
The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, June 23, 2022 meeting:

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

- Augustana
- Education
- Engineering
- Kinesiology, Sport, and Recreation
- Law
- Medicine and Dentistry
- Saint-Jean
- School of Public Health

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 Augustana, Education, Engineering, Kinesiology, Sport, and Recreation, Law, Medicine and Dentistry, Saint-Jean, and School of Public Health.

FINAL Item 4

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

- A. Proposed Changes to Advanced Standing Regulations for Freestanding Certificates, Faculty of Education
- B. Proposed Changes to Advanced Standing Regulations for Graduate Certificates, Faculty of Education and Faculty of Graduate Studies and Research
- C. Proposed Changes to Admission Requirements for Visiting Students, Faculty of Engineering
- D. Proposed Changes to Admission Requirements for the Transition Year Program, Faculty of Kinesiology, Sport, and Recreation
- E. Proposed Changes to Course Load Maximum, Faculty of Kinesiology, Sport, and Recreation
- F. Proposed Change to the Application Deadline for the Juris Doctor Program, Faculty of Law

CARRIED MOTION:

THAT the GFC Programs Committee, with delegated authority from GFC, approve:

- the proposed changes to advanced standing regulations for freestanding certificates in the Faculty of Education as set forth in attachment A;
- the proposed changes to advanced standing regulations for graduate certificates in the Faculty of Education as set forth in attachment B;
- the proposed changes to admission requirements for visiting students in the Faculty of Engineering as set forth in attachment C;
- the proposed changes to admission requirements for the Transition Year Program in the Faculty of Kinesiology, Sport, and Recreation as set forth in attachment D;
- the proposed changes to course load maximum in the Faculty of Kinesiology, Sport, and Recreation as set forth in attachment E; and
- the proposed change to the application deadline for the Juris Doctor Program in the Faculty of Law as set forth in attachment F.

FINAL Item 5

Agenda Title: **Proposed Undergraduate Embedded Certificate in Sexuality Studies, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed undergraduate embedded Certificate in Sexuality Studies, for implementation upon approval.

FINAL Item 6

Agenda Title: **Proposed Graduate Embedded Certificate in Health Economic Evaluation, School of Public Health, and Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT GFC Programs Committee, with delegated authority from General Faculties Council, approve the new Graduate Embedded Certificate in Health Economic Evaluation for implementation upon approval and inclusion in the 23-24 *University Calendar*.

FINAL Item 7

Agenda Title: **Proposed Changes to Entrance Requirements for Graduate Programs in the School of Public Health**

CARRIED MOTION:

THAT GC Programs Committee approve, with delegated authority from General Faculties Council, the amendments to the School of Public Health Entrance Requirements, as noted in the included documents, and for inclusion in the 23-24 Calendar.

FINAL Item 8

Agenda Title: **Proposed Changes to Program Requirements for Graduate Programs in Medicine, Pediatrics, and Medical Microbiology and Immunology**

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the suite of calendar changes for programs in the Faculty of Medicine and Dentistry, for immediate implementation upon final approval, and inclusion in the 2023-2024 Calendar.

FINAL Item 9

Agenda Title: **Proposed Termination of the Bachelor of Science in Occupational Therapy, Faculty of Rehabilitation Medicine**

CARRIED MOTION:

THAT the GFC Programs Committee recommend the Board of Governors approve the termination of the Bachelor of Science in Occupational Therapy program.

FINAL Item 10

Agenda Title: **Proposed Termination of the Diploma in Dental Hygiene Program, Faculty of Medicine & Dentistry**

CARRIED MOTION:

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

termination of the dental hygiene diploma program.

FINAL Item 11

Agenda Title: Proposed Termination of Graduate Programs in Comparative Literature, Faculty of Arts and Faculty of Graduate Studies and Research

CARRIED MOTION:

THAT GFC Programs Committee recommend that the Board of Governors approve the termination of the MA and PhD in Comparative Literature, as outlined in the included documents and for implementation upon final approval.

FINAL Item 12

Agenda Title: Proposed Terminations of the Bachelor of Science Second-Level Specializations in Actuarial Science, Animal Biology, Bioinformatics, Environmental Physical Sciences, Evolutionary Biology, Geography, Microbiology, and Plant Biology, Faculty of Science

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the termination of:

- a. Bachelor of Science with Specialization in Actuarial Science (effective July 1, 2023)
- b. Bachelor of Science with Specialization in Animal Biology (effective July 1, 2024)
- c. Bachelor of Science with Honors in Animal Biology (effective July 1, 2024)
- d. Bachelor of Science with Specialization in Bioinformatics (effective July 1, 2023)
- e. Bachelor of Science with Honors in Bioinformatics (effective July 1, 2023)
- f. Bachelor of Science with Specialization in Environmental Physical Sciences (effective July 1, 2023)
- g. Bachelor of Science with Specialization in Evolutionary Biology (effective July 1, 2024)
- h. Bachelor of Science with Honors in Evolutionary Biology (effective July 1, 2024)
- i. Bachelor of Science with Specialization in Geography (effective July 1, 2023)
- j. Bachelor of Science with Honors in Geography (effective July 1, 2023)
- k. Bachelor of Science with Specialization in Microbiology (effective July 1, 2024)
- l. Bachelor of Science with Honors in Microbiology (effective July 1, 2024)
- m. Bachelor of Science with Specialization in Plant Biology (effective July 1, 2024)
- n. Bachelor of Science with Honors in Plant Biology (effective July 1, 2024)

FINAL Item 13

Agenda Title: Proposed Terminations of the Bachelor of Science First-Level Specializations (Majors) in Animal Biology, Bioinformatics, Environmental Physical Sciences, Evolutionary Biology, and Geography, Faculty of Science

CARRIED MOTION:

THAT the GFC Programs Committee recommend Board of Governors approval of the termination of the following Bachelor of Science first-level specializations (majors):

- a. Animal Biology (effective July 1, 2023)
 - b. Bioinformatics (effective July 1, 2023)
 - c. Environmental Physical Sciences (effective July 1, 2023)
 - d. Evolutionary Biology (effective July 1, 2024)
 - e. Geography (effective July 1, 2023)
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FINAL Item 14

Agenda Title: **Proposed Name Changes for the Bachelor of Science Programs in Immunology, and Mathematics/Economics, Faculty of Science**

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed name changes for programs in “Immunology” to “Immunology and Infection”, and for programs in “Mathematics/Economics” to “Mathematics and Economics”, to take effect in Fall 2023.

FINAL Item 15

**Governance Executive Summary
Action Item**

Agenda Title	Course and Minor Program Changes <ul style="list-style-type: none"> – Augustana – Education – Engineering – Kinesiology, Sport, and Recreation – Law – Medicine and Dentistry – Saint-Jean – School of Public Health
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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 Augustana, Education, Engineering, Kinesiology, Sport, and Recreation, Law, Medicine and Dentistry, Saint-Jean, and School of Public Health.

Item

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

Details

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

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Program Support Team, Undergraduate and Non-Credit • Graduate Program Support Team



Item No. 4

<For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • Items have been posted on the University Governance website for information
Approval Route (Governance) (including meeting dates)	GFC Programs Committee, June 23, 2022

Strategic Alignment

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

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

1. Augustana
2. Education
3. Engineering
4. Kinesiology, Sport, and Recreation
5. Law
6. Medicine and Dentistry
7. Saint-Jean
8. School of Public Health

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

Calendar Change Request Form for Course Changes

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

Faculty (& Department or Academic Unit):	Augustana Faculty	
Contact Person:	Jonathan Hawkins jh12@ualberta.ca	
Level of change (choose one only) [?]	<input checked="" type="checkbox"/>	Undergraduate
	<input type="checkbox"/>	Graduate
For which term will this change take effect?	Fall 2023	

Rationale

The following course changes represent minor course title, description, and prerequisite changes arising out of Augustana Departments adjusting to the significant program changes of the last two years - these assist in updating calendar copy and helping the various courses fit more appropriately within the new/revised majors.

Course Template

Current	Proposed
AUART 381	AUART 381
Selected Topics in Art History	Selected Topics in Art History <u>and Visual Culture</u>
Course Career Undergraduate	Course Career Undergraduate
Units 3	Units 3
Approved Hours 0-3S-0	Approved Hours 0-3S-0
Fee index 6	Fee index 6
Faculty Augustana Faculty	Faculty Augustana Faculty
Department AU Fine Arts	Department AU Fine Arts
Typically Offered either term	Typically Offered either term
Description Selected topics in art history and visual culture. Prerequisite: <u>Any 200-level Art history course or consent of the instructor.</u>	Description Selected topics in art history and visual culture. Prerequisite: <u>Third year standing.</u>

Course Template

Current	Proposed
<p>AUART 382</p> <p>Selected Topics in Art History</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Selected topics in art history and visual culture. Prerequisite: Any 200-level Art history course or consent of the instructor.</p>	<p>AUART 382</p> <p>Selected Topics in Art History and Visual Culture</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Selected topics in art history and visual culture. Prerequisite: Third year standing.</p>

Course Template

Current	Proposed
<p>AUART 421</p> <p>Art History Stream Capstone</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description This course will focus on selected themes in art history and visual studies. Emphasis is on the production of either a text-based project, or a combination of a text-based and practice-based project into a single body of work. Prerequisites: AUART 224 and 6 units in senior Art History with at least 3 units at the 300-level.</p>	<p>AUART 421</p> <p>Selected Topics in Art History and Visual Culture</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description This course will focus on selected themes in art history and visual culture. Emphasis is on the production of either a text-based project, or a combination of a text-based and practice-based project into a single body of work. Prerequisites: Third-year standing. Previous courses in AUART and AUENG recommended.</p>

Course Template

Current	Proposed
AUBIO 315 Advanced Biological Analysis	AUBIO 315 Advanced Biological Analysis
<hr/> Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term	<hr/> Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term
Description Application of statistical and informatics methods for analysis of biological datasets (e.g., plant, bird and bat communities) using both univariate and multivariate techniques. Students will also develop critical skills in research design, organization and interpretation of data, and written and oral communication skills. Course also includes data collection during a short field trip. Prerequisites AUBIO 253 and AUSTA 215.	Description Application of statistical and informatics methods for analysis of biological datasets, with an emphasis on ecological datasets (e.g., plant, bird and bat communities) using both univariate and multivariate techniques. Students will also develop critical skills in research design, organization and interpretation of data, and written and oral communication skills. Prerequisites AUBIO 253 and AUSTA 215.

Course Template

Current	Proposed
AUBIO 394 Comparative Invertebrate Zoology	AUBIO 394 Comparative Invertebrate Zoology
<hr/> Course Career Undergraduate Units 3 Approved Hours 3-0-3/2 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term	<hr/> Course Career Undergraduate Units 3 Approved Hours 2-0-1 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term
Description Functional anatomy and life cycles of the major invertebrate taxa. Emphasis is on the comparative approach to understanding of phylogenetic relations	Description Functional anatomy and life cycles of the major invertebrate taxa. Emphasis is on the comparative approach to understanding of phylogenetic relations between invertebrate taxa and their respective positions

<p>between invertebrate taxa and their respective positions on the tree of life. Rich invertebrate biodiversity will be observed and placed into environmental context. Prerequisite: AUBIO 112 (2021) or AUBIO 212.</p>	<p>on the tree of life. Rich invertebrate biodiversity will be observed and placed into environmental context. Prerequisite: AUBIO 112 (2021) or AUBIO 212.</p>
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Course Template

Current	Proposed
<p>AUENG 214</p> <p>Advanced Creative Writing: Poetry</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Continuation of the poetry instruction begun in AUENG 215. The completion of at least a draft of a chapbook-length collection of poems (20 to 48 pages) is required. Prerequisite: AUENG 215 or consent of the instructor. Note: Credit may be obtained for only one of AUENG 314 (2021) and AUENG 214.</p>	<p>AUENG 214</p> <p>Advanced Creative Writing: Poetry</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Advanced poetry workshop, which will include the completion of a chapbook-length collection of poems (20 to 48 pages) is required. Prerequisite: AUENG 102. Note: Credit may be obtained for only one of AUENG 314 (2021) and AUENG 214.</p>

Course Template

Current	Proposed
<p>AUENG 316</p> <p>Advanced Creative Writing: Fiction</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts</p>	<p>To be Deleted</p>

<p>Typically Offered either term</p> <p>Description Continuation of the fiction instruction begun in AUENG 215. The completion of a chapbook-length collection of fiction (20 to 48 pages) is required. Prerequisite: AUENG 215 or consent of the instructor.</p>	
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Course Template

Current	Proposed
<p>AUENG 401</p> <p>Directed Reading I</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 1-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Intensive study of a specific area of English as defined by the student and a supervising instructor. Prerequisites: 15 units at a senior level in English, including at least 3 units at the 300-level, and consent of the instructor. Note: An "Application for Individual Study" must be completed and approved before registration in the course.</p>	<p>AUENG 401</p> <p>Directed Reading I</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 1-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Intensive study of a specific area of English as defined by the student and a supervising instructor. Prerequisites: Third-year standing. Note: An "Application for Individual Study" must be completed and approved before registration in the course.</p>

Course Template

Current	Proposed
<p>AUENG 402</p> <p>Directed Reading II</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 1-0-0</p>	<p>AUENG 402</p> <p>Directed Reading II</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 1-0-0</p>

<p>Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Intensive study of a specific area of English as defined by the student and a supervising instructor. Prerequisites: AUENG 401 and consent of the instructor. Note: An "Application for Individual Study" must be completed and approved before registration in the course.</p>	<p>Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Intensive study of a specific area of English as defined by the student and a supervising instructor. Prerequisites: Third-year standing. Note: An "Application for Individual Study" must be completed and approved before registration in the course.</p>
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Course Template

<p>Current</p> <p>New</p>	<p>Proposed</p> <p>AUENG 416</p> <p>Advanced Creative Writing: Fiction</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Fine Arts Typically Offered either term</p> <p>Description Continuation of the fiction instruction begun in AUENG 215. The completion of a chapbook-length collection of fiction (20 to 48 pages) is required. Prerequisite: AUENG 215 or consent of the instructor. Note: Credit may be obtained for only one of AUENG 316 (2023) and AUENG 416.</p>
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Course Template

Current	Proposed
<p>AUFRE 201</p> <p>Intermediate French I</p>	<p>AUFRE 201</p> <p>Intermediate French I</p>
<hr/>	<hr/>
<p>Course Career Undergraduate</p>	<p>Course Career Undergraduate</p>
<p>Units 3</p>	<p>Units 3</p>
<p>Approved Hours 4-0-0</p>	<p>Approved Hours 4-0-0</p>
<p>Fee index 6</p>	<p>Fee index 6</p>
<p>Faculty Augustana Faculty</p>	<p>Faculty Augustana Faculty</p>
<p>Department AU Fine Arts</p>	<p>Department AU Fine Arts</p>
<p>Typically Offered either term</p>	<p>Typically Offered either term</p>
<p>Description Intensive training in spoken and written French. The major focus is on communication. Prerequisite: French 30 or AUFRE 102. Notes: A student wishing to register in AUFRE 201 must first take an on-line placement test. The purpose of the test is to advise the student of the appropriate level at which to begin university French.</p>	<p>Description Intensive training in spoken and written French. The major focus is on communication. Prerequisite: French 30 or AUFRE 102.</p>

Course Template

Current	Proposed
<p>AUIDS 201</p> <p>Collaborative Learning</p>	<p>AUIDS 201</p> <p>Collaborative Learning</p>
<hr/>	<hr/>
<p>Course Career Undergraduate</p>	<p>Course Career Undergraduate</p>
<p>Units 3</p>	<p>Units 3</p>
<p>Approved Hours VARIABLE</p>	<p>Approved Hours VARIABLE</p>
<p>Fee index 6</p>	<p>Fee index 6</p>
<p>Faculty Augustana Faculty</p>	<p>Faculty Augustana Faculty</p>
<p>Department AU Social Sciences</p>	<p>Department AU Social Sciences</p>
<p>Typically Offered variable</p>	<p>Typically Offered variable</p>

<p>Description The course allows students to learn about approaches, methodologies and/or analytic techniques specific to a discipline, while offering an opportunity to practice working collaboratively in groups on a large project. Prerequisite: AUIDS 101.</p>	<p>Description The course will introduce students to ways of working collaboratively to complete a group project. Students will examine a topic from a single disciplinary perspective. Prerequisite: AUIDS 101.</p>
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Course Template

<p>Current</p> <p><u>New</u></p>	<p>Proposed</p> <p><u>AUIDS 440</u></p> <p><u>Advanced Topics in Ethics & Global Studies</u></p> <p><u>Course Career Undergraduate</u> <u>Units 3</u> <u>Approved Hours 3-0-0</u> <u>Fee index 6</u> <u>Faculty Augustana Faculty</u> <u>Department AU Social Sciences</u> <u>Typically Offered either term</u></p> <p>Description This course covers selected topics—at an advanced level—in the study of religion, philosophy, history, or politics. Topics may vary from year to year depending on the course instructor. The course serves as the culmination of the Ethics & Global Studies program. Prerequisites: Any 300-level course in AUHIS, AUPHI, AUPOL or AUREL.</p>
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Course Template

<p>Current</p> <p>AUIND 101</p> <p>Introduction to Indigenous Studies</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Social Sciences Typically Offered either term</p> <p>Description An introduction to the discipline of Indigenous Studies covering indigenous methodologies and theory through the lens of contemporary issues affecting Aboriginal peoples in Canada and attempts to rectify these issues. Note: Credit may be obtained for only one of AUIND 101 and AUIND 201.</p>	<p>Proposed</p> <p>AUIND 101</p> <p>Introduction to Indigenous Studies</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Social Sciences Typically Offered either term</p> <p>Description An introduction to historical and modern relationships between Indigenous and non-Indigenous peoples in Canada. This course investigates how Canada's history of anti-Indigenous policies (such as residential schools and the Sixties Scoop) have negatively impacted First Nations, Métis, and Inuit into the present. The course further highlights the resilience of Indigenous peoples through community organization, artistic and cultural expression, and the fight for self-determination. Note: Credit may be obtained for only one of AUIND 101 and AUIND 201 (2023).</p>
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Course Template

<p>Current</p> <p>AUIND 204</p> <p>Introduction to Indigenous Studies</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Augustana Faculty Department AU Social Sciences Typically Offered either term</p> <p>Description An introduction to the discipline of Indigenous Studies covering indigenous methodologies and theory through the lens of contemporary issues affecting Aboriginal</p>	<p>Proposed</p> <p>To Be Deleted</p>
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<p>peoples in Canada and attempts to rectify these issues. Note: Credit may be obtained for only one of AUIND 101 and AUIND 201.</p>	
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Course Template

Current	Proposed
<p>AUMAT 116 - Calculus Concepts and Modelling</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-1 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term</p> <p>Description Foundational topic of calculus (including differentiation and integration of algebraic, trigonometric, exponential and logarithmic functions; Fundamental Theorem) with a focus on modelling and elementary differential equations. Prerequisite: Mathematics 30-1. Note: Credit may be obtained for only one of AUMAT 116 or 110.</p>	<p>AUMAT 116 - Calculus Concepts and Modelling</p> <hr/> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-1.5 Fee index 6 Faculty Augustana Faculty Department AU Science Typically Offered either term</p> <p>Description Foundational topic of calculus (including differentiation and integration of algebraic, trigonometric, exponential and logarithmic functions; Fundamental Theorem) with a focus on modelling and elementary differential equations. Prerequisite: Mathematics 30-1. Note: Credit may be obtained for only one of AUMAT 116 or 110.</p>

Reviewed/Approved by:

<p>Augustana Faculty Council, March 11, 2022; May 9, 2022.</p>
<p>Other consultation groups, departments, or internal faculty approving bodies and approval dates.</p>

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):	Augustana Faculty	
Contact Person:	Jonathan Hawkins jh12@ualberta.ca	
Level of change (choose one only)	<input checked="" type="checkbox"/>	Undergraduate
	<input type="checkbox"/>	Graduate
Type of change request (check all that apply)	<input checked="" type="checkbox"/>	Program
	<input type="checkbox"/>	Regulation
For which term is this intended to take effect?	Fall 2022 (Early Implementation)	
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No	

Rationale

These changes update the courses which fulfill the different categories of study in the Creativity and Culture major, thereby making it much clearer to students and staff what the choices are, as well as expanding the offerings previously available in several categories. It also introduces a new specialization choice, in Creative Writing. All of these changes will be of great advantage to students; hence the request to be able to make this available for them in the Fall 2022 term.

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=42718&returnto=11333

Current	Proposed
<p>Creativity and Culture Program Requirements [Augustana]</p> <hr/> <p>Creativity and Culture combines the study of Text and Theory, Creative Practice, and Language and requires a minimum of 63 units to complete; students who choose to pursue a specialization in Visual Art, Drama, or Music will require 75 units.</p> <p>Text and Theory elements are drawn from courses in Art History, Classical Studies, English, Music History, Philosophy, Religion, and French, German, and</p>	<p>Creativity and Culture Program Requirements [Augustana]</p> <hr/> <p>Creativity and Culture combines the study of Text and Theory, Creative Practice, and Language and requires a minimum of 63 unit to complete; students who choose to pursue a specialization in Visual Art, Drama, Creative Writing, or Music will require 75 units.</p> <p>Text and Theory elements are drawn from courses in Art History, Classical Studies, English, Music History, History, Philosophy, Religion, and French, German, and</p>

Scandinavian Literature.

Creative Practice elements include courses in Studio Art, Creative Writing, Drama, and Music.

The Language element will typically be satisfied by French, German, Latin, or Norwegian language courses at the appropriate level for a student

Requirements

Text and Theory

3 units from:

- AUENG 102 - Critical Reading, Critical Writing
- AUSCA 142 - Viking Age Mythology

3 units from:

- AUART 100 - Introduction to Art History and Visual Culture
- AUMUS 170 - Tuning In: An Introduction to Music

Additional Requirements in Text and Theory

- 12 units at the 200-level in Text and Theory
- 9 units at the 300-level in Text and Theory: AUPH 365 or AUSOC 372 may also be counted towards this requirement
- 3 units at the 400-level in Text and Theory

Creative Practice

6 units from:

Scandinavian Literature.

Creative Practice elements include courses in Studio Art, Creative Writing, Drama, and Music.

The Language element will typically be satisfied by French, German, Latin, or Norwegian language courses at the appropriate level for a student.

Requirements

3 units at the 100-level in Text and Theory from:

- AUENG 102 - Critical Reading, Critical Writing
- AUSCA 142 - Viking Age Mythology

3 units at the 100-level in Text and Theory from:

- AUART 100 - Introduction to Art History and Visual Culture
- AUMUS 170 - Tuning In: An Introduction to Music

6 units at the 100-level in Creative Practice from:

- AUART 111 - Making Art: First Steps
- AUDRA 144 - Introduction to the Dramatic Process
- AUMUS 100 - Introduction to Music Theory **OR** AUMUS 160 - Theoretical and Analytical Studies I

Note: Students may only use one of AUMUS 100 or 160 to fulfill this requirement. Students intending to complete the Music Specialization must complete AUMUS 160.

6 units in Language other than English from:

- AUFRE 101 - Beginners' French I
- AUFRE 102 - Beginners' French II
- AUFRE 201 - Intermediate French I
- AUFRE 202 - Intermediate French II
- AUGER 101 - Beginners' German I
- AUGER 102 - Beginners' German II
- AUGER 201 - Intermediate German I
- AUGER 202 - Intermediate German II
- AULAT 101 - Beginners' Latin I
- AUSCA 101 - Beginners' Norwegian I
- AUSCA 102 - Beginners' Norwegian II
- AUSCA 201 - Intermediate Norwegian I

- AUART 111 - Making Art: First Steps
- AUDRA 144 - Introduction to the Dramatic Process
- AUMUS 100 - Introduction to Music Theory **OR**
- AUMUS 160 - Theoretical and Analytical Studies
- Note: Students may only use one of AUMUS 100 or 160 to fulfill this requirement. Students intending to complete the Music Specialization must complete AUMUS 160.

