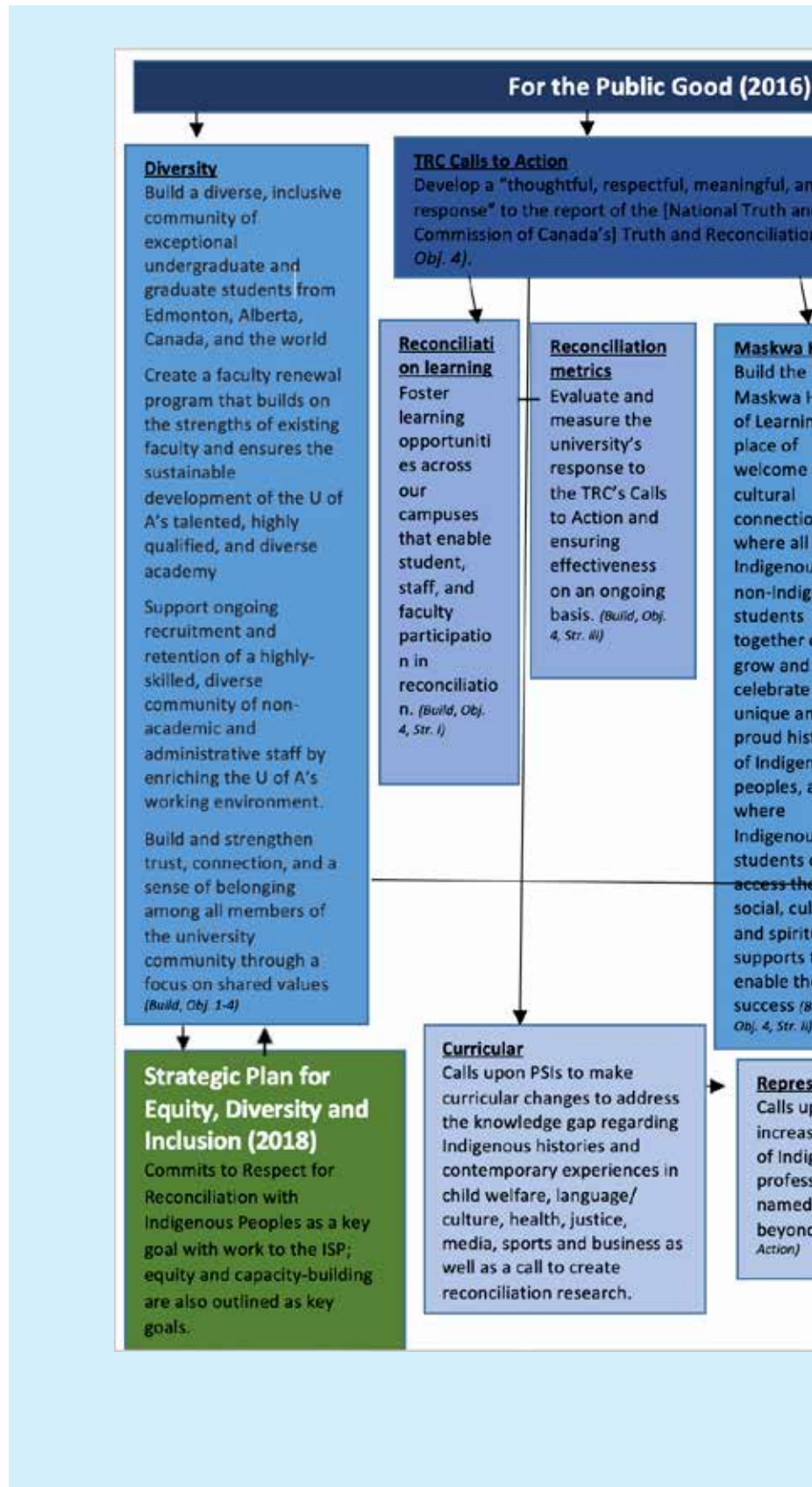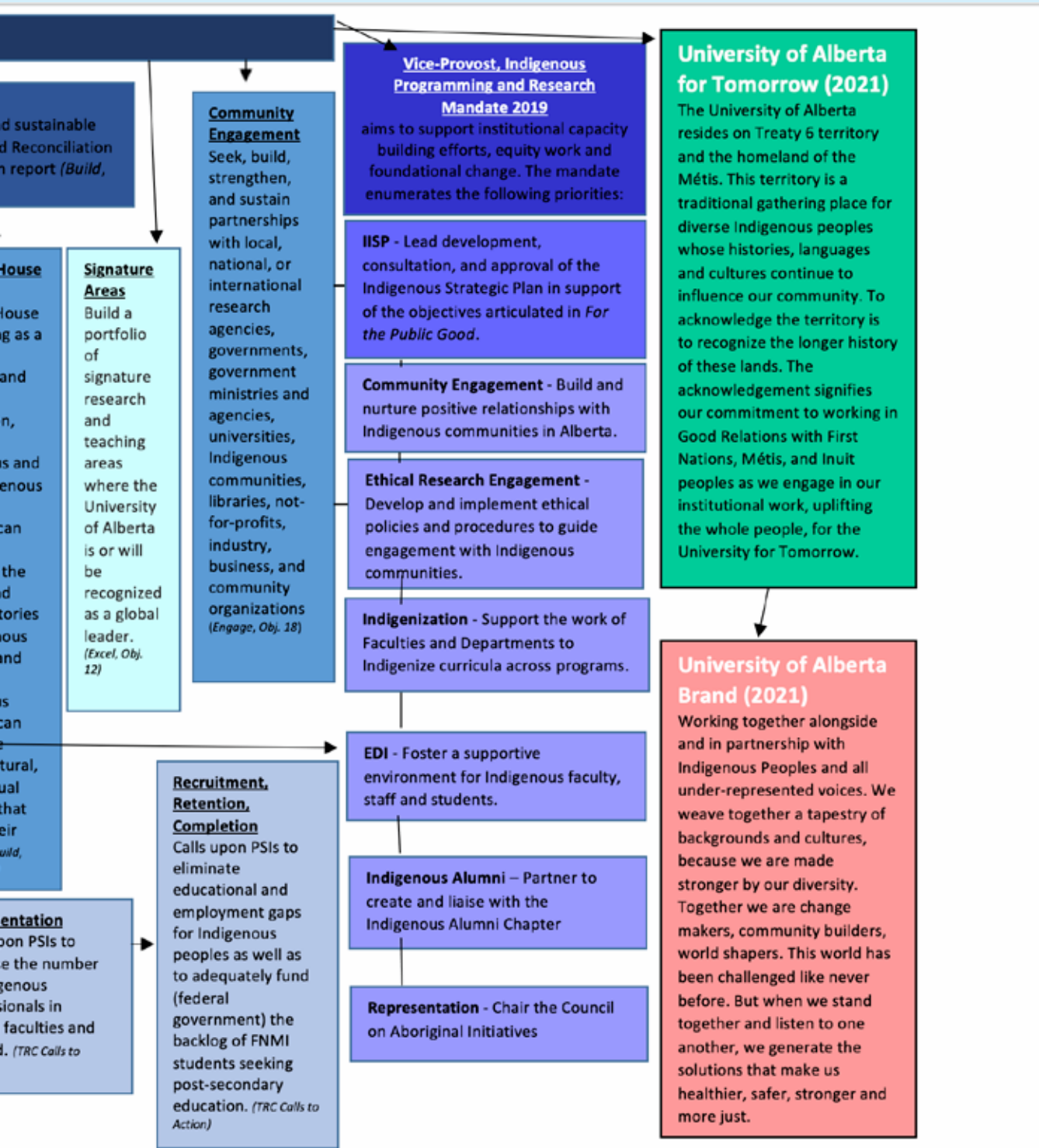 on respectful responses to the Calls to Action and reconciliation. These commitments are starting to find their ways into the academic and administrative practices of the university, with the end goal that they will eventually be fully embedded across university strategic and unit plans and accountabilities.

Office of the Vice-Provost, Indigenous Programming and Research

To strengthen work in Indigenous Initiatives, the University of Alberta sought to create the structures that can carry this work forward. In 2019, the inaugural Vice-Provost, Indigenous Programming and Research role was established in the Office of the Provost & Vice-President (Academic).

The work of the Vice-Provost, Indigenous Programming and Research Office builds upon the extensive work undertaken across the institution at the University of Alberta to assure Indigenous student success, improve the recruitment and retention of Indigenous faculty and staff and to advance key initiatives in alignment with Indigenous community interests. It also aims to centrally connect Indigenous-related teaching, learning, research and supports to share resources, better coordinate, find efficiencies and build capacity.

For the Public Good (2016)

Diversity
Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world

Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the U of A's talented, highly qualified, and diverse academy

Support ongoing recruitment and retention of a highly-skilled, diverse community of non-academic and administrative staff by enriching the U of A's working environment.

Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values (Build, Obj 1-4)

TRC Calls to Action
Develop a "thoughtful, respectful, meaningful, an response" to the report of the [National Truth an Commission of Canada's] Truth and Reconciliatio Obj. 4).

Reconciliation learning
Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation. (Build, Obj. 4, Str. i)

Reconciliation metrics
Evaluate and measure the university's response to the TRC's Calls to Action and ensuring effectiveness on an ongoing basis. (Build, Obj. 4, Str. iii)

Maskwa
Build the Maskwa of Learning place of welcome cultural connection where all Indigenou non-Indig students together grow and celebrate unique an proud hist of Indigen peoples, where Indigenou students access the social, cul and spiritu supports enable the success (8 Obj. 4, Str. ii)

Strategic Plan for Equity, Diversity and Inclusion (2018)
Commits to Respect for Reconciliation with Indigenous Peoples as a key goal with work to the ISP; equity and capacity-building are also outlined as key goals.

Curricular
Calls upon PSIs to make curricular changes to address the knowledge gap regarding Indigenous histories and contemporary experiences in child welfare, language/culture, health, justice, media, sports and business as well as a call to create reconciliation research.

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n report *(Build,*

Community Engagement
Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations *(Engage, Obj. 18)*

Vice-Provost, Indigenous Programming and Research Mandate 2019
aims to support institutional capacity building efforts, equity work and foundational change. The mandate enumerates the following priorities:

IISP - Lead development, consultation, and approval of the Indigenous Strategic Plan in support of the objectives articulated in *For the Public Good.*

Community Engagement - Build and nurture positive relationships with Indigenous communities in Alberta.

Ethical Research Engagement - Develop and implement ethical policies and procedures to guide engagement with Indigenous communities.

Indigenization - Support the work of Faculties and Departments to Indigenize curricula across programs.

EDI - Foster a supportive environment for Indigenous faculty, staff and students.

Indigenous Alumni – Partner to create and liaise with the Indigenous Alumni Chapter

Representation - Chair the Council on Aboriginal Initiatives

University of Alberta for Tomorrow (2021)
The University of Alberta resides on Treaty 6 territory and the homeland of the Métis. This territory is a traditional gathering place for diverse Indigenous peoples whose histories, languages and cultures continue to influence our community. To acknowledge the territory is to recognize the longer history of these lands. The acknowledgement signifies our commitment to working in Good Relations with First Nations, Métis, and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the University for Tomorrow.

University of Alberta Brand (2021)
Working together alongside and in partnership with Indigenous Peoples and all under-represented voices. We weave together a tapestry of backgrounds and cultures, because we are made stronger by our diversity. Together we are change makers, community builders, world shapers. This world has been challenged like never before. But when we stand together and listen to one another, we generate the solutions that make us healthier, safer, stronger and more just.

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Signature Areas
Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader. *(Excel, Obj. 12)*

Recruitment, Retention, Completion
Calls upon PSIs to eliminate educational and employment gaps for Indigenous peoples as well as to adequately fund (federal government) the backlog of FNMI students seeking post-secondary education. *(TRC Calls to Action)*

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Dialogues

To begin work on the creation of an Indigenous Strategic Plan, the Office of the Vice-Provost, Indigenous Programming and Research engaged in wide-ranging dialogues, gathering information and listening to community so as to envision the goals, themes, and strategies of the plan.

Broad dialogues with University of Alberta leaders, academic, administrative and governance structures took place over the course of two years and input was solicited from faculties, departments, units and individuals. These structures included students, faculty, and staff. Data sources such as the Workforce Diversity Census and the 2021 Indigenous Student Success Survey were used to frame the dialogues and inform the development of the goals. We are grateful for the diverse contributions to this plan and the work to outline accountabilities and partners for this work in alignment with the feedback from these dialogues.

Indigenous Advisory Council

To ensure an Indigenous-led process to create the Indigenous Strategic Plan (ISP), an Indigenous Advisory Council (IAC) was struck from January 2020 to May 2022. The IAC had 22 First Nations, Métis, and Inuit representatives from across employment categories. The council's mandate was to frame conversations around the ISP's development; what the Indigenization of curriculum and programs might mean; respectful and ethical research with Indigenous peoples and communities; building supportive and healthy workplace environments for Indigenous faculty, students and staff; and fostering respectful relationships with Indigenous community partners. In gratitude, membership of the Indigenous Advisory Council is listed on p. 4 of this document.

As part of the work to develop the Indigenous Strategic Plan, the Office of the Vice-Provost, Indigenous Programming and Research actively sought direction from the broader internal Indigenous community on the ways in which the university might respectively and effectively take up the work of Indigenous Initiatives. The draft and revised Indigenous Strategic Plan was distributed to Indigenous faculty and staff known to the Office of the Vice-Provost Indigenous Programming and Research for their input and review and feedback incorporated.

Indigenous Nations and Organizations

The Office of the Vice-Provost, Indigenous Programming and Research also met with First Nations, Métis and Inuit nations and organizations across treaty areas, listening to the experiences of community members, leaders and elders with the University of Alberta. We learned how they would like to see connections between their community or organization and the University of Alberta grow. The office detailed alignment with these community interests in the strategic plan, imagining pathways for stronger partnerships with community in support of the key objectives they shared. This dialogue, held over a year, was meant to guide the start of the University of Alberta's work as a "Good Relation" across a number of priorities and particularly via the Indigenous Strategic Plan.

Indigenous Research Strategies Task Force

The Indigenous Research Strategies Task Force (IRST) was created in December 2020. The goal of the task force is to bring together diverse employees to examine the collective work at the University of Alberta in relation to research ethics, research services, field research and data management can be supportive of Indigenous communities, researchers engaged with Indigenous research, data sovereignty, treaty rights, and respectful community engagement. The IRST was a part of the dialogue process for the Indigenous Strategic Plan and particularly with those elements aligning specifically with its mandate.

Membership includes:

- Susan Babcock, Director, Research Ethics Office, Vice-President (Research & Innovation) Integrity Support
- Rhonda Bell, Professor, Faculty of Agriculture, Life and Environmental Science
- David Bressler, Professor and Associate Dean Research, Faculty of Agriculture, Life and Environmental Science; Executive Director, Biomass Energy Network
- James Doiron, Research Data Management Strategies Director, University of Alberta Library; Academic Director, University of Alberta Research Data Centre
- Nadir Erbilgin, Professor and Chair, Faculty of Agriculture, Life and Environmental Science
- Florence Glanfield, Vice-Provost (Indigenous Programming & Research)
- Geoff Harder, Associate University Librarian, Library and Museums
- Tracey Hillier, Associate Professor, Faculty of Medicine and Dentistry;

Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area

- Charmaine Kabatoff, REB Consultant, Research Ethics Office, Vice-President (Research & Innovation) Integrity Support
- Heidi Robinson, Legal Counsel, Vice-President (Research & Innovation) Research Services Office
- Nella Sajlovic, Indigenous Strategies Manager, Office of the Provost & Vice-President (Academic)
- Jessica Vandenberghe, Assistant Dean, Engineering Community and Culture, Faculty of Engineering

Members of the IRST who served prior to their resignations from the Indigenous Research Strategies Task Force:

- Alex Clark, Professor and Associate Vice-President (Research), Faculty of Nursing

" One of my strongest commitments as College Dean is to promote a college community that enables an equitable and inclusive society. One that acknowledges history and where equity and diversity are essential to excellence on campus. In consultation with our Indigenous community, we are dedicated to transforming our college by not only encouraging Indigenous perspectives and initiatives into our processes and strategies at every level, but also planning immediate tangible tactics such as curriculum changes, safe spaces for the Indigenous community and the goal of removing barriers to success through collaboration. We're proud of our start. From creating dedicated Indigenous office space for students to gather in Arts, to implementing an Introduction to Indigenous Business course in the Alberta School of Business, and the commitment to hiring Indigenous professors in all our faculties. But this is only the beginning of what I envision to be a complete transformation of how our college and university operates. We strive to do better and we must do better."