Additional Requirements in Creative Practice

- 6 units at the 200-level in Creative Practice

Language other than English

- 6 units in Language other than English

Additional Requirements

- 3 units at the 400-level in Text and Theory **OR** Creative Practice

6 units from:

- Any other 100-level or 200-level courses in AUHIS, AUPOL, or AUSOC
- AUIND 101 - Introduction to Indigenous Studies
- AUIND 201 - Introduction to Indigenous Studies
- AUIDS 100 - The World in Progress: Inquiry in the Social Sciences
- AUIDS 230 - Introduction to Gender and Women's Studies
- AULAN 101 - Introduction to Linguistic Analysis

6 units from:

- AUGSC 113 - Foundational Introduction to

- AUSCA 202 - Intermediate Norwegian II
- AUSPA 101 - Beginners' Spanish I
- AUSPA 102 - Beginners' Spanish II
- AUSPA 201 - Intermediate Spanish I
- AUSPA 202 - Intermediate Spanish II

Language courses completed through study abroad programs or in an approved French immersion program in Canada also count towards this requirement.

12 units at the 200-level in Text and Theory from:

- AUART 220 - Modern Life, Modern Art
- AUART 223 - Canadian Art
- AUART 224 - Art and Its Histories
- AUART 225 - Photography: History and Theory
- AUART 260 - Selected Topics in Art History
- AUART 261 - Selected Topics in Art History
- AUART 262 - Selected Topics in Art History
- AUART 265 - Selected Topics in Art History Tour
- AUART 281 - Sex, Gender and Art
- AUART 289 - Studies in Visual Culture
- AUDRA 201 - History and Critical Analysis of Theatre
- AUENG 205 - Children's Literature
- AUENG 206 - Native Children's Literature
- AUENG 213 - The English Language
- AUENG 220 - Classical Foundations of Western Literature
- AUENG 221 - Chaucer and Premodern Society
- AUENG 225 - The World of the Middle Ages
- AUENG 230 - The Early English Renaissance
- AUENG 231 - The Later English Renaissance
- AUENG 233 - Shakespeare
- AUENG 240 - Restoration and Eighteenth-Century Literature and Culture
- AUENG 270 - America, Exceptionalism and Empire
- AUENG 271 - American Law, Literature and Justice
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 298 - Selected Topics in English Studies
- AUENG 299 - Selected Topics in English Studies
- AUHIS 207 - History of the Roman Republic
- AUHIS 208 - History of the Roman Empire
- AUHUM 276 - Introduction to Visual Culture Studies
- AUGER 291 - German Drama in Translation
- AUIND 240 - Introduction to Indigenous Cultural Production
- AUMUS 224 - Music from the Ancient to Baroque Eras
- AUMUS 225 - Music from the Classical Era to the Present Day
- AUMUS 226 - Music and the Moving Image

- Computational Thinking and Problem Solving
- AUGSC 204 – Computing Technology in Modern Society
- AUIDS 137 – Science Laboratory Experiences

Specializations

Students in Creativity and Culture may choose to include a specialization in Visual Art, Drama, or Music. Each specialization requires an additional 12 units, along with prescribed courses that overlap with other requirements of the major.

Requirements for Visual Art Specialization

Overlapping courses

- 6 units of the 200- and 300-level Text and Theory courses must be in Art History
- AUART 100 - Introduction to Art History and Visual Culture
- AUART 111 - Making Art: First Steps
- AUART 231 - Drawing I: A Basic Toolkit
- AUART 232 - Drawing II: The Figure
- AUART 411 - Interdisciplinary Exploration: Studio

Additional courses

- AUART 271 - Painting I: A Basic Toolkit (Oil)
- AUART 272 - Painting II: Concepts and Approaches
- AUART 331 - Drawing III: Contemporary Ideas in Drawing
- AUART 371 - Painting III: Contemporary Ideas in Painting

Requirements for Drama Specialization

Overlapping courses

- AUMUS 227 - History of Vocal Literature
- AUMUS 252 – The Child Voice
- AUPHI 200 - Metaphysics: Theories of Reality
- AUPHI 240 - Ancient Political Philosophy
- AUPHI 241 - Modern Political Philosophy
- AUPHI 250 - History of Christian Thought
- AUPHI 277 - Women, Darkness and Crooked Things: Feminist Philosophy
- AUPHI 290 - Philosophy of Contemporary Culture
- AUREL 202 - Women's Writing and Feminist Theology
- AUREL 208 - Jesus of Nazareth in Contemporary Theology
- AUREL 212 - Introduction to the Hebrew Bible (Old Testament)
- AUREL 216 - The Hebrew Prophets
- AUREL 250 - Theories of Religion
- AUREL 282 - Major Religious Traditions: Middle East
- AUREL 290 - Selected Topics in Religion
- AUREL 291 - Selected Topics in Religion
- AUSCA 231 - Scandinavian Culture and Civilization
- AUSCA 237 - Selected Topics in Scandinavian Literature
- AUSCA 261 - Scandinavian Folk Literature
- AUSCA 271 - Personal Narratives of the North

6 units at the 200-level in Creative Practice from:

- AUART 215 - Sculpture I
- AUART 230 - Special Topics in Drawing
- AUART 231 - Drawing I: A Basic Toolkit
- AUART 232 - Drawing II: The Figure
- AUART 270 - Special Topics in Painting
- AUART 271 - Painting I: A Basic Toolkit (Oil)
- AUART 272 - Painting II: Concepts and Approaches
- AUART 298 - Selected Topics in Art Studio
- AUDRA 209 - Script Analysis and Production Preparation
- AUDRA 230 - Acting Techniques I
- AUDRA 233 - Clown and Mask
- AUDRA 238 - Theatre Company
- AUDRA 239 - Theatre Company
- AUDRA 244 - Improvisation II: Workshop and Performance
- AUDRA 250 - Applied Improvisation
- AUDRA 260 - Dramaturgy
- AUENG 214 - Advanced Creative Writing: Poetry
- AUENG 215 - Creative Writing
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 262 - Aural, Sight Singing and Keyboard Skills II

- AUDRA 144 - Introduction to the Dramatic Process
- AUDRA 230 - Acting Techniques I
- AUDRA 239 - Theatre Company
- 3 units at 400-level in AUDRA

Additional courses

- 6 units additional at the 200-level in AUDRA courses
- AUDRA 350 - Introduction to Directing
- 3 units additional at the 300-level in AUDRA courses

Requirements for Music Specialization

Overlapping courses

- 6 units at the 200-level in Creative Practice in Music
- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 170 - Tuning In: An Introduction to Music
- 3 units at 400-level in AUMUS

6 units in Text and Theory from:

- AUMUS 224 - Music from the Ancient to Baroque Eras
- AUMUS 225 - Music from the Classical Era to the Present Day
- AUMUS 226 - Music and the Moving Image
- AUMUS 227 - History of Vocal Literature
- AUMUS 231 - Lyric Diction
- AUMUS 235 - Introduction to Conducting Techniques, Literature, and Interpretation
- AUMUS 236 - Introduction to Choral Techniques, Literature, and Interpretation
- AUMUS 239 - Vocal Pedagogy I
- AUMUS 329 - History of Piano Literature
- AUPHI 365 - Aesthetics

- any 200-level AUMUS ensemble courses
- any 200-level AUMUS applied music courses

6 units in Social Sciences from:

- Any 100-level, 200-level, or 300-level courses in AUHIS, AUPOL, or AUSOC including 3 units from the following:
 - o AUIND 101 - Introduction to Indigenous Studies
 - o AUIND 201 - Introduction to Indigenous Studies
 - o AUIDS 230 - Introduction to Gender and Women's Studies
 - o AULAN 101 - Introduction to Linguistic Analysis
 - o AUSOC 262 - Mass Communication and Contemporary Society
 - o AUSOC 372 - Visual Sociology

6 units in Science:

Any Augustana Science course may count towards this requirement. The following courses are recommended.

- AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving
- AUCSC 204 - Computing Technology in Modern Society
- AUIDS 137 - Science Laboratory Experiences

9 units at the 300-level in Text and Theory from:

- AUART 380 - Directed Reading in Art History
- AUART 381 - Selected Topics in Art History
- AUART 382 - Selected Topics in Art History
- AUENG 306 - Indigenous Children's Literature & Theory
- AUENG 313 - The English Language
- AUENG 330 - The Early English Renaissance
- AUENG 331 - The Later English Renaissance
- AUENG 333 - Shakespeare
- AUENG 368 - Ecofeminist Theory & Women's Writing
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950
- AUENG 382 - Postcolonial Literature and Theory
- AUENG 392 - Feminist Theory and Women's Writing
- AUENG 398 - Selected Topics in English Studies
- AUENG 399 - Selected Topics in English Studies

Additional courses

- AUMUS 162 - Aural, Sight Singing, and Keyboard Skills I
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 262 - Aural, Sight Singing and Keyboard Skills II
- 6 units additional at the 300-level in AUMUS

- AUFRE 305 - Aspects of Civilization and Culture of France I
- AUFRE 337 - Selected Topics in French Literature
- AUFRE 339 - Selected Topics in French Literature
- AUGER 335 - Selected Topics in German Language
- AUGER 337 - Selected Topics in German Literature
- AUMUS 356 – Music and Wellness
- AUMUS 369 - Popular Music: Analysis, Interpretation, Meaning
- AUPHI 336 - Nineteenth-Century Philosophy
- AUPHI 345 - Philosophy in Canada
- AUPHI 350 - Philosophy of Science
- AUPHI 351 - Thinking About Sex: Philosophy, Science, and the Construction of Sex
- AUPHI 355 - Philosophy and the Environment
- AUPHI 358 - Philosophy of Religion II
- AUPHI 365 - Aesthetics
- AUPHI 390 - Indigenous Thought: First Nations Thought and Knowledge
- AUPHI 392 - World Philosophy: Comparing Perspectives
- AUREL 302 - Women's Writing and Feminist Theology
- AUREL 325 - Sex and Gender in Ancient Religions
- AUREL 345 - Religion and Ecology
- AUREL 347 - Theology of Luther
- AUREL 365 - Storied Landscapes
- AUSCA 337 - Selected Topics in Scandinavian Literature

6 units at the 400-level in Text and Theory or Creative Practice from:

- AUART 421 - Art History Stream Capstone
- AUART 480 - Directed Reading in Art History
- AUENG 401 - Directed Reading I
- AUENG 402 - Directed Reading II
- AUENG 441 - Selected Topics in English Studies
- AUENG 450 - Selected Topics in English Studies
- AUENG 460 - Selected Topics in English Studies
- AUFRE 403 - Directed Reading
- AUGER 403 - Directed Reading
- AUSCA 403 - Directed Reading
- AUSCA 405 - Directed Study: Area Studies
- AUSPA 403 - Directed Study: Literature

[Note that the following courses have specific prerequisites:]

- AUART 411 - Interdisciplinary Exploration: Studio
- AUART 490 - Directed Project in Visual Explorations
- AUDRA 401 - Directed Reading II

- AUDRA 409 - Script Analysis and Production Preparation
- AUDRA 420 - Performer-Created Theatre
- AUDRA 430 - Movement and Physical Theatre
- AUDRA 437 - Senior Showcase
- AUDRA 438 - Theatre Company
- AUDRA 439 - Theatre Company
- AUDRA 444 - Story Theater
- AUENG 416 - Advanced Creative Writing: Fiction
- AUMUS 400-level course (any offering at the 400-level)

Specializations

Students in Creativity and Culture may choose to include a specialization in Visual Art, Drama, Creative Writing, or Music. Each specialization requires an additional 12 units, along with prescribed courses that overlap with other requirements of the major.

Requirements for Visual Art Specialization

Overlapping courses

- 6 units of the 200- and 300-level Text and Theory courses must be in Visual Art (AUART courses)
- AUART 100 - Introduction to Art History and Visual Culture
- AUART 111 - Making Art: First Steps
- AUART 231 - Drawing I: A Basic Toolkit
- AUART 232 - Drawing II: The Figure
- AUART 411 - Interdisciplinary Exploration: Studio

Additional courses

- AUART 271 - Painting I: A Basic Toolkit (Oil)
- AUART 272 - Painting II: Concepts and Approaches
- AUART 331 - Drawing III: Contemporary Ideas in Drawing
- AUART 371 - Painting III: Contemporary Ideas in Painting

Requirements for Drama Specialization

Overlapping courses

- AUDRA 144 - Introduction to the Dramatic Process
- AUDRA 230 - Acting Techniques I

- AUDRA 239 - Theatre Company
- 3 units at 400-level in AUDRA

Additional courses

- 6 units additional at the 200-level in AUDRA courses
- AUDRA 350 - Introduction to Directing
- 3 units additional at the 300-level in AUDRA courses

Requirements for Creative Writing Specialization

Overlapping courses

- AUENG 215 - Creative Writing
- 3 units at the 200-level in Creative Practice from:
 - AUDRA 260 - Dramaturgy
 - AUENG 218 - Memoir
 - AUENG 214 - Advanced Creative Writing: Poetry
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 416 - Advanced Creative Writing: Fiction

Additional courses

- 12 units additional at the 200- or 300-level in AUENG courses, including 6 units from:
 - AUENG 214 - Advanced Creative Writing: Poetry
 - AUENG 218 - Memoir
 - AUDRA 260 - Dramaturgy
 - AUENG 318 - Creative Writing Long Manuscript, Novel
 - AUDRA 384 – Playwriting

Requirements for Music Specialization

Overlapping courses

- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 170 - Tuning In: An Introduction to Music
- 6 units at the 200-level in Creative Practice in Music
- 3 units at 400-level in AUMUS

Additional Courses

- AUMUS 162 - Aural, Sight Singing and Keyboard Skills I

- | | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• AUMUS 260 - Theoretical and Analytical Studies II• AUMUS 262 - Aural, Sight Singing and Keyboard Skills II• 3 units additional at the 300-level in AUMUS |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Rationale

This change is intended to correct an error that was missed in a previous submission - AUMUS 231 was supposed to be removed from this list but was overlooked, leading to 24 units being listed as required for a 21 unit requirement.

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=42880&returnto=11333

Current	Proposed
<p>Bachelor of Music [Augustana]</p> <p>{...no changes until...}</p> <p>Theoretical and Analytical Studies, Musicianship Skills (21 units)</p> <hr/> <ul style="list-style-type: none"> ● AUMUS 160 - Theoretical and Analytical Studies I ● AUMUS 162 - Aural, Sight Singing, and Keyboard Skills I ● AUMUS 231 - Lyric Diction ● AUMUS 235 - Introduction to Conducting ● AUMUS 260 - Theoretical and Analytical Studies II ● AUMUS 261 - Theoretical and Analytical Studies III ● AUMUS 262 - Aural, Sight Singing and Keyboard Skills II ● AUMUS 263 - Aural, Sight Singing, and Keyboard Skills III <p>{...no further changes...}</p>	<p>Bachelor of Music [Augustana]</p> <p>{...no changes until...}</p> <p>Theoretical and Analytical Studies, Musicianship Skills (21 units)</p> <hr/> <ul style="list-style-type: none"> ● AUMUS 160 - Theoretical and Analytical Studies I ● AUMUS 162 - Aural, Sight Singing, and Keyboard Skills I ● AUMUS 235 - Introduction to Conducting ● AUMUS 260 - Theoretical and Analytical Studies II ● AUMUS 261 - Theoretical and Analytical Studies III ● AUMUS 262 - Aural, Sight Singing and Keyboard Skills II ● AUMUS 263 - Aural, Sight Singing, and Keyboard Skills III <p>{...no further changes...}</p>

Reviewed/Approved by:

Augustana Faculty Council: March 11, 2022.

Other consultation groups, departments, or internal faculty approving bodies and approval dates.

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: English Language School

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT <i>(Use yellow highlight and strike out for all changes)</i>	PROPOSED <i>(Use yellow highlight and underline all additions)</i>
	<p><u>EAP 136--Language Readiness</u></p> <p><u>Course Description</u> 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.</p>

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

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.

Career: UGRD

Units: 0

Hours: 260

Progress units: 9

Fl: 18

Typically offered: September, January, May

Note: coding as 9 progress units as course is 260 hours and students need to be considered as full time.

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date: March 17, 2022	UAAC Approval: April 28, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

September 29, 2021

October 28, 2021

November 25, 2021

January 27, 2022

February 24, 2022

March 24, 2022

April 28, 2022

May 26, 2022

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: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT <i>(Use yellow highlight and strike out for all changes)</i>	PROPOSED <i>(Use yellow highlight and underline all additions)</i>
	<p><u>EAP 137–Academic and Intercultural Communications</u></p> <p><u>Course Description</u></p> <p><u>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.</u></p>

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

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.

Career: UGRD

Units: 3

Hours: 78

FI: 6

Typically offered: September, January, May

Submitted by: Donald Mason	Signature of Department Chair or Designee	Date March 17, 2022:	UAAC Approval Date: April 28, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

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

EAP 137 Competencies info sheet

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: Secondary Education

Implementation: NORMAL
 EARLY

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

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

*Applicable Attachment: Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Bio Science Major/ Math Science Minor https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38425 (Use yellow highlight and strike out for all changes)	Calendar Section Title and web link Bio Science Major/ Math Science Minor https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38425 (Use yellow highlight and underline all additions)

<p>Biological Sciences Major/Mathematical Sciences Minor (150 units) [Science]</p> <p>Core Program Requirements</p> <p>Education: 51 units Major: 45 units Minor: 24 units 100-level: 30 units (Maximum 42 units)</p> <p>Graduation Requirements:</p> <p>GPA of 2.3 on all courses GPA of 2.3 on Major courses</p> <p>Area "B"</p> <p>ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science STS 200 - Introduction to Studies in Science, Technology and Society WGS 250 - Gender and Science Note:</p>	<p>Biological Sciences Major/Mathematical Sciences Minor (150 units) [Science]</p> <p>Core Program Requirements</p> <p>Education: 51 units Major: 45 units Minor: 24 units 100-level: 30 units (Maximum 42 units)</p> <p>Graduation Requirements:</p> <p>GPA of 2.3 on all courses GPA of 2.3 on Major courses</p> <p>Area "B"</p> <p>ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science STS 200 - Introduction to Studies in Science, Technology and Society SUST 201 – Introduction to Sustainability WGS 250 - Gender and Science Note:</p>
<p>It is the student's responsibility to ensure that all prerequisites for higher level courses are met.</p>	<p>It is the student's responsibility to ensure that all prerequisites for higher level courses are met.</p>

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

Inclusion of new course in sustainability (SUST 201) to Area B electives

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf and Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

September 29, 2021

October 28, 2021

November 25, 2021

January 27, 2022

February 24, 2022

March 24, 2022

April 28, 2022

May 26, 2022

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Secondary Education

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Biological Sciences Major/Physical Sciences Minor https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42555 <i>(Use yellow highlight and strike-out for all changes)</i>	Calendar Section Title and web link Biological Sciences Major/Physical Sciences Minor https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42555 <i>(Use yellow highlight and underline all additions)</i>
Biological Sciences Major/Physical Sciences Minor (150 units) [Science]	Biological Sciences Major/Physical Sciences Minor (150 units) [Science]
Core Program Requirements	Core Program Requirements
Education 51 units Major: 42 units Minor: 27 units 100-level: 33 units (Maximum 42 units)	Education 51 units Major: 42 units Minor: 27 units 100-level: 33 units (Maximum 42 units)
Graduation Requirements:	Graduation Requirements:
GPA of 2.3 on all courses GPA of 2.3 on Major courses Area "A"	GPA of 2.3 on all courses GPA of 2.3 on Major courses Area "A"
CHEM 211 - Quantitative Analysis I CHEM 263 - Organic Chemistry II PHYS 208 - Aspects of Modern Physics PHYS 271 - Introduction to Modern Physics Area "B"	CHEM 211 - Quantitative Analysis I CHEM 263 - Organic Chemistry II PHYS 208 - Aspects of Modern Physics PHYS 271 - Introduction to Modern Physics Area "B"
ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective	ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective

<p>CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science STS 200 - Introduction to Studies in Science, Technology and Society WGS 250 - Gender and Science Area "C"</p>	<p>CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science STS 200 - Introduction to Studies in Science, Technology and Society SUST 201 – Introduction to Sustainability WGS 250 - Gender and Science Area "C"</p>
<p>ASTRO 320 - Stellar Astrophysics I ASTRO 322 - Galactic and Extragalactic Astrophysics PHYS 301 - Particles, Nuclei, and the Cosmos PHYS 308 - Statistical, Molecular, and Solid State Physics PHYS 310 - Thermodynamics and Kinetic Theory PHYS 311 - Statistical Physics PHYS 362 - Optics and Lasers PHYS 364 - Environmental Physics II or any 300-level CHEM (not to include CHEM 300 or CHEM 399) Note:</p>	<p>ASTRO 320 - Stellar Astrophysics I ASTRO 322 - Galactic and Extragalactic Astrophysics PHYS 301 - Particles, Nuclei, and the Cosmos PHYS 308 - Statistical, Molecular, and Solid State Physics PHYS 310 - Thermodynamics and Kinetic Theory PHYS 311 - Statistical Physics PHYS 362 - Optics and Lasers PHYS 364 - Environmental Physics II or any 300-level CHEM (not to include CHEM 300 or CHEM 399) Note:</p>
<p>It is the student's responsibility to ensure all prerequisites for 300-level courses are met.</p>	<p>It is the student's responsibility to ensure all prerequisites for 300-level courses are met.</p>

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

Inclusion of new course in sustainability to Area B electives

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:
 September 29, 2021

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

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Secondary Education_____

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Math Science Major/ Biological Science Minor https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38462 <i>(Use yellow highlight and strike out for all changes)</i>	Calendar Section Title and web link Math Science Major/ Biological Science Minor https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38462 <i>(Use yellow highlight and underline all additions)</i>

Mathematical Sciences Major/Biological Sciences Minor (150 units) [Science]	Mathematical Sciences Major/Biological Sciences Minor (150 units) [Science]
Core Program Requirements	Core Program Requirements
Education: 51 units Major: 42 units Minor: 27 units 100-level: 33 units (Maximum 42 units) Graduation Requirements:	Education: 51 units Major: 42 units Minor: 27 units 100-level: 33 units (Maximum 42 units) Graduation Requirements:
GPA of 2.3 on all courses GPA of 2.3 on Major courses Area "B"	GPA of 2.3 on all courses GPA of 2.3 on Major courses Area "B"
ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society WGS 250 - Gender and Science Note:	ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society SUST 201: Introduction to Sustainability WGS 250 - Gender and Science Note:
It is the student's responsibility to ensure that all prerequisites for higher level courses are met.	It is the student's responsibility to ensure that all prerequisites for higher level courses are met.

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.)

Inclusion of a new "Area B" course in sustainability.

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Secondary Education_____

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	CURRENT
Calendar Section Title and web link:	Calendar Section Title and web link:
Science Chart 1 BSc (Specialization in Science and Education)/BEd	Science Chart 1 BSc (Specialization in Science and Education)/BEd
https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42555	https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42555
<i>(Use yellow highlight and strike out for all changes)</i>	<i>(Use yellow highlight and strike out for all changes)</i>

Mathematical Sciences Major/Physical Sciences Minor (150 units) [Science]	Mathematical Sciences Major/Physical Sciences Minor (150 units) [Science]
Core Program Requirements	Core Program Requirements
Education: 51 units Major: 42 units Minor: 27 units 100-level: 39 units (Maximum 42 units) Graduation Requirements:	Education: 51 units Major: 42 units Minor: 27 units 100-level: 39 units (Maximum 42 units) Graduation Requirements:
GPA of 2.3 on all courses GPA of 2.3 on Major courses Area "A"	GPA of 2.3 on all courses GPA of 2.3 on Major courses Area "A"
BIOCH 200 - Introductory Biochemistry CHEM 211 - Quantitative Analysis I CHEM 263 - Organic Chemistry II PHYS 208 - Aspects of Modern Physics PHYS 271 - Introduction to Modern Physics Area "B"	BIOCH 200 - Introductory Biochemistry CHEM 211 - Quantitative Analysis I CHEM 263 - Organic Chemistry II PHYS 208 - Aspects of Modern Physics PHYS 271 - Introduction to Modern Physics Area "B"
ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society WGS 250 - Gender and Science Area "C"	ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society SUST 201 – Introduction to Sustainability WGS 250 - Gender and Science Area "C"
ASTRO 320 - Stellar Astrophysics I ASTRO 322 - Galactic and Extragalactic Astrophysics PHYS 301 - Particles, Nuclei, and the Cosmos PHYS 308 - Statistical, Molecular, and Solid State Physics PHYS 310 - Thermodynamics and Kinetic Theory PHYS 311 - Statistical Physics PHYS 362 - Optics and Lasers	ASTRO 320 - Stellar Astrophysics I ASTRO 322 - Galactic and Extragalactic Astrophysics PHYS 301 - Particles, Nuclei, and the Cosmos PHYS 308 - Statistical, Molecular, and Solid State Physics PHYS 310 - Thermodynamics and Kinetic Theory PHYS 311 - Statistical Physics PHYS 362 - Optics and Lasers

PHYS 364 - Environmental Physics II or any 300-level CHEM (not to include CHEM 300 or CHEM 399) Note:	PHYS 364 - Environmental Physics II or any 300-level CHEM (not to include CHEM 300 or CHEM 399) Note:
It is the student's responsibility to ensure all prerequisites for 300-level courses are met.	It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

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.)