Joseph Doucet
Interim Dean, College of Social Sciences & Humanities

Nisitohtamowin (Understanding)

The Indigenous Advisory Council sought an appropriate cultural ethos to communicate to readers of this plan the thinking and values that underpin Indigenous-focused work at the University of Alberta.

The council selected the Sweetgrass Teachings as this plan's foundation, noting the personal and professional commitments of the Indigenous people who have shouldered this work in honour of ancestors, loved ones and community. Elder Fernie Marty (Papaschase First Nation) was offered protocol for his guidance and knowledge of the Sweetgrass Teachings for the creation of the Indigenous Strategic Plan.

The shared understandings that the council had of this teaching, of balance, of collective strength, of responsibility to All Our Relations are at the heart of this cultural ethos. It also signifies the hopes that the council has for the work of the Indigenous Strategic Plan with a centering of collective responsibility in the pursuit of what is called the Good Life or *miyo pimatisiwin* in Cree.

Miyo pimatisiwin describes being in harmony—mind, body and soul– with a fulsome wellness and health based on a relationship with cultural identity, others, all things living and the land. The concepts of reciprocity, responsibility, love and care to humans, lands and winged, scaled and the four-legged inform this plan.

The Sweetgrass Teachings

as shared by Elder Fernie Marty

> " I see the ISP as a difficult but necessary roadmap on the journey to true Reconciliation."

Gil Anderson
Academic Services Coordinator, Alberta School of Business, MBA Office

"Sweetgrass is one of our sacred medicines; it is the hair of Mother Earth. When we gather the sweetgrass we walk gently on Mother Earth, giving thanks for the gifts that she gives— gifts that we need to live a good life.

The three strands of the sweetgrass braid have many different meanings for the people but for the teachings I received, they represent the mind, body and spirit. The three need to be in balance for us to have health and there is a significance with the four (the three strands and the four as it comes together to make the whole).

The four means that we are connected to each other, to the land and to all things living—All our Relations. We are only one small part of this, us humans, but we are sacred peoples and we are meant to be gentle with each other and all of our relations.

The sweetgrass helps to remind us of this—of our sacred nature and our connection to the land. It also reminds us that we must pray for guidance from the Creator. When we smudge with sweetgrass, we humbly ask the Creator to bring good energy to us, to purify us, to move the negative energies away from us to protect our minds, our bodies, our spirits and where we live.

We ask that the Creator bring us clean thoughts, a clean body and a clean spirit. We ask that we remain humble and open to being guided to the lessons that are all around us if our hearts are open. This is important because we can be pulled away from what is good to bad things like anger and hate. There is so much pain in the world. The pain causes the anger and hate. The sweetgrass reminds us to be in tune with goodness so that we can live a good life.

When we do this it also allows others to see who we are as people and our goodness is an example of what is the right way to live. We are a gentle people. There is medicine in remembering that we are gentle. There is medicine in laughter. Our people like to laugh. Laughter brings healing. Laughter helps to remind us that no one is perfect; we are all just learning.

When we braid our hair, we pray. We think of the ones that came before us and of the Creator, asking them to shield us from bad things. We know that our ancestors see us and watch over us even though they are not with us in the here and now.

When we braid, we honor the ones that came before us and we take time to ask the Creator and them for help to live a good life. In this way, our braids are a way to care for the loved ones in front of us and to honor the ones who came before us. It [braiding] helps us to think on the things that make a good life. We do this in prayer. We say thanks for the gifts of the earth and we remember to care for each other and those gifts."

> **❝** I found the section on the Sweetgrass Teachings particularly moving. It literally brought a tear to my eye, as I considered how this work is built upon the shoulders of past generations of Indigenous scholars at the university, and how the work we are doing today, will build a brighter and more equitable future for future generations. Thank you for doing this work."

Keith King
VP Internal/External, IGSA

> The Indigenous Strategic Plan (ISP) does more than generate policy towards decolonial indigenization. It is a centre point and meeting place for our Indigenous faculty and staff at the University of Alberta. Colonialism has done much to diminish and get in the way of our relations; with each other and with the Land. The ISP is another way we resist this dispossession, helping us come together and reminding the university institution that we are on Indigenous, relational territory."

Paul Gareau
Assistant Professor, Faculty of Native Studies

> The University of Alberta's vision is to illuminate our world-leading Indigenous-led and Indigenous- engaged research and practices, providing leadership in Indigenous scholarship, research, and community engagement."

Aminah Robinson Fayek
Vice-President (Research and Innovation)

Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan

The plan is grouped into three categories or "strands"– symbolizing the responsibilities of the Sweetgrass Teachings: looking to the past, in-powering the present and imagining the future. These three groupings represent a sweetgrass braid and the accompanying prairie and parkland-based Indigenous understandings (where the University of Alberta is primarily, though importantly, not only, based). In many Indigenous cultures, the braid also represents mind, body and spirit and the balance between the three for good health and harmony in individuals and communities.

It also represents understandings about the relationality of all peoples and to all things living. The braid was selected as it is also a reminder of the beauty, pride and resilience of Indigenous peoples. The loss of braided hair is also linked in communal memory to the trauma of colonialism and its assimilative practices. As the resurgence of Indigenous peoples continues, the braid has become a symbol of defiance and identity assertion and also representing that the past, present and future are intertwined. This symbolism is also meant to indicate that this strategic plan is a living document that will evolve as this work progresses. Within the context of the work of this plan, the braiding of past, present and future is a commitment to restoring balance and wellness.

This five-year plan is the University of Alberta's first formally approved Indigenous Strategic Plan and responds to the themes that emerged in dialogue, articulating specific goals, strategies and timelines. The content laid out here is a prioritization of the broad work of Indigenous Initiatives. Acknowledging that the breadth of the themes and strategies detailed in this plan require extensive institutional collaboration, this document aims to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities, embedding it into diverse structures, processes and roles to realize the goals outlined. The named accountabilities identify specific contributors and partnerships, creating institution-wide responsibility to deliver on the strategies to achieve the outlined goals. .

Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan reflects an important step in our institution's commitment to reconciliation in post-secondary education, research and addressing the historical legacy of the residential school system and Canada's colonial history in a meaningful and lasting way.

Where We Are At
In the Journey

It has been seven years since the final report of the Truth and Reconciliation Commission of Canada was released. The University of Alberta acknowledges that it is only at the beginning of this complex, generational work.

Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. Throughout Canada, this work is still largely at its inception.

In examining how universities have responded to reconciliation, University of Alberta scholars Adam Gaudry and Danielle Lorenz developed an evaluation framework to characterize this work. The strategies included in this document aim to move the university along the continuum they described[8]: from Inclusion Indigenization to a fulsome integration of Indigenous understandings: Decolonial Indigenization. This framework offers a lens to consider and overcome the differences between Inclusion Indigenization and Decolonial Indigenization in the university context.

They define these three concepts as follows:

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8. Gaudry, Adam, and Danielle Lorenz. 2018. "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy." AlterNative: An International Journal of Indigenous Peoples 14 (3): 218–27. https://doi.org/10.1177/1177180118785382.

Decolonial Indigenization
Envisions the wholesale overhaul of the academy to fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples and Canadians, transforming the academy into something dynamic and new.

Reconciliation Indigenization
A vision that locates indigenization on common ground between Indigenous and Canadian ideals, creating a new, broader consensus on debates such as what counts as knowledge, how should Indigenous knowledges and European-derived knowledges be reconciled, and what types of relationships academic institutions should have with Indigenous communities.

Indigenous Inclusion
A policy that aims to increase the number of Indigenous students, faculty, and staff in the Canadian academy. Consequently, it does so largely by supporting the adaption of Indigenous people to the current (often alienating) culture of the Canadian academy.

Goals and Strategies

The plan is grouped into three categories or "strands" that capture the responsibilities of the Sweetgrass Teachings: Looking to the Past, In-Powering the Present and Imagining the Future within the scope of this plan.

Themes

The lorem ipsum copy still to come for this section.

Goals

The goals articulate the specific WORK

Accountabilities

The named accountabilities listed for each of the strategies are not exhaustive and instead denote those most responsible for beginning the work. Other leaders or units may have work to contribute to the named strategies. The following is a full listing of the acronyms used in the following charts:

- College Deans - NAME colleges?
- Deans - NAME?
- Department Chairs
- Vice-Presidential portfolios?
- VPA - Vice-President (Academic)
- VP&DOS - Vice-Provost and Dean of Students
- VPER - Vice-President (External Relations)
- VPFGSR - Vice-Provost and Dean (Faculty of Graduate Studies and Research)
- VPF&O - Vice-President (Facilities and Operations)
- VPIPR - Vice-Provost (Indigenous Programming and Research)
- VPP - Vice-Provost (Programs)
- VPLI - Vice-Provost (Learning Initiatives)
- VPL&M - Vice-Provost, Library and Museums
- VP&REG - Vice-Provost and Registrar
- VPRI - Vice-President (Research and Innovation)
- VP&AVPUAI - Vice-Provost and Associate Vice-President (International)
- VPUS&F - Vice-President, University Services and Finance

Strategies

The lorem ipsum copy still to come for this section.

Timeline

The five-year timeline noted in this document communicates when work will begin on the associated strategies, noting that much of this work requires time and completion is complex. The years noted are aligned to the academic calendar year.

Looking to the Past

1. Indigenous Leadership and Coordination
2. Accountability and Reporting
3. Indigenous Ways of Knowing: Academics
4. Relationship with Indigenous lands and nations
5. Indigenous-centred policy, protocol and praxis
6. Reconciliation research and scholarship
7. University of Alberta community participation in reconciliation

Imagining the Future

1. Ethical research with Indigenous nations, peoples and lands
2. Indigenous-led research capacity development
3. Establish Indigenous Community engagement: Nations, Organizations and Peoples
4. Indigenous Community-engaged research
5. Indigenous Community Engagement: Senate
6. Indigenous Community Engagement: Alumni
7. Innovative Funding

In-Powering the Present

1. Indigenous student: recruitment, retention and completion
2. Indigenous student attainment: tackling barriers
3. Indigenous faculty and staff: recruitment and retention
4. Safe and welcoming spaces

[photo will be added here]

Looking to the Past

The first grouping of themes, goals and strategies focuses on the "remedial" actions mandated by the Calls to Action issued by the National Truth and Reconciliation (TRC) report and broader Indigenization efforts. This grouping aims to remediate the erasure and exclusion of Indigenous peoples, knowledges, histories and knowledge systems. The work recognizes the gaps in traditional Western higher education and also the harm that those gaps have had on the lived experiences of Indigenous Peoples. Implicit in this work is the acknowledgement that the university participated, and participates, in aspects of colonialism that were, and are, deeply harmful to Indigenous Peoples and that there is a wrong to right. The same power that was employed to disenfranchise Indigenous Peoples can now be brought to bear on the education of the students we serve and those beyond the institution.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous Leadership and co-ordination							
Centrally connect Indigenous-related teaching, learning, research and supports to ensure adequate resourcing, better coordinate, ensure Indigenous initiatives are Indigenous-led and that there is broad institutional accountability for this work	Hire an additional person in the Provost's Office to support the implementation of the Indigenous Strategic Plan	VPA	●				
	Establish the Indigenous Advisory Council (IAC) as a space that can offer wisdom and guidance on actions taken by colleges, faculties and units in relation to goals in the ISP and Indigenous engagement	VPIPR		●			
	Create an Indigenous Wisdom Council of external Indigenous Knowledge Holders to assist with high-level, Indigenous-focused advice and decision-making	President, VPIPR		●			
	Map joint areas of responsibility across the University of Alberta to guide collaboration and share accountability for Indigenous Initiatives, including supporting the project or committee-based delegation of Indigenous staff to Indigenous-focused institutional work	All, VPIPR		●			
	Create structures within colleges, faculties and units, led or co-led by an Indigenous person, to develop college, faculty and unit actions to achieve the goals outlined in the Indigenous Strategic Plan	College Deans, Deans, VPA, VPER, VPF&O, VPRI, VPUS&F		●			

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Accountability and reporting							
Include Indigenous knowledge systems, experiences and perspectives into all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes	Publish a TRC Report to Community every two years to evaluate, report and act on institutional, faculty and unit responses to the TRC Calls to Action	College Deans, Deans, VPER, VPF&O, VPIPR, VPRI, VPUS&F		●		●	
	Include goals in alignment with the Indigenous Strategic Plan in unit-level strategic plans	College Deans, Deans, Department Chairs, VPER, VPF&O, VPRI, VPUS&F	●				
	Ensure that all leadership category reviews include reporting on activities related to the Indigenous Strategic Plan	President, VPA, VPER, VPF&O, VPRI, VPUS&F		●			
	Gather and co-ordinate data to track progress on achieving goals in the Indigenous Strategic Plan for internal and external reporting	All, VPIPR		●			
	Utilize the college structures of Associate Dean (Education), Associate Dean (Research), and the Strategic Initiatives office to collaborate and implement strategies to support the goals outlined in the Indigenous Strategic Plan	College Deans		●			
	Establish an Indigenous Strategic Plan implementation team, chaired by the VPIPR	President, VPA, VPER, VPF&O, VPRI, VPUS&F	●				
Indigenous Ways of Knowing: Programs							
Weave Indigenous world views, histories and perspectives into all undergraduate, graduate and continuing professional education programs, recognizing the validity of Indigenous knowledge systems, remediating the knowledge gap on Indigenous historical and lived experiences, and strengthening academic rigour across disciplines	Include Indigenous knowledge systems, experiences and perspectives into all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes	College Deans, Deans, VPIPIR, VPLI, VPP		●			
	Develop financial, administrative, leadership and mentorship processes to achieve the goal	College Deans, Deans, VPA, VPUS&F		●			
	Create resources and workshops for faculty to illuminate the institutional spaces in which the Indigenous curricular gap/Indigenous Ways of Knowing might be integrated into course materials; promote existing field-specific literature to support this work	VPLI, VPIPR				●	
	Establish institutional relationships and partnerships with Indigenous organizations in support of Indigenous language revitalization, acknowledging the sovereignty of nations in language	College Deans, Deans, VPIPR	●				
	Develop relevant Indigenous-focused programming for international students	VPIPR, VPLI, VP&AVPUAI			●		

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Relationship with Indigenous lands and nations							
Utilize university infrastructure (physical, web and communications) to acknowledge the foundational nature of Canada's relationships with diverse Indigenous nations, the first peoples of the places that the University of Alberta currently manages, and to create safe and welcoming spaces for all	Incorporate the visibility of Indigenous territory, including Indigenous Peoples in consultation for: land use, space design and considering what it would mean to regard land as a relation. This is meant to acknowledge the long history of our campuses as sites of Indigenous habitation, gathering and sacred significance, not as terra nullius.	VPER, VPF&O, VPIPR		●			
	Develop the necessary policies to support the use of university infrastructure for internal and external Indigenous community-building and gathering purposes and ceremony	VPF&O, VPIPR	●				
	Increase the digital and communications-based visibility of Indigenous presence at the university	VPER	●				
	Incorporate Territorial Acknowledgements on the U of A main page and in all public addresses and written statements	VPER	●				
Indigenous-centred policy, protocol and praxis							
Examine and revise university policy and protocol to support respectful Indigenous inclusion	Revise and create new university policies to support and celebrate Indigenous inclusion, respectfully facilitate connections between the university and Indigenous communities, and bridge university/legal practices with Indigenous-centred protocols and Indigenous identity	VPER, VPF&O, VPIPR, VPRI, VPUS&F			●		
	Document and share appropriate cultural protocols for connecting with elders, knowledge keepers and other Indigenous community members	VPIPR		●			
	Identify and remediate challenges with appropriate remuneration (honoraria) and culturally appropriate gifts within the university context	VPIPR, VPRI, VPUS&F	●				
	Align Indigenous-focused policy work with revisions of the Equity, Diversity and Inclusivity (EDI) plan and implementation	VPIPR		●			
Reconciliation research and scholarship							
Work with relevant partners to advance, fund and showcase reconciliation, indigenization and decolonization research and scholarship	Work with government entities to create a national research program with multi-year funding to advance an understanding of reconciliation	VPER, VPRI		●			
	Showcase the scholarship of U of A faculty engaged in examining reconciliation or advancing aspects that increase historical and contemporary understandings of Indigenous Peoples, nations, communities and lands	VPER, VPRI			●		
	Pursue funding mechanisms to fund reconciliation research	VPER, VPRI		●			
	Create a TRC-focused endowed chair	VPER, VPRI					●

> " The Indigenous Strategic Plan outlines critical opportunities for reconciliation throughout our institution and requires action from the full University of Alberta community. We need to prioritize and increase our capacity for Indigenous-focused initiatives, such as curricular changes, so that we continue to work towards teaching, learning, researching, and working together in good relations at the U of A. I'm committed to supporting Indigenous leadership on campus, and I am proud to play a role in bringing the plan to life."