Addition of new course in sustainability to Area B electives.

Submitted by: Jason Wallin			UAAC approval Date: March 24, 2022
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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Secondary Education_____

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Physical Sciences Major/Biological Sciences Minor, Chemistry Concentration https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42555 (Use <u>yellow highlight and strike out</u> for all changes)	Calendar Section Title and web link Physical Sciences Major/Biological Sciences Minor, Chemistry Concentration https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42555 (Use <u>yellow highlight and underline</u> all additions)

Physical Sciences Major/Biological Sciences Minor, Chemistry Concentration [Science]	Physical Sciences Major/Biological Sciences Minor, Chemistry Concentration [Science]
Core Program Requirements	Core Program Requirements
Education: 51 units Major: 42 units Minor: 24 units 100-level: 33 units (Maximum 42 units) Graduation Requirements:	Education: 51 units Major: 42 units Minor: 24 units 100-level: 33 units (Maximum 42 units) Graduation Requirements:
GPA of 2.3 on all courses GPA of 2.3 on Major courses Area "B"	GPA of 2.3 on all courses GPA of 2.3 on Major courses Area "B"
<p>ANTHR 230 - Anthropology of Science, Technology, and Environment</p> <p>BIOL 315 - Biology: An Historical Perspective</p> <p>CHRTC 350 - Science and Religion: Christian Perspectives</p> <p>CHRTC 352 - Bioethical Issues: Christian Perspectives</p> <p>CLASS 294 - Ancient Science, Technology, and Medicine</p> <p>HIST 115 - Technology and History</p> <p>HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine</p> <p>HIST 391 - History of Technology</p> <p>HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age</p> <p>HIST 397 - History of Science I</p> <p>HIST 398 - History of Science II</p> <p>HIST 496 - Topics in the History of Science</p> <p>PHIL 217 - Biology, Society, and Values</p> <p>PHIL 265 - Philosophy of Science</p> <p>PHYS 261 - Physics of Energy</p> <p>STS 200 - Introduction to Studies in Science, Technology and Society</p> <p>WGS 250 - Gender and Science</p> <p>Area "C"</p>	<p>ANTHR 230 - Anthropology of Science, Technology, and Environment</p> <p>BIOL 315 - Biology: An Historical Perspective</p> <p>CHRTC 350 - Science and Religion: Christian Perspectives</p> <p>CHRTC 352 - Bioethical Issues: Christian Perspectives</p> <p>CLASS 294 - Ancient Science, Technology, and Medicine</p> <p>HIST 115 - Technology and History</p> <p>HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine</p> <p>HIST 391 - History of Technology</p> <p>HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age</p> <p>HIST 397 - History of Science I</p> <p>HIST 398 - History of Science II</p> <p>HIST 496 - Topics in the History of Science</p> <p>PHIL 217 - Biology, Society, and Values</p> <p>PHIL 265 - Philosophy of Science</p> <p>PHYS 261 - Physics of Energy</p> <p>STS 200 - Introduction to Studies in Science, Technology and Society</p> <p>SUST 201: Introduction to Sustainability</p> <p>WGS 250 - Gender and Science</p> <p>Area "C"</p>
<p>ASTRO 320 - Stellar Astrophysics I</p> <p>ASTRO 322 - Galactic and Extragalactic Astrophysics</p> <p>PHYS 301 - Particles, Nuclei, and the Cosmos</p> <p>PHYS 308 - Statistical, Molecular, and Solid State Physics</p> <p>PHYS 310 - Thermodynamics and Kinetic Theory</p> <p>PHYS 311 - Statistical Physics</p> <p>PHYS 362 - Optics and Lasers</p> <p>PHYS 364 - Environmental Physics II or any 300-level</p> <p>CHEM (not to include CHEM 300 or CHEM 399)</p> <p>Note:</p>	<p>ASTRO 320 - Stellar Astrophysics I</p> <p>ASTRO 322 - Galactic and Extragalactic Astrophysics</p> <p>PHYS 301 - Particles, Nuclei, and the Cosmos</p> <p>PHYS 308 - Statistical, Molecular, and Solid State Physics</p> <p>PHYS 310 - Thermodynamics and Kinetic Theory</p> <p>PHYS 311 - Statistical Physics</p> <p>PHYS 362 - Optics and Lasers</p> <p>PHYS 364 - Environmental Physics II or any 300-level</p> <p>CHEM (not to include CHEM 300 or CHEM 399)</p> <p>Note:</p>
It is the student's responsibility to ensure all prerequisites for 300-level courses are met.	

	It is the student's responsibility to ensure all prerequisites for 300-level co	
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Justification: *(Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)*

Addition of new course in sustainability to Area B electives.

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduac@ualberta.ca

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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: **Secondary Education** _____

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Secondary Education Major Teaching Subject: Biological Sciences https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42684&returnto=11334 (Use <u>yellow highlight and strike out</u> for all changes)	Calendar Section Title and web link Secondary Education Major Teaching Subject: Biological Sciences https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42684&returnto=11334 (Use <u>yellow highlight and underline all additions</u>)

Secondary Education Major Teaching Subject: Biological Sciences	Secondary Education Major Teaching Subject: Biological Sciences
Requirements (36 units)	Requirements (36 units)
BIOL 107 - Introduction to Cell Biology BIOL 108 - Introduction to Biological Diversity BIOL 207 - Molecular Genetics and Heredity BIOL 208 - Principles of Ecology BOT 205 - Fundamentals of Plant Biology 3 to 6 units chosen from	BIOL 107 - Introduction to Cell Biology BIOL 108 - Introduction to Biological Diversity BIOL 207 - Molecular Genetics and Heredity BIOL 208 - Principles of Ecology BOT 205 - Fundamentals of Plant Biology 3 to 6 units chosen from
PHYSL 212 - Human Physiology I PHYSL 214 - Human Physiology II ZOO 241 - Animal Physiology I: Homeostasis ZOO 242 - Animal Physiology II: Intercellular Communication 3 to 6 units chosen from	PHYSL 212 - Human Physiology I PHYSL 214 - Human Physiology II ZOO 241 - Animal Physiology I: Homeostasis ZOO 242 - Animal Physiology II: Intercellular Communication 3 to 6 units chosen from
ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society WGS 250 - Gender and Science 9 to 15 units but with no more than 9 units in each of	ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society SUST 201 – Introduction to Sustainability WGS 250 - Gender and Science 9 to 15 units but with no more than 9 units in each of
Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics Chemistry Environmental Sciences (EAS [Faculty of Science], ENCS, REN R) Mathematics	Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics Chemistry Environmental Sciences (EAS [Faculty of Science], ENCS, REN R)

Physics Notes	Mathematics Physics Notes
<p>Introductory Biology courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible courses. Because of the nature of school sciences, courses in Chemistry and Physics are recommended. Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 455 and EDSE 451 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter Terms.</p>	<p>Introductory Biology courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible courses. Because of the nature of school sciences, courses in Chemistry and Physics are recommended. Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 455 and EDSE 451 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter Terms.</p>

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

Introduction of a new applicable course within the subject area major.

Submitted by:			UAAC Approval Date:
Jason Wallin			March 24, 2022

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

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- May 26, 2022

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: **Secondary Education** _____

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Secondary Education Major Teaching Subject: Chemistry https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42684&returnto=11334 (Use yellow highlight and strike out for all changes)	Calendar Section Title and web link Secondary Education Major Teaching Subject: Chemistry https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42684&returnto=11334 (Use yellow highlight and underline all additions)

Secondary Education Major Teaching Subject: Chemistry	Secondary Education Major Teaching Subject: Chemistry
Notes: Introductory Chemistry courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible Mathematics courses. Because of the nature of school sciences, courses in Biology and Physics are recommended. Requirements (36 units)	Notes: Introductory Chemistry courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible Mathematics courses. Because of the nature of school sciences, courses in Biology and Physics are recommended. Requirements (36 units)
CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II CHEM 261 - Organic Chemistry I CHEM 263 - Organic Chemistry II 6 units in senior	CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II CHEM 261 - Organic Chemistry I CHEM 263 - Organic Chemistry II 6 units in senior
Chemistry Biochemistry 3 to 6 units chosen from	Chemistry Biochemistry 3 to 6 units chosen from
ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 317 PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society WGS 250 - Gender and Science 12 to 15 units but with no more than 9 units in each of	ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 317 PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society SUST 201 – Introduction to Sustainability WGS 250 - Gender and Science 12 to 15 units but with no more than 9 units in each of
Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics Chemistry	Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics

[EAS (Faculty of Science), ENCS, REN R] Mathematics Physics Notes	Chemistry [EAS (Faculty of Science), ENCS, REN R] Mathematics Physics Notes
Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter Terms.	Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter 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.)*

Introduction of a new applicable course within the subject area major.

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Secondary Education

Implementation: NORMAL
X EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42684 <i>(Use yellow highlight and strike out for all changes)</i>	https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42684 <i>(Use yellow highlight and underline all additions)</i>
Secondary Education Major Teaching Subject: English Language Arts	Secondary Education Major Teaching Subject: English Language Arts
No changes until...	No changes until...
3 units in Canadian Literature chosen from	3 units in Canadian Literature chosen from
C LIT 372 <u>ENGL 309 - Indigenous Poetics</u> <u>ENGL 373 - Colonialism and Canadian Literatures</u> <u>ENGL 374 - Topics in Twentieth-Century Canadian Literary Movements</u> <u>ENGL 375 - Writers, Institutions and the Canadian Literature Centre</u> <u>ENGL 376 - Topics in Canadian Literatures</u> ENGL 377 <u>ENGL 378 - Contemporary Canadian Literatures</u> ENGL 379 <u>ENGL 380 - Writing from Here</u> No further changes	C LIT 372 <u>ENGL 250 – Introduction to Canadian Literature</u> <u>ENGL 309 - Indigenous Poetics</u> <u>ENGL 373 - Colonialism and Canadian Literatures</u> <u>ENGL 374 - Topics in Twentieth-Century Canadian Literary Movements</u> <u>ENGL 375 - Writers, Institutions and the Canadian Literature Centre</u> <u>ENGL 376 - Topics in Canadian Literatures</u> ENGL 377 <u>ENGL 378 - Contemporary Canadian Literatures</u> ENGL 379 <u>ENGL 380 - Writing from Here</u> No further changes

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.)

Add ENGL 250 to list of Canadian Literature classes, as it is a new class and fits this category.

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

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

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: **Secondary Education** _____

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Secondary Education Major Teaching Subject: General Sciences https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42684&returnto=11334 (Use <u>yellow highlight and strike out</u> for all changes)	Calendar Section Title and web link Secondary Education Major Teaching Subject: General Sciences https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42684&returnto=11334 (Use <u>yellow highlight and underline</u> all additions)

<p>Secondary Education Major Teaching Subject: General Sciences</p>	<p>Secondary Education Major Teaching Subject: General Sciences</p>
<p>Notes: Introductory science courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible Mathematics courses. Requirements (36 units)</p>	<p>Notes: Introductory science courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible Mathematics courses. Requirements (36 units)</p>
<p>BIOL 107 - Introduction to Cell Biology BIOL 108 - Introduction to Biological Diversity CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II</p> <p>PHYS 124 AND PHYS 126 OR PHYS 144 AND PHYS 146 3 to 6 units chosen from</p>	<p>BIOL 107 - Introduction to Cell Biology BIOL 108 - Introduction to Biological Diversity CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II</p> <p>PHYS 124 AND PHYS 126 OR PHYS 144 AND PHYS 146 3 to 6 units chosen from</p>
<p>ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 317 PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society WGS 250 - Gender and Science 12 to 15 units but with no more than 9 units in each of</p>	<p>ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 317 PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society SUST 201 – Introduction to Sustainability WGS 250 - Gender and Science 12 to 15 units but with no more than 9 units in each of</p>
<p>Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics Chemistry</p>	<p>Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics Chemistry</p>

Environmental Sciences [EAS (Faculty of Science), ENCS, REN R] Mathematics Physics Notes	Environmental Sciences [EAS (Faculty of Science), ENCS, REN R] Mathematics Physics Notes
Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter Terms.	Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter 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.)

Introduction of a new applicable course within the subject area major.

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

September 29, 2021

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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Secondary Education

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT Calendar Section Title and web link (Use yellow highlight and strike out for all changes)	PROPOSED Calendar Section Title and web link (Use <u>yellow highlight and underline</u> all additions)
<p>Mathematics (★36) [Education]</p> <p>Requirements</p> <p>One of MATH 134, 144, or 154 One of MATH 136, 146, or 156 MATH 125 - Linear Algebra I MATH 228 - Algebra: Introduction to Ring Theory MATH 241 - Geometry MATH 111 or MATH 243 STAT 151 - Introduction to Applied Statistics I</p> <p>★15 chosen from</p> <p>CMPUT 101 - Introduction to Computing COMPUT 174 - Introduction to the Foundations of Computation I EDSE 439 - Specialized Methods in Secondary</p>	<p>Mathematics (★36) [Education]</p> <p>Requirements</p> <p>One of MATH 134, 144, or 154 One of MATH 136, 146, or 156 MATH 125 - Linear Algebra I MATH 228 - Algebra: Introduction to Ring Theory MATH 241 - Geometry MATH 111 or MATH 243 STAT 151 - Introduction to Applied Statistics I</p> <p>★15 chosen from</p> <p>CMPUT 101 - Introduction to Computing COMPUT 174 - Introduction to the Foundations of Computation I <u>CMPUT 175 - Introduction to the Foundation of</u></p>

<p>School Mathematics Teaching EDSE 442 - The Use of Computers in the Teaching and Learning of Mathematics MATH 153 MATH 214 - Intermediate Calculus I MATH 215 - Intermediate Calculus II MATH 111 - Introduction to Discrete Mathematics MATH 225 - Linear Algebra II MATH 243 - Transformation Geometry MATH 322 - Graph Theory MATH 324 - Elementary Number Theory MATH 341 - Geometry of Convex Sets MATH 343 - Projective and Inversive Geometries MATH 421 - Combinatorics MATH 422 - Coding Theory PHYS 124 - Particles and Waves</p> <p>or any senior Mathematics or Computing Science courses or any approved senior Science course</p> <p>Notes</p> <p>Students must take EDSE 337 during the IPT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Students must take EDSE 437 and EDSE 451 during the APT**, which is normally offered in the Winter Term only.</p> <p>* Introductory Professional Term ** Advanced Professional Term</p>	<p>Computation II EDSE 439 - Specialized Methods in Secondary School Mathematics Teaching EDSE 442 - The Use of Computers in the Teaching and Learning of Mathematics MATH 153 MATH 214 - Intermediate Calculus I MATH 215 - Intermediate Calculus II MATH 111 - Introduction to Discrete Mathematics MATH 225 - Linear Algebra II MATH 243 - Transformation Geometry MATH 322 - Graph Theory MATH 324 - Elementary Number Theory MATH 341 - Geometry of Convex Sets MATH 343 - Projective and Inversive Geometries MATH 421 - Combinatorics MATH 422 - Coding Theory PHYS 124 - Particles and Waves</p> <p>or any senior Mathematics or Computing Science courses or any approved senior Science course</p> <p>Notes</p> <p>MATH 160 and MATH 260 cannot be used in the MATH Major in any category.</p> <p>A minimum of *12 of the *36 must be in senior courses, 200-level or higher.</p> <p>Students must take EDSE 337 during the IPT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Students must take EDSE 437 and EDSE 451 during the APT**, which is normally offered in the Winter Term only.</p> <p>* Introductory Professional Term ** Advanced Professional Term</p>
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Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

Calendar change to be consistent with AD calendar statements and requirements.

Submitted by:			UAAC Approval Date: March 24, 2022
Jason Wallin			

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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Secondary Education

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Secondary Education Major Teaching Subject: Physical Sciences https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42684&returnto=11334 (Use <u>yellow highlight and strike out</u> for all changes)	Calendar Section Title and web link Secondary Education Major Teaching Subject: Physical Sciences https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42684&returnto=11334 (Use <u>yellow highlight and underline all additions</u>)

Secondary Education Major Teaching Subject: Physical Sciences	Secondary Education Major Teaching Subject: Physical Sciences
<p>Notes: Introductory Chemistry and Physics courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible Mathematics courses. Because of the nature of school sciences, courses in Biology are recommended. Requirements (36 units)</p>	<p>Notes: Introductory Chemistry and Physics courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible Mathematics courses. Because of the nature of school sciences, courses in Biology are recommended. Requirements (36 units)</p>
CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II 6 units from	CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II 6 units from
PHYS 124 AND PHYS 126 OR PHYS 144 AND PHYS 146 6 units in	PHYS 124 AND PHYS 126 OR PHYS 144 AND PHYS 146 6 units in
senior Chemistry CHEM 261/CHEM 263 recommended 6 units chosen from	senior Chemistry CHEM 261/CHEM 263 recommended 6 units chosen from
PHYS 208 - Aspects of Modern Physics PHYS 261 - Physics of Energy PHYS 271 - Introduction to Modern Physics PHYS 294 - General Physics Laboratory PHYS 297 - Experimental Physics II 3 to 6 units chosen from	PHYS 208 - Aspects of Modern Physics PHYS 261 - Physics of Energy PHYS 271 - Introduction to Modern Physics PHYS 294 - General Physics Laboratory PHYS 297 - Experimental Physics II 3 to 6 units chosen from
ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 317 PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society	ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 317 PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society

WGS 250 - Gender and Science 6 to 9 units but no more than 9 units in each	SUST 201 – Introduction to Sustainability WGS 250 - Gender and Science 6 to 9 units but no more than 9 units in each
Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics Chemistry Environmental Sciences [EAS (Faculty of Science), ENCS, REN R] Mathematics Physics Notes	Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics Chemistry Environmental Sciences [EAS (Faculty of Science), ENCS, REN R] Mathematics Physics Notes
Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 455 and EDSE 451 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter Terms.	Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 455 and EDSE 451 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter 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.)

Introduction of a new course applicable to the subject area major.

Submitted by:			UAAC Approval Date: March 24, 2022
Jason Wallin			

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

2021-2022 Undergraduate Academic Affairs Council Schedule:

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- May 26, 2022

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Secondary Education_____

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link Secondary Education Major Teaching Subject: Physical Sciences https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42684&returnto=11334 (Use <u>yellow highlight and strike out</u> for all changes)	Calendar Section Title and web link Secondary Education Major Teaching Subject: Physical Sciences https://calendar.ualberta.ca/preview_program.php?catoid=36&poiid=42684&returnto=11334 (Use <u>yellow highlight and underline all additions</u>)

Secondary Education Major Teaching Subject: Physics	Secondary Education Major Teaching Subject: Physics
Notes: Introductory Physics courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible Mathematics courses. Because of the nature of school sciences, courses in Biology and Chemistry are recommended. Requirements (36 units)	Notes: Introductory Physics courses should be taken in the first year(s) of study. MATH 153, MATH 160, MATH 253, and MATH 260 are not eligible Mathematics courses. Because of the nature of school sciences, courses in Biology and Chemistry are recommended. Requirements (36 units)
6 units	6 units
PHYS 124 AND PHYS 126 OR PHYS 144 AND PHYS 146 12 units in	PHYS 124 AND PHYS 126 OR PHYS 144 AND PHYS 146 12 units in
senior level Physics PHYS 208 or PHYS 271 and any of PHYS 261, PHYS 294, PHYS 297 are recommended 3 to 6 units chosen from	senior level Physics PHYS 208 or PHYS 271 and any of PHYS 261, PHYS 294, PHYS 297 are recommended 3 to 6 units chosen from
ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society WGS 250 - Gender and Science 12 to 15 units but with no more than 9 units in each of	ANTHR 230 - Anthropology of Science, Technology, and Environment BIOL 315 - Biology: An Historical Perspective CHRTC 350 - Science and Religion: Christian Perspectives CHRTC 352 - Bioethical Issues: Christian Perspectives CLASS 294 - Ancient Science, Technology, and Medicine HIST 115 - Technology and History HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine HIST 391 - History of Technology HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age HIST 396 - Topics in South Asian History HIST 397 - History of Science I HIST 398 - History of Science II HIST 496 - Topics in the History of Science PHIL 217 - Biology, Society, and Values PHIL 265 - Philosophy of Science PHIL 375 PHYS 261 - Physics of Energy STS 200 - Introduction to Studies in Science, Technology and Society SUST 201 – Introduction to Sustainability WGS 250 - Gender and Science 12 to 15 units but with no more than 9 units in each of
Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology) Biophysics	Astronomy Biochemistry Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology)

Chemistry Environmental Sciences [EAS (Faculty of Science), ENCS, REN R] Mathematics Physics Notes	Biophysics Chemistry Environmental Sciences [EAS (Faculty of Science), ENCS, REN R] Mathematics Physics Notes
Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 455 and EDSE 451 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter Terms.	Students must take EDSE 355 during the Introductory Professional Term (IPT), which is normally offered in both the Fall and Winter Terms. Students must take EDSE 455 and EDSE 451 during the Advanced Professional Term (APT), which is normally offered in both the Fall and Winter 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.)

Introduction of a new course applicable to the subject area major.

Submitted by: jason Wallin			UAAC Approval Date: March 22, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: **Secondary Education**

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42684 (Use yellow highlight and strike out for all changes)	https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42684 (Use yellow highlight and underline all additions)
Secondary Education Major Teaching Subject: Second Languages: French	Secondary Education Major Teaching Subject: Second Languages: French
No changes until... 18 to 21 units in Language Courses chosen from <ul style="list-style-type: none"> • <u>FREN 211 - Intermediate French I</u> • <u>FREN 212 - Intermediate French II</u> • <u>FREN 254 - Introduction to Translation Theory and Practice: French-English-French</u> • <u>FREN 297 AND FREN 298</u> • <u>FREN 354 - Translation: French into English</u> • <u>FREN 433 - La Rochelle Project</u> • <u>FREN 454 - Translation: English into French</u> 	No changes until... 18 to 21 units in Language Courses chosen from <ul style="list-style-type: none"> • <u>FREN 211 - Intermediate French I</u> • <u>FREN 212 - Intermediate French II</u> • <u>FREN 254 - Introduction to Translation Theory and Practice: French-English-French</u> • <u>FREN 297</u> • <u>FREN 354 - Translation: French into English</u> • <u>FREN 433 - La Rochelle Project</u> • <u>FREN 454 - Translation: English into French</u>
No further changes	No further changes

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.)

Modern Languages and Cultural Studies informed Secondary Education of the following course changes:

Rationale:

It was decided that FREN 301 (Introduction to French Literary Studies) no longer be a prerequisite for FREN 4XX courses for the following reasons: 1) FREN 301 currently limits access to FREN 4XX courses; 2) Fewer literature courses are offered at the 4XX level; 3) Several of our FREN 4XX courses (e.g., media studies and translation) no longer require a background in literary studies; 4) Several of our FREN 3XX content course already include a literary component.

It was decided to remove FREN 298 (Advanced French II) for the following reasons: 1) FREN 298 delays access to FREN 3XX courses; and 2) FREN 298 content could be covered in FREN 297 with some adjustments.

FREN 297 content will be changed accordingly so that less themes are covered and more emphasis is put on writing skills to ensure students are well-prepared for FREN 3XX content courses. Accordingly, FREN 297 course name will be changed to "Advanced French".

It is expected that both changes will have a positive impact on enrolment by simplifying access to FREN 3XX and 4XX courses, and reducing time for program completion.

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

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May 26, 2022

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

Department: Modern Languages and Cultural Studies

Change: Undergraduate Course

Rationale:

It was decided that FREN 301 (Introduction to French Literary Studies) no longer be a prerequisite for FREN 4XX courses for the following reasons: 1) FREN 301 currently limits access to FREN 4XX courses; 2) Fewer literature courses are offered at the 4XX level; 3) Several of our FREN 4XX courses (e.g., media studies and translation) no longer require a background in literary studies; 4) Several of our FREN 3XX content course already include a literary component.

It was decided to remove FREN 298 (Advanced French II) for the following reasons: 1) FREN 298 delays access to FREN 3XX courses; and 2) FREN 298 content could be covered in FREN 297 with some adjustments.

FREN 297 content will be changed accordingly so that less themes are covered and more emphasis is put on writing skills to ensure students are well-prepared for FREN 3XX content courses. Accordingly, FREN 297 course name will be changed to “Advanced French”.

It is expected that both changes will have a positive impact on enrolment by simplifying access to FREN 3XX and 4XX courses, and reducing time for program completion.

The Department of Secondary Education (Second Languages: French) should be informed of these changes.

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

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>FREN 297 - Advanced French ↓</p> <p>★ 3 (fi 6) (either term, 3-0-2) Designed to improve the student’s command of French through intensive oral practice and advanced written exercises. Prerequisite: FREN 212 or consent of Department. Note: not to be taken by students with credit in FREN 251, 252 or FRANC 165, 166, 210, 211.</p> <p>FREN 298 - Advanced French II</p> <p>★ 3 (fi 6) (either term, 3-0-2) Emphasis on the improvement of writing and speaking skills by means of numerous compositions based on texts read and discussed in class. Prerequisite: FREN 297 or consent of Department. Note: not to be taken by students with credit in FREN 252 or FRANC 165, 166, 210, 211.</p> <p>FREN 301 - Introduction to French Literary Studies</p> <p>★ 3 (fi 6) (either term, 3-0-0) Tools necessary to conduct literary analyses and essay writing. Prerequisite: <u>FREN 298</u>.</p> <p>FREN 311 - Mystery, Myth, and Supernatural</p>	<p>FREN 297 - Advanced French</p> <p>★ 3 (fi 6) (either term, 3-0-2) Designed to improve the student’s command of French through intensive oral practice and advanced written exercises. Prerequisite: FREN 212 or consent of Department. Note: not to be taken by students with credit in FREN 251, 252 or FRANC 165, 166, 210, 211.</p> <p>FREN 301 - Introduction to French Literary Studies</p> <p>★ 3 (fi 6) (either term, 3-0-0) Tools necessary to conduct literary analyses and essay writing. Prerequisite: <u>FREN 297</u>.</p> <p>FREN 311 - Mystery, Myth, and Supernatural</p>

★ 3 (fi 6) (either term, 3-0-0) Mythology, the supernatural, superstition as cultural and literary phenomena in the French-speaking world. Prerequisite: **FREN 298**.

FREN 315 - Cultural Representations of Food

★ 3 (fi 6) (either term, 3-0-0) Functions and manifestations of the food paradigm in Francophone cinematographic and narrative texts. Prerequisite: **FREN 298**.

FREN 317 - Postcolonial Issues in French and Francophone Societies

★ 3 (fi 6) (either term, 3-0-0) Francophone cultural texts from a postcolonial perspective with a focus on migration, community, exile, and identity. Prerequisite: **FREN 298**.

FREN 318 - Socio-Cultural Aspects of Contemporary Francophone Societies

★ 3 (fi 6) (either term, 3-0-0) The evolution of Francophone societies from a multidisciplinary perspective. Prerequisite: **FREN 298**.

FREN 319 - Beauty, Passions, and Obsessions

★ 3 (fi 6) (either term, 3-0-0) Addresses either a given period or a particular facet of Francophone literary texts tied to three loosely connected themes that go back to the very origins of French as a language and continue to shape cultural expression. Prerequisite: **FREN 298**.

FREN 345 - Introduction to Contemporary French Cinema and Media

★ 3 (fi 6) (either term, 3-0-0) French & Francophone cultures as expressed in media other than literature, from the invention of cinema through contemporary artistic, socio-cultural, and political forms. Prerequisite: **FREN 298**.

FREN 372 - French Phonetics

★ 3 (fi 6) (either term, 3-0-0) Overview of the pronunciation of Standard French. Prerequisite: **FREN 298** or consent of Department.

FREN 399 - Special Topics

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: **FREN 298**.

FREN 418 - Topics on Language and Society in the Francophone World

★ 3 (fi 6) (either term, 0-3s-0) Interactions between language and society in the Francophone world. Prerequisite: **FREN 301 and one of FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333**.

★ 3 (fi 6) (either term, 3-0-0) Mythology, the supernatural, superstition as cultural and literary phenomena in the French-speaking world. Prerequisite: **FREN 297**.

FREN 315 - Cultural Representations of Food

★ 3 (fi 6) (either term, 3-0-0) Functions and manifestations of the food paradigm in Francophone cinematographic and narrative texts. Prerequisite: **FREN 297**.

FREN 317 - Postcolonial Issues in French and Francophone Societies

★ 3 (fi 6) (either term, 3-0-0) Francophone cultural texts from a postcolonial perspective with a focus on migration, community, exile, and identity. Prerequisite: **FREN 297**.

FREN 318 - Socio-Cultural Aspects of Contemporary Francophone Societies

★ 3 (fi 6) (either term, 3-0-0) The evolution of Francophone societies from a multidisciplinary perspective. Prerequisite: **FREN 297**.

FREN 319 - Beauty, Passions, and Obsessions

★ 3 (fi 6) (either term, 3-0-0) Addresses either a given period or a particular facet of Francophone literary texts tied to three loosely connected themes that go back to the very origins of French as a language and continue to shape cultural expression. Prerequisite: **FREN 297**.

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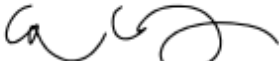
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FREN 418 - Topics on Language and Society in the Francophone World

★ 3 (fi 6) (either term, 0-3s-0) Interactions between language and society in the Francophone world. Prerequisite: **6 units from: FREN 301, FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333**.

<p>FREN 465 - Caribbean Culture ★ 3 (fi 6) (either term, 3-0-0) Colonialism, identity, diaspora and cultural diversity in French Caribbean literature, films, and music. Prerequisites: FREN 301 or FRANC 225, and one of FREN 311, 312, 313, 314, 315, 316, 333.</p> <p>FREN 467 - Women Writing in French ★ 3 (fi 6) (either term, 3-0-0) Texts written in various Francophone parts of the world from different periods. Prerequisites: FREN 301 or FRANC 225, and one of FREN 311, 312, 313, 314, 315, 316, 333.</p> <p>FREN 468 - Topics in Quebec/French Canadian Literature ★ 3 (fi 6) (either term, 3-0-0). Prerequisites: FREN 301 or FRANC 225, and one of FREN 311, 312, 313, 314, 315, 316, 333.</p> <p>FREN 478 - Topics in French Literature and Culture I ★ 3 (fi 6) (either term, 0-3s-0) From medieval times through the 19th century. Prerequisite: FREN 301 and one of FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 479 - Topics in French Literature and Culture II ★ 3 (fi 6) (either term, 0-3s-0) From the 20th through the 21st century. Prerequisite: FREN 301 and one of FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 481 - Topics in Folklore and Popular Culture ★ 3 (fi 6) (either term, 3-0-0) Study of French oral, materials, and popular culture in various parts of the Francophone world. Variable content; may be repeated for credit. Prerequisites: FREN 301 or FRANC 225; and one of FREN 311, 312, 313, 314, 315, 316, 333.</p>	<p>FREN 465 - Caribbean Culture ★ 3 (fi 6) (either term, 3-0-0) Colonialism, identity, diaspora and cultural diversity in French Caribbean literature, films, and music. Prerequisite: 6 units from: FREN 301, FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 467 - Women Writing in French ★ 3 (fi 6) (either term, 3-0-0) Texts written in various Francophone parts of the world from different periods. Prerequisite: 6 units from: FREN 301, FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 468 - Topics in Quebec/French Canadian Literature ★ 3 (fi 6) (either term, 3-0-0). Prerequisite: 6 units from: FREN 301, FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 478 - Topics in French Literature and Culture I ★ 3 (fi 6) (either term, 0-3s-0) From medieval times through the 19th century. Prerequisite: 6 units from: FREN 301, FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 479 - Topics in French Literature and Culture II ★ 3 (fi 6) (either term, 0-3s-0) From the 20th through the 21st century. Prerequisite: 6 units from: FREN 301, FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 481 - Topics in Folklore and Popular Culture ★ 3 (fi 6) (either term, 3-0-0) Study of French oral, materials, and popular culture in various parts of the Francophone world. Variable content; may be repeated for credit. Prerequisite: 6 units from: FREN 301, FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p>
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Department Contact: Sathya Rao	Department Council Approval Date: Jan. 17, 2022
Chair or Designate: Natalie Van Deusen	Signature: 

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: **Secondary Education**

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

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

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

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

CURRENT	PROPOSED
Calendar Section Number (§) Education Chart 1, https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37544 <i>(Use strike out for all changes)</i>	Calendar Section Number (§) Education Chart 1, https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37544 <i>(Underline all additions)</i>

Education Chart 1	Education Chart 1
<p>Social Studies (★36) [Education]</p> <p>Requirements</p> <p>★3 Canadian History</p> <ul style="list-style-type: none"> • <u>HIST 260 Pre-Confederation Canada</u> • <u>HIST 261 Post-Confederation Canada</u> • <u>HIST 359 Canadian Environmental History</u> • <u>HIST 360 Topics in Canadian History</u> • <u>HIST 362 History of Alberta</u> • <u>HIST 365 The Canadian West to 1885</u> • <u>HIST 366 The Canadian West Since 1885</u> • <u>HIST 368 History of Indigenous Peoples and Kanata until 1867</u> • <u>HIST 369 History of Indigenous Peoples and Kanata after 1867</u> • <u>HIST 370 Making War in Canada</u> • <u>HIST 371 History of Women in Canadian Society</u> • <u>HIST 376 Canada 1900 to 1945</u> • <u>HIST 377 Canada Since 1945</u> • <u>HIST 465 History of Edmonton</u> • <u>NS 110 Historical Perspectives in Native Studies</u> 	<p>Social Studies (★36) [Education]</p> <p>Requirements</p> <p>★3 Canadian History</p> <ul style="list-style-type: none"> • <u>HIST 260 Pre-Confederation Canada</u> • <u>HIST 261 Post-Confederation Canada</u> • <u>HIST 359 Canadian Environmental History</u> • <u>HIST 360 Topics in Canadian History</u> • <u>HIST 362 History of Alberta</u> • <u>HIST 365 The Canadian West to 1885</u> • <u>HIST 366 The Canadian West Since 1885</u> • <u>HIST 368 History of Indigenous Peoples and Kanata until 1867</u> • <u>HIST 369 History of Indigenous Peoples and Kanata after 1867</u> • <u>HIST 370 Making War in Canada</u> • <u>HIST 371 History of Women in Canadian Society</u> • <u>HIST 376 Canada 1900 to 1945</u> • <u>HIST 377 Canada Since 1945</u> • <u>HIST 465 History of Edmonton</u> • <u>NS 110 Historical Perspectives in Native Studies</u>

- NS 314 History of First Nations of Western Canada
- NS 335 Indigenous Peoples and the Fur Trade

★3 Canadian Studies: Canadian society; Francophone studies; Native/Indigenous/FNMI studies.

- **EDSE 409 Indigenous Curriculum and Pedagogy strongly recommended**
- ANTHR 256 Alberta Archaeology
- HIST 260 Pre-Confederation Canada
- HIST 261 Post-Confederation Canada
- HIST 359 Canadian Environmental History
- HIST 360 Topics in Canadian History
- HIST 362 History of Alberta
- HIST 365 The Canadian West to 1885
- HIST 368 History of the Native Peoples of Canada to 1867
- HIST 369 History of the Native Peoples of Canada Since 1867
- HIST 370 Making War in Canada
- HIST 376 Canada 1900 to 1945
- HIST 377 Canada Since 1945
- HIST 465 History of Edmonton
- NS 110 Historical Perspectives in Native Studies
- NS 111 Contemporary Perspectives in Native Studies
- NS 200 Indigenous | Canada: Looking Forward/Looking Back
- NS 240 Introduction to Indigenous Legal Issues
- NS 300 Traditional Cultural Foundations I
- NS 314 History of First Nations of Western Canada
- NS 320 Indigenous Politics and Diplomacy
- NS 330 Indigenous Economies
- NS 335 Indigenous Peoples and the Fur Trade
- NS 340 Indigenous Legal Systems
- NS 345 Governance in Indigenous Nations
- NS 355 Indigenous Knowledge and Oral Traditions
- NS 361 Race, Stereotypes, and Indigeneity
- NS 362 Indigenous Women
- NS 370 The Métis: The Emergence of a People
- NS 372 Métis Politics
- NS 376 Indigenous Demography and Disease

- NS 314 History of First Nations of Western Canada
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- NS 440 Indigenous Treaties and Agreements
- NS 441 Indigenous Land Claims and Agreements
- NS 442 Colonialism and the Criminal Justice System
- NS 445 Community Development Processes
- NS 476 Perspectives on Indigenous Peoples Health and Wellbeing
- NS 485 Urban Indigenous Issues and Identities
- POL S 224 Canadian Government
- POL S 225 Canadian Politics
- POL S 323 Elections in Canada
- POL S 324 Topics in Canadian Politics
- POL S 327 Indigenous Politics in Canada
- POL S 391 Canadian Political Parties
- POL S 418 Media and Politics in Canada
- POL S 419 Politics of the Canadian Constitution
- POL S 423 Canadian Federalism
- POL S 429 Government and Politics of Alberta
- POL S 442 The Canadian State and Identity Politics
- WGS 380 Canadian Feminist Activisms
- WGS 420 Law and Feminism in Canada

★3 Economics (Canadian content preferred)

- ECON 101 Introduction to Microeconomics
- ECON 102 Introduction to Macroeconomics
- ECON 213 An Introduction to the Economics of Developing Countries
- ECON 225 History of Economic Thought I
- ECON 226 History of Economic Thought II
- ECON 241 Money
- ECON 251 Indigenous Economics
- ECON 269 Economics of the Environment
- ECON 323 International Economics
- ECON 331 Labor Economics
- ECON 341 Money and Banking
- ECON 350 The Economics of Public Expenditures
- ECON 353 Taxation Policy and Structure
- ECON 357 Health Economics
- ECON 365 Resource Economics
- ECON 366 Energy Economics
- ECON 373 Industrial Organization
- NS 330 Indigenous Economies

- NS 440 Indigenous Treaties and Agreements
- NS 441 Indigenous Land Claims and Agreements
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- ECON 366 Energy Economics
- ECON 373 Industrial Organization
- NS 330 Indigenous Economies

★3 Political Science (Canadian context preferred)

- POL S 101 Introduction to Politics
- POL S 201 Introduction to Indigenous Politics
- POL S 211 Introduction to History of Political Theory
- POL S 212 Introduction to Contemporary Political Theory
- POL S 223 City Government and Politics
- POL S 224 Canadian Government
- POL S 225 Canadian Politics
- POL S 235 Introduction to Comparative Politics
- POL S 250 The Politics of Gender
- POL S 261 International Relations
- POL S 299 Citizenship for Democracy
- POL S 304 Modern Political Theory
- POL S 305 Contemporary Political Theory
- POL S 323 Elections in Canada
- POL S 327 Indigenous Politics in Canada
- POL S 329 Global Indigenous Politics
- POL S 330 Urbanization and Urban Politics
- POL S 331 Indigenous Feminist Politics
- POL S 332 Introduction to United States Politics and Government
- POL S 333 Ecology and Politics
- POL S 354 North American Politics
- POL S 364 Introduction to International Political Economy
- POL S 365 Canadian Foreign Policy
- POL S 369 The Politics of Money
- POL S 370 Politics of the European Union
- POL S 371 Populism and Democracy in Central Europe
- POL S 374 Politics and Society of Postcolonial Africa
- POL S 375 Politics of East Asia
- POL S 380 Politics in the Middle East
- POL S 390 Law and Politics
- POL S 391 Canadian Political Parties
- POL S 405 Democratic Theory
- POL S 417 Topics in Human Rights
- POL S 418 Media and Politics in Canada
- POL S 419 Politics of the Canadian Constitution
- POL S 423 Canadian Federalism
- POL S 425 Ethnicity, Immigration and Social Policy

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- POL S 429 Government and Politics of Alberta
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- POL S 435 Metropolitan Government
- POL S 436 Topics in Indigenous Politics
- POL S 437 Indigenous Political Thought
- POL S 440 Topics in Canadian Public Policy
- POL S 441 Gender and Public Policy
- POL S 442 The Canadian State and Identity Politics
- POL S 443 Globalization, Ethnic Politics and the Nation State
- POL S 444 Global Critical Race Theory
- POL S 448 Gender Politics and Mass Media
- POL S Politics in the Middle East and North Africa
- POL S 455 Topics in Gender and Politics
- POL S 458 United States Foreign Policy
- POL S 460 Global Security
- POL S 461 International Relations of the Middle East
- POL S 462 Political Economy of Global Governance
- POL S 464 Gender, Conflict and Security
- POL S 467 Chinese Foreign Policy
- POL S 468 International Organization
- POL S 469 Ethics in International Relations
- POL S 475 Politics of China and Japan
- POL S 477 Islam, Modernity, and Democracy
- POL S 483 United States Constitutional Law

★3 Sociology, or a class in current world issues/events

- SOC 100 Introductory Sociology
- SOC 203 Social Problems
- SOC 212 Classical Social Theory
- SOC 224 Sociology of Deviance and Conformity
- SOC 225 Criminology
- SOC 226 Surveillance Studies
- SOC 241 / PSYCO 241 Social Psychology
- SOC 251 Population and Society
- SOC 260 Inequality and Social Stratification
- SOC 269 Introductory Sociology of Globalization
- SOC 291 Introduction to Environmental Sociology
- SOC 301 Sociology of Gender

- POL S 429 Government and Politics of Alberta
- POL S 433 City Politics
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- SOC 342 Socialization
- SOC 343 Social Movements
- SOC 344 Media Culture and Society
- SOC 345 Cultural Studies
- SOC 346 Media and the Production of Culture
- SOC 363 Sociology of Work and Industry
- SOC 367 Knowledge and Human Society
- SOC 369 Sociology of Globalization
- SOC 370 Racism and Decolonization
- SOC 377 Sociology of Youth
- NS 111 Contemporary Perspectives in Indigenous Studies
- NS 161 Countering Stereotypes of Indigenous Peoples
- NS 200 Indigenous | Canada: Looking Forward/Looking Back
- NS 201 Indigenous | Canada: Looking Forward/Looking Back
- NS 361 Race, Stereotypes, and Indigeneity
- PHIL 125 Practical Logic
- PHIL 250 Contemporary Ethical Issues
- PHIL 270 Political Philosophy
- POL S 329 POL S 329 Global Indigenous Politics
- POL S 425 Ethnicity, Immigration and Social Policy
- POL S 443 Globalization, Ethnic Politics and the Nation State

★3 World History Content (i.e., covering more than one country).

- CLASS 110 The Ancient World
- HIST 104 The Atomic Age: The World After 1945
- HIST 110 The Pre-Modern World
- HIST 111 The Early Modern World
- HIST 112 The Modern World
- HIST 114 The History of the World in the Last 10 Years
- HIST 115 Technology and History
- HIST 116 The Emergence of the Atlantic World
- HIST 121 Topic in Global History
- HIST 123 Plague: Disease and Epidemics in History
- HIST 127 Drugs in Modern Global History

- SOC 321 Youth, Crime and Society
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| <ul style="list-style-type: none"> • <u>HIST 128 War, Revolution, and Society</u> • <u>HIST 130 Democracy, War and Consumer Capitalism: The Making of Modern Europe</u> • <u>HIST 134 Global History of Alchemy: Quests for Gold, Power, and Immortality</u> • <u>HIST 179 Sex Work and Intimate Labour in Global History</u> • <u>HIST 191 Video Games, History, and Storytelling</u> • <u>HIST 195 Warfare Since 1789: From Mass Armies to Thermonuclear War</u> • <u>HIST 205 Capitalism</u> • <u>HIST 220 The Making of the Modern Middle East</u> • <u>HIST 237 The Pacific World Since 1500</u> • <u>HIST 241 Colonial Latin America</u> • <u>HIST 242 Modern Latin America</u> • <u>HIST 243 The Golden Age of Islam: History of the Muslim World to the 16th Century</u> • <u>HIST 246 Africa from Medieval to Modern Times</u> • <u>HIST 247 Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations</u> • <u>HIST 252 Slavery in the Americas</u> • <u>HIST 272 Religion in History</u> • <u>HIST 280 East Asia to 1500</u> • <u>HIST 281 East Asia from 1500</u> • <u>HIST 285 China and the West</u> • <u>HIST 287 The Chinese in Canada and Canadians in China</u> • <u>HIST 291 World War One</u> • <u>HIST 293 History of Science, Technology, and Medicine: Key Moments</u> • <u>HIST 294 An Introduction to the History of Sciences, Technology, and Medicine</u> • <u>HIST 295 20th-Century Warfare</u> • <u>HIST 296 World War Two</u> • <u>HIST 297 The History of Christianity</u> • <u>HIST 301 Europe in the Age of Total War, 1890-1945</u> • <u>HIST 326 Topics in History at the Movies</u> • <u>HIST 348 History of the Contemporary Middle East</u> • <u>HIST 379 Religion in Modern Europe</u> • <u>HIST 391 History of Technology</u> • <u>HIST 397 History of Science I</u> • <u>HIST 398 History of Science II</u> • <u>HIST 435 Gender and the Colonial Encounter</u> | <ul style="list-style-type: none"> • <u>HIST 128 War, Revolution, and Society</u> • <u>HIST 130 Democracy, War and Consumer Capitalism: The Making of Modern Europe</u> • <u>HIST 134 Global History of Alchemy: Quests for Gold, Power, and Immortality</u> • <u>HIST 179 Sex Work and Intimate Labour in Global History</u> • <u>HIST 191 Video Games, History, and Storytelling</u> • <u>HIST 195 Warfare Since 1789: From Mass Armies to Thermonuclear War</u> • <u>HIST 205 Capitalism</u> • <u>HIST 220 The Making of the Modern Middle East</u> • <u>HIST 237 The Pacific World Since 1500</u> • <u>HIST 241 Colonial Latin America</u> • <u>HIST 242 Modern Latin America</u> • <u>HIST 243 The Golden Age of Islam: History of the Muslim World to the 16th Century</u> • <u>HIST 246 Africa from Medieval to Modern Times</u> • <u>HIST 247 Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations</u> • <u>HIST 252 Slavery in the Americas</u> • <u>HIST 272 Religion in History</u> • <u>HIST 280 East Asia to 1500</u> • <u>HIST 281 East Asia from 1500</u> • <u>HIST 285 China and the West</u> • <u>HIST 287 The Chinese in Canada and Canadians in China</u> • <u>HIST 291 World War One</u> • <u>HIST 293 History of Science, Technology, and Medicine: Key Moments</u> • <u>HIST 294 An Introduction to the History of Sciences, Technology, and Medicine</u> • <u>HIST 295 20th-Century Warfare</u> • <u>HIST 296 World War Two</u> • <u>HIST 297 The History of Christianity</u> • <u>HIST 301 Europe in the Age of Total War, 1890-1945</u> • <u>HIST 326 Topics in History at the Movies</u> • <u>HIST 348 History of the Contemporary Middle East</u> • <u>HIST 379 Religion in Modern Europe</u> • <u>HIST 391 History of Technology</u> • <u>HIST 397 History of Science I</u> • <u>HIST 398 History of Science II</u> • <u>HIST 435 Gender and the Colonial Encounter</u> |
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- [HIST 436 Postcolonialism and History](#)
- [HIST 442 Topics in Latin American History Since 1850](#)
- [HIST 444 Topics in Transnational History](#)
- [HIST 446 Themes and Issues in African History](#)
- [HIST 493 War and Society in the Modern World](#)