Steven Dew
Provost and Vice-President (Academic)

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
University of Alberta community participation in reconciliation							
Foster learning opportunities that enable all student, staff, faculty and alumni to participate in reconciliation	Promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course (MOOC/mini-MOOC), including offering faculty and staff work time to complete the course, and utilize other developed courses such as the anti-Indigenous racism module to support this work	VPER, VPUS&F	●				
	Create a primer on the Indigenous Peoples of Alberta, including the different nations, cultural and linguistic differences, governance structures, geographical territories, treaty relationships and non-treaty relationships to address the knowledge gap	VPER, VPIPR, VPRI	●				
	Create and offer free courses, workshops, events and other resources to students, staff, faculty and alumni (during work hours for employees) to tackle the knowledge gap around racism, historical and contemporary Indigenous experiences and the foundational agreements	VPER, VPIPR, VPLI, VPUS&F		●			
	Partner with external entities, such as libraries, municipalities and public schools, to build capacity for TRC teachings within a larger collaborative system so that opportunities for learning can be taken up	VPER, VPIPR		●			
	Create programs that showcase the university's Indigenous cultural, archeological and artistic objects	VPER, VPIPR, VPL&M		●			
	Showcase the scholarship of U of A faculty engaged in examining reconciliation or advancing aspects that increase historical and contemporary understandings of Indigenous Peoples, communities and knowledge systems	VPER, VPRI		●			
	Strengthen the partnership with the National Centre for Truth and Reconciliation to permanently preserve the memory of Canada's residential school system	VPA, VPIPR		●			
	Support activities and events to acknowledge and commemorate the victims and survivors of the residential school system	Chancellor, President, VPER, VPIPR	●				

[photo will be added here]

In-powering the Present

The second grouping of themes, goals and strategies focuses on actions that support the recruitment and retention of a diverse group of students, faculty and staff. This work acknowledges the urgent need to address the systemic barriers that limit full Indigenous participation in the offerings of the university—barriers that have artificially prevented Indigenous Peoples from greater individual and collective sovereignty.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous student: recruitment, retention and completion (RRC)							
Graduation rates at the University of Alberta exceed the provincial proportion of Indigenous peoples	Support the Indigenous Recruiter Circle in developing wise undergraduate student recruitment and retention practices that make the University of Alberta a destination of choice	VP&DOS, VP&REG		●			
	Convene a group to review, update, track and report on Indigenous graduate student recruitment and retention practices to develop and implement a recruitment and retention strategy that makes the University of Alberta a destination of choice	VPFGSR			●		
	Establish new and expand current innovative methods of relationship building and early learning engagement with Indigenous students (e.g. USchool, DiscoverE) in Grades K-9	Chancellor, VP&DOS, VP&REG, VPIPR			●		
	Establish innovative pathways to support the entry of Indigenous students in Grades 7-12 into programs with low rates of Indigenous participation	Chancellor, VP&DOS, VP&REG, VPIPR			●		
	Indigenize, and expand, undergraduate student recruitment practices to make the University of Alberta a destination of choice	VP&REG		●			
	Utilize data from the Indigenous Student Success Survey (ISSS) to support recruitment and retention	VP&DOS, VPFGSR, VPRED		●			
	Develop strategies to support students from remote Indigenous communities, acknowledging that those students may require differing types and levels of support systems to achieve success	VP&DOS, VP&REG		●			
	Expand the online delivery of programs and courses in order to connect with Indigenous mature and underserved learners	VPA				●	

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous student attainment: Tackling barriers							
Develop strategies to remove financial and other barriers to full Indigenous student participation in the offerings of the university	Identify and advocate for new funding opportunities for Indigenous students with government funders, corporate sponsors and individual donors, partnering with relevant university units	VPER			●		
	Promote student awareness of existing financial supports and provide assistance in the funding application process	VP&DOS, VP&REG, VPFGSR		●			
Indigenous faculty and staff: recruitment and retention (RR)							
The University of Alberta is recognized as an Employer of Choice for Indigenous faculty and staff	Convene a working group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty and staff, identifying challenges and opportunities	College Deans, Deans, VPUS&F		●			
	Identify and implement mechanisms to support equity processes and procedures for hiring and retention of Indigenous faculty and staff	College Deans, Deans, VPUS&F			●		
	Create a dedicated Indigenous advisor Human Resources position and a network of individuals to provide expertise in Indigenous hiring and retention practices	VPUS&F			●		
	Engage with AASUA and NASA to build policies that support Indigenous-focused hiring and retention equity processes	VPUS&F			●		
	Track and report on Indigenous faculty and staff hiring and retention, utilizing the institutional census as a possible tracking mechanism	VPIPR, VPUS&F				●	
	Establish an Indigenous mentorship program for Indigenous faculty and staff to increase institutional capacity in Indigenous leadership	VPIPR, VPUS&F			●		
	Ensure the availability of Indigenous counsellors via the Employee and Family Assistance Program (EFAP)	VPUS&F			●		

> "It has been my pleasure to be an active listener in the creation of the U of A's Indigenous Strategic Plan. This plan will serve as the foundation to strengthen the university's focus on Indigenous communities and partners. As Vice-President, I affirm Facilities and Operations' commitment to acknowledging Indigenous voices and culture and, wherever possible, endeavour to incorporate and acknowledge these perspectives through our physical infrastructure."

Andrew Sharman
Vice-President, Facilities and Operations

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Safe and welcoming spaces							
Create safe and welcoming physical and virtual spaces for First Nations, Inuit, and Métis students, faculty, staff and community members	Create and offer anti-racism and cultural sensitivity training in partnership with relevant units for all UofA faculty, staff and students	VPA		●			
	Review University of Alberta policies, practices and governance mechanisms for addressing institutional and individual racism	VPA, Vice-Presidential Portfolios, VPUS&F		●			
	Build Indigenous virtual and in-person networks as a community-building exercise and in acknowledgement of the fact that, due to colonial trauma, universities are often the first safe place some Indigenous individuals are able to explore identity and reconnect with community	VPIPR	●				
	Support the First Peoples' House Round Dance, promoting participation by the wider community (internal and external) and coordinating the participation of multiple units in this event	VP&DOS, VPER, VPIPR		●			
	Develop an Indigenous Initiatives Communications Strategy that increases the visibility of Indigenous peoples and appropriate representations of Indigenous presence	VPER, VPIPR	●				
	Ensure Indigenous Initiatives are included as part of a faculty, staff and student orientations	VP&DOS, VP&REG, VPFGSR, VPUS&F	●				
	Finalize and implement plans for more appropriate, dedicated and adequate space for First Peoples' House (FPH), the Transition Year Program (TYP), and other Indigenous programmatic/student/community needs	VP&DOS, VPF&O, VPIPR	●				
	Continue to advocate for and develop strategies, using the lessons learned from dedicated space for First Peoples' House, to support the construction of Maskwa House as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students, faculty, staff and external community together celebrate the unique and proud histories of Indigenous peoples, and where Indigenous peoples can access social, cultural, and spiritual supports that enable teaching, learning and research success	VP&DOS, VPF&O, VPIPR			●		

"Touch their spirits softly with the feather of encouragement, whispering, You can, you will, you must, your people need you;" ...
Dr. Stan Wilson

We Are So Proud of You!!

Imagining the Future

The third grouping of themes, goals and strategies focuses on those actions that have emerged as critical in support of Indigenous-focused institutional objectives but that are largely at their inception, requiring greater work to establish processes and policy for this work.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Ethical research engagement - Indigenous nations, peoples, lands and knowledge systems							
University of Alberta researchers ethically engage with Indigenous nations, communities, peoples, lands and knowledge systems	Create a research ethics framework based in Indigenous knowledges and worldviews, in extensive collaboration with Indigenous community to examine, in collaboration with community, ways in which work at the U of A in relation to research ethics, services and field research can be supportive of Indigenous communities and researchers engaged with Indigenous research, in alignment with emerging practices in ethical research and requirements set by national funding agencies.	VPIPR, VPRI			●		
	Ground research relationships with Indigenous communities in reciprocity and shared authority, working to create community-institution research problems, solutions and measures of success, recognizing, respecting and valuing the knowledge, perspectives and resources of Indigenous community partners in defining community-centered research interests and agenda setting.	VPIPR, VPRI			●		
	Develop an Indigenous Research Advisory Council - to examine how to involve Indigenous Communities in all aspects of research—from data collection to interpretation to research results and possible implementation.	VPIPR, VPRI		●			
	Create and staff an Indigenous Research Services Office in the Vice-President, Research and Innovation (VPRI) Office to facilitate connections between community and UofA researchers, facilitate funding opportunities, develop and advise on wise, community-specific practices and advise on cultural protocol and create student learning opportunities in the field; ensure this serves as an access point to Indigenous community members and organizations	VPIPR, VPRI			●		
	Establish Research Chairs in Indigenous Ways of Knowing/Knowledge Systems	VPIPR, VPRI				●	
	Operationalize federal research policy, supporting Indigenous data sovereignty, research priorities, leadership, self-determination and capacity in research	VPIPR, VPRI		●			

> " As Alberta's pre-eminent teaching and research institution, the University of Alberta has a responsibility to participate in reconciliation by incorporating Indigenous worldviews in its curriculum, providing opportunities for Indigenous community-engaged research, and ensuring our campus is welcoming to, and truly inclusive of, Indigenous students, faculty, staff, and communities. The Board of Governors and its Committees will therefore support and uphold the IISP to ensure adequate focus and progress."

Kate Chisholm
Chair, Board of Governors

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous Community Engagement: Nations, organizations and peoples							
Establish an Indigenous engagement unit to strengthen engagement with, and to support research and initiatives led by, Indigenous Nations, Communities, organizations.	Develop meaningful relationships to respond to First Nations, Inuit, and Métis communities' and organizations' interests and needs.	VPER, VPIPR, VPRI	●				
	Create a community engagement framework that based in Indigenous knowledge and worldviews, in extensive collaboration with the Indigenous community.	VPER, VPIPR	●				
	Develop a public engagement strategy on Indigenous initiatives, building on existing partnerships with the City of Edmonton and the Province of Alberta in addressing the Calls to Action of the TRC and the United Nations Declaration on the Rights of Indigenous Peoples.	VPER, VPIPR		●			
	Map relationships with First Nations, Inuit, and Métis Nations, Communities and Organizations to establish respectful protocols for engagement and to educate those institutional partners that may engage with these entities.	VPER, VPIPR, VPRI	●				
Indigenous Community Engagement: Research and Teaching							
Develop institutional means to acknowledge, resource and reward researchers, instructors, and units that engage in Indigenous community-engaged research, Indigenous community-led research and innovation, and strategies that contribute to meeting the goals outlined in the Indigenous Strategic Plan.	Identify and implement mechanisms that acknowledge, resource and reward researchers that engage in the relationship-building that is required for reciprocal and respectful Indigenous-centred research.	Deans, Department Chairs, VPRI	●				
	Create a category in the Faculty and ATS Evaluation Committees that acknowledges and encourages work that is pursued in partnership with Indigenous communities and work that is taken to implement the goals of the Indigenous Strategic Plan.	Deans, Department Chairs	●				

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Ethical research engagement - Indigenous nations, peoples, lands and knowledge systems (continued)							
	Work with relevant university entities, including the Research Ethics Office, Research Ethics Board Oversight Committee (REBOC) and University Research Policy Committee (URPC) to improve processes and policies related to this work	VPIPR, VPRI		●			
	Promote the University of Alberta Libraries Indigenous Research guide	VPIPR, VPL&M, VPRI,	●				
	Educate on OCAP (Ownership, Control, Access and Possession of data) and CARE (Collective benefit, Authority to Control, Responsibility and Ethics) principles, to co-create research protocols with Indigenous communities	College Deans, VPIPR, VPRI					
	Develop a senior leadership role in Indigenous-engaged research and innovation	VPIPR, VPRI				●	
	Implement culturally appropriate intellectual property and copyright processes for engaging with Indigenous knowledge keepers	VPIPR, VPRI	●				
	Develop innovative programming that highlights the research practices of community-recognized Indigenous knowledge keepers	VPIPR, VPRI			●		
Indigenous-led research capacity development							
Strengthen the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area to maximize capacity to lead change by nurturing dynamic, innovative, creative multi- and inter-disciplinary teams that are able to take multi-faceted approaches to research and teaching related to Indigenous Peoples and Places.	Establish a sustainable financial plan for the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area to continue to support a strong community of Indigenous and non-Indigenous scholars, that promote Indigenous-engaged scholarship and Indigenous community-led scholarship and innovation.	VPIPR, VPRI	●				

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous Community Engagement: Senate							
Engage the University of Alberta Senate to increase the presence of Indigenous peoples, the visibility of Indigenous Initiatives and to engage the broader community in Indigenous Initiatives at the University of Alberta	Develop a strategy to increase the representation of Indigenous peoples and initiatives in the activities of the University of Alberta Senate	Chancellor, President		●			
	Review and revise honorary doctorate criteria and processes to encourage and ensure nominations of Indigenous peoples	Chancellor, President		●			
	Award at least one Indigenous person an honorary doctorate in each academic year	Chancellor, President		●			
Indigenous Community Engagement: Alumni							
Connect with and celebrate Indigenous graduates of the University of Alberta	Develop programming priorities for Indigenous alumni to engage with, and increase the profile, of these graduates	VPER	●				
	Review and revise alumni award nomination practices to encourage and ensure Indigenous alumni are nominated	VPER		●			
	Establish an Indigenous Alumni Council	VPER	●				
	Engage with Indigenous alumni to assist with employment transitions	VPER		●			
	Create an Indigenous alumni engagement position	VPER			●		
Innovative Funding							
Develop and imagine innovative ways to partner with diverse funders to support Indigenous students, Initiatives, research and scholarship	Identify priorities for fundraising in support of Indigenous-engaged research and scholarship activities	VPER, VPIPR, VPRI,		●			
	Pursue innovative partnerships to fund the creation of Indigenous community spaces	VPER, VPF&O			●		
	Pursue innovative partnerships to fund the reduction of barriers (e.g. tuition support such as a Youth-in-Care Bursary) and access to essentials such as internet, computers, food and housing	VP&DOS, VPER, VPFGSR, VPIPR		●			
	Pursue innovative approaches for supporting the entry of under-represented Indigenous students, including innovative early and community-specific recruitment, pre-entrance supports,transitional programming and graduate student recruitment.	VP&DOS, VPER, VPFGSR, VPIPR			●		

Endorsed unanimously by General Faculties Council and the Board of Governors in June 2022, the *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* represents the institutional commitment to taking up the goals and strategies detailed in this plan across academic, administrative and community spaces.

As president and provost, we commit to supporting this work and all it entails. We invite you to read this plan and consider the ways in which you might contribute to this work.

Bill Flanagan
President and Vice-Chancellor

Steven Dew
Provost and Vice-President (Academic)

Affirmation for Action
on the Indigenous Strategic Plan and Indigenous Initiatives at the University of Alberta

Following the lengthy stakeholder consultations informing For the Public Good in 2016, the Strategic Plan for Equity, Diversity and Inclusivity in 2019, University for Tomorrow in 2021 and the institutional brand in 2021, the University of Alberta made broad and powerful commitments to Indigenous post-secondary education, research and engagement, and to ensuring a response to the Calls to Action issued by the Truth and Reconciliation Commission (TRC) of Canada.

This affirmation aims to serve as the university's visible commitment to respond to the TRC's Calls to Action and broader Indigenization efforts—work which remains urgent.

The calls are the heart of the work to address the systemic barriers that limit full Indigenous participation in the offerings of the university—historic and contemporary barriers that have artificially prevented Indigenous Peoples from achieving greater individual and collective sovereignty.

In recognizing the great power of education, the TRC noted that universities have a particular responsibility, ability and opportunity to bring about the reconciliation process through enacting curricular changes that correct the historic record, incorporating reconciliation learning, increasing Indigenous representation in professions, and eliminating educational and employment gaps for Indigenous Peoples. This document also reaffirms the university's commitment to engage with Indigenous Ways of Knowing, Being and Doing in order to acknowledge the deliberate erasure and exclusion of Indigenous knowledge systems. The same power that was employed to disenfranchise Indigenous Peoples can now be brought to bear on the education of the students we serve and those beyond the institution.

The U of A acknowledges that Indigenization is an institutional journey that will likely take generations to address. Only intentional, conscientious, systemic changes can move the institution closer to these critical goals.

In the spirit of these understandings—and with an acknowledgment that the work to Indigenize the institution touches on every academic, administrative and operational aspect of the university—we, as signatories, affirm our commitment as individuals, as educators, as researchers, as administrators and as leaders to acting on Indigenous Initiatives within our units and across the institution.

TRC Calls to Action appendix - LINK ONLY https://ehprnh2mwo3.
exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_
English2.pdf

UNDRIP appendix - LINK ONLY

https://www.un.org/development/desa/indigenouspeoples/wp-
content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of the BSc Pharmacy and the Bridging Program for BSc Pharmacy Students, Faculty of Pharmacy and Pharmaceutical Sciences

Motion I

THAT the GFC Programs Committee recommend that the Board of Governors approve the suspension of the Bachelor of Science in Pharmacy program, for implementation July 1, 2023.

Motion II

THAT the GFC Programs Committee recommend that the Board of Governors approve the suspension of the Doctor of Pharmacy (Pharm D) Bridging Program for BSc in Pharmacy Students, for implementation July 1, 2023.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Christine Hughes, Interim Dean, Faculty of Pharmacy and Pharmaceutical Sciences
Presenter(s)	Dion Brocks, Associate Dean, Faculty of Pharmacy and Pharmaceutical Sciences

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because admissions to the BScPharm ceased in 2017 with a planned phased transition to the Doctor of Pharmacy (PharmD) as the entry to practice degree in pharmacy.
Executive Summary (*outline the specific item – and remember your audience*)	BSc in Pharmacy As part of a planned transition in the entry to practice degree in pharmacy, the BScPharm program ceased enrollment in September 2018, when the first cohort of Doctor of Pharmacy (PharmD) students were admitted to the Faculty of Pharmacy and Pharmaceutical Sciences. The PharmD degree is the new standard for professional education in pharmacy, now offered at all schools of pharmacy across Canada. This program was approved by the Ministry in 2017 and implemented in Fall 2018, with the first cohort of students convocating in June 2022. Admissions to the BScPharm degree ceased in September 2017 (final enrolment Fall 2017). The suspension period will commence on July 1, 2023, two years after the convocation of the last remaining students in the BScPharm program (which occurred in June 2021). There are no operational risks or risks to students, as there are no students currently enrolled in the program. The suspension of the BScPharm program was planned to be the final step in the implementation of the PharmD program that replaces it.

	Following the 5-year suspension period, a formal request to terminate the program will be put forward.
	Pharm D Bridging Program for BSc in Pharmacy Students
	The PharmD for BScPharm Students (PBS) program was developed as a temporary bridge for eligible students enrolled in the BScPharm to graduate with the PharmD degree. It was available only to year three students enrolled in the four year BSPharm program at the time the PharmD was implemented. With planned direct admission of students into the PharmD beginning in Fall 2017 (actual enrollment began Fall 2018), transfer and enrollment of eligible students in the PBS program began in Spring 2017 with the last class enrolling in Spring 2020. The final few students from the PBS program will convocate in 2022.
	This was a bridging program, from the BScPharm to the approved PharmD degree. Once the last cohort of students in the BScPharm program had graduated, there were no students remaining who would be eligible for transfer into the PBS program stream. Hence, the PBS program came to a natural end.
	The suspension period will commence on July 1, 2023, following the convocation of the last remaining students in the PBS program (which occurs in June 2022). There are no operational risks or risks to students, as there will be no students enrolled in the program at that time.
	The suspension of the PBS bridging program was planned to be the final step in the implementation of the PharmD program that replaces the BScPharm degree. Following the 5-year suspension period, a formal request to terminate the program will be put forward.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • GFC Program Support Team and Programs Committee • Faculty of Pharmacy and Pharmaceutical Sciences
	*Those who have been **consulted**:* • Extensive consultation was undertaken at the time that the PharmD program was proposed and approved; there has been no further consultation at this stage.
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	● Program Support Team (Undergraduate and Non-Credit) (PST): April 28, 2022 ● Faculty Council: [May 10, 2022] ● GFC Programs Committee: [May 19, 2022]

Item No. 6

	● GFC Academic Planning Committee: [June 22, 2022] ● GFC: [Date TBD] ● Board Learning, Research and Student Experience Committee: [Date TBD] ● Board of Governors: [Date TBD]

Strategic Alignment

Alignment with *For the Public Good*	14. OBJECTIVE Inspire, model, and support excellence in teaching and learning In order to produce competent and confident pharmacy graduates prepared to provide excellent patient-centred care and thus best serve the Public, Canada has taken the path of modifying the entry to practice pharmacy curriculum to a 2+4 year professional (PharmD) degree. This is now an accreditation requirement, and the Faculty has worked over the past 5 years to transition from the former BScPharm degree to the PharmD. 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.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act UofA Calendar GFC Programs Committee General Faculties Council FoPPS Faculty Council	

Attachments (each to be numbered 1 - <>)

1. Program Suspension, BScPharm
2. Program Suspension, PBS
3. Calendar Changes, BScPharm and PBS - Program
4. Calendar Changes, BScPharm and PBS - Courses

Prepared by: Jill Hall, Assistant Dean Professional Programs, jhall@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:
- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:
- ensure that submission content is concise. Any additional information may be appended;
- indicate "not applicable" when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program Name	**Bachelor of Science in Pharmacy**
Specialization Name	**N/A**
Credential Awarded	**Bachelor of Science in Pharmacy**
Proposed start date of suspension	**July 1, 2023**
Proposed end date of suspension	**June 30, 2028**

SECTION A: PROGRAM SUSPENSION

SECTION A: RATIONALE

1. Suspension Rationale
a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).   • As part of a planned transition in the entry to practice degree in pharmacy, the BScPharm program ceased enrollment in September 2018, when the first cohort of Doctor of Pharmacy (PharmD) students were admitted to the Faculty of Pharmacy and Pharmaceutical Sciences. The PharmD degree is the new standard for professional education in pharmacy, now offered at all schools of pharmacy across Canada. This program was approved by the Ministry in 2017 and implemented in Fall 2018, with the first cohort of students convocating in June 2022.
b. Document enrolments (by headcount) for the most recent 5-year period, including the current academic year if available.

Enrolment	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022

Total Headcount	449	294	156	7	0
● 1st Year of Study	134	0	0	0	0
● 2nd Year of Study	130	133	0	0	0
● 3rd Year of Study	125	126	129	0	0
● 4th Year of Study	60	35	27	7	0
Reviewer's Comment:					

a.	Indicate when admissions into program/specialization will be or were closed. ● Admissions to the BScPharm degree ceased in September 2017 (final enrolment Fall 2017).
b.	Briefly explain how the proposed end date of the suspension was determined. ● There was a phased transition of the BScPharm to the PharmD program. The standard five-year suspension period has been used.
c.	Provide specific information about which internal governance body approved the suspension, and provide the date of approval. ● Program Support Team (Undergraduate and Non-Credit) (PST): April 28, 2022 ● Faculty Council: [*tentative: May 10, 2022*] ● GFC Programs Committee: [*tentative: May 19, 2022*] ● GFC Academic Planning Committee: [*tentative: June 22, 2022*] ● GFC: [Date TBD; *tentative: Fall 2022*] ● Board Learning, Research and Student Experience Committee: [Date TBD; *tentative: Fall 2022*] ● Board of Governors: [Date TBD; *tentative: Fall 2022*]
d. Check the applicable box to specify the longer-term plan.	✓ To terminate the program. ☐ To reactivate the program.

SECTION B: ACCESS

a.	Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions). ● There are no access concerns or risks to the Alberta Adult Learning System with the suspension of this program given it has been fully replaced by the PharmD program.
b.	If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer. ● N/A
c.	Briefly describe the consultation process that occurred with students at your institution regarding this programming change. ● A thorough consultation process was undertaken at the time that the PharmD program was proposed and approved. There has been no need for further consultation at this stage.

d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans. ● The suspension period will commence on July 1, 2023,, two years after the convocation of the last remaining students in the BScPharm program (which occurred in June 2021).
e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans. ● There are no stop-out students.
Reviewer's Comment:

SECTION C: IMPACT

a. Identify which stakeholder groups were consulted regarding demand/need for this program: ☐ Faculty ☐ Employers and professional associations ☐ Advisory Committee(s) ☐ Regulator and/or accreditation bodies ☐ Other (please identify)
b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received. ● Extensive consultation was undertaken at the time that the PharmD program was proposed and approved; there has been no further consultation at this stage. The suspension of the BScPharm program was planned to be the final step in the implementation of the PharmD program that replaces it.
c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space. ● N/A
Reviewer's Comment:

SECTION B: SUSPENSION EXTENSION

SECTION A: RATIONALE

a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.) ● N/A
b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements). ● N/A
c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place. ● N/A
d. Explain how the duration of the suspension extension was determined. ● N/A
Reviewer's Comment:

SECTION B: OTHER CONSIDERATIONS

Other considerations
a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?   ● None
Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed:

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:
● Section A: if you are proposing a suspension of a ministry-approved program or specialization;
● Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:
● ensure that submission content is concise. Any additional information may be appended;
● indicate "not applicable" when questions are not relevant to a particular proposal; and
● ensure that applicable supporting documents are attached to the proposal.

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program Name	Doctor of Pharmacy (PharmD)
Specialization Name	Bridging Program for BSc in Pharmacy Students
Credential Awarded	Doctor of Pharmacy (PharmD)
Proposed start date of suspension	July 1, 2023
Proposed end date of suspension	June 30, 2028

SECTION A: PROGRAM SUSPENSION

SECTION A: RATIONALE

1. Suspension Rationale
a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.). ● The PharmD for BScPharm Students (PBS) program was developed as a temporary bridge for eligible students enrolled in the BScPharm to graduate with the PharmD degree. It was available only to year three students enrolled in the four year BSPharm program at the time the PharmD was implemented. With planned direct admission of students into the PharmD beginning in Fall 2017 (actual enrollment began Fall 2018), transfer and enrollment of eligible students in the PBS program began in Spring 2017 with the last class enrolling in Spring 2020. The final few students from the PBS program will convocate in 2022.
b. Document enrolments (by headcount) for the most recent 5-year period, including the current academic year if available.

Enrolment	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Total Headcount	0	0	0	0	3
● 1st Year of Study	0	0	0	0	0
● 2nd Year of Study	0	0	0	0	0
● 3rd Year of Study	0	0	0	0	0
● 4th Year of Study	65	90	101	122	3
Reviewer's Comment:					

a.	Indicate when admissions into program/specialization will be or were closed. ● The last enrollment in this program was spring 2020.
b.	Briefly explain how the proposed end date of the suspension was determined. ● This was a bridging program, from the BScPharm to the approved PharmD degree. Once the last cohort of students in the BScPharm program had graduated, there were no students remaining who would be eligible for transfer into the PBS program stream. Hence, the PBS program came to a natural end.
c.	Provide specific information about which internal governance body approved the suspension, and provide the date of approval. ● Program Support Team (Undergraduate and Non-Credit) (PST): April 28, 2022 ● Faculty Council: [*tentative: May 10, 2022*] ● GFC Programs Committee: [*tentative: May 19, 2022*] ● GFC Academic Planning Committee: [*tentative: June 22, 2022*] ● GFC: [Date TBD; *tentative: Fall 2022*] ● Board Learning, Research and Student Experience Committee: [Date TBD; *tentative: Fall 2022*] ● Board of Governors: [Date TBD; *tentative: Fall 2022*]
d. Check the applicable box to specify the longer-term plan.	✓ To terminate the program. ☐ To reactivate the program.

SECTION B: ACCESS

a.	Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions). ● There are no access concerns or risks to the Alberta Adult Learning System with the suspension of this program given it has been fully replaced by the PharmD program.
b.	If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer. ● N/A
c.	Briefly describe the consultation process that occurred with students at your institution regarding this programming change.

• A thorough consultation process was undertaken at the time that the PharmD program was proposed and approved. There has been no need for further consultation at this stage.
d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans. • The suspension period will commence on July 1, 2023, following the convocation of the last remaining students in the PBS program (which occurs in June 2022).
e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans. • There are no stop-out students.
Reviewer's Comment:

SECTION C: IMPACT

a. Identify which stakeholder groups were consulted regarding demand/need for this program: ☐ Faculty   ☐ Employers and professional associations   ☐ Advisory Committee(s) ☐ Regulator and/or accreditation bodies   ☐ Other (please identify)
b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received. • There has been no further consultation at this stage. The suspension of the PBS program was planned to come to a natural end alongside the BScPharm program with the implementation of the entry to practice PharmD program that replaces them.
c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space. • N/A
Reviewer's Comment:

SECTION B: SUSPENSION EXTENSION

SECTION A: RATIONALE

a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.) • N/A
b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements). • N/A
c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place. • N/A
d. Explain how the duration of the suspension extension was determined. • N/A

Reviewer's Comment:

SECTION B: OTHER CONSIDERATIONS

Other considerations
a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?   ● None
Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed:

UNIVERSITY OF ALBERTA

Calendar Change Request Form for Program and Regulation Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Pharmacy and Pharmaceutical Sciences
Contact Person:	Jill Hall, Assistant Dean, Professional Programs
Level of change (choose one only) [?]	☑ ~~Undergraduate~~ ☐ Graduate
Type of change request (check all that apply) [?]	☑ ~~Program~~ ☑ ~~Regulation~~
For which term is this intended to take effect?	Fall 2023
Does this proposal have corresponding course changes? (Should be submitted at the same time)	Yes

Rationale

Summary: The requested changes relate to the implementation of the Doctor of Pharmacy (PharmD) degree. Two programs are no longer enrolling students: BSc Pharmacy and Doctor of Pharmacy (PharmD) for BSc Pharmacy Students.

Rationale: The PharmD program was approved by the Ministry in 2017 and implemented in Fall 2018. As part of a planned transition in the entry to practice degree in pharmacy, the BScPharm program ceased enrollment when the first cohort of Doctor of Pharmacy (PharmD) students were admitted to the Faculty of Pharmacy and Pharmaceutical Sciences. The first cohort of students will convocate in June 2022.