★3 Critical Issues: [Aboriginal/Indigenous/Native studies \(strongly recommended\), critical/intersectional studies of race/ethnicity \(Canadian context recommended\), Francophone studies, gender, migration studies, women/gender studies.](#)

Highly recommended courses:

- [EDSE 409 Indigenous Curriculum and Pedagogy](#)
- [NS 161 Countering Stereotypes of Indigenous Peoples](#)
- [NS 361 Race, Stereotypes, and Indigeneity](#)
- [NS 362 Indigenous Women](#)
- [NS 440 Indigenous Treaties and Agreements](#)
- [NS 441 Indigenous Land Claims and Agreements](#)
- [NS 442 Colonialism and the Criminal Justice System](#)
- [NS 445 Community Development Processes](#)
- [NS 476 Perspectives on Indigenous Peoples Health and Wellbeing](#)
- [NS 485 Urban Indigenous Issues and Identities](#)
- [ANTHR 235 Anthropology of Disability](#)
- [ANTHR 150 Race and Racism](#)
- [ANTHR 420 Anthropology and the Twentieth Century](#)
- [HIST 252 Slavery in the Americas](#)
- [HIST 352 African American History from Slavery to Black Power](#)
- [HIST 371 History of Women in Canadian Society](#)
- [HIST 435 Gender and the Colonial Encounter](#)
- [HIST 436 Postcolonialism and History](#)
- [PHIL 272 Feminist Philosophy](#)
- [POL S 327 Indigenous Politics in Canada](#)
- [POL S 329 Global Indigenous Politics](#)
- [POL S 331 Indigenous Feminist Politics](#)
- [POL S 417 Topics in Human Rights](#)

- [HIST 436 Postcolonialism and History](#)
- [HIST 442 Topics in Latin American History Since 1850](#)
- [HIST 444 Topics in Transnational History](#)
- [HIST 446 Themes and Issues in African History](#)
- [HIST 493 War and Society in the Modern World](#)

★3 Critical Issues: [Aboriginal/Indigenous/Native studies \(strongly recommended\), critical/intersectional studies of race/ethnicity \(Canadian context recommended\), Francophone studies, gender, migration studies, women/gender studies.](#)

Highly recommended courses:

- [EDSE 409 Indigenous Curriculum and Pedagogy](#)
- [NS 161 Countering Stereotypes of Indigenous Peoples](#)
- [NS 361 Race, Stereotypes, and Indigeneity](#)
- [NS 362 Indigenous Women](#)
- [NS 440 Indigenous Treaties and Agreements](#)
- [NS 441 Indigenous Land Claims and Agreements](#)
- [NS 442 Colonialism and the Criminal Justice System](#)
- [NS 445 Community Development Processes](#)
- [NS 476 Perspectives on Indigenous Peoples Health and Wellbeing](#)
- [NS 485 Urban Indigenous Issues and Identities](#)
- [ANTHR 235 Anthropology of Disability](#)
- [ANTHR 150 Race and Racism](#)
- [ANTHR 420 Anthropology and the Twentieth Century](#)
- [HIST 252 Slavery in the Americas](#)
- [HIST 352 African American History from Slavery to Black Power](#)
- [HIST 371 History of Women in Canadian Society](#)
- [HIST 435 Gender and the Colonial Encounter](#)
- [HIST 436 Postcolonialism and History](#)
- [PHIL 272 Feminist Philosophy](#)
- [POL S 327 Indigenous Politics in Canada](#)
- [POL S 329 Global Indigenous Politics](#)
- [POL S 331 Indigenous Feminist Politics](#)
- [POL S 417 Topics in Human Rights](#)

- POL S 425 Ethnicity, Immigration and Social Policy
- POL S 436 Topics in Indigenous Politics
- POL S 437 Indigenous Political Thought
- POL S 441 Gender and Public Policy
- POL S 442 The Canadian State and Identity Politics
- POL S 443 Globalization, Ethnic Politics and the Nation State
- POL S 444 Global Critical Race Theory
- POL S 448 Gender Politics and Mass Media
- SOC 301 Sociology of Gender
- SOC 370 Racism and Decolonization
- WGS 101 Representations of Girls and Women
- WGS 102 Gender and Social Justice
- WGS 220 Feminism and Popular Culture
- WGS 244 Disability Studies
- WGS 260 Women and War
- WGS 301 History of Feminist Thought
- WGS 315 Histories of Gender
- WGS 321 Feminism and Film
- WGS 332 Contemporary Feminist Theory
- WGS 360 Race, Class, and Gender
- WGS 365 Gender, Conflict and Peace Building
- WGS 380 Canadian Feminist Activisms
- WGS 390 Environmental Feminisms and Social Justice
- WGS 420 Law and Feminism in Canada
- WGS 480 Indigenous Feminisms

Other acceptable courses:

- ANTHR 110 Gender, Age, and Culture
- ANTHR 310 The Anthropology of Gender
- ANTHR 350 Kinship and Social Structure
- CLASS 261 Women, Gender and Sexuality in the Ancient World
- ECON 251 Indigenous Economics
- HGP 341 Social and Cultural Geography
- HIST 124 History of Sexuality in the Americas
- HIST 179 Sex Work and Intimate Labour in Global History
- HIST 128 War, Revolution, and Society
- HIST 205 Capitalism
- HIST 206 Women and Gender in Modern Europe

- POL S 425 Ethnicity, Immigration and Social Policy
- POL S 436 Topics in Indigenous Politics
- POL S 437 Indigenous Political Thought
- POL S 441 Gender and Public Policy
- POL S 442 The Canadian State and Identity Politics
- POL S 443 Globalization, Ethnic Politics and the Nation State
- POL S 444 Global Critical Race Theory
- POL S 448 Gender Politics and Mass Media
- SOC 301 Sociology of Gender
- SOC 370 Racism and Decolonization
- WGS 101 Representations of Girls and Women
- WGS 102 Gender and Social Justice
- WGS 220 Feminism and Popular Culture
- WGS 244 Disability Studies
- WGS 260 Women and War
- WGS 301 History of Feminist Thought
- WGS 315 Histories of Gender
- WGS 321 Feminism and Film
- WGS 332 Contemporary Feminist Theory
- WGS 360 Race, Class, and Gender
- WGS 365 Gender, Conflict and Peace Building
- WGS 380 Canadian Feminist Activisms
- WGS 390 Environmental Feminisms and Social Justice
- WGS 420 Law and Feminism in Canada
- WGS 480 Indigenous Feminisms

Other acceptable courses:

- ANTHR 110 Gender, Age, and Culture
- ANTHR 310 The Anthropology of Gender
- ANTHR 350 Kinship and Social Structure
- CLASS 261 Women, Gender and Sexuality in the Ancient World
- ECON 251 Indigenous Economics
- HGP 341 Social and Cultural Geography
- HIST 124 History of Sexuality in the Americas
- HIST 179 Sex Work and Intimate Labour in Global History
- HIST 128 War, Revolution, and Society
- HIST 205 Capitalism
- HIST 206 Women and Gender in Modern Europe

- [HIST 287 The Chinese in Canada and Canadians in China](#)
- [HIST 308 Sexuality and Gender in Modern Europe](#)
- [HIST 339 The Modern British Empire and the Commonwealth Experience](#)
- [HIST 351 History of Women in the United States](#)
- [HIST 368 History of the Native Peoples of Canada to 1867](#)
- [HIST 369 History of the Native Peoples of Canada Since 1867](#)
- [HIST 373 Peasants, Slaves and Workers](#)
- [HIST 497 History of Women and Health](#)
- [MLCS 231 Language and Power](#)
- [NS 111 Contemporary Perspectives in Native Studies](#)
- [NS 200 Indigenous | Canada: Looking Forward/Looking Back](#)
- [NS 300 Traditional Cultural Foundations](#)
- [NS 314 History of First Nations of Western Canada](#)
- [NS 370 The Métis: The Emergence of a People](#)
- [NS 372 Métis Politics](#)
- [NS 376 Indigenous Demography and Disease](#)
- [NS 435 Management of Indigenous Natural Resources](#)
- [PHIL 209 The Human Person: Philosophical Issues](#)
- [PHIL 270 Political Philosophy](#)
- [PHIL 368 Topics in Social Justice](#)
- [PHIL 372 Philosophy of Sexuality](#)
- [POL S 250 The Politics of Gender](#)
- [POL S 305 Contemporary Political Theory](#)
- [POL S 351 Topics in Gender and Politics](#)
- [POL S 455 Topics in Gender and Politics](#)
- [POL S 464 Gender, Conflict and Security](#)
- [RELIG 277 Women in World Religions](#)
- [SOC 203 Social Problems](#)
- [SOC 251 Population and Society](#)
- [SOC 260 Inequality and Social Stratification](#)
- [SOC 323 Sociology of Policing](#)
- [WGS 250 Gender and Science](#)
- [WGS 255 Gender and Sexuality in World and Indigenous Religions](#)
- [WGS 270 Feminism and Sexualities](#)

- [HIST 287 The Chinese in Canada and Canadians in China](#)
- [HIST 308 Sexuality and Gender in Modern Europe](#)
- [HIST 339 The Modern British Empire and the Commonwealth Experience](#)
- [HIST 351 History of Women in the United States](#)
- [HIST 368 History of the Native Peoples of Canada to 1867](#)
- [HIST 369 History of the Native Peoples of Canada Since 1867](#)
- [HIST 373 Peasants, Slaves and Workers](#)
- [HIST 497 History of Women and Health](#)
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- [NS 200 Indigenous | Canada: Looking Forward/Looking Back](#)
- [NS 300 Traditional Cultural Foundations](#)
- [NS 314 History of First Nations of Western Canada](#)
- [NS 370 The Métis: The Emergence of a People](#)
- [NS 372 Métis Politics](#)
- [NS 376 Indigenous Demography and Disease](#)
- [NS 435 Management of Indigenous Natural Resources](#)
- [PHIL 209 The Human Person: Philosophical Issues](#)
- [PHIL 270 Political Philosophy](#)
- [PHIL 368 Topics in Social Justice](#)
- [PHIL 372 Philosophy of Sexuality](#)
- [POL S 250 The Politics of Gender](#)
- [POL S 305 Contemporary Political Theory](#)
- [POL S 351 Topics in Gender and Politics](#)
- [POL S 455 Topics in Gender and Politics](#)
- [POL S 464 Gender, Conflict and Security](#)
- [RELIG 277 Women in World Religions](#)
- [SOC 203 Social Problems](#)
- [SOC 251 Population and Society](#)
- [SOC 260 Inequality and Social Stratification](#)
- [SOC 323 Sociology of Policing](#)
- [SUST 201 Introduction to Sustainability](#)
- [WGS 250 Gender and Science](#)
- [WGS 255 Gender and Sexuality in World and Indigenous Religions](#)
- [WGS 270 Feminism and Sexualities](#)

<ul style="list-style-type: none"> • <u>WGS 310 Gender and Social Justice in Contemporary Africa</u> • <u>WGS 431 Feminism and Sexual Assault</u> • <u>WGS 440 Body Politics</u> • <u>WGS Religion, Spirituality, and Social Justice</u> • <u>WGS 460 Masculinities</u> <p>★15 chosen from any courses listed in the above categories, or those offered by social sciences departments and programs in: <u>anthropology, classics, economics, geography, human geography and planning, history, Aboriginal/Indigenous/Native studies, philosophy, political science, psychology, religious studies, sociology, women and gender studies</u>. Students are limited to *6 in psychology.</p> <p>Notes</p>	<ul style="list-style-type: none"> • <u>WGS 310 Gender and Social Justice in Contemporary Africa</u> • <u>WGS 431 Feminism and Sexual Assault</u> • <u>WGS 440 Body Politics</u> • <u>WGS Religion, Spirituality, and Social Justice</u> • <u>WGS 460 Masculinities</u> <p>★15 chosen from any courses listed in the above categories, or those offered by social sciences departments and programs in: <u>anthropology, classics, economics, geography, human geography and planning, history, Aboriginal/Indigenous/Native studies, philosophy, political science, psychology, religious studies, sociology, women and gender studies</u>. Students are limited to *6 in psychology.</p> <p>Notes</p>
<p>Students must take EDSE 373 during the IPT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Students must take EDSE 451 and EDSE 473 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>* Introductory Professional Term ** Advanced Professional Term</p>	<p>Students must take EDSE 373 during the IPT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Students must take EDSE 451 and EDSE 473 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>* Introductory Professional Term ** Advanced Professional Term</p>

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

Inclusion of new course in sustainability studies applicable to the Social Studies Major

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Department of Secondary Education

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
Calendar Section Title and web link (Use yellow highlight and strike out for all changes)	Calendar Section Title and web link (Use <u>yellow highlight and underline</u> all additions)

<p>Mathematics (★18) [Education]</p> <p>Requirements</p> <p>One of MATH 134, 144, or 154 <u>MATH 125 - Linear Algebra I</u> <u>MATH 111 - Introduction to Discrete Mathematics</u> <u>MATH 241 - Geometry</u> ★6 chosen from</p> <p>Note: No more than ★3 can be taken in Computing Science courses.</p> <p>Mathematics Computing Sciences Statistics <u>STAT 151</u> is recommended</p> <p>Note: Students must take <u>EDSE 338</u> which is normally offered in both the Fall and Winter Terms.</p>	<p>Mathematics (★18) [Education]</p> <p>Requirements</p> <p>One of MATH 134, 144, or 154 <u>MATH 125 - Linear Algebra I</u> <u>MATH 111 - Introduction to Discrete Mathematics</u> <u>MATH 241 - Geometry</u> ★6 chosen from</p> <p>Note: No more than ★3 can be taken in Computing Science courses.</p> <p>Mathematics Computing Sciences Statistics <u>STAT 151</u> is recommended</p> <p>Note: Students must take <u>EDSE 338</u> which is normally offered in both the Fall and Winter Terms.</p> <p>Note: MATH 160 and MATH 260 cannot be used for the MATH Minor in any category.</p>
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Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

Calendar change to be consistent with calendar for AD program and BED 4 year program.

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

September 29, 2021

October 28, 2021

November 25, 2021

January 27, 2022
February 24, 2022
March 24, 2022
April 28, 2022
May 26, 2022

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: **Secondary Education**

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42684 <i>(Use yellow highlight and strike out for all changes)</i>	https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42684 <i>(Use yellow highlight and underline all additions)</i>
Secondary Education Minor Teaching Subject: Second Languages: French	Secondary Education Minor Teaching Subject: Second Languages: French
No changes until...	No changes until...
Requirements (18 units)	Requirements (18 units)
12 to 15 units in Language courses chosen from	12 to 15 units in Language courses chosen from
<u>FREN 211 - Intermediate French I</u> <u>FREN 212 - Intermediate French II</u> <u>FREN 254 - Introduction to Translation Theory and Practice: French-English-French</u> <u>FREN 297 AND FREN 298</u> <u>FREN 354 - Translation: French into English</u> <u>FREN 372 - French Phonetics</u> <u>FREN 418 - Topics on Language and Society in the Francophone World</u> <u>FREN 433 - La Rochelle Project</u> <u>FREN 454 - Translation: English into French</u> No further changes	<u>FREN 211 - Intermediate French I</u> <u>FREN 212 - Intermediate French II</u> <u>FREN 254 - Introduction to Translation Theory and Practice: French-English-French</u> <u>FREN 297</u> <u>FREN 354 - Translation: French into English</u> <u>FREN 372 - French Phonetics</u> <u>FREN 418 - Topics on Language and Society in the Francophone World</u> <u>FREN 433 - La Rochelle Project</u> <u>FREN 454 - Translation: English into French</u> No further changes

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.)

Modern Languages and Cultural Studies informed Secondary Education of the following course changes:

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.

Submitted by: Jason Wallin			UAAC Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduaac@ualberta.ca

2021-2022 Undergraduate Academic Affairs Council Schedule:

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

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

Department: **Modern Languages and Cultural Studies**

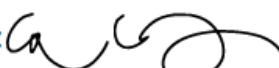
Change: **Undergraduate Minor Program Change**

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: <u>Strike-through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Minor in Modern Languages and Cultural Studies [Arts]</p> <p>[...]</p> <p>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.</p> <p>Required courses: FREN 301 – Introduction to French Literary Studies <u>3</u> units in 300-level FREN 3 units in 400-level FREN</p>	<p>Minor in Modern Languages and Cultural Studies [Arts]</p> <p>[...]</p> <p>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.</p> <p>Required courses: <u>6</u> units in 300-level FREN 3 units in 400-level FREN</p>

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

FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

Department: Elementary Education

Implementation: NORMAL
 EARLY

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

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

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

PROPOSED <u>Degree of BEd (Elementary)</u> <i>(Use yellow highlight and strike out for all changes)</i>	PROPOSED Calendar Section Title and web link <i>(Use yellow highlight and underline all additions)</i>
<p>Components of the Program</p> <p>All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. This degree consists of ★120. Students should consult the program sheet provided at admission and seek advice from the Faculty of Education Student Services Office.</p> <p>Note</p> <p>No more than ★6 in junior English, or equivalent, may be taken for credit in a Bachelor of Education degree program</p> <p>Program Requirements (★120)</p> <p>Introductory Education Courses (★9)</p> <p>Note: Introductory Education Courses should be taken in Years 1 and 2, prior to the Introductory Professional Term.</p> <ul style="list-style-type: none"> ● EDU 100 - Contexts of Education ● EDU 210 - Introduction to Educational Technology 	<p>Components of the Program</p> <p>All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. This degree consists of ★120. Students should consult the program sheet provided at admission and seek advice from the Faculty of Education Student Services Office.</p> <p>Note</p> <p>No more than ★6 in junior English, or equivalent, may be taken for credit in a Bachelor of Education degree program</p> <p>Program Requirements (★120)</p> <p>Introductory Education Courses (★9)</p> <p>Note: Introductory Education Courses should be taken in Years 1 and 2, prior to the Introductory Professional Term.</p> <ul style="list-style-type: none"> ● EDU 100 - Contexts of Education ● EDU 210 - Introduction to Educational Technology

<ul style="list-style-type: none"> • EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement <p>Generalist Elements Courses (★42)</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Generalist Elements Courses should be taken in Years 1 and 2, and chosen from the seven areas below. 2. A maximum of ★6 in EDEL courses may be used to fulfill the Elements. <p>a. Aboriginal and Indigenous Histories and Culture (★3)</p> <p>[...]</p> <p>b. Fine Arts (★6)</p> <p>[...]</p> <p>c. Language/Literature (★9)</p> <p>[...]</p> <p>d. Mathematics (★6)</p> <p>[...]</p> <p>e. Natural Science (★6)</p> <p>[...]</p> <p>f. Physical and Health Education (★6)</p> <p>[...]</p> <p>g. Social Science (★6)</p> <p>As specified below:</p> <p>★3 in Canadian history chosen from:</p> <ul style="list-style-type: none"> • HIST 260 - Pre-Confederation Canada • HIST 261 - Post-Confederation Canada • HIST 287 - The Chinese in Canada and Canadians in China • HIST 358 • HIST 359 - Canadian Environmental History • HIST 360 - Topics in Canadian History 	<ul style="list-style-type: none"> • EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement <p>Generalist Elements Courses (★42)</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Generalist Elements Courses should be taken in Years 1 and 2, and chosen from the seven areas below. 2. A maximum of ★6 in EDEL courses may be used to fulfill the Elements. <p>a. Aboriginal and Indigenous Histories and Culture (★3)</p> <p>[...]</p> <p>b. Fine Arts (★6)</p> <p>[...]</p> <p>c. Language/Literature (★9)</p> <p>[...]</p> <p>d. Mathematics (★6)</p> <p>[...]</p> <p>e. Natural Science (★6)</p> <p>[...]</p> <p>f. Physical and Health Education (★6)</p> <p>[...]</p> <p>g. Social Science (★6)</p> <p>As specified below:</p> <p>★3 in Canadian history chosen from:</p> <ul style="list-style-type: none"> • HIST 260 - Pre-Confederation Canada • HIST 261 - Post-Confederation Canada • HIST 287 - The Chinese in Canada and Canadians in China • HIST 358 • HIST 359 - Canadian Environmental History • HIST 360 - Topics in Canadian History
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- HIST 362 - History of Alberta
- HIST 365 - The Canadian West to 1885
- HIST 366
- HIST 368 - Histories of Indigenous Peoples and Kanata until 1870
- HIST 369 - Histories of Indigenous Peoples and Kanata after 1870
- HIST 371
- HIST 374
- HIST 375
- HIST 376 - Canada 1900 to 1945
- HIST 377 - Canada Since 1945

★3 chosen from:

- ANTHR 101 - Introductory Anthropology
- ANTHR 110 - Gender, Age, and Culture
- ANTHR 150 - Race and Racism
- ANTHR 206 - Introduction to Archaeology
- ANTHR 207 - Introduction to Social and Cultural Anthropology
- CLASS 103 - Introduction to Ancient Greece
- ECON 101 - Introduction to Microeconomics
- ECON 102 - Introduction to Macroeconomics
- HGEO 100 - Introduction to Human Geography and Planning
- HGEO 240 - Cities and Urbanism
- HGEO 250 - Sustainable Development and Environmental Management
- HGEO 252 - Human Dimensions of Environmental Hazards
- HGEO 341 - Social and Cultural Geography
- HGEO 381 - Topics In Human Geography
- HIST 128 - War, Revolution, and Society
- HIST 237 - The Pacific World Since 1500
- HIST 260 - Pre-Confederation Canada
- HIST 261 - Post-Confederation Canada
- HIST 287 - The Chinese in Canada and Canadians in China
- HIST 289 - Classical India to 500 CE
- HIST 296 - World War Two
- HIST 301 - Europe in the Age of Total War, 1890-1945
- HIST 350
- HIST 358
- HIST 359 - Canadian Environmental History
- HIST 360 - Topics in Canadian History
- HIST 362 - History of Alberta
- HIST 365 - The Canadian West to 1885
- HIST 366
- HIST 367
- HIST 368 - Histories of Indigenous Peoples and Kanata until 1870
- HIST 369 - Histories of Indigenous Peoples and Kanata after 1870

- HIST 362 - History of Alberta
- HIST 365 - The Canadian West to 1885
- HIST 366
- HIST 368 - Histories of Indigenous Peoples and Kanata until 1870
- HIST 369 - Histories of Indigenous Peoples and Kanata after 1870
- HIST 371
- HIST 374
- HIST 375
- HIST 376 - Canada 1900 to 1945
- HIST 377 - Canada Since 1945

★3 chosen from:

- ANTHR 101 - Introductory Anthropology
- ANTHR 110 - Gender, Age, and Culture
- ANTHR 150 - Race and Racism
- ANTHR 206 - Introduction to Archaeology
- ANTHR 207 - Introduction to Social and Cultural Anthropology
- CLASS 103 - Introduction to Ancient Greece
- ECON 101 - Introduction to Microeconomics
- ECON 102 - Introduction to Macroeconomics
- HGEO 100 - Introduction to Human Geography and Planning
- HGEO 240 - Cities and Urbanism
- HGEO 250 - Sustainable Development and Environmental Management
- HGEO 252 - Human Dimensions of Environmental Hazards
- HGEO 341 - Social and Cultural Geography
- HGEO 381 - Topics In Human Geography
- HIST 128 - War, Revolution, and Society
- HIST 237 - The Pacific World Since 1500
- HIST 260 - Pre-Confederation Canada
- HIST 261 - Post-Confederation Canada
- HIST 287 - The Chinese in Canada and Canadians in China
- HIST 289 - Classical India to 500 CE
- HIST 296 - World War Two
- HIST 301 - Europe in the Age of Total War, 1890-1945
- HIST 350
- HIST 358
- HIST 359 - Canadian Environmental History
- HIST 360 - Topics in Canadian History
- HIST 362 - History of Alberta
- HIST 365 - The Canadian West to 1885
- HIST 366
- HIST 367
- HIST 368 - Histories of Indigenous Peoples and Kanata until 1870
- HIST 369 - Histories of Indigenous Peoples and Kanata after 1870