The 2020/2021 academic year saw the final cohort of students complete the BScPharm program (convocated in June 2021). The final students in the PharmD for BSc in Pharmacy will convocate in June 2022. The BSc Pharmacy and Doctor of Pharmacy (PharmD) for BSc Pharmacy Students programs will formally be suspended as of July 1, 2023 for a period of 5 years, at which point approval will be sought to terminate the programs.

Calendar Copy #1

URL in current Calendar (or leave blank if it is a new page):
https://calendar.ualberta.ca/content.php?catoid=36&navoid=11183

Current	**Proposed**
Programs of study College of Health Sciences ….. **Faculty of Pharmacy and Pharmaceutical Sciences** ==BSc (Pharmacy) (one preprofessional year plus) 4== Doctor of Pharmacy (PharmD) (2 preprofessional years plus) 4 Doctor of Pharmacy (PharmD) for Practicing Pharmacists (PharmD) (BSc in Pharmacy Plus) 1-5	**Programs of study** College of Health Sciences ….. Faculty of Pharmacy and Pharmaceutical Sciences Doctor of Pharmacy (PharmD) (2 preprofessional years plus) 4 Doctor of Pharmacy (PharmD) for Practicing Pharmacists (PharmD) (BSc in Pharmacy Plus) 1-5

Calendar Copy #2

URL in current Calendar (or leave blank if it is a new page):
https://calendar.ualberta.ca/content.php?catoid=36&navoid=11384

Current	Proposed
Undergraduate Application Process and Deadlines ……. **Program-specific Deposits on Confirmation of Admission** Upon notification of admission, successful applicants …. Doctor of Dental Surgery (DDS) DDS Advanced Placement Diploma in Dental Hygiene Juris Doctor (JD) Doctor of Medicine (MD) Doctor of Pharmacy (PharmD) Doctor of Pharmacy (PharmD) for Practicing Pharmacists Bachelor of Science in Medical Laboratory Science ~~Bachelor of Science in Pharmacy~~ Bachelor of Science in Radiation Therapy	**Undergraduate Application Process and Deadlines** ……. **Program-specific Deposits on Confirmation of Admission** Upon notification of admission, successful applicants … Doctor of Dental Surgery (DDS) DDS Advanced Placement Diploma in Dental Hygiene Juris Doctor (JD) Doctor of Medicine (MD) Doctor of Pharmacy (PharmD) Doctor of Pharmacy (PharmD) for Practicing Pharmacists Bachelor of Science in Medical Laboratory Science Bachelor of Science in Radiation Therapy

Calendar Copy #3

URL in current Calendar (or leave blank if it is a new page):
https://calendar.ualberta.ca/content.php?catoid=36&navoid=11263#admission

Current	Proposed
Practicum Intervention Policy The Dean, or Supervisor acting on behalf…….	**Practicum Intervention Policy** The Dean, or Supervisor acting on behalf…….
Practicum Policies and Requirements 1……. 2……. 3 **CPR and First Aid Certification:** Students in the Faculty must obtain certification in cardiopulmonary resuscitation (CPR) Level C and a certificate in First Aid (Standard or Emergency First Aid) by the end of March (last business day) of first year for the ~~BScPharm program or~~ Doctor of Pharmacy(PharmD) program or prior to clinical placements for the Doctor of Pharmacy (PharmD) for Practicing Pharmacists program. Please note that CPR Level C with First Aid meets the requirements for providing injections. All fees and other costs for CPR/First Aid certification are the responsibility of the student. Students must maintain valid certification for both CPR Level C and First Aid until they graduate	**Practicum Policies and Requirements** 1……. 2……. 3 **CPR and First Aid Certification:** Students in the Faculty must obtain certification in cardiopulmonary resuscitation (CPR) Level C and a certificate in First Aid (Standard or Emergency First Aid) by the end of March (last business day) of first year for the Doctor of Pharmacy(PharmD) program or prior to clinical placements for the Doctor of Pharmacy (PharmD) for Practicing Pharmacists program. Please note that CPR Level C with First Aid meets the requirements for providing injections. All fees and other costs for CPR/First Aid certification are the responsibility of the student. Students must maintain valid certification for both CPR Level C and First Aid until they graduate

Calendar Copy #4

URL in current Calendar (or leave blank if it is a new page):
https://calendar.ualberta.ca/content.php?catoid=36&navoid=11263#admission

Current
Faculty of Pharmacy and Pharmaceutical Sciences
Regulations
Admission
See Programs of Study and General Undergraduate Admission Requirements for general admission requirements to the University. Specific admission information for the ~~Bachelor of Science in Pharmacy and~~ Doctor of Pharmacy (PharmD) programs is set out in Faculty of Pharmacy and Pharmaceutical Sciences.

Professional Standards Expectations for Students and Applicants in the Faculty of Pharmacy and Pharmaceutical Sciences
The University Code of Student Behaviour describes a…..

Academic Standing

~~**BSc in Pharmacy**~~

1. ~~**Grades**~~

   a. ~~The means of assessing a student's progress and determining a student's grades may vary from one course to another, according to the nature of the course. Factors other than examination results may be used to a variable extent by instructors in determining grades. Students are informed at the beginning of each course how grades are to be determined.~~
   b. ~~Students must satisfactorily complete all components of all courses.~~

2. ~~**Reexaminations:** See~~ Reexaminations

   a. ~~Students are advised that it is not possible to make a ruling regarding remediation or reexamination until all grades for a year are received and recorded.~~
   b. ~~The reexamination mark will replace the original final exam mark. Reexamination results do not alter the student's class standing.~~
   c. ~~Any student who, after reexamination and/or evaluation, fails to meet promotion/graduation requirements, is deemed to have failed the year.~~

Proposed
Faculty of Pharmacy and Pharmaceutical Sciences
Regulations
Admission
See Programs of Study and General Undergraduate Admission Requirements for general admission requirements to the University. Specific admission information for the Doctor of Pharmacy (PharmD) programs is set out in the Faculty of Pharmacy and Pharmaceutical Sciences.

Professional Standards Expectations for Students and Applicants in the Faculty of Pharmacy and Pharmaceutical Sciences
The University Code of Student Behaviour describes a…..

Academic Standing

Delete **BSc in Pharmacy** Program

d. A student who does not take a reexamination within the time period prescribed by the Faculty will not be allowed to continue in the program.

e. Reexamination procedure:

   i. The Associate Dean Academic and Student Services will specify by course the reexamination required of a failed student for the purposes of meeting promotion/graduation requirements.

   ii. All students will take the reexamination as scheduled by June 30.

3. **Promotion and/or Continuation**

a. Progression in the program is year by year and not by courses completed. Accordingly, all students in a particular year of the program normally should be registered in the same courses in each term (Bachelor of Science in Pharmacy). Students will not normally register in any core (i.e., non-elective) courses from a particular year of the program until they have satisfactorily completed core courses from the previous year of the program. Students accepted into the MBA/BSc in Pharmacy Combined Degrees program will be permitted to delay entrance into the fourth year by one year with no loss in standing. The duration of the total MBA/BSc in Pharmacy Combined Degrees program must not exceed six consecutive calendar years from the time of admission to the Pharmacy program.

b. Academic standing is assessed on the basis of

   i. the pass or failure of individual courses and

   ii. the GPA attained in a given year of the program (including courses taken in Spring Term). In computing the GPA, grades of W and CR/NC, and grades in courses accepted for transfer credit are not included. Each student's academic standing will normally be assessed at the end of the regular academic year, but in Years 1 and 2 of the program, such assessment will be delayed until grades are available for the practicums completed in Spring Term. Students who are on Academic Warning will be assessed at the end of each term. See Academic Warning.

c. A student who is awarded First Class Standing or Satisfactory Standing, as defined below, will normally qualify for promotion: **First Class Standing:** Awarded to an

undergraduate student who obtains a GPA of 3.5 or above and passes all courses while enrolled in the full normal academic course load in that year. See Bachelor of Science in Pharmacy. **Note:** First-Class Standing is not awarded in Year 4 given the limited number of graded units taken in that year.

Satisfactory Standing: Awarded to a student who achieves a GPA of 2.1 or above for each year outlined in Bachelor of Science in Pharmacy and if no course is failed.

d. **Conditional Standing:** Assigned to a student who achieves a GPA of 2.1 or above for each year outlined in Bachelor of Science in Pharmacy but has failed one or more courses.

A student who is assigned Conditional Standing will be placed on Academic Warning and must retake and pass all failed courses. Other courses are to be taken, up to a normal course load, as scheduling permits and as approved by the Faculty.

Students on Academic Warning as a result of acquiring Conditional Standing will clear their Academic Warning upon passing the repeated courses and will qualify for promotion if they achieve Satisfactory Standing on the basis of all courses taken during Fall, Winter, and Spring Terms. Students who fail a course a second time will be required to withdraw from the program.

e. **Required to Withdraw:** Any student failing to obtain a minimum GPA of 2.1 in any academic year is Required to Withdraw from the program. Such students are not normally readmitted to the program. Students who fail to provide satisfactory criminal record checks in connection with any practicum placement, or who fail to complete their degree requirements within the five calendar years, may be required to withdraw from the program.

f. **Probation:** Students who have been required to withdraw and who have successfully appealed that decision will be placed on Probation and required to repeat the program year.

To clear probation and qualify for promotion, the student must achieve Satisfactory Standing in the probationary year. Students who fail to do so will be required to withdraw. Any student in a probationary year who fails a course in Fall Term will be required to withdraw immediately and subsequent registration will be cancelled.

Only one year of probation is allowed while

registered in the Faculty of Pharmacy and Pharmaceutical Sciences.

4. **Appeals and Grievances:** Decisions on academic standing are made by the Faculty Council. Appeals may be made to the Academic Appeals Committee. Certain academic standing decisions made by the Faculty Academic Appeals Committee may be appealed to the General Faculties Council Academic Appeals Committee. Enquiries concerning standing in individual courses should be made to the professor in charge of the course. If the issue is still not resolved, the student may report the matter to the Office of the Dean for enquiry. See Appeals and Grievances for further information.
The Faculty's regulations governing academic appeals and grade appeals may be obtained in the Dean's Office.

5. **Leave of Absence:** Unless enrolled in a combined degree program, students must register in the pharmacy program on a continuous basis to ensure a place in the program. The Faculty does, however, recognize that important life events do occur that may prompt a student to request a Leave of Absence. Students who desire a temporary discontinuation of their program must obtain prior approval for a Leave of Absence by submitting a request to the Student Services Office. A Leave of Absence will not be granted automatically and will be considered only for acceptable reasons (e.g. incapacitating illness, severe domestic affliction). Discontinuance without permission requires the student to seek readmission to the program, which is not guaranteed.

   Normally, a Leave of Absence is granted only if all the following conditions are met:

   a. A minimum of one full term must be completed within the degree program before a Leave of Absence is considered
   b. The student has a cumulative GPA of 2.1 in the pharmacy program
   c. The reasons for the absence are considered by the Faculty to be acceptable
   d. No transferable courses are being completed at another institution during the Leave of Absence period

   e. The leave of absence does not by itself extend the duration of the program beyond the normal limit for

completion of the program

Note: An approved Leave of Absence will be granted for a maximum 12-month period of time, and will be granted only once in a student's academic career within the Faculty.

Graduation

1. **Time Limit for Completion of Degree:**
   Normally, all students must complete their degree requirements within five calendar years from the time of their initial admission. This time limit includes all time during which a student is not in attendance, either for personal reasons [see Leave of Absence] or as a result of suspension or requirement to withdraw. Students should be aware of the need to provide a criminal record check for placement in the Experiential courses that are required for completion of the degree in pharmacy. Failure to provide a clean check can lead to delays or even the inability to fulfill these course requirements. This may lead to an inability to complete the program within the specified five-year period. Any failure or inability to complete the program within five years may be cause for Requirement to Withdraw from the program.
2. **Academic Performance for Graduation**
   Students must achieve Satisfactory Academic Standing in their final year of the program; present credit (CR or a minimum University of Alberta grade of D or equivalent) in all program requirements; and present a graduation average of at least 2.1. The graduation average is a cumulative measure of a student's grade points obtained while registered in the Faculty in all years and terms, including Spring/Summer. It is the quotient of (a) the total number of grade points earned by a student in courses credited to the degree and (b) the total weight of those courses.

3. **Degree With Distinction**
   Degrees with Distinction shall be awarded to students who achieve a GPA of 3.5 or higher on the last 64.5 units of course weight that are taken in, or are approved specialization electives of, the Faculty and are included in the calculation of GPA.

Doctor of Pharmacy (PharmD)	Doctor of Pharmacy (PharmD)
These Faculty regulations also apply to the Doctor of Pharmacy (PharmD) for BSc in Pharmacy Students program.	1. **Grades** The means of assessing a student's progress and …..
1. **Grades** The means of assessing a student's progress and ….	

Calendar Copy #5

URL in current Calendar (or leave blank if it is a new page):
https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=43061

Current	Proposed
Doctor of Pharmacy	**Doctor of Pharmacy**
The Doctor of Pharmacy (PharmD) is a clinical doctorate leading to the PharmD degree. There are ~~three~~ routes to the degree (1) direct entry to the program~~, (2) students currently in the BSc in Pharmacy program,~~ and ~~(3)~~ practicing pharmacists. Students should visit our website at www.ualberta.ca/pharmacy.	The Doctor of Pharmacy (PharmD) is a clinical doctorate leading to the PharmD degree. There are two routes to the degree (1) direct entry to the program and (2) practicing pharmacists. Students should visit our website at www.ualberta.ca/pharmacy.
(1) Doctor of Pharmacy (PharmD) ……	**(1) Doctor of Pharmacy (PharmD)** ………
~~(2) Doctor of Pharmacy (PharmD) for BSc in Pharmacy Students~~	Delete **PharmD for BSc in Pharmacy Students** Program
~~Doctor of Pharmacy (PharmD) for students currently enrolled in the BSc in Pharmacy program consists of coursework (14 units) and practice experience (32 units) following the completion of Year 3 in the University of Alberta BSc in Pharmacy program.~~	
~~Year 4 (48 units)~~ ~~Year 4 consists of three terms over 12 months.~~	
~~Coursework will be completed on campus in Spring/Summer term. Students will be off campus in two terms: Fall and Winter.~~	
~~PHARM 426 - Advanced Pharmacy Practice Experience Part 1~~ ~~PHARM 428 - Advanced Pharmacy Practice Experience Part 2~~ ~~PHARM 531 - Critical Analysis of Evidence~~ ~~PHARM 532 - Patient Assessment~~ ~~PHARM 536 - Advanced Pharmacy Practice Experience Part 3~~ ~~PHARM 537 - Advanced Pharmacy Practice Experience Part 4~~ ~~PHARM 538 - PharmD Seminars~~ ~~PHARM 539 - PharmD Seminars~~ ~~PHARM 547 - Advanced Therapeutics, Collaboration and Professional Learning~~ ~~*Elective (3 units)~~ ~~Note:~~ ~~*A list of approved electives will be provided by the Faculty~~	

~~office. The elective must be taken during year three or four of the program or with permission of the Faculty. Transfer credit is not accepted for the elective~~ ~~(3)~~ **Doctor of Pharmacy (PharmD) for Practicing Pharmacists**	(2) **Doctor of Pharmacy (PharmD) for Practicing Pharmacists**

Calendar Copy #6

URL in current Calendar (or leave blank if it is a new page):
https://calendar.ualberta.ca/content.php?catoid=36&navoid=11303

Current	Proposed
Faculty of Pharmacy and Pharmaceutical Sciences Admission Requirements ● Doctor of Pharmacy (PharmD) ● Indigenous Applicants ● ~~Doctor of Pharmacy (PharmD) for BScPharm Students~~ ● Doctor of Pharmacy (PharmD) for Practicing Pharmacists	**Faculty of Pharmacy and Pharmaceutical Sciences Admission Requirements** ● Doctor of Pharmacy (PharmD) ● Indigenous Applicants ● Doctor of Pharmacy (PharmD) for Practicing Pharmacists
Doctor of Pharmacy (PharmD) …..	**Doctor of Pharmacy (PharmD)** …..
~~**Doctor of Pharmacy (PharmD) for BScPharm Students**~~ ~~Students completing Year 3 of the BScPharm program may be eligible for admission to the PharmD for BScPharm Students program. Contact the Faculty for further information.~~	
Doctor of Pharmacy (PharmD) for Practicing Pharmacists ……	**Doctor of Pharmacy (PharmD) for Practicing Pharmacists** ……

Reviewed/Approved by:

Faculty Council: [*tentative: May 10, 2022*]

Program Support Team (Undergraduate and Non-Credit) (PST): April 28, 2022
GFC Programs Committee: [*tentative: May 19, 2022]*
GFC Academic Planning Committee: [*tentative: June 22, 2022]*
GFC: [Date TBD; *tentative: Fall 2022]*
Board Learning, Research and Student Experience Committee: [Date TBD; *tentative: Fall 2022]*
Board of Governors: [Date TBD; *tentative: Fall 2022]*

UNIVERSITY OF ALBERTA

Calendar Change Request Form for Course Changes

See the Calendar Guide for tips on how to complete this form.