<ul style="list-style-type: none"> ● HIST 371 ● HIST 374 ● HIST 375 ● HIST 376 - Canada 1900 to 1945 ● HIST 377 - Canada Since 1945 ● NS 110 - Historical Perspectives in Indigenous Studies ● NS 111 - Contemporary Perspectives in Indigenous Studies ● NS 200 - Indigenous Canada: Looking Forward/Looking Back ● NS 240 - Introduction to Indigenous Legal Issues ● NS 260 - Contemporary Indigenous Art ● NS 300 - Traditional Cultural Foundations I ● NS 314 - History of First Nations of Western Canada ● NS 320 - Indigenous Politics and Diplomacy ● NS 335 - Indigenous Peoples and the Fur Trade ● NS 355 - Indigenous Knowledge and Oral Traditions ● NS 361 - Race, Stereotypes, and Indigeneity ● NS 362 - Indigenous Women ● NS 370 - The Métis: The Emergence of a People ● PHIL 101 - Introduction to Philosophy: Values and Society ● PHIL 102 - Introduction to Philosophy: Knowledge and Reality ● PHIL 125 - Practical Logic ● PHIL 270 - Political Philosophy ● PHIL 355 - Environmental Ethics ● PHIL 357 - Philosophy of Religion ● PHIL 368 - Topics in Social Justice ● POL S: any POL S except POL S 321, POL S 424; ● RELIG 212 - Introduction to Christianity ● RELIG 220 - Introduction to Islam ● RELIG 322 ● RELIG 379 ● SOC 101 ● SOC 203 - Social Problems ● SOC 269 - Introductory Sociology of Globalization ● SOC 301 - Sociology of Gender ● SOC 327 - Criminal Justice Administration in Canada <p>● WGS</p>	<ul style="list-style-type: none"> ● HIST 371 ● HIST 374 ● HIST 375 ● HIST 376 - Canada 1900 to 1945 ● HIST 377 - Canada Since 1945 ● NS 110 - Historical Perspectives in Indigenous Studies ● NS 111 - Contemporary Perspectives in Indigenous Studies ● NS 200 - Indigenous Canada: Looking Forward/Looking Back ● NS 240 - Introduction to Indigenous Legal Issues ● NS 260 - Contemporary Indigenous Art ● NS 300 - Traditional Cultural Foundations I ● NS 314 - History of First Nations of Western Canada ● NS 320 - Indigenous Politics and Diplomacy ● NS 335 - Indigenous Peoples and the Fur Trade ● NS 355 - Indigenous Knowledge and Oral Traditions ● NS 361 - Race, Stereotypes, and Indigeneity ● NS 362 - Indigenous Women ● NS 370 - The Métis: The Emergence of a People ● PHIL 101 - Introduction to Philosophy: Values and Society ● PHIL 102 - Introduction to Philosophy: Knowledge and Reality ● PHIL 125 - Practical Logic ● PHIL 270 - Political Philosophy ● PHIL 355 - Environmental Ethics ● PHIL 357 - Philosophy of Religion ● PHIL 368 - Topics in Social Justice ● POL S: any POL S except POL S 321, POL S 424; ● RELIG 212 - Introduction to Christianity ● RELIG 220 - Introduction to Islam ● RELIG 322 ● RELIG 379 ● SOC 101 ● SOC 203 - Social Problems ● SOC 269 - Introductory Sociology of Globalization ● SOC 301 - Sociology of Gender ● SOC 327 - Criminal Justice Administration in Canada ● SUST 201 – Introduction to Sustainability ● SUST 202 - Global Sustainable Development and the SDGs <p>● WGS</p>
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Justification: *(Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)*

The Sustainability Council has recently launched new sustainability (SUST) courses in the Faculty of ALES that are available to students across the University. The department recommends that these courses be included in the list of courses that might be used to meet the Social Science Element of the BEd.

Submitted by: Jennifer Branch-Mueller			FACULTY USE ONLY Approval Process Date Academic Affairs March 24, 2022
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UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p>EDPY 553 Oral Language Difficulties: From Assessment to Intervention</p> <p>This course provides an understanding of child language development, theories, and the relationship between oral language ability, reading, spelling and writing. Restricted to course-based MEd Special Education Cohort students. EDPY 553 is the 3rd course in the prescribed sequence following EDPY 556 and EDPY 501. Prerequisite: EDPY 501. Students will not receive credit for both EDPY 597: Oral Language Difficulties: From Assessment to Intervention and EDPY 553.</p>	<p>EDPY 553 Oral Language Difficulties: From Assessment to Intervention</p> <p>This course provides an understanding of child language development, theories, and the relationship between oral language ability, reading, spelling and writing. Restricted to course-based MEd Special Education Cohort students. EDPY 553 is the third course in the prescribed sequence. <u>Prerequisite or co-requisite: EDPY 501.</u></p>
<p>Rationale for Proposal:</p> <p>(a) The courses in the Special Education course-based M.Ed. program have been designed to follow a specific sequence. Except for the very first course in the sequence, all courses have prerequisite courses listed. To be consistent with the wording of other course descriptions, we remove the phrase “following EDPY 556 and EDPY 501” and add EDPY 501, the course that immediately precedes EDPY 553 in the sequence, as a prerequisite.</p> <p>(b) Because the courses in the program are condensed (nine weeks), this course begins in the middle of the fall semester. It has been difficult for students to register for this course because the registration system does not show that the prerequisite, EDPY 501, which ends in the same term that EDPY 553 begins, has been completed. Therefore, we add “or corequisite” to the description, which will remove this difficulty.</p> <p>(c) The courses in the program recently received dedicated course numbers which replaced 597 numbers. This course was previously known as EDPY 597: Oral Language Difficulties: From Assessment to Intervention. We have no students enrolled in the program who have taken EDPY 597 EDPY 597: Oral Language Difficulties: From Assessment to Intervention. Therefore reference to this course is removed.</p>	
<p>Approved: May 2, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p>EDPY 556 Issues and Trends in Special Education: Prevalence of Exceptionalities and Professional Practice</p> <p>Aspects of theory, research and professional practice within the field of special education will be examined in this class. All special needs and developmental disorders are considered, particularly in the realm of theory/practice relationships. Such issues as program evaluation, integration, personnel preparation, and the identification of special needs will be considered. Validity of current practices and beliefs will be addressed through reviews of research, theory, and legislation/policy and the relationship between these areas and professional practice.</p>	<p>EDPY 556 Issues and Trends in Special Education: Prevalence of Exceptionalities and Professional Practice</p> <p>Aspects of theory, research and professional practice within the field of special education will be examined in this class. All special needs and developmental disorders are considered, particularly in the realm of theory/practice relationships. Such issues as program evaluation, integration, personnel preparation, and the identification of special needs will be considered. Validity of current practices and beliefs will be addressed through reviews of research, theory, and legislation/policy and the relationship between these areas and professional practice.</p> <p><u>EDPY 556 is the first course in the prescribed sequence for the Special Education Cohort students.</u></p>
<p>Rationale for Proposal:</p> <p>We add this sentence, which specifies the sequential nature of the courses, to the description to be consistent with the other courses in the MEd Special Education course-based program.</p>	
<p>Approved: May 2, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p>EDPY 577 Word Reading Difficulties: From Assessment to Intervention</p> <p>This course provides an understanding of word reading development and difficulties from the cognitive and educational psychology point of views. Restricted to course-based MEd Special Education Cohort students. EDPY 577 is the 4th course in the prescribed sequence. Prerequisite: EDPY 553. Students will not receive credit for both EDPY 597: Word Reading Difficulties: From Assessment to Intervention and EDPY 577</p>	<p>EDPY 577 Word Reading Difficulties: From Assessment to Intervention</p> <p>This course provides an understanding of word reading development and difficulties from the cognitive and educational psychology point of views. Restricted to course-based MEd Special Education Cohort students. EDPY 577 is the fourth course in the prescribed sequence. Prerequisite or co-requisite: EDPY 553.</p>
<p>Rationale for Proposal:</p> <p>(a) The courses in the Special Education course-based M.Ed. program have been designed to follow a specific sequence. Because the courses in the program are condensed (nine weeks), this course begins in the middle of the winter semester. It has been difficult for students to register for this course because the registration system does not show that the prerequisite, EDPY553, which ends in the same term that EDPY 577 begins, has been completed. Therefore, we add “or corequisite” to the description, which will remove this difficulty.</p> <p>(b) The courses in the program recently received dedicated course numbers which replaced 597 numbers. This course was previously known as EDPY 597: Word Reading Difficulties: From Assessment to Intervention. We have no students enrolled in the program who have taken EDPY 597 Word Reading Difficulties: From Assessment to Intervention, therefore reference to this course is removed.</p>	
<p>Approved: May 2, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p>EDPY 580 Reading Comprehension Difficulties: From Assessment to Intervention</p> <p>This course focuses on current theories of reading comprehension, and the cognitive and language underpinnings of reading comprehension difficulties. Restricted to course-based MEd Special Education Cohort students. EDPY 580 is the 5th course in the prescribed sequence.</p> <p>Prerequisite: EDPY 577. Students will not receive credit for both EDPY 597: Reading Comprehension Difficulties: From Assessment to Intervention and EDPY 580.</p>	<p>EDPY 580 Reading Comprehension Difficulties: From Assessment to Intervention</p> <p>This course focuses on current theories of reading comprehension, and the cognitive and language underpinnings of reading comprehension difficulties. Restricted to course-based MEd Special Education Cohort students. EDPY 580 is the fifth course in the prescribed sequence.</p> <p>Prerequisite: EDPY 577.</p>
<p>Rationale for Proposal:</p> <p>The courses in the program recently received dedicated course numbers which replaced 597 numbers. This course was previously known as EDPY 597: Word Reading Difficulties: From Assessment to Intervention. We have no students enrolled in the program who have taken EDPY 597 Word Reading Difficulties: From Assessment to Intervention, therefore reference to this course is removed.</p>	
<p>Approved: May 2, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p>EDPY 582 Writing Difficulties: From Assessment to Intervention</p> <p>Topics throughout the course will provide students with knowledge and skills to support students who find writing and spelling challenging. Restricted to course-based MEd Special Education Cohort students. EDPY 582 is the 6th course in the prescribed sequence. Prerequisite: EDPY 580.</p> <p>Students will not receive credit for both EDPY 597: Writing Difficulties: From Assessment to Intervention and EDPY 582.</p>	<p>EDPY 582 Writing Difficulties: From Assessment to Intervention</p> <p>Topics throughout the course will provide students with knowledge and skills to support students who find writing and spelling challenging. Restricted to course-based MEd Special Education Cohort students. EDPY 582 is the sixth course in the prescribed sequence. Prerequisite: EDPY 580.</p>
<p>Rationale for Proposal:</p> <p>The courses in the program recently received dedicated course numbers which replaced 597 numbers. This course was previously known as EDPY 597: Word Reading Difficulties: From Assessment to Intervention. We have no students enrolled in the program who have taken EDPY 597 Word Reading Difficulties: From Assessment to Intervention, therefore reference to this course is removed.</p>	
<p>Approved: May 2, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p>EDPY 586 Complex Cases: From Assessment to Intervention</p> <p>This course surveys literacy assessment and intervention issues pertinent to different groups of learners with multiple and complex special needs. Restricted to course-based MEd Special Education Cohort students. EDPY 586 is the seventh course in the prescribed sequence. Prerequisite: EDPY 582. Students will not receive credit for both EDPY 597: Complex Cases: From Assessment to Intervention and EDPY 586.</p>	<p>EDPY 586 Complex Cases: From Assessment to Intervention</p> <p>This course surveys literacy assessment and intervention issues pertinent to different groups of learners with multiple and complex special needs. Restricted to course-based MEd Special Education Cohort students. EDPY 586 is the seventh course in the prescribed sequence. Prerequisite or co-requisite: EDPY 582.</p>
<p>Rationale for Proposal:</p> <p>(a) The courses in the Special Education course-based M.Ed. program have been designed to follow a specific sequence. Because the courses in the program are condensed (nine weeks), this course begins in the middle of the fall semester. It has been difficult for students to register for this course because the registration system does not show that the prerequisite, EDPY582, which ends in the same term that EDPY 586 begins, has been completed. Therefore, we add “or corequisite” to the description, which will remove this difficulty.</p> <p>(b) The courses in the program recently received dedicated course numbers which replaced 597 numbers. This course was previously known as EDPY 597: Complex Cases: From Assessment to Intervention. We have no students enrolled in the program who have taken EDPY 597: Complex Cases: From Assessment to Intervention, therefore reference to this course is removed.</p>	
<p>Approved: May 2, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p>	

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):	Engineering
Contact Person:	Tian Tang, tian.tang@ualberta.ca
Level of change (choose one only)	<ul style="list-style-type: none"> • Undergraduate • Graduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • 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)	No

Rationale

1. Some courses on the lists of ITS and CS Electives for Engineering have been inactivated in Campus Solutions and so cannot be offered as an elective option. We request them to be removed from the list.
2. Two courses are added to the ITS and/or CS lists as explained below.

SUST 201 Introduction to Sustainability - The Sustainability Council launched this as a new course in Fall 2021. It is considered equivalent to HGEO 250 which is a current ITS and CS Elective for Engineering. It is requested to add SUST 201 to the list of ITS and CS Electives for Engineering, which will add flexibility for students to access the course content. Students are restricted from taking one if they have taken the other.

SUST 202 - Global Sustainable Development and the Sustainable Development Goals critically examines the evolution of development, sustainable development and the sustainable development goals. The course is globally focused and provides an overarching social context that is vital to tackling today's local and global challenges. As such, this course is well suited as a CS Elective in Engineering; the course is rooted in the humanities and social sciences perspectives. SUST 202 provides tangible examples of potential solutions within a specific context, along with their key strengths and weaknesses, which would allow Engineering students to critically assess various engineering-based solutions within a social and global context. Engineering problems and solutions actively tackle the safety, health, and welfare of the public, including factors that might endanger the public or the environment. With this course, Engineering students can address these objectives but also broaden the scope to include systems-based problems and solutions. Responding to global environmental issues (e.g., a deteriorating resource base, ecological degradation, biodiversity loss, and climate change) and tackling public health and social/welfare needs, are all key topics in this course. This course will contribute to building a broader consciousness of these issues, which is key as engineers navigate ethics and solutions. This is paramount to defining the role that engineers will play in building a more sustainable society.

3. Complementary courses from Campus Saint-Jean

Campus Saint-Jean is the French campus of the University of Alberta. It offers a number of courses in the Arts and Science programs that can meet course requirements for CS Electives. Allowing French or French-speaking students to take such courses breaks down a number of EDI barriers, allows students to take courses in smaller and

more engaging classes than on main campus, and recognizes the importance of the existing relationship between the Faculties of Engineering and Campus Saint-Jean.

Calendar Copy

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

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38076

Current	Proposed
<p>Complementary Studies and Impact of Technology on Society (ITS) Electives</p> <p>[...]</p> <p>Complementary studies electives list (Alphabetical order);</p> <p>[...]</p> <ul style="list-style-type: none"> • ECON 281 - Intermediate Microeconomic Theory • ECON 282 - Intermediate Macroeconomic Theory • ENG M 402 - Project Management and Entrepreneurship • ENG M 406 • ENGG 260 - Innovation and Entrepreneurship with Engineers • ENGG 420 - Engineering Law <p>[...]</p> <ul style="list-style-type: none"> • STS 200 - Introduction to Studies in Science, Technology and Society • WGS 220 - Feminism and Popular Culture • WGS 250 - Gender and Science <p>Notes:</p> <p>[...]</p> <p>Other courses not on the list will be considered on a case-</p>	<p>Complementary Studies and Impact of Technology on Society (ITS) Electives</p> <p>[...]</p> <p>Complementary studies electives list (Alphabetical order);</p> <p>[...]</p> <ul style="list-style-type: none"> • ECON 281 - Intermediate Microeconomic Theory • ECON 282 - Intermediate Macroeconomic Theory • ENG M 402 - Project Management and Entrepreneurship • ENG M 406 • ENGG 260 - Innovation and Entrepreneurship with Engineers • ENGG 420 - Engineering Law <p>[...]</p> <ul style="list-style-type: none"> • STS 200 - Introduction to Studies in Science, Technology and Society • SUST 201 - Introduction to Sustainability • SUST 202 – Global Sustainable Development and the Sustainable Development Goals • WGS 220 - Feminism and Popular Culture • WGS 250 - Gender and Science <p>Notes:</p> <p>[...]</p> <p>Other courses not on the list will be considered on a case-</p>

<p>by-case basis. Approval by the Faculty is required prior to enrolling in any course not in the above list to have the course counted as an elective.</p> <p>[...]</p> <p>Impact of Technology on Society (ITS) Elective</p> <p>[...]</p> <ul style="list-style-type: none"> • ENG M 403 • ENG M 405 - Engineering, Business and Society • HIST 115 - Technology and History • HIST 391 - History of Technology • HGEO 250 - Sustainable Development and Environmental Management • PHIL 265 - Philosophy of Science • PHIL 366 - Computers and Culture • PHIL 375 • STS 200 - Introduction to Studies in Science, Technology and Society • SOC 363 - Sociology of Work and Industry • SOC 366 - People in Industry 	<p>by-case basis. Students can elect to take some of their complementary studies elective courses in the Arts and Science programs of Campus Saint-Jean if they meet the French language requirements. Approval by the Faculty of Engineering is required prior to enrolling in any course not in the above list to have the course counted as an elective. Courses taken prior to getting approval may be rejected and students will be responsible for taking other courses to meet program requirements.</p> <p>[...]</p> <p>Impact of Technology on Society (ITS) Elective</p> <p>[...]</p> <ul style="list-style-type: none"> • ENG M 403 • ENG M 405 - Engineering, Business and Society • HIST 115 - Technology and History • HIST 391 - History of Technology • HGEO 250 - Sustainable Development and Environmental Management • PHIL 265 - Philosophy of Science • PHIL 366 - Computers and Culture • PHIL 375 • STS 200 - Introduction to Studies in Science, Technology and Society • SOC 363 - Sociology of Work and Industry • SOC 366 - People in Industry • SUST 201 - Introduction to Sustainability
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date, including any partner faculties for combined programs. Faculty APC: April 8, 2022 Faculty ECC: April 26, 2022</p>
<p>Other consultation groups, departments, or internal faculty approving bodies and approval dates.</p>

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):	Kinesiology, Sport, & Recreation (KSR)
Contact Person:	Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> Program (minor)
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)	None

Rationale

The Sustainability Council recently launched new sustainability (SUST) courses in the Faculty of ALES that are available to students across the University. As part of this effort, ALES reached out to KSR as well as other departments and programs across the University to identify if and where these programs may benefit from including the courses in their degree requirements as required or elective courses.

In terms of the **BA in Recreation, Sport and Tourism General Program** and the **degree program minors (Sport and Recreation Management Minor & Tourism and Natural Environments)**, ALES proposed the changes as possible “good additions” to the program to which the Faculty concurred.

The following SUST courses are being proposed as additions as they have been proposed by ALES as a good fit within the KSR BARST degree program in a way that is beneficial to both program and students.

These courses can be used by students seeking to obtain a Certificate in Sustainability, and as such, the inclusion of them in KSR BARST programming will provide greater access to that certificate for students in the program. As of February 15th, 2022 KSR had a total of 4 BARST students enrolled in the Sustainability Certificate and by adding these courses to their program options, it will not only give them more flexibility in completing the certificate requirements, it will also highlight the area of sustainability for BARST students who may not otherwise be aware of these course options.

All of the courses are 3.00 credit courses. The names and calendar descriptions of these courses (as proposed by ALES) are as follows:

SUST 201: Introduction to Sustainability - An introduction to the history of sustainability as a concept, contemporary sustainability issues, and the diverse perspectives that disciplines and professions take on while approaching sustainability.

SUST 202: Global Sustainable Development and the Sustainable Development Goals - An introduction to sustainable development with a global perspective and a focus on the United Nations Sustainable Development Goals (SDGs).

SUST 300: Topics in Sustainability - Topics vary; may be taken more than once for credit provided no topic is repeated.

SUST 410: Directed Study in Sustainability - Directed research or study in an area of sustainability defined by the student and a supervising instructor. May be used to fill the integrative project requirement of the Certificate in Sustainability. Registration requires approval of the Sustainability Council Office.

This proposed change that will incorporate SUST courses within/to the BARST program, will be included in the General BARST Program Guide as well as within the specific program guides for each of the BARST Sport and Recreation Management Minor & Tourism and Natural Environments Minors. SUST will be included under Minor Requirements course options within these specific program guides for purposes of advisement and program completion.

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=43025&returnto=11341

Current

BA in Recreation, Sport and Tourism Degree Program

Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

The Bachelor of Arts (Recreation, Sport and Tourism) (BARST) degree prepares graduates with a solid foundation of knowledge and skills underlying the delivery of recreation, sport and tourism. Students can create a diversified degree program that aligns with their individual interests through selection of one of four options: completion of the general BARST program or completion of the BARST program with a Minor.

General BARST Program Structure

1. Faculty Core: ★69

Required courses offered by the Faculty of Kinesiology, Sport, and Recreation, inclusive of a full term practicum or an Advanced Project option.

2. Liberal Arts Foundation: ★18

Proposed

BA in Recreation, Sport and Tourism Degree Program

Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

The Bachelor of Arts (Recreation, Sport and Tourism) (BARST) degree prepares graduates with a solid foundation of knowledge and skills underlying the delivery of recreation, sport and tourism. Students can create a diversified degree program that aligns with their individual interests through selection of one of four options: completion of the general BARST program or completion of the BARST program with a Minor.

General BARST Program Structure

1. Faculty Core: ★69

Required courses offered by the Faculty of Kinesiology, Sport, and Recreation, inclusive of a full term practicum or an Advanced Project option.

2. Liberal Arts Foundation: ★18

★6 of 100-level ENGL or ★3 ENGL and ★3 WRS
★12 with a minimum of ★3 in each of: Humanities,
Social Sciences, or Fine Arts/Languages (see below)

Humanities

Any course chosen from the following areas: CATS,
CHRTC, CLASS, C LIT, EASIA, ENGL, HIST, LA ST,
MLCS, MST, PHIL, RELIG, SPRIT, WRITE.

Fine Arts or Language Other than English

Any course chosen from the following areas: ART,
DANCE, DES, DRAMA, FS, HADVC, Language(s)
other than English, MUSIC.

Social Sciences

Any course chosen from the following areas: ANTHR,
EAS, ECON, LING, NS, POL S, PSYCO, SOC, WGS.

Note: Some courses [e.g., courses in Interdisciplinary
(INT D) or Science, Technology, and Society (STS)]
may satisfy one or more of the above subject areas.
In this instance, students should consult a Program
Advisor.

3. Senior Faculty Options: ★12

Senior courses offered by the Faculty of Kinesiology,
Sport, and Recreation, chosen from a list of available
options (students should consult the Student Services
Office or the Faculty website).

4. Senior Out-of-Faculty Options: ★12

Senior courses offered outside of the Faculty of
Kinesiology, Sport, and Recreation.

Note: Senior Courses are those courses numbered
200-499.

5. Open Options: ★9

Chosen from any credit course offered by the
University of Alberta.

6. Advanced Project Option: This option is
designed to provide the opportunity for advanced
scholarly development by substituting an additional
★9 of course work in or out of the Faculty and ★6 of
research based directed study in place of the ★15

★6 of 100-level ENGL or ★3 ENGL and ★3 WRS
★12 with a minimum of ★3 in each of: Humanities,
Social Sciences, or Fine Arts/Languages (see below)

Humanities

Any course chosen from the following areas: CATS,
CHRTC, CLASS, C LIT, EASIA, ENGL, HIST, LA ST,
MLCS, MST, PHIL, RELIG, SPRIT, WRITE.

Fine Arts or Language Other than English

Any course chosen from the following areas: ART,
DANCE, DES, DRAMA, FS, HADVC, Language(s)
other than English, MUSIC.

Social Sciences

Any course chosen from the following areas: ANTHR,
EAS, ECON, LING, NS, POL S, PSYCO, SOC,
SUST, WGS.

Note: Some courses [e.g., courses in Interdisciplinary
(INT D) or Science, Technology, and Society (STS)]
may satisfy one or more of the above subject areas.
In this instance, students should consult a Program
Advisor.

3. Senior Faculty Options: ★12

Senior courses offered by the Faculty of Kinesiology,
Sport, and Recreation, chosen from a list of available
options (students should consult the Student Services
Office or the Faculty website).

4. Senior Out-of-Faculty Options: ★12

Senior courses offered outside of the Faculty of
Kinesiology, Sport, and Recreation.

Note: Senior Courses are those courses numbered
200-499.

5. Open Options: ★9

Chosen from any credit course offered by the
University of Alberta.

6. Advanced Project Option: This option is
designed to provide the opportunity for advanced
scholarly development by substituting an additional
★9 of course work in or out of the Faculty and ★6 of
research based directed study in place of the ★15

normally dedicated to the practicum. Admission into the advanced project option is based on a demonstrated high standard of academic performance (minimum GPA of 3.0 on most recent minimum ★30), the preparation and acceptance of a program proposal detailing objectives, course work and research based directed studies, the availability of an academic supervisor and the approval of the Associate Dean (Undergraduate). Students interested in doing the Advanced Project Option should contact the Student Services Office for more information.

[...]

~~Removed language~~

normally dedicated to the practicum. Admission into the advanced project option is based on a demonstrated high standard of academic performance (minimum GPA of 3.0 on most recent minimum ★30), the preparation and acceptance of a program proposal detailing objectives, course work and research based directed studies, the availability of an academic supervisor and the approval of the Associate Dean (Undergraduate). Students interested in doing the Advanced Project Option should contact the Student Services Office for more information.

[...]

New language

Reviewed/Approved by:

KSR Undergraduate Programs Committee: March 2nd, 2022 (approved)
KSR Faculty Executive: March 23rd, 2022 (approved)
KSR Faculty Council: March 30th, 2022 (approved)

Calendar Change Request Form for Course Changes

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

Faculty (& Department or Academic Unit):	LAW	
Contact Person:	Aileen Reilly (law.academicssupport@ualberta.ca)	
Level of change (choose one only) [?]	•	Undergraduate
	•	Graduate
For which term will this change take effect?	Fall 2023	

Rationale

The University Calendar description for LAW 504 is out of date.

Course Template

Current	Proposed
Removed language	New language
Subject & Number: LAW 504	Subject & Number: LAW 504
Title: Taxation	Title: Taxation
Course Career	Course Career
Units: ★3 (fi 6)	Units: 3 (fi6)
Approved Hours	Approved Hours
Fee index	Fee index
Faculty: LAW	Faculty: LAW
Department	Department
Typically Offered: (either term, 3-0-0)	Typically Offered: (Either term, 3-0-0)
The scope and purpose of taxation. The taxing power; tax appeal procedures; constitutional problem. Personal jurisdiction. Property jurisdiction. Income from a business; capital gains and losses; statutory interpretation, deductions, expenses. Gift tax.	Description An introductory course on Canadian income taxation law. It will include a discussion of important tax policies/principles, who is subject to tax, the five sources of income that are subject to income tax, the mechanics of calculating taxable income and taxes payable, the general compliance obligations of individual taxpayers, tax jurisprudence and the dispute resolution process, strategic tax planning, and common tax issues that arise in a non-tax law

	<p>practice. This course will serve as a stand-alone course for students not wishing to focus on taxation law as well as the prerequisite for students wishing to take further taxation courses offered by the Faculty.</p>
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Reviewed/Approved by:

<p>REQUIRED: LAW Faculty Council, March 15, 2022</p>
<p>Other consultation groups, departments, or internal faculty approving bodies and approval dates.</p>

Calendar Change Request Form for Course Changes

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

Faculty (& Department or Academic Unit):	LAW	
Contact Person:	Aileen Reilly (law.academicssupport@ualberta.ca)	
Level of change (choose one only) [?]	<input checked="" type="radio"/>	Undergraduate
	<input type="radio"/>	Graduate
For which term will this change take effect?	FALL 2023	

Rationale

The course "Accounting for Lawyers" has been offered as a LAW 599 variable topic course for at least 3 years, it is now moved that the course receive a formal number in the University Calendar as LAW 550 and an associated description update.

Course Template

<p>Current</p> <p>Removed language</p> <p>Subject & Number</p> <p>Title</p> <p>Course Career</p> <p>Units</p> <p>Approved Hours</p> <p>Fee index</p> <p>Faculty</p> <p>Department</p> <p>Typically Offered</p> <p>Description</p>	<p>Proposed</p> <p>Subject & Number: LAW 550</p> <p>Title: Accounting for Lawyers</p> <p>Course Career</p> <p>Units: 3(fi 6)</p> <p>Approved Hours</p> <p>Fee index</p> <p>Faculty</p> <p>Department: LAW</p> <p>Typically Offered: Either term (3-0-0)</p> <p>Description</p> <p>The general objective of this course is to provide students with some basic accounting theory, practical knowledge, and skills that will be helpful to them in their legal practice. It is focused on three main areas: accounting for one's legal practice, complying with the Law Society of Alberta's Trust Accounting Rules, and analyzing financial statements and other financial information. This course is designed for law students without a background in accounting.</p>
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Reviewed/Approved by:

REQUIRED: LAW Faculty Council, March 15, 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):	LAW	
Contact Person:	Aileen Reilly (law.academicssupport@ualberta.ca)	
Level of change (choose one only) [?]	•	Undergraduate
	•	Graduate
For which term will this change take effect?		

Rationale

The University Calendar currently lists LAW 590 as a seminar course called “Indigenous Peoples and the Law”, it is proposed that: The course title be changed to “Indigenous Peoples and Canadian Law”, and
2.The associated course description in the University Calendar be updated from “seminar” to “lecture” as set out in Schedule A

Course Template

Current	Proposed
Removed language	New language
Subject & Number: LAW 590	Subject & Number: LAW 590
Title: Indigenous Peoples and the Law	Title: Indigenous Peoples and Canadian Law
Course Career	Course Career
Units: ★3 (fi 6)	Units: ★3 (fi 6)
Approved Hours	Approved Hours
Fee index	Fee index
Faculty: LAW	Faculty: LAW
Department	Department
Typically Offered: either term (3-0-0)	Typically Offered: either term (3-0-0)
Description	Description
This is a survey course on Indigenous Peoples in Canadian Law. Subjects covered include issues of race and legal reasoning, legal and historical foundations of claims to Indigenous rights, treaty rights, Métis rights, Indigenous peoples and the Constitution, Indigenous claims negotiation and litigation, the Indian Act, and contemporary legal and political developments including an introduction to	This is a survey course on Indigenous Peoples in Canadian Law. Subjects covered include issues of race and legal reasoning, legal and historical foundations of claims to Indigenous rights, treaty rights, Métis rights, Indigenous peoples and the Constitution, Indigenous claims negotiation and litigation, the Indian Act, and contemporary legal and political developments including an introduction to

<p>Indigenous law, jurisdiction and governance. The course is organized as a seminar in which a great deal of learning arises from discussion and class participation.</p>	<p>Indigenous law, jurisdiction and governance. The course is organized as a lecture in which a great deal of learning arises from discussion and class participation.</p>
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Reviewed/Approved by:

REQUIRED: LAW FACULTY COUNCIL, March 15, 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):	LAW	
Contact Person:	Aileen Reilly (law.academicssupport@ualberta.ca)	
Level of change (choose one only) [?]	<input checked="" type="radio"/>	Undergraduate
	<input type="radio"/>	Graduate
For which term will this change take effect?	Fall 2023	

Rationale

The University Calendar for LAW 660 Estate Planning is out of date.

Course Template

Current	Proposed
Removed language	New language
Subject & Number: LAW 660	Subject & Number
Title: Estate Planning	Title
Course Career	Course Career
Units 3 (fi 6)	Units
Approved Hours	Approved Hours
Fee index	Fee index
Faculty: LAW	Faculty
Department	Department
Typically Offered: Either term (3-0-0)	Typically Offered
Description	Description
A review of the objectives of estate planning; study of various estate planning techniques with the use of hypothetical problems; an examination of provisions found in the Income Tax Act which affect estate planning, estate tax, and gift tax. Prerequisite: LAW 504.	The general objective is to discuss various legal and ethical tax planning strategies that most Canadians will be able to use during their lifetime to maximize their income and wealth for themselves and their intended beneficiaries. These strategies will be discussed in light of criminal tax offences and civil tax penalties, ethical considerations, the general anti-avoidance rule, and the associated jurisprudence. Specific topics may include: tax planning involving

	<p>one's home, tax efficient savings strategies (i.e. unregistered savings, RESPs, RRSPs, and TFSAs), tax efficient borrowings, tax planning involving a family business, and gifting. Prerequisite: LAW 504.</p>
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Reviewed/Approved by:

REQUIRED: LAW Faculty Council, March 15 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):	LAW	
Contact Person:	Aileen Reilly (law.academicssupport@ualberta.ca)	
Level of change (choose one only) [?]	<input checked="" type="radio"/>	Undergraduate
	<input type="radio"/>	Graduate
For which term will this change take effect?	Fall 2023	

Rationale

The former LAW 680 Unjust Enrichment has become inactive in the University Calendar.

Course Template

Current	Proposed
Removed language	New language
Subject & Number	Subject & Number: LAW 680
Title	Title: Unjust Enrichment
Course Career	Course Career
Units	Units: ★ 3 (fi 6)
Approved Hours	Approved Hours
Fee index	Fee index
Faculty	Faculty: LAW
Department	Department
Typically Offered	Typically Offered: (either term, 3-0-0)
Description	Description: A study of the modern Canadian law of unjust enrichment; the elements of enrichment, corresponding deprivation, and absence of juristic reason; the measure of restitution and the forms in which it may be awarded, and defences.

Reviewed/Approved by:

REQUIRED: LAW Faculty Council, February 1, 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 – Dept of Medical Genetics
Contact Person:	Sajid Merchant - sajidmerchant@ualberta.ca
Level of change (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2023

Rationale

MDGEN407 has been running since 2009 (originally as BIOL490). Over time, various adjustments have been made to the course to support increased student enrollment and optimize learning in the rapidly evolving field of genetic counselling. To maximize participation of all students and support deeper understanding of the complexities, presentations on ethical issues impacting the field have been changed from weekly assignments performed by alternating students to more comprehensive presentations taking place less frequently, but for longer lengths of time. Journal Club-type presentations were removed; feedback from students and genetic counselling training program directors indicated that these were of lesser learning value, particularly as topics selected were not always current or relevant. Over time it was also noted that class would run late, requiring the extension to up to 3 hours of class time.

These changes to MDGEN407 provide students a more comprehensive view of the genetic counselling field and broadens their understanding beyond common clinical cases. These changes allow for the dynamic nature of the genetic counselling field, including its ethical challenges, to be better captured and taught. This, in turn, provides students with greater insights into the field.

Direct observation of patient cases can no longer be guaranteed, due to increasing restrictions in the Medical Genetics department; as such, this was removed from the description. However, if opportunities present, these could still be offered to any enrolled students.

*A new graduate level course MDGEN 507 will be cross listed with the MDGEN 407 undergraduate course.

Course Template

Current	Proposed
MDGEN 407 – Independent Studies in Genetic Counselling Course Career Undergraduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Medicine and Dentistry Department Medical Genetics Typically Offered either term	MDGEN 407 – Independent Studies in Genetic Counselling Course Career Undergraduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Medicine and Dentistry Department Medical Genetics Typically Offered either term

Description

An interactive course designed to provide undergraduate students insight into the role of a genetic counsellor through ~~research into~~ key topics ~~in the area, as well as~~ ~~observation of genetic counselling sessions, if available.~~ The ~~course involves meeting with the instructor once a week for a two hour discussion.~~ ~~Students will each potentially observe patients, depending on availability of patients and the flexibility of the students' schedules.~~ Each week students will ~~alternate between writing and presenting a report on the weekly case or providing a short presentation on an ethical clinical issue.~~ All students will participate in the discussion of the case. ~~Students will also learn to critique a suitable medical genetics journal.~~ Course is graded based on presentations, written assignments and participation. Open to undergraduate students with permission of the course instructor.

Description

An interactive course designed to provide undergraduate students insight into the role of a genetic counsellor through ~~exploration of~~ key topics. The ~~class meets~~ once a week for a ~~2-to-3-~~hour discussion. Each week students will ~~be presented a typical genetic counselling case, which they will then write up and present to the entire class the following week.~~ All students will then participate in the discussion of the case. ~~Midterm(s) and/or finals consist of a 60 min presentation on a choice of various ethical issues currently impacting the field.~~ The course is graded based on presentations, written assignments and participation. Open to undergraduate students with permission of the course instructor. ~~Credit may only be obtained in one of MDGEN 407 or MDGEN 507.~~

Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – April 4, 2022
FoMD Faculty Council (for information/suggestions/challenges) – April 25, 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 – Dept of Medical Genetics
Contact Person:	Sajid Merchant - sajidmerchant@ualberta.ca
Level of change (choose one only) [?]	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	Spring 2023

Rationale

MDGEN 607 – The name of the course overlaps with MDGEN 407 and therefore requires adjustment.

MDGEN 507 – New course will be cross listed with the existing MDGEN 407 undergraduate course. The department of Medical Genetics provides its graduate students training in a range of areas including cancer, developmental genetics, gene discovery, and molecular diagnostics using several different model systems and focused on several different genetic diseases. This course will provide the department's graduate students background on the health impacts of regularly encountered genetic conditions and the role that a genetic counsellor plays in providing care for those affected.

Course Template

Current	Proposed
<p>MDGEN 607 – Independent Studies in Genetic Counselling</p> <p>Course Career Graduate Units 3 Approved Hours 6 WEEKS Fee index 6 Faculty Medicine and Dentistry Department Medical Genetics Typically Offered variable</p> <p>Description To provide students currently training in a Genetic Counselling graduate program with insight and direct experience into the role of a genetic counsellor through research into key topics in the area, as well as observation and participation in genetic counselling sessions. The course involves meeting with the instructor daily, observing and participating in counselling sessions. Two cases will be randomly selected for formal write-up and presentation. Students will also learn to critique a suitable medical genetics journal. Finally, a final creative</p>	<p>MDGEN 607 – Genetic Counselling Practicum</p> <p>Course Career Graduate Units 3 Approved Hours 6 WEEKS Fee index 6 Faculty Medicine and Dentistry Department Medical Genetics Typically Offered variable</p> <p>Description To provide students currently training in a Genetic Counselling graduate program with insight and direct experience into the role of a genetic counsellor through research into key topics in the area, as well as observation and participation in genetic counselling sessions. The course involves scheduled meetings with the instructor, and observing and participating in counselling sessions. Cases will be randomly selected for formal write-up and presentation. Students will also learn to critique a suitable medical genetics journal. Course is</p>

<p>assignment of the student's choice (ex. Patient pamphlet) will be completed. Course is graded based on presentations, written assignment and counselling performance. Open to students in a graduate program for genetic counselling, with permission of the course instructor.</p>	<p>graded based on presentations, written assignment and counselling performance. Open to students in a graduate program for genetic counselling, with permission of the course instructor.</p>
<p>New Course</p>	<p>MDGEN 507 – Independent Studies in Genetic Counselling</p> <p>Course Career Graduate Units 3 Approved Hours 0-3S-0 Fee index 6 Faculty Medicine and Dentistry Department Medical Genetics Typically Offered either term</p> <p>Description An interactive course designed to provide graduate students insight into the role of a genetic counsellor through exploration of key topics. The class meets once a week for a 2-to-3-hour discussion. Each week students will be presented a typical genetic counselling case, which they will then write up and present to the entire class the following week. All students will then participate in the discussion of the case. Midterm and/or finals consist of a 60 min presentation on a choice of various ethical issues currently impacting the field. The course is graded based on presentations, written assignments and participation. Open to up to 4 students with permission of the course instructor. Credit may only be obtained in one of MDGEN 407 or MDGEN 507.</p>

Reviewed/Approved by:

<p>FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – April 4, 2022 FoMD Faculty Council (for information/suggestions/challenges) – April 25, 2022</p>
<p>Other consultation groups, departments, or internal faculty approving bodies and approval dates.</p>

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 – MD Program
Contact Person:	Anna Rissanen arissane@ualberta.ca
Level of change (choose one only) [?]	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
For which term will this change take effect?	Fall 2023

Rationale

The Medical Doctor Curriculum and Program Committee has accepted the name change from Physicianship to Longitudinal Themes.

Year 1 courses are no longer offered jointly to Dentistry students, thus names should align with the rest of the courses, labeled as MEDXXX. In order to keep the course numbers in an order we propose to change the course numbers as detailed in the table.

Course Template

Current	Proposed
MED 516 – <u>Physicianship I</u>	MED 516 – <u>Longitudinal Themes I</u>
Course Career Undergraduate Units 6 Approved Hours 4-4S-4 Fee index 12 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered two term	Course Career Undergraduate Units 6 Approved Hours 4-4S-4 Fee index 12 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered two term
Description This course will encompass all aspects of the development of a physician including but not limited to professionalism, evidence based medicine, ethics, health equity, patient safety, patient immersion experiences, early clinical experiences, communication skills and physical examination, public health, health systems. Open only to students registered in the MD Program.	Description This course will encompass all aspects of the development of a physician including but not limited to professionalism, evidence based medicine, ethics, health equity, patient safety, patient immersion experiences, early clinical experiences, communication skills and physical examination, public health, health systems. Open only to students registered in the MD Program.

<p>MED 526 - Physicianship II</p> <p>Course Career Undergraduate Units 6 Approved Hours 4-4S-4 Fee index 12 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered two term</p> <p>Description This course will build upon the knowledge and skills derived from Physicianship I. This course will encompass all aspects of the development of a physician, including but not limited to professionalism, ethics, health equity, patient safety, patient immersion experiences, early clinical experiences, communication skills and physical examination, public health, health systems, and evidence based medicine. Open only to students registered in the MD Program.</p>	<p>MED 526 – Longitudinal Themes II</p> <p>Course Career Undergraduate Units 6 Approved Hours 4-4S-4 Fee index 12 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered two term</p> <p>Description This course will build upon the knowledge and skills derived from Longitudinal Themes I. This course will encompass all aspects of the development of a physician, including but not limited to professionalism, ethics, health equity, patient safety, patient immersion experiences, early clinical experiences, communication skills and physical examination, public health, health systems, and evidence based medicine. Open only to students registered in the MD Program.</p>
<p>MED 531 - Physicianship III /Transitions</p> <p>Course Career Undergraduate Units 3 Approved Hours 4 WEEKS Fee index 6 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered either term</p> <p>Description This course serves as a bridge of learning opportunities of the first two years to the last two years of medical school. It will include: performance of clinical skills within a simulated clinical environment, approach to radiological problems, quality improvement, and social media in medicine, clinical reasoning, and awareness of well-being. This course will build upon the knowledge derived from the Physicianship I and II courses to demonstrate commitment, honesty, integrity, professionalism and compassion in their clinical work. It will be delivered throughout the third year. Open only to students registered in the MD Program.</p>	<p>MED 531 - Longitudinal Themes III /Transitions</p> <p>Course Career Undergraduate Units 3 Approved Hours 4 WEEKS Fee index 6 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered either term</p> <p>Description This course serves as a bridge of learning opportunities of the first two years to the last two years of medical school. It will include: performance of clinical skills within a simulated clinical environment, approach to radiological problems, quality improvement, and social media in medicine, clinical reasoning, and awareness of well-being. This course will build upon the knowledge derived from the Longitudinal Themes I and II courses to demonstrate commitment, honesty, integrity, professionalism and compassion in their clinical work. It will be delivered throughout the third year. Open only to students registered in the MD Program.</p>

<p>MED 541 - Physicianship IV /Transitions</p> <p>Course Career Undergraduate Units 2 Approved Hours 4 WEEKS Fee index 4 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered either term</p> <p>Description This course will build upon the knowledge derived from the Physicianship I, II and III courses and will occur throughout the 4th year. Open only to students registered in the MD Program.</p>	<p>MED 541 - Longitudinal Themes IV /Transitions</p> <p>Course Career Undergraduate Units 2 Approved Hours 4 WEEKS Fee index 4 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered either term</p> <p>Description This course will build upon the knowledge derived from the Longitudinal Themes I, II and III courses and will occur throughout the 4th year. Open only to students registered in the MD Program.</p>
<p>DMED 511 — Foundations of Medicine and Dentistry</p> <p>Course Career Undergraduate Units 9 Approved Hours 12 WEEKS Fee index 18 Faculty Medicine and Dentistry Department Dentistry Typically Offered either term</p> <p>Description Focus on integrating basic principles of medical and biological sciences as the foundation for the Medicine and Dentistry curriculum. Open only to students registered in the MD or DDS program.</p>	
<p>New Course</p>	<p>MED 511 - Foundations of Medicine</p> <p>Course Career Undergraduate Units 9 Approved Hours 12 WEEKS Fee index 18 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered either term</p> <p>Description Focus on integrating basic principles of medical and biological sciences as the foundation for the Medicine</p>

	curriculum. Open only to students registered in the MD program.
<p>DMED 513 — Endocrine System</p> <p>Course Career Undergraduate Units 6 Approved Hours 6 WEEKS Fee index 12 Faculty Medicine and Dentistry Department Dentistry Typically Offered either term</p> <p>Description An examination of the endocrine system in health and disease, with particular reference to the mechanisms of disturbances in the endocrine system, and the management of these conditions. Open only to students registered in the MD or DDS program.</p>	Course deletion
<p>New Course</p>	<p>MED 513 - Endocrine System</p> <p>Course Career Undergraduate Units 6 Approved Hours 6 WEEKS Fee index 12 Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered either term</p> <p>Description An examination of the endocrine system in health and disease, with particular reference to the mechanisms of disturbances in the endocrine system, and the management of these conditions. Open only to students registered in the MD program.</p>
<p>DMED 515 — Cardiovascular System</p> <p>Course Career Undergraduate Units 5 Approved Hours 6 WEEKS Fee index 10</p>	Course deletion

Faculty Medicine and Dentistry

Department Dentistry

Typically Offered either term

Description

The normal function of the heart and blood vessels, the changes in these functions which occur in disease and the management of the conditions which result from such changes in function. Open only to students registered in the MD or DDS program.

New Course

MED 515 - Cardiovascular System

Course Career Undergraduate

Units 5

Approved Hours 6 WEEKS

Fee index 10

Faculty Medicine and Dentistry

Department Medicine & Dentistry

Typically Offered either term

Description

The normal function of the heart and blood vessels, the changes in these functions which occur in disease and the management of the conditions which result from such changes in function. Open only to students registered in the MD program.

~~DMED 516 — Pulmonary System~~

~~**Course Career** Undergraduate~~

~~**Units** 3~~

~~**Approved Hours** 4 WEEKS~~

~~**Fee index** 6~~

~~**Faculty** Medicine and Dentistry~~

~~**Department** Dentistry~~

~~**Typically Offered** either term~~

~~**Description**~~

~~The normal function of the lungs, the changes in these functions which occur in disease and the management of the conditions which result from such changes in function.~~

Course Deletion

Open only to students registered in the MD or DDS program.

New Course

MED 512 – Pulmonary System

Course Career Undergraduate

Units 3

Approved Hours 4 WEEKS

Fee index 6

Faculty Medicine and Dentistry

Department Medicine & Dentistry

Typically Offered either term

Description

The normal function of the lungs, the changes in these functions which occur in disease and the management of the conditions which result from such changes in function.

Open only to students registered in the MD program.

DMED 517 – Renal System

Course Career Undergraduate

Units 3

Approved Hours 4 WEEKS

Fee index 6

Faculty Medicine and Dentistry

Department Dentistry

Typically Offered either term

Description

The normal function of the kidney, the changes in these functions which occur in disease and the management of the conditions which result from such changes in function.

Open only to students registered in the MD or DDS program.