Faculty (& Department or Academic Unit):	Faculty of Pharmacy and Pharmaceutical Sciences
Contact Person:	Jill Hall, Assistant Dean, Professional Programs
Level of change (choose one only) [?]	☑ ~~Undergraduate~~ ☐ Graduate
For which term will this change take effect?	Fall 2023

Rationale

Course Changes to accompany the Program Change

Summary: The requested course deletions relate to the implementation of the Doctor of Pharmacy (PharmD) degree. Two programs are no longer enrolling students: BSc Pharmacy and Doctor of Pharmacy (PharmD) for BSc Pharmacy Students, thus the courses are no longer required.

Rationale: The PharmD program was approved by the Ministry in 2017 and implemented in Fall 2018. As part of a planned transition in the entry to practice degree in pharmacy, the BScPharm program ceased enrollment when the first cohort of Doctor of Pharmacy (PharmD) students were admitted to the Faculty of Pharmacy and Pharmaceutical Sciences. The first cohort of students will convocate in June 2022.

The 2020/2021 academic year saw the final cohort of students complete the BScPharm program (convocated in June 2021). The final students in the PharmD for BSc in Pharmacy will convocate in June 2022. The BSc Pharmacy and Doctor of Pharmacy (PharmD) for BSc Pharmacy Students programs will formally be suspended as of July 1, 2023 for a period of 5 years, at which point approval will be sought to terminate the programs.

URL in current Calendar (or leave blank if it is a new page):
https://calendar.ualberta.ca/content.php?catoid=36&navoid=11383

Course Template

Current	Proposed
~~PHARM 426 - Advanced Pharmacy Practice Experience Part 1~~ ~~Course Career Undergraduate~~ ~~Units 8~~ ~~Approved Hours 320 HOURS~~ ~~Fee index 16~~ ~~Faculty Pharmacy & Pharmaceutical Sci~~ ~~Department Pharmacy & Pharmaceutical Se~~ ~~Typically Offered either term or Spring/Summer~~ ~~Description~~ ~~This structured practical learning experience will allow students to apply and integrate knowledge and skills in community practice settings. Students will develop practical knowledge necessary for the professional role of pharmacists as care providers, communicators, scholars, advocates, managers and collaborators.~~	Delete all courses

Students are expected to step into the role of a pharmacist under the guidance of a pharmacist preceptor. Prerequisite: PHARM 316. (Restricted to Pharmacy students).

PHARM 428 - Advanced Pharmacy Practice Experience Part 2
Course Career Undergraduate
Units 8
Approved Hours 320 HOURS
Fee index 16
Faculty Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc
Typically Offered either term or Spring/Summer
Description
This structured practical learning experience will allow students to apply and integrate knowledge and skills in acute care/inpatient hospital practice settings. Students will develop practical knowledge necessary for the professional role of pharmacists as care providers, communicators, scholars, advocates, managers and collaborators. Students are expected to step into the role of a pharmacist under the guidance of a pharmacist preceptor. Prerequisite: PHARM 316. (Restricted to Pharmacy students).

PHARM 455 - Specialty Pharmacy Rotation
Course Career Undergraduate
Units 3
Approved Hours 120 HOURS
Fee index 6
Faculty Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc
Typically Offered either term or Spring/Summer
Description
Consists of 120 hours in a practice area, on a full-time or part-time basis. Students are required to prepare a proposal for the placement with desired objectives, activities and an evaluation mechanism. The proposal is to be agreed to by the Course Coordinator and the Rotation Supervisor. The placement will be conducted under the coordination of the Rotation Supervisor at the practice site. The student is also required to prepare a report on the outcomes of the placement in the form of a portfolio. Travel and accommodation costs are the responsibility of the student. Prerequisites: Dependent on specialty and consent of Faculty. This course may be taken during the Spring/Summer Term by special arrangement. This course may be repeated once. (Restricted to Pharmacy students.)

PHARM 531 - Critical Analysis of Evidence
Course Career Undergraduate
Units 3
Approved Hours VARIABLE
Fee index 6
Faculty Pharmacy & Pharmaceutical Sci

Department Pharmacy & Pharmaceutical Sc
Typically Offered variable
Description
This course focuses on the application of evidence from various sources to address complex issues in pharmacy practice. It will build on students' prior knowledge of study design, evidence-based clinical practice, and critical appraisal. (Restricted to PharmD for BScPharm Students.)

PHARM 532 - Patient Assessment
Course Career Undergraduate
Units 3
Approved Hours VARIABLE
Fee index 6
Faculty Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc
Typically Offered variable
Description
This course focuses on assessment within the pharmacy patient care process. It incorporates lab-based simulations and assignments to provide students with the opportunity to acquire the knowledge and skills essential to contemporary practice. (Restricted to PharmD for BScPharm Students.)

PHARM 547 - Advanced Therapeutics, Collaboration and Professional Learning
Course Career Undergraduate
Units 3
Approved Hours VARIABLE
Fee index 6
Faculty Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc
Typically Offered variable
Description
This course provides an opportunity for students to direct their own learning to strengthen the process of care and increase their depth of knowledge using selected pharmacotherapy topics, group learning and collaboration. Students will focus on using evidence, decision-making, monitoring outcomes of drug therapy, and adjusting therapy. (Restricted to PharmD for BScPharm Students.)

PHARM 536 - Advanced Pharmacy Practice Experience Part 3
Course Career Undergraduate
Units 8
Approved Hours 320 HOURS
Fee index 16
Faculty Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc
Typically Offered variable
Description
Students will be expected to demonstrate professional

competencies in the provision of direct patient care in this 8 week practice experience in any care setting. Prerequisite: PHARM 316. (Restricted to PharmD for BScPharm Students).

PHARM 537 - Advanced Pharmacy Practice Experience Part 4
Course Career Undergraduate
Units 8
Approved Hours 320 HOURS
Fee index 16
Faculty Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc
Typically Offered variable
Description
This course provides an opportunity for students to develop a learning plan for this 8 week practice experience in any professional setting. Prerequisite PHARM 316. (Restricted to PharmD for BScPharm Students).

PHARM 538 - PharmD Seminars
Course Career Undergraduate
Units 1
Approved Hours VARIABLE
Fee index 2
Faculty Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc
Typically Offered variable
Description
This seminar course integrates practice experiences with ongoing professional learning. (Restricted to PharmD for BScPharm Students.) Corequisites: One of PHARM 426, 428, 536 or 537.

PHARM 539 - PharmD Seminars
Course Career Undergraduate
Units 1
Approved Hours VARIABLE
Fee index 2
Faculty Pharmacy & Pharmaceutical Sci
Department Pharmacy & Pharmaceutical Sc
Typically Offered variable
Description
This seminar course integrates practice experiences with ongoing professional learning. (Restricted to PharmD for BScPharm Students.) Corequisites: One of PHARM 426, 428, 536 or 537.

Reviewed/Approved by:

REQUIRED: Faculty Council: [*tentative: May 10, 2022*]

Program Support Team (Undergraduate and Non-Credit) (PST): April 28, 2022
GFC Programs Committee: [*tentative: May 19, 2022*]

GFC Academic Planning Committee: [*tentative: June 22, 2022*]
GFC: [Date TBD; *tentative: Fall 2022*]
Board Learning, Research and Student Experience Committee: [Date TBD; *tentative: Fall 2022*]
Board of Governors: [Date TBD; *tentative: Fall 2022*]

UNIVERSITY OF ALBERTA

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to the Bridging Program, English Language School, Faculty of Education

Motion

THAT the GFC Programs Committee, with delegated authority from General Faculties Council, approve the proposed changes related to the restructuring of the Bridging Program as set forth in attachment 2, to take effect upon approval.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Donald Mason, Interim Director, English Language School, Faculty of Education

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee, following a wide-ranging consultation process, to seek approval for the proposed changes.
Executive Summary (*outline the specific item – and remember your audience*)	**Overview:** the proposed changes will address two major problems faced by incoming international undergraduate students: 1) the shortcomings of the current Bridging Program structure, and 2) the poor academic performance of many direct entry international students, particularly during their first year of study.

Almost doubling the length of preparatory study for Bridging Program students, and introducing a new Academic and Intercultural Communications course for direct entry international students, the proposed changes will have wide-ranging impacts in supporting the international undergraduate student community.

1)   Current Bridging Program structure: For the majority of incoming students, the current Bridging Program structure is limited to two 7-week courses (EAP 140 and EAP 145) covering all aspects of language development from a modest IELTS user (5.5) to a competent user (6.5) as well as providing the academic preparation necessary for student success. This is an unrealistic goal, especially when compared to offerings at other institutions. UVictoria, UCalgary, USaskatchewan, UToronto, Western, McMaster and Carleton all provide terms of 12 weeks or more to move up a half-band IELTS score (e.g. from 5.5 to 6.0, etc.). UAlberta, by contrast, allows 7 weeks. See Comparison of Terms. The current UAlberta BP structure allows insufficient time for student retention, consolidation, and application of the language and academic learning.

By moving to a more targeted model, focusing first on Language Readiness before concentrating on Academic and Intercultural |

Communications, and by allowing additional time for student engagement, retention and application, students will have better opportunities to be successful, both in their studies with the English Language School (ELS) and in their undergraduate studies to follow.

2)   Performance of international direct entry students: In their first year, direct entry students consistently have the highest rate in the required to withdraw range (0-1.6) of all students: an average of 16.14% for direct entry students in the require to withdraw (RTW) range compared to 10.92% for BP students and 9.3% for domestic students. This continues throughout their undergraduate degree program, though at a much lower rate than in their first year, with an average of 8.82% for direct entry students in the RTW range compared to 6.9% for BP students and 4.34% for domestic students. See GPA Comparison of Domestic, BP and Direct Entry Students.

Other options that were considered: originally we had raised the possibility for faculties to consider making the Academic and Intercultural Communications course a required course for incoming international direct entry students whose first language was not English. Although faculties have all voiced support for the new course, no faculty was ready to make this course required at this time. Instead, UAI will promote this course with incoming international students as part of the recruitment process. We will need to work with UAI to provide strong video and testimonial promotional materials as we want to provide this support to as wide an audience of international students as possible as so many direct entry students are experiencing difficulties in transitioning to and being successful in their undergraduate studies.

What are the financial implications? The development of these new courses is being fully funded through the English Language School's operating budget.

- *Key strategic impacts:* Retention/student success rates: this is the critical rationale for these changes, so we would expect to see a positive impact on both retention and student success. This will be carefully monitored in the years following implementation

- *Recruitment implications: may have a minor negative impact on Bridging Program student recruitment as the overall program length has gone from 14 weeks for EAP 140 and EAP 145 to 26 weeks (though the overall tuition will remain at its current level). On the other hand, having a 3-credit Academic and Cultural Communications course for incoming international students will be instrumental in providing a stronger academic foundation for students looking to improve their language, academic and intercultural proficiency, and can be promoted as an important tool for recruiting international students. (If we accept you, we will support you academically in helping you transition and be successful in your studies, and will give you credit for that for*

	that academic support. The cost of that support will be included in your regular tuition) *What are the next steps?* A needs analysis will be conducted with student and faculty participants before course development begins this summer. Consultations with interested faculties will continue throughout the process on a regular basis. *Timeline:* full implementation by Fall 2023 See Briefing Note (attachment 1) for full description of changes, supporting studies and course descriptions.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Allen Ball, Associate Dean, Teaching and Learning, Faculty of Arts; Associate Dean, Faculty of Extension • Lynn McGarvey, Vice Dean and Associate Dean, Academic, Faculty of Education • Bridging Program participating faculties: Faculty of Arts, Faculty of Agricultural, Life and Environmental Sciences, Faculty of Kinesiology, Sport and Recreation, Faculty of Native Studies, Augustana Campus
	*Those who have been **consulted**:* • Wendy Rodgers, Deputy Provost and Vice President (Academic); Interim Dean, Faculty of Extension • Janice Causgrove Dunn, Vice-Provost (Programs) and Vice-President (Academic) • Kristin Tobar, Specialist, Research and Curricula, Admissions, Office of the Registrar • Judith Odhuro-Were, Manager, Applicant Services, Christina Caputo, Manager, Applicant Services, and Jane Lee, Assistant Registrar and Director, Admissions, Office of the Registrar • Tom Hidson, Assistant Registrar, Records, Registrations and Fees, Office of the Registrar • Douglas Akhimienmhonan, Assistant Registrar, Enrollment Management and Reporting, Office of the Registrar • Sharon Stearns, Interim Director, and Rob Desjardins, Acting Associate Director, Academic Success Centre • Tristan Donald, Fresh Start Coordinator, Academic Success Centre • Carlo Dimailig, University Calendar Editor • Cen Huang, Vice-Provost and Associate Vice-President (International) • John Gregory, Director, International Recruitment & Transnational Programs, UAI

	• Gretchen Dubois-Phillips, Associate Director, and Heather Seyl Miyashita, Academic Programs Coordinator, Visiting Programs, UAI • Rebecca Nagel, Associate Dean (Student Programs), Kristy Wuetherick, Senior Officer, Student Programs and Services, and Andrei Tabirca, International Recruitment and Engagement Specialist, Arts • Gerda de Vries, Associate Dean (Undergraduate), Science and Shennella Blake, Recruitment and International Officer, Science • Florence Glanfield, Vice-Provost (Indigenous Programming and Research) • Melissa Padfield, Vice-Provost and University Registrar, Office of the Registrar • Everett Igobwo, Lead Educational Developer, Critical Pedagogies and Equity, Diversity, and Inclusivity, Centre for Teaching and Learning • Angela Bayduza, Associate Dean, KSR • Donald Raboud, Associate Dean, Engineering • Leo Wong, Associate Dean, Business • Nat Kav, Associate Dean, ALES • Demetres Tryphonopoulos, Dean & Executive Officer, and Alexis Anderson, Assistant Dean, Enrollment Management, Augustana • Marilyn Abbott, Leila Ranta, Jennifer Foote and Kent Lee, TESL program, Faculty of Education • International Students Association (ISA) • Program Support Team (PST)
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	Undergraduate Academic Affairs Council, Faculty of Education, April 28, 2022 Programs Committee, May 19, 2022

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. The proposed initiative supports the goal of "build[ing] a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world," particularly focusing on the strategy of "optimiz[ing] our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhanc[ing] services and programs to ensure their academic success and integration into the activities of the university." We also wish to note that as a language teaching unit focusing on international learners of English, we are sensitive to including and addressing issues of Equity, Diversity and Inclusion in all of our courses and programs. Inclusive Engagement is one of the three major priorities of the English Language School's *Strategic Plan (2017-2022),* which

	includes strategies for creating learning environments which are just and inclusive.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☒ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* (PSLA) GFC Programs Committee - Terms of Reference

Attachments:

1. Briefing Note
2. *University Calendar* Change Documents

Prepared by: Donald Mason, Interim Director, English Language School, Faculty of Education

Title: Proposed changes to Bridging Program (BP) structure; introduction of a new Academic and Intercultural Communications course for international students

 Background and Rationale:

The proposed changes will address two major problems faced by incoming international students: 1) the shortcomings of the current Bridging Program structure, and 2) the poor academic performance of direct entry international students, particularly during their first year of study.

> **1)** **Current Bridging Program structure:** For the majority of incoming students, the current Bridging Program structure is limited to two 7-week courses (EAP 140 and 145) covering all aspects of language development from a modest IELTS user (5.5) to a competent user (6.5) as well as providing the academic preparation necessary for student success. This is an unrealistic goal, especially when compared to offerings at other institutions. UVictoria, UCalgary, USaskatchewan, UToronto, Western, McMaster and Carleton all provide terms of 12 weeks or more to move up a half-band IELTS score (e.g. from 5.5 to 6.0, etc.). UAlberta, by contrast, allows 7 weeks. See Comparison of Terms. The current UAlberta BP structure allows insufficient time for student retention, consolidation, and application of the language and academic learning.

> By moving to a more targeted model, focusing first on Language Readiness before concentrating on Academic and Intercultural Communications, and by allowing additional time for student engagement, retention and application, students will have better opportunities to be successful, both in their studies with the English Language School (ELS) and later in their undergraduate studies.

> **2)** **Performance of direct entry students:** In their first year, direct entry students consistently have the highest rate in the required to withdraw range (0-1.6) of all students: an average of 16.14% for direct entry students in the require to withdraw (RTW) range compared to 10.92% for BP students and 9.3% for domestic students. This continues throughout their undergraduate degree program, though at a much lower rate than in their first year, with an average of 8.82% for direct entry students in the RTW range

compared to 6.9% for BP students and 4.34% for domestic students. See GPA Comparison of Domestic, BP and Direct Entry Students.

A second study completed by the Registrar's Office for this proposal focuses solely on the first-year GPA performance of international direct entry students whose first language is not English. Overall, slightly over 20% of international direct entry students whose first language is not English end up in the RTW range in their first year of undergraduate study. In some faculties, this is as high as 30%, and even 40%. The need to provide concrete solutions to address this issue is therefore clear. See GPA Study for International Direct Entry Students Fall 2017-Fall 2021. For pre-pandemic results, see GPA Study for International Direct Entry Students Fall 2017- Fall 2019.

Current Bridging Program Structure:

Courses: **Length:** **Entry point:**

Courses:	Length:	Entry point:
EAP 135 (0 credit). No academic courses allowed. CR/NC	7 week course X 16 hours per week.	5.0 IELTS
EAP 140 (3 credits). 1 academic course per term allowed. CR/NC	7 week course X 16 hours per week	5.5 IELTS
EAP 145 (3 credits). 1 academic course per term allowed. CR/NC	7 week course X 16 hours per week	Successful completion of EAP 140

Proposed Bridging Program Structure:

Courses: **Length:** **Entry point:** **Terms offered:**

Courses:	Length:	Entry point:	Terms offered:
EAP 136 (0 credit). Language Readiness. No academic courses allowed for BP students.	13 weeks X 20 hours per week	5.5 IELTS	Offered 3 times a year in September, January and May

1 academic course allowed for International Visiting Student Program (IVSP) students (Open Studies). Letter grade			
EAP 137 (3 credits). Academic and Intercultural Communications. 3 academic courses allowed. Letter grade	13 weeks X 6 hours per week	6.5 IELTS or successful completion of EAP XXX	Offered 3 times a year in September, January and May. May be offered in an intensive format (4 weeks X 20 hours per week) for incoming students in the month of August if requested by faculties

EAP 135: will continue to be offered but not as a credit course and no longer as part of the Bridging Program.

EAP 136: Language Readiness. 13-week term to provide additional opportunities for language development, retention and application. Focus on general and specialized English language development and grammar, collaborative communication skills, introduction to academic integrity, fully cited paragraph and summary writing, and employing autonomous learning and reading strategies. Incorporates hybrid learning modalities and community integrated learning. The proposed structure will provide 13 weeks of concentrated focus on language instruction with an additional 13 weeks (EAP YYY) to consolidate that language learning. **Move to letter grade. Open to students in the UGRD career (BP), or through Continuing Education or Open Studies.**

EAP 137: Academic and Intercultural Communications. Required for Bridging Program students who have completed the Language Readiness course. New entry point for direct entry international students. English Language School to work with departments to better determine content. The Academic and Intercultural Communications course will continue to build and consolidate language readiness throughout, adding an additional 13 weeks of language learning to the existing Bridging Program structure, and providing language support and academic acculturation for direct entry students. Module, task-based format integrated into the acculturation process: classroom expectations, independent study, learning strategies and skills for the undergraduate classroom, first-year writing tasks,

clear focus on critical thinking and analysis, oral skills and presentations, use of eclass, SEM and beartracks, emailing etiquette, Canadian and Edmontonian contexts, EDI and Indigenous initiatives on campus, grammar for self-editing, annotating texts, and project-based collaboration and assignments. Targeted language support for activities throughout. Continued focus on citation and academic integrity. Incorporates hybrid learning modalities and community integrated learning. Entry point: completion of EAP 136 or direct entry through AR (see Operational Planning below). **Open to students in the UGRD career or through Open Studies.**

See [Course Descriptions and Key Learning Outcomes for Academic and Intercultural Communications and Language Readiness Courses.](#)

Course development will follow Universal Design for Learning (UDL) guidelines for Engagement, Representation, and Action/Expression in order to optimize participation in "meaningful, challenging learning opportunities" (https://udlguidelines.cast.org/).

Academic and Intercultural Communications would normally be taken in the first academic term (September or January) or prior to the first academic term (May).

Implications and Impacts: The current proposal potentially has implications for all faculties that receive international undergraduate students:

- Retention/student success rates: this is the critical rationale for these changes, so we would expect to see a positive impact on both retention and student success
- By introducing the Academic and Cultural Communications course for international direct entry students whose first language is not English, if we can bring the average number in the RTW range down from 20.68 % to at least 11.5% (the current average for Bridging Program students), this would significantly impact the number of international direct entry students who fall within the RTW range in their first year of study
- Proposed timeline: full implementation by Fall 2023
- Financial implications: estimated development cost: approximately $150K (2 ATS members for 8 months each). Financially, the addition of international direct entry students for the Academic and Intercultural Communications course would have a substantial positive financial impact for the English Language School
- Recruitment implications: may have a minor negative impact on Bridging Program student recruitment as the overall program length has gone from 14 weeks for EAP 140 and 145 to 26 weeks (though the overall tuition will remain at its current level). On the other hand, having a 3-credit Academic and Cultural Communications course for incoming international students will

be instrumental in providing a stronger academic foundation for students looking to improve their English proficiency, and could be seen as a major tool for recruiting international students. (If we accept you, we will prepare you academically for your studies, and will give you credit for that preparation, and the cost of that preparation will be included in your regular tuition)

Tuition Model

Bridging Program students: Arts/Science/ALES/KSR to follow current BP model: $118,000 + Language Readiness (13 weeks in Fall; priced at $5900 as of Fall 2021) + Academic and Intercultural Communications (13 weeks in Winter; no additional tuition associated with this course)
   a) Annual amount for YR1 (118,000/4) $29,500 (includes academic readiness) + Language Readiness in Fall @ $5900 = $35,400 for Y1
   b) YR2, YR3 & YR 4 is $29,500 assuming only Fall/Winter Registration
   c) Total Guarantee = $123,900 assuming no additional credit attempts

Academic and Intercultural Communications students: included in 120 degree credits. No additional tuition associated with this course

Operational Planning

A new admissions plan for Academic and Intercultural Communications (AIC) to be added.

Stakeholder Participation and Consultation

Those who have been consulted:

- Allen Ball, Associate Dean, Teaching and Learning, Faculty of Arts; Associate Dean, Faculty of Extension
- Wendy Rodgers, Deputy Provost and Vice President (Academic); Interim Dean, Faculty of Extension
- Janice Causgrove Dunn, Vice-Provost (Programs) and Vice-President (Academic)
- Kristin Tobar, Specialist, Research and Curricula, Admissions, Office of the Registrar
- Judith Odhuro-Were, Manager, Applicant Services, Christina Caputo, Manager, Applicant Services, and Jane Lee, Assistant Registrar and Director, Admissions, Office of the Registrar

- Tom Hidson, Assistant Registrar, Records, Registrations and Fees, Office of the Registrar
- Douglas Akhimienmhonan, Assistant Registrar, Enrollment Management and Reporting, Office of the Registrar
- Sharon Stearns, Interim Director, and Rob Desjardins, Acting Associate Director, Academic Success Centre
- Tristan Donald, Fresh Start Coordinator, Academic Success Centre
- Carlo Dimailig, University Calendar Editor
- Cen Huang, Vice-Provost and Associate Vice-President (International)
- John Gregory, Director, International Recruitment & Transnational Programs, UAI
- Gretchen Dubois-Phillips, Associate Director, and Heather Seyl Miyashita, Academic Programs Coordinator, Visiting Programs, UAI
- Rebecca Nagel, Associate Dean (Student Programs), Arts
- Gerda de Vries, Associate Dean (Undergraduate), Science and Shennella Blake, Recruitment and International Officer, Science
- Florence Glanfield, Vice-Provost (Indigenous Programming and Research)
- Melissa Padfield, Vice-Provost and University Registrar, Office of the Registrar
- Everett Igobwo, Lead Educational Developer, Critical Pedagogies and Equity, Diversity, and Inclusivity, Centre for Teaching and Learning
- Angela Bayduza, Associate Dean, KSR
- Donald Raboud, Associate Dean, Engineering
- Leo Wong, Associate Dean, Business
- Nat Kav, Associate Dean, ALES
- Demetres Tryphonopoulos, Dean & Executive Officer, Augustana
- Marilyn Abbott, Leila Ranta, Jennifer Foote and Kent Lee, TESL program, Faculty of Education
- International Students Association (ISA)
- Program Support Team (PST)

Those who need to be consulted:

- Council on Student Affairs (COSA)
- Nathalie Kermoal, Associate Dean (Academic), Native Studies

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: **English Language School**

Implementation: **X**   NORMAL

                 ☐   EARLY

Type of Change: ☐   Program Regulation*

                 ☐   New Course*†   ☐ Course Change

                 ☐   Course Deletion   X   Editorial

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

Applicable Attachment: ☐ *Yes*   ☐*No*

†Attachments: ☐   Course Outline

                 ☐   TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT (Use ~~yellow highlight and strike out~~ for **all** changes)	PROPOSED (Use <mark>yellow highlight and underline</mark> all additions)
English Language School English for Academic Purposes: Undergraduate Admission The courses <mark>~~EAP 135~~</mark>, <mark>~~EAP 140~~</mark>, and <mark>~~EAP 145~~</mark> form a progressive program designed to meet the English language proficiency requirement for undergraduate admission at the University of Alberta. Students who successfully complete these courses will be able to synthesize and analyze information from a variety of sources. They will also focus on developing the skills to present their ideas, both in writing and verbally, in accordance with first-year university standards. For more information, visit ualberta.ca/admissions-programs/english-language-school, e-mail elsinfo@ualberta.ca, or phone (780) 492-5530.	**English Language School** English for Academic Purposes: Undergraduate Admission The courses <mark>EAP 136</mark>, and <mark>EAP 137</mark> form a progressive program designed to meet the English language proficiency requirement for undergraduate admission at the University of Alberta. Students who successfully complete these courses will be able to synthesize and analyze information from a variety of sources. They will also focus on developing the skills to present their ideas, both in writing and verbally, in accordance with first-year university standards. For more information, visit ualberta.ca/admissions-programs/english-language-school, e-mail elsinfo@ualberta.ca, or phone (780) 492-5530.

For course listings, see Course Listings under English for Academic Purposes (EAP).	For course listings, see Course Listings under English for Academic Purposes (EAP).

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

Please see the Proposal for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for the changes to these courses.

For implementation Fall 2023.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

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

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: _____ **English Language School** _____

Implementation: X NORMAL
☐ EARLY

Type of Change: ☐ Program Regulation*
☐ New Course*✝ ☐ Course Change
☐ Course Deletion X Editorial

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

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

CURRENT *(Use yellow highlight and strike out for all changes)*	PROPOSED *(Use yellow highlight and underline all additions)*
General Undergraduate Admissions Requirements Language Proficiency Requirements English Language Proficiency Bridging Program Stages 1 and 2 Applicants with superior academic standing who meet all other Faculty specific program requirements but do not meet the English language requirements may be considered for admission to the Bridging Program with the following scores: Stage 1: A score of at least 5.0 on the IELTS Academic (International English Language Testing System) with no band less than 4.5 (see Note 4).	General Undergraduate Admissions Requirements Language Proficiency Requirements English Language Proficiency Applicants with superior academic standing who meet all other Faculty specific program requirements but do not meet the English language requirements may be considered for admission to the Bridging Program with the following scores: A score of at least 5.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4). Internet-based TOEFL (iBT) of at least 53, with no score less than 14 on any band (see Note 4). For more information, students should contact the Office of the Registrar.

~~Internet-based TOEFL (iBT) of at least 40, with no score less than 12 on any band (see Note 4).~~ ~~Stage 2:~~ A score of at least 5.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4). Internet-based TOEFL (iBT) of at least 53, with no score less than 14 on any band (see Note 4). For more information, students should contact the Office of the Registrar.	

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

As EAP will no longer be part of the Bridging Program, there will no longer be a Stage 1 and Stage 2.

Please see the [Proposal](#) for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for the changes to the Bridging Program structure.

For implementation Fall 2023.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

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November 25, 2021
January 27, 2022
February 24, 2022
March 24, 2022
April 28, 2022
May 26, 2022

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: __**English Language School**__

Implementation: **X**   NORMAL
                        ☐   EARLY

Type of Change: ☐   Program Regulation*
                        ☐   New Course*✝   ☐ Course Change
                        ☐   Course Deletion   X   Editorial

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

Applicable Attachment: ☐ *Yes*   *X No*

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

CURRENT *(Use ~~yellow highlight and strike out~~ for all changes)*	PROPOSED *(Use <mark>yellow highlight and underline</mark> all additions)*
Open Studies	Open Studies
International Visiting Student Program	International Visiting Student Program
Requirements of the International Visiting Student Program The International Visiting Student Program is offered through the Office of the Registrar, Open Studies in concert with the University of Alberta International, Visiting Programs. The Visiting Programs unit will assist in the program's administration, student recruitment, ongoing student advising, and support services. Students in the International Visiting Student Program are bona fide students of other universities or colleges who have been permitted to take one or more courses for transfer credit to their own institutions. The Institutions will have agreed in advance to such an arrangement.	Requirements of the International Visiting Student Program The International Visiting Student Program is offered through the Office of the Registrar, Open Studies in concert with the University of Alberta International, Visiting Programs. The Visiting Programs unit will assist in the program's administration, student recruitment, ongoing student advising, and support services. Students in the International Visiting Student Program are bona fide students of other universities or colleges who have been permitted to take one or more courses for transfer credit to their own institutions. The Institutions will have agreed in advance to such an arrangement.
Document Requirements:	Document Requirements:

Completed UAlberta online application; Program Participation Consent Form signed by an official of the student's home institution;
An official transcript (in English translation) of all completed course work;
A recommendation letter from a professor or official at the student's home institution;
English Language Proficiency Test Score (e.g. IELTS or TOEFL) score (Optional)
The International Visiting Student Program is designed to accommodate the participation of international students whose home university academic calendars are not synchronous with the University of Alberta's Calendar. Students can commence their studies in May, July, September and January. Start dates are based on the University of Alberta academic schedule.

Note: The application deadlines are January 15 for a May start, April 15 for a July start, June 15 for a September start and October 15 for a January start.
Students participate in Academic Foundations (AF) or English for Academic Purposes (EAP) at the English Language School in the Faculty of ~~Extension~~ during the first two to four months of the International Visiting Student Program.
After the initial period of participation in intensive English language instruction, students move to regular academic work for either credit or audit depending on their performance in the English Language School courses and the assessment of the Academic Advisor. Students may take up to 9 units in each subsequent academic term. If students have successfully completed EAP ~~145~~ they can take 15 units in each subsequent academic term.
If EAP ~~140~~ is successfully completed, the student would earn 3 units.

Completed UAlberta online application; Program Participation Consent Form signed by an official of the student's home institution;
An official transcript (in English translation) of all completed course work;
A recommendation letter from a professor or official at the student's home institution;
English Language Proficiency Test Score (e.g. IELTS or TOEFL) score (Optional)
The International Visiting Student Program is designed to accommodate the participation of international students whose home university academic calendars are not synchronous with the University of Alberta's Calendar. Students can commence their studies in May, July, September and January. Start dates are based on the University of Alberta academic schedule.

Note: The application deadlines are January 15 for a May start, April 15 for a July start, June 15 for a September start and October 15 for a January start.
Students participate in Academic Foundations (AF) or English for Academic Purposes (EAP) at the English Language School in the Faculty of Education during the first two to four months of the International Visiting Student Program.
After the initial period of participation in intensive English language instruction, students move to regular academic work for either credit or audit depending on their performance in the English Language School courses and the assessment of the Academic Advisor. Students may take up to 9 units in each subsequent academic term. If students have successfully completed EAP 137 they can take 15 units in each subsequent academic term.
If EAP 137 is successfully completed, the student would earn 3 units.

~~If EAP 140 and EAP 145 are successfully completed, the student would earn 6 units.~~ Subject to the approval of the academic advisor, International Visiting Student Program students enrolled in ~~EAP 140 or EAP 145~~ for credit can take up to 6 additional academic credits during that term. Students may also earn credits during each of the subsequent academic terms.	Subject to the approval of the academic advisor, International Visiting Student Program students enrolled in EAP 137 for credit can take up to 6 additional academic credits during that term. Students may also earn credits during each of the subsequent academic terms.

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

Reflects changes to the introduction EAP 136 and 137 courses, and the deletion of EAP 140 and 145.

Please see the [Proposal](#) for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for the changes to these courses.

For implementation Fall 2023.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

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

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: **English Language School**

Implementation: ☐ NORMAL

                        X   EARLY

Type of Change: ☐ Program Regulation*

                        ☐ New Course*†   ☐ Course Change

                        ☐ Course Deletion   X Editorial

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

Applicable Attachment: ☐ *Yes* ☐*No*

†Attachments: ☐ Course Outline

                        ☐ TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT *(Use yellow highlight and strike out for all changes)*	PROPOSED *(Use yellow highlight and underline all additions)*
~~Faculty of Extension Undergraduate and Graduate Courses~~ ~~Undergraduate Credit Courses~~ ~~English for Academic Purposes (EAP)~~ ~~The University of Alberta Bridging Program provides students the opportunity to combine university degree courses with English for Academic Purposes (EAP) classes, allowing qualified applicants to improve their English language proficiency. The credit courses offered by the English Language School are core components of the Bridging Program. EAP 140 and EAP 145 are designed to prepare international students who speak a language other than English for the language demands of undergraduate work at the University of Alberta.~~ ~~For more information, visit ext.ualberta.ca/els, e-mail elsinfo@ualberta.ca, or phone (780)~~	

~~492-5530. For course listings, see~~ ~~Course Listings~~ ~~under English for Academic Purposes (EAP).~~ ~~Graduate Credit Courses~~ ~~English for Academic Purposes (EAP 550)~~ ~~EAP 550 is an intensive course designed to build the language skills necessary for students to be effective, independent participants in graduate studies at an English language university. Course content focuses on developing the advanced reading, writing, and speaking skills required in graduate school. Coursework assignments and assessments reflect the demands of graduate level study.~~ ~~For more information, visit~~ ~~ext.ualberta.ca/els/graduate-preparation~~~~, e-mail~~ ~~elsinfo@ualberta.ca~~~~, or phon~~ ~~⬅ Return to:~~ ~~Calendar Search~~	

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

These courses will no longer be with the Faculty of Extension. Implementation Fall 2022.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

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

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: _____**English Language School**_____

Implementation: **X** NORMAL

☐ EARLY

Type of Change: ☐ Program Regulation*

☐ New Course*† ☐ Course Change

X Course Deletion ☐ Editorial

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

Applicable Attachment: ☐ *Yes* ☐*No*

†Attachments: ☐ Course Outline

☐ TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT (Use ~~yellow highlight and strike out~~ for **all** changes)	PROPOSED (Use yellow highlight and underline all additions)
~~AUEAP 145 - English for Academic Purposes~~ ~~Course Career Undergraduate~~ ~~Units 3~~ ~~Approved Hours VARIABLE~~ ~~Fee index 6~~ ~~Faculty Augustana Faculty~~ ~~Department AU Fine Arts~~ ~~Typically Offered either term~~ ~~Description~~ ~~This course in English for Academic Purposes (EAP) builds on skills developed in AUEAP 140. Students learn to synthesize information from a variety of academic sources, think critically about materials, and present their ideas in accordance with academic standards found at the first year university level. Delivered in Camrose, AUEAP 145 integrates this skills development focus with experiential and community-engaged learning pedagogies. Corequisite: AUEAP 140.~~	

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

AUEAP 145 has not been offered at Augustana since Fall 2018. As EAP 140 is being deleted as a course offering for Fall 2023, it will no longer be offered by the English Language School or by Augustana.

For implementation Fall 2023.

Please see the Proposal for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for the deletion of this course.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

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

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: _____**English Language School**_____

Implementation: **X** NORMAL

☐ EARLY

Type of Change: ☐ Program Regulation*

☐ New Course*† ☐ Course Change

X Course Deletion ☐ Editorial

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

Applicable Attachment: ☐ *Yes* ☐*No*

†Attachments: **X** Course Outline

☐ TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT *(Use yellow highlight and strike out for all changes)*	PROPOSED *(Use yellow highlight and underline all additions)*
~~EAP 135 - Introduction to Academic English~~ ~~★0 (fi 19) (either term, variable) Focuses on the development of language fluency and accuracy and on building the necessary vocabulary for further studies within an academic environment. Listening, reading, speaking, and writing skills are emphasized by engaging students in a variety of academic activities. This course, which precedes EAP 140, will enable students to lay the foundations for successful academic writing. Students will be introduced to language learning strategies and will develop study skills that are crucial to their success in an English-medium university. Prerequisite: Minimum TOEFL score of 65 (internet based) with a minimum score of 16 in each band, or a score of 5.0 IELTS with a minimum score of 4.5 in each band.~~	

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

EAP 135 will continue to be offered as a non-credit course, but no longer for 0 credit as part of the Bridging Program. It was previously offered as 0 credit so that students could be admitted to the University as Bridging Program students. As EAP 135 will no longer be part of the Bridging Program, it is no longer necessary to offer it as a 0-credit course.

For implementation Fall 2023.

Please see the Proposal for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for the change to this course.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

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

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: **English Language School**

Implementation: **X**   NORMAL

                     ☐   EARLY

Type of Change: ☐   Program Regulation*

                     X   New Course*✝   ☐ Course Change

                     ☐   Course Deletion   ☐ Editorial

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

Applicable Attachment: *X Yes*   ☐ *No*

✝Attachments: ☐   Course Outline

                     X   TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT *(Use yellow highlight and strike out for all changes)*	PROPOSED *(Use yellow highlight and underline all additions)*
	EAP 136--Language Readiness **Course Description** This course in English for Academic Purposes (EAP) focuses on general and specialized English language development and grammar. The course will stress the need for clear and accurate use of language with the goal of building confidence and fluency in an academic setting. There will be a focus on language and content-based speaking, listening, reading and writing tasks, employing collaborative communication strategies, and promoting autonomous learning strategies. EAP 136 promotes academic acculturation while introducing students to concepts of academic integrity and basic citation.

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

Please see the Proposal for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for this new course.
See also EAP 136 Competencies Info Sheet
For implementation Fall 2023.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

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

EAP 136 Competencies Info Sheet

EAP 136--Language Readiness

Course Description
This course in English for Academic Purposes (EAP) focuses on general and specialized English language development and grammar. The course will stress the need for clear and accurate use of language with the goal of building confidence and fluency in an academic setting. There will be a focus on language and content-based speaking, listening, reading and writing tasks, employing collaborative communication strategies, and promoting autonomous learning strategies. EAP 136 promotes academic acculturation while introducing students to concepts of academic integrity and basic citation.

Key Learning Outcomes:

Listening/Speaking
Students will be able to:

- Comprehend short talks on appropriately leveled materials
- Take notes on the main ideas and important details during a talk in order to aid recitation and retention
- Express ideas verbally with growing confidence
- Express ideas verbally with increasing fluency and clarity
- Actively participate in and lead seminar discussions
- Prepare and present information on appropriately leveled materials
- Utilize effective speaking strategies, including requesting clarification and making requests
- Use effective pronunciation to convey meaning

Reading/Writing
Students will be able to:

- Employ effective reading strategies to understand main ideas, details, organization and purpose
- Utilize annotation and note-taking strategies to aid comprehension and extract relevant information from entry-level academic readings
- Compare, classify and categorize information from two or more sources
- Interpret and explain information in tables, charts and diagrams
- Employ the writing process (brainstorming, outlining, drafting and revising)
- Write clear, well-structured paragraphs that summarize texts effectively
- Develop basic summarizing and paraphrasing skills, and employ basic citation
- Respond accurately to a variety of writing tasks

Vocabulary
Students will be able to:

- Access and make effective use of an online English-English dictionary to enhance understanding, word choice, usage and pronunciation
- Utilize tools and strategies to build and retain a growing range of communicative and academic vocabulary

- Produce a growing range of vocabulary in oral and written work

Grammar
Students will be able to:

- Recognize a variety of grammatical structures within a written or listening text
- Understand the use and intent of particular grammatical structures within a written or listening text
- Produce a range of grammatical structures and functions with increased control and flexibility in writing and oral communication

Academic Literacy:
Students will be able to:

- Engage critically with entry-level academic texts
- Contribute to and participate in collaborative work
- Apply autonomous learning strategies and skills
- Recognize and practice basic concepts of academic integrity
- Cultivate relationships with instructors and peers
- Set goals, and produce and maintain learning plans

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: **English Language School**

Implementation: **X**   NORMAL

                     ☐   EARLY

Type of Change: ☐   Program Regulation*

                    X   New Course*✝   ☐ Course Change

                    ☐   Course Deletion   ☐ Editorial

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

Applicable Attachment: *X Yes*   ☐ *No*

✝Attachments: ☐   Course Outline

                   X   TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT	PROPOSED
(Use yellow highlight and strike out for all changes)	*(Use yellow highlight and underline all additions)*
	EAP 137–Academic and Intercultural Communications **Course Description** Academic and Intercultural Communications is designed to support international undergraduate students to transition and succeed in a research intensive Canadian university. Topics include: learning strategies and skills; academic integrity and the proper use of sources; first-year writing tasks; applied critical thinking and analysis; oral skills and presentations; use of eClass and online technologies; campus resources; equity, diversity and inclusion on campus; Indigenous initiatives on campus; classroom expectations; time management and task planning; emailing etiquette; grammar and tools for self-editing; and project-based collaboration.

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

Please see the [Proposal](#) for changes to the Bridging Program structure and the introduction of a new Academic and Intercultural Communications course for a full rationale for this new course. See also EAP 137 Competencies Info Sheet

For implementation Fall 2023.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date March 17, 2022:	Department Council Approval Date:

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

EAP 137–Academic Readiness

Course Description
Academic Readiness is a language-based course, providing language support and academic acculturation for international undergraduate students in their first year. Topics include: classroom expectations; learning strategies and skills; academic integrity and the proper use of sources; first-year writing tasks; applied critical thinking and analysis; oral skills and presentations; use of eClass and online technologies; campus resources; equity, diversity and inclusion on campus; time management and task planning; emailing etiquette; grammar and tools for self-editing; and project-based collaboration.

Note: not to be taken by students with native or near native English language proficiency.

Key Learning Outcomes:

Listening/Speaking
Students will be able to:

- Follow a lecture or talk and employ effective note-taking strategies
- Gather information and opinions presented in peer discussions or presentations
- Ask and answer clarification, confirmation and inquiry questions clearly and succinctly
- Engage an audience with attention to fluency, clarity, pronunciation and non-verbal communication in presentations, discussions and group projects

Reading/Writing
Students will be able to:

- Employ strategies to increase reading speed and comprehension
- Determine and analyze the main ideas and purpose of entry-level academic texts from a variety of genres
- Able to synthesize, quote, summarize and paraphrase key supporting details and ideas of an entry-level academic text using appropriate citation
- Engage critically with texts with a growing awareness of different types of data presentation and analysis
- Respond accurately to writing tasks with a rhetorical awareness, and employ appropriate rhetorical styles

Vocabulary
Students will be able to:

- Express ideas with a growing awareness of language, register, and issues of bias and inclusivity
- Use tools and strategies to produce a growing range of vocabulary in oral and written work

Grammar
Students will be able to:

- Demonstrate control over a growing range of sentence and grammatical structures through modeling and editing practice related to a variety of tasks
- Use tools and strategies to produce a range of grammatical structures and functions with increased control and flexibility in writing and oral communication

Academic Literacy:

Students will be able to:

- Know where to access various forms of campus support
- Access relevant and appropriate sources utilizing library resources
- Employ the principles and practices of academic integrity
- Cite sources accurately and effectively
- Be an autonomous learner by applying reflective learning strategies, and time management and study skills
- Use relevant information/communication technologies and online learning applications effectively and confidently

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: **English Language School**

Implementation: **X**   NORMAL

                     ☐   EARLY

Type of Change: ☐   Program Regulation*

                     ☐   New Course*✝   ☐ Course Change

                     X   Course Deletion   ☐ Editorial

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

Applicable Attachment: *☐ Yes   ☐No*

✝Attachments: ☐   Course Outline

                     ☐   TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT Calendar Section Title and web link *(Use yellow highlight and strike out for all changes)*	PROPOSED Calendar Section Title and web link *(Use yellow highlight and underline all additions)*
~~EAP 140 - English for Academic Purposes~~ ~~★ 3 *(fi 19)* (either term, variable) Provides students with the opportunity to improve their academic listening, speaking, reading and writing skills. Upon completion of EAP 140, students are able to engage in short academic activities, including essay writing, reading short texts, and listening to and participating in short lectures and discussions. Prerequisites: EAP 135 or minimum TOEFL scores of 70 (internet based) with a minimum score of 17 in each band, or a score of at least 5.5 IELTS with a minimum score of 5.0 in each band.~~	

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

Please see the [Proposal](#) for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for the deletion of this course.

For implementation Fall 2023.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

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

FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM

Department: _____**English Language School**_____

Implementation: **X** NORMAL

☐ EARLY

Type of Change: ☐ Program Regulation*

☐ New Course*† ☐ Course Change

X Course Deletion ☐ Editorial

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

Applicable Attachment: *☐ Yes ☐No*

†Attachments: ☐ Course Outline

☐ TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT *(Use ~~yellow highlight and strike out~~ for **all** changes)*	PROPOSED *(Use yellow highlight and underline all additions)*
~~EAP 145 - English for Academic Purposes~~ ~~★3 *(fi 19)* (either term, variable) A continuation of EAP 140. Students further develop their abilities to collect and synthesize information from a variety of academic sources; analyze and critique materials; and present their ideas in accordance with the academic standards found at the first-year university level. EAP 140 and 145 thoroughly prepare students for study at the undergraduate university level. Prerequisite: EAP 140.~~	

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

Please see the [Proposal](#) for changes to the Bridging Program structure and the introduction of a new Academic Readiness course for a full rationale for the deletion of this course.

For implementation Fall 2023.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	Department Council Approval Date:

Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:
September 29, 2021
October 28, 2021
November 25, 2021
January 27, 2022
February 24, 2022
March 24, 2022
April 28, 2022
May 26, 2022