Course Deletion

New Course

MED 519 – Renal System

Course Career Undergraduate

Units 3

Approved Hours 4 WEEKS

Fee index 6

	<p>Faculty Medicine and Dentistry Department Medicine & Dentistry Typically Offered either term</p> <p>Description The normal function of the kidney, the changes in these functions which occur in disease and the management of the conditions which result from such changes in function. Open only to students registered in the MD program.</p>
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Reviewed/Approved by:

FoMD Faculty Learning Committee (Faculty Council-delegated Approver) – March 29, 2022 FoMD Faculty Council (for information/suggestions/challenges) – April 25, 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):	Campus Saint-Jean
Contact Person(s):	Hassan Safouhi /Marie Simuong
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
For which term will this change take effect?	Fall 2022

Rationale

Both of these course descriptions have been changed at North Campus and we would need to update ours accordingly.

Course Template

CURRENT	PROPOSED
<p>MATHQ 114 - Calcul élémentaire Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Revue de la géométrie analytique. Différentiation de fonctions élémentaires, trigonométriques, exponentielles et logarithmiques. Applications de la dérivée. Intégration. Théorème fondamental du calcul. Préalable(s): Mathématiques 30-1 ou l'équivalent. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MATHQ 100, 113, MATH 117, 134, 144 ou SCI 100.</p>	<p>MATHQ 114 - Calcul élémentaire Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Taux de variation et dérivées. Dérivation des fonctions élémentaires, trigonométriques, exponentielles et logarithmiques. L'intégrale définie comme sommation. L'intégration. Le théorème fondamental du calcul intégral. Applications dans le contexte des sciences de la vie ou des Sciences physique, ou des affaires et de l'économie. Préalable(s): Mathématiques 30-1. Note : Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MATHQ ou MATH 100, 113, 114, 117, 134, 144, 154 ou SCI 100.</p>
<p>MATHQ 115 - Calcul élémentaire II Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean</p>	<p>MATHQ 115 - Calcul élémentaire II Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean</p>

<p>Department Saint-Jean Typically Offered either term</p> <p>Description Fonctions trigonométriques réciproques. Techniques d'intégration. Intégrales impropres. Applications de l'intégrale définie. Introductions aux équations différentielles. Préalable(s): MATHQ 113 ou 114 ou 144 ou l'équivalent. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MATHQ 101, MATH 118, 146 ou SCI 100.</p>	<p>Department Saint-Jean Typically Offered either term</p> <p>Description Techniques d'intégration et applications de l'intégration. Intégrales impropres. Équations différentielles et modélisation mathématique. Dérivées partielles. Applications dans le contexte des sciences de la vie ou des Sciences physique, ou des affaires et de l'économie. Préalable(s): L'un des cours MATHQ ou MATH 100, 113, 114, 117, 134, 144 ou 154. Note : Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour MATHQ ou MATH 101, 115, 118, 136, 146, 156 ou SCI 100.</p>
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date, including any partner faculties for combined programs.</p> <ul style="list-style-type: none"> • CSJ Academic Planning Committee : March 2, 2022 • CSJ Executive Committee, March 4, 2022 • FSJ Faculty Council, May 20, 2022
<p>Other consultation groups, departments, or internal faculty approving bodies and approval dates.</p>



Calendar Change Request Form for Course Changes

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

Faculty (& Department or Academic Unit):	Campus Saint-Jean
Contact Person(s):	A. Bourferguène /Marie Simuong
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
For which term will this change take effect?	Fall 2022

Rationale

To align with the STAT 151 course of the Faculty of Science, also to allow students who have Math 30-2 as a prerequisite to be able to take this course.

Course Template

CURRENT	PROPOSED
<p>STATQ 151 - Introduction à la statistique appliquée I</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Collecte de données et leur présentation, statistiques descriptives. Loi de probabilité, distribution d'échantillonnage et théorème limite central, estimation ponctuelle et tests d'hypothèses. Corrélation et régression linéaire simple. Mesure d'ajustement et tableaux de contingences. Préalable: Mathématiques 30-1. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour un cours de STAT, KIN 109, PSYCH 211, SCSOC 322, SOC 210, ou SCI 151.</p>	<p>STATQ 151 - Introduction à la statistique appliquée I</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Collecte de données et leur présentation, statistiques descriptives. Loi de probabilité, distribution d'échantillonnage et théorème limite central, estimation ponctuelle et tests d'hypothèses. Corrélation et régression linéaire simple. Mesure d'ajustement et tableaux de contingences. Préalable: Mathématiques 30-1 ou 30-2. Note: Ce cours n'est pas accessible aux étudiants ayant ou postulant des crédits pour un cours de STAT, KIN 109, PED 109, PSYCH 211, SCSOC 322, SOC 210, ou SCI 151.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date, including any partner faculties for combined programs.

- CSJ Academic Planning Committee : March 2, 2022
- CSJ Executive Committee, March 4, 2022
- FSJ Faculty Council, May 20, 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):	Faculté Saint-Jean
Contact Person:	Martine Cavanagh/Marie Simuong
Level of change (choose one only)	<ul style="list-style-type: none"> Undergraduate
For which term will this change take effect?	Fall 2022

Rationale

- The wording regarding the "concurrent: EDU S" is unclear, it should be removed. Indeed EDU S by itself could also be interpreted by students as referring to EDU S 201. In addition, for BED/AD EDU P 444 is scheduled during the spring semester during which there is no EDU S.

Course Template

CURRENT	PROPOSED
<p>EDU P 444 - Interventions auprès des élèves ayant de difficultés d'apprentissage</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Étude de l'évolution des modalités de soutien et d'organisation des services aux élèves ayant des besoins éducatifs particuliers, des conditions de réussite associées à l'inclusion scolaire nécessaires à l'accès au curriculum général pour tous. Les étudiants feront l'étude des causes des difficultés d'apprentissage, de même que des interventions visant à soutenir l'élève en difficulté à l'aide de stratégies d'apprentissage. Ils apprendront également à intégrer ces connaissances à l'intérieur du cadre législatif sous-tendant l'éducation inclusive en Alberta. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232), EDU P 242 ou</p>	<p>EDU P 444 - Interventions auprès des élèves ayant de difficultés d'apprentissage</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Étude de l'évolution des modalités de soutien et d'organisation des services aux élèves ayant des besoins éducatifs particuliers, des conditions de réussite associées à l'inclusion scolaire nécessaires à l'accès au curriculum général pour tous. Les étudiants feront l'étude des causes des difficultés d'apprentissage, de même que des interventions visant à soutenir l'élève en difficulté à l'aide de stratégies d'apprentissage. Ils apprendront également à intégrer ces connaissances à l'intérieur du cadre législatif sous-tendant l'éducation inclusive en Alberta. Préalable(s) : EDU S 201 (ou EDU F</p>



<p>243. Concomitant: EDU S</p>	<p>200 et EDU M 232), EDU P 242 ou 243.</p>
<p>EDU P 445 - Interventions auprès des élèves ayant des difficultés de comportement</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Ce cours fait suite au cours EDU P 444 (Interventions auprès des élèves ayant des difficultés d'apprentissage). Les étudiants seront initiés à l'utilisation des différentes théories afin d'analyser et de comprendre les difficultés comportementales. Les étudiants seront également sensibilisés aux méthodes d'évaluation et de modification de comportement en milieu scolaire. Ils apprendront aussi à intégrer ces connaissances dans le cadre législatif sous-tendant l'éducation inclusive en Alberta. Préalable (s) : EDU S 201 (ou EDU F 200 et EDU M 232), EDU P 242 ou 243 (ou concomitant), EDU P 444. Concomitant : EDU S.</p>	<p>EDU P 445 - Interventions auprès des élèves ayant des difficultés de comportement</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Ce cours fait suite au cours EDU P 444 (Interventions auprès des élèves ayant des difficultés d'apprentissage). Les étudiants seront initiés à l'utilisation des différentes théories afin d'analyser et de comprendre les difficultés comportementales. Les étudiants seront également sensibilisés aux méthodes d'évaluation et de modification de comportement en milieu scolaire. Ils apprendront aussi à intégrer ces connaissances dans le cadre législatif sous-tendant l'éducation inclusive en Alberta. Préalable (s) : EDU S 201 (ou EDU F 200 et EDU M 232), EDU P 242 ou 243 (ou concomitant), EDU P 444.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date, including any partner faculties for combined programs.

- CSJ Academic Planning Committee : March 2, 2022
- CSJ Executive Committee, March 4, 2022
- FSJ Faculty Council, May 20, 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):	Campus Saint-Jean
Contact Person(s):	M. Cavanagh /Marie Simuong
Level of change (choose one only) [?]	<ul style="list-style-type: none"> Undergraduate
For which term will this change take effect?	Fall 2022

Rationale

An update of the prerequisite is required since EDU F 200 and EDU M 232 were eliminated and replaced by EDU S 201.

Course Template

CURRENT	PROPOSED
<p>EDU M 459 - Actualité et Média</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Pédagogie générale et pratique de l'intégration et de l'analyse d'événements, de problématiques sociales et de questions d'actualité en salle de classe. Formation de l'apprenant à la citoyenneté informée et à la littératie des médias. Analyse de l'action des médias électroniques et écrits sur la formation de l'opinion qu'une collectivité se fait de la réalité, mais aussi d'elle-même. Préalables : EDU F 200 et EDU M 232. Note : ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 455.</p>	<p>EDU M 459 - Actualité et Média</p> <p>Course Career Undergraduate Units 3 Approved Hours 3-0-0 Fee index 6 Faculty Faculté Saint-Jean Department Saint-Jean Typically Offered l'un ou l'autre semestre</p> <p>Description Pédagogie générale et pratique de l'intégration et de l'analyse d'événements, de problématiques sociales et de questions d'actualité en salle de classe. Formation de l'apprenant à la citoyenneté informée et à la littératie des médias. Analyse de l'action des médias électroniques et écrits sur la formation de l'opinion qu'une collectivité se fait de la réalité, mais aussi d'elle-même. Préalable : EDU S 201. Note : ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 455.</p>

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date, including any partner faculties for combined programs.

- CSJ Academic Planning Committee : March 2, 2022
- CSJ Executive Committee, March 4, 2022
- FSJ Faculty Council, May 20, 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):	School of Public Health
Contact Person:	Dr. Ruth Wolfe Helen Starodub
Level of change (choose one only) [?]	<input type="checkbox"/> Undergraduate
	<input checked="" type="checkbox"/> Graduate
For which term will this change take effect?	Upon Final Approval, Included in the calendar for 2023-2024

Rationale

- 1. The revised course titles and descriptions align with updates to courses to align with the new MPH in second-level specialization in General Public Health, approved by GFC on January 13, 2022.
- 2. The revised course titles were included in the proposal and calendar change package for the MPH in General Public Health, approved by GFC on January 13, 2022.
- 3. The course descriptions for these two courses were missing in the calendar change package for the courses. This completes the calendar change package required for implementation of the MPH in General Public Health.

Course Template

<p>Current Removed language</p> <p>Subject & Number: SPH 598</p> <p>Title: - Field Practicum</p> <p>Course Career: Graduate Units: 6 Units Approved Hours: Standart 6 unit Fee index: fi 6 Faculty: School of Public Health Typically Offered : variable - each term</p> <p>Description:</p> <p>6 (fi 12) (variable, variable) Public health practice is an integral part of the MPH degree. The practicum is a full time hands-on experience in a public health work setting. It provides the opportunity for students to integrate and synthesize public health philosophy, theory and practice through application and critical assessment. Students contribute to a community or organization's capacity to critically assess public health issues, and design, implement and evaluate strategic initiatives, while at the same time gaining confidence and skills as public</p>	<p>Proposed New language</p> <p>Subject & Number: SPH 598</p> <p>Title: Public Health Practice Experience and Capping Project</p> <p>Course Career: Graduate Units: 6 Units Approved Hours: Standart 6 unit Fee index: fi 6 Faculty: School of Public Health Typically Offered: variable- each term</p> <p>Description:</p> <p>6 units (fi 12) (variable, variable) This course incorporates an applied practice experience (APE) and an integrative learning experience (ILE). Students complete a field practicum that entails hands-on experience in a work setting relevant to public health. Students integrate and synthesize their cumulative knowledge of public health through application to and critical assessment of a specific problem in a specific setting. They contribute to community or organizational capacity to address current priorities, while gaining</p>
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<p>health professionals. Normally, the final course of the MPH degree. Prerequisites: SPH 530, 535, 536, 541, 546, 547, and "Specialization Required Courses".</p>	<p>confidence and skills as public health professionals. SPH 598 is a required course for the degree of Master of Public Health in General Public Health. Normally completed in the final term of the degree except in approved circumstances. Prerequisites: SPH 530, SPH 535, SPH 536, SPH 537, SPH 541, SPH 546, SPH 547, SPH 562, SPH 563, or consent of instructor. Students may take up to 3 units concurrently.</p>
<p>Current Removed language</p> <p>SPH 547</p> <p>Title: Leadership and Professional Practice III and Capping Project</p> <p>Course Career: Graduate Units: 3 Units Approved Hours: 36- 38 Fee index: fi 6 Faculty: School of Public Health Typically Offered: Variable (Fall and Spring terms)</p> <p>Description:</p> <p>3 (fi 6) (variable, 3-0-0) Building on Leadership and Professional Practice I and II, students will work in interdisciplinary teams to analyze a complex public health challenge, propose strategies and interventions to address it, and design an implementation and evaluation strategy. Pre-requisites: SPH 530, 535, 536, 541, 546 and "Specialization Required Courses".</p>	<p>Proposed New language</p> <p>SPH 547</p> <p>Title: Public Health Practice Project</p> <p>Course Career: Graduate Units: 3 Units Approved Hours: 36- 38 Fee index: fi 6 Faculty: School of Public Health Typically Offered: Variable (Fall and Spring terms)</p> <p>Description:</p> <p>3 units (fi 6) (variable, 3-0-0) Building on <i>Public Health Practice & Professional Skills I & II</i>, students continue to practice and strengthen professional competencies by working in teams assigned to external partner organizations to address a complex public health challenge. Organizations' priority projects may emphasize any stage of the assessment-planning-action-evaluation cycle. This course emphasizes professional skills - effective teamwork, reflection and peer assessment, oral and written communication; and project management including terms of engagement, a project charter and work plan, and high-quality deliverables. SPH 547 is a required course for the degree of Master of Public Health in General Public Health. Pre-requisites: SPH 530, SPH 535, SPH 536, SPH 537, SPH 541, SPH 546, SPH 562, SPH 563, or consent of instructor.</p>

Reviewed/Approved by:

Was included in and approved in the proposal for the General Public Health degree - > Approved by GFC on January 13, 2022

Approved again by the SPH Faculty Council on April 26, 2022

**Governance Executive Summary
Action Item**

Agenda Title	Items Deemed Minor/Editorial <ul style="list-style-type: none"> A. Proposed Changes to Advanced Standing Regulations for Freestanding Certificates, Faculty of Education B. Proposed Changes to Advanced Standing Regulations for Graduate Certificates, Faculty of Education and Faculty of Graduate Studies and Research C. Proposed Changes to Admission Requirements for Visiting Students, Faculty of Engineering D. Proposed Changes to Admission Requirements for the Transition Year Program, Faculty of Kinesiology, Sport, and Recreation E. Proposed Changes to Course Load Maximum, Faculty of Kinesiology, Sport, and Recreation F. Proposed Change to the Application Deadline for the Juris Doctor Program, Faculty of Law
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Motion

<p>THAT the GFC Programs Committee, with delegated authority from GFC, approve:</p> <ul style="list-style-type: none"> - the proposed changes to advanced standing regulations for freestanding certificates in the Faculty of Education as set forth in attachment A; - the proposed changes to advanced standing regulations for graduate certificates in the Faculty of Education as set forth in attachment B; - the proposed changes to admission requirements for visiting students in the Faculty of Engineering as set forth in attachment C; - the proposed changes to admission requirements for the Transition Year Program in the Faculty of Kinesiology, Sport, and Recreation as set forth in attachment D; - the proposed changes to course load maximum in the Faculty of Kinesiology, Sport, and Recreation as set forth in attachment E; and - the proposed change to the application deadline for the Juris Doctor Program in the Faculty of Law as set forth in attachment F.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Jennifer Tupper, Dean of the Faculty of Education Brooke Milne, Vice-Provost and Dean of the Faculty of Graduate Studies and Research Simaan AbouRizk, Interim Dean of the Faculty of Engineering Nick Holt, Interim Dean of the Faculty of Kinesiology, Sport, and Recreation Barbara Billingsley, Dean of the Faculty of Law
Presenter(s)	Janice Causgrove Dunn, Vice-Provost (Programs) and Chair, GFC PC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.

Item No. 5

Executive Summary <i>(outline the specific item – and remember your audience)</i>	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or editorial in nature. PC's Terms of Reference provide that "‘Routine and/or Editorial’ - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Editorial or routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations."
Supplementary Notes and context	<i><This section is for use by University Governance only to outline governance process.></i>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <i><For information on the protocol see the Governance Resources section Student Participation Protocol></i>	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Undergraduate or Graduate Program Support Team (PST) • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC June 23, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21			
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference			

Attachments:

- A.EDU Free Standing Certificate laddering
- B.EDU GCSL Transfer Credit 2022 April
- C.ENGG Visiting Students



D.KSR BKin TYP Course Requirements
E.KSR Normal Course Load Enrollment Limits
F.LAW Admissions Date Deadline Change

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@gmail.com

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Faculty of Education

Implementation: NORMAL
 EARLY

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

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

***Applicable Attachment:** Yes No

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

CURRENT	PROPOSED
<p>Faculty of Education General Information <i>(Use yellow highlight and strike out for all changes)</i></p>	<p>Faculty of Education General Information <i>(Use yellow highlight and underline all additions)</i></p>
<p>Advanced Study in Education for Holders of Approved Degrees Free-Standing University Certificates The Faculty of Education offers professional learning through free-standing for-credit University Certificate in the following area:</p> <ul style="list-style-type: none"> ● Advancing Adolescent Literacy ● Digital Learning ● Early Childhood Education ● Certificate in Teaching Students with Complex Communication Needs <p>Admission to University Certificate requires a three- or four-year degree (see Admission for admission and document requirements).</p> <p>University Certificates consist of a minimum of 15 units of course weight. Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a</p>	<p>Advanced Study in Education for Holders of Approved Degrees Free-Standing University Certificates The Faculty of Education offers professional learning through free-standing for-credit University Certificate in the following area:</p> <ul style="list-style-type: none"> ● Advancing Adolescent Literacy ● Digital Learning ● Early Childhood Education ● Certificate in Teaching Students with Complex Communication Needs <p>Admission to University Certificate requires a three- or four-year degree (see Admission for admission and document requirements).</p> <p>University Certificates consist of a minimum of 15 units of course weight. Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a</p>

final GPA of 2.0 or above. Certificates must be completed within four years.	final GPA of 2.0 or above. Certificates must be completed within four years. <u>Students who complete a University Certificate from the Faculty of Education in good standing may be able to use the courses from the certificate to receive up to 15 units of course weight in advanced standing in a Diploma in Education. Completion of the certificate does not guarantee admission to a diploma program. The certificate may be used for both the basis of admission and laddered into a relevant diploma program.</u>
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Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

We have learned that graduates of certificate programs will not receive credit from the ATA's TQS unless they can be taken as part of an eligible undergraduate, graduate, or diploma program according to the [Principles for Evaluation of Years of Teacher Education for Salary Purposes](#). The addition of the statement allows students to ladder 300- and 400-level free-standing University certificate courses into a relevant diploma program. This statement is based on the one approved at the graduate level to [allow certificates to ladder into graduate programs](#). Please note, that the statement makes it clear that not all diploma programs allow laddering of certificate courses.

Submitted by: Lynn McGarvey	Signature of Department Chair or Designee	Date: Feb 21, 2022	Department Council Approval Date: March 24, 2022
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Submit completed, signed pdf **and** Word Versions to the UAAC Administrator at eduac@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

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

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

Current	Proposed
<p>Graduate Programs</p> <p>Graduate Certificate in School Leadership (Education)</p> <hr/> <p>The Graduate Certificate in School Leadership offered by the Faculty of Education is for teaching professionals seeking specialization in school leadership. The focus of this certificate is enhancing educators' leadership knowledge, skills and attitudes. Delivery will be a blended format, including both face to face and online courses.</p> <p>Entrance Requirements</p> <hr/> <p>The Faculty's admission requirements are a Bachelor of Education degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Teacher certification or two years of teaching experience are also required. Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • IELTS minimum overall score of 6.5 with a minimum of 6.5 on each band; • TOEFL minimum score of 93 (internet-based) with a minimum of 24 on the Speaking and Writing Bands, and a minimum of 21 on the Reading and Listening bands, or equivalent <p>Applicants who do not meet the minimum AGPA requirement but have considerable relevant professional experience may also be admissible. Individuals who feel that this situation applies to them are encouraged to contact the Associate Dean, Graduate Studies, Faculty of Education to discuss their status.</p>	<p>Graduate Programs</p> <p>Graduate Certificate in School Leadership (Education)</p> <hr/> <p>The Graduate Certificate in School Leadership offered by the Faculty of Education is for teaching professionals seeking specialization in school leadership. The focus of this certificate is enhancing educators' leadership knowledge, skills and attitudes. Delivery will be a blended format, including both face to face and online courses.</p> <p>Entrance Requirements</p> <hr/> <p>The Faculty's admission requirements are a Bachelor of Education degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework. Teacher certification or two years of teaching experience are also required. Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:</p> <ul style="list-style-type: none"> • IELTS minimum overall score of 6.5 with a minimum of 6.5 on each band; • TOEFL minimum score of 93 (internet-based) with a minimum of 24 on the Speaking and Writing Bands, and a minimum of 21 on the Reading and Listening bands, or equivalent <p>Applicants who do not meet the minimum AGPA requirement but have considerable relevant professional experience may also be admissible. Individuals who feel that this situation applies to them are encouraged to contact the Associate Dean, Graduate Studies, Faculty of Education to discuss their status.</p> <p><u>Transfer Credit</u></p> <p><u>In accordance with the Faculty of Graduate Studies and Research transfer credit regulations, only 1/3 of the total units of course weight of a student's certificate program can be met through transfer credit.</u></p> <p><u>Due to Government of Alberta requirements for Leadership Quality Standards (LOS), students who have previously completed EDU 520 and EDU 521 in Open Studies, can request special consideration for advanced standing that exceeds this regulation where up to one half (i.e. *6) of the certificate's required credits (i.e. *12) can be met through transfer of these previously completed courses.</u></p>

Justification:

The Graduate Certificate in School Leadership (GCSL) was created in consultation with Alberta Education. The province of Alberta requires school leaders to obtain Leadership Quality Standard (LQS) certification in order to serve as a school leader and Superintendent Leadership Quality Standard (SLQS) certification to serve as a system leader. The LQS certification applies to all principals, assistant, associate and vice principals and the SLQS certification applies to school jurisdiction leaders.

Alberta Education worked collaboratively with approved postsecondary institutions (Alberta universities with B.Ed. programming) including the University of Alberta to develop leadership programming that will lead to the leadership certification. To meet the academic requirements for LQS certification, students must complete two courses (EDU 520 and EDU 521) then the Dean, Faculty of Education, will attest to this completion to Alberta Education. This attestation agreement between Alberta Education and the Faculty of Education includes allowing students to take the two courses (EDU 520 and EDU 521) as Open Studies students, as students in other graduate programs or as a student in the GCSL program.

The current FGSR policy allows students to bring one course into the Graduate Certificate in School Leadership (GCSL) program but FGSR policy allows for exceptions:

In exceptional circumstances and with the explicit prior approval of the Faculty of Graduate Studies and Research, up to 1/2 of the total units of course weight for the program may be met through transfer credit and/or course exemption.

The Faculty of Education requires such an exception in order to meet the agreement with Alberta Education. Thus, the Faculty of Education requests that FGSR allow an exception to the policy related to the GCSL program to allow students to bring 2 courses (EDU 520 and EDU 521) into the program.

Approved: April 4, 2022 by the Faculty of Education Graduate Academic Affairs Council (GAAC)

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):	Engineering
Contact Person:	Tian Tang
Level of change (choose one only) [?]	<ul style="list-style-type: none"> • Undergraduate • Graduate
Type of change request (check all that apply) [?]	<ul style="list-style-type: none"> • 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)	None

Rationale

Currently the Faculty of Engineering admission section does not provide any information about Visiting Students. This adds that category and provides a link to the relevant information.

Calendar Copy

URL in current Calendar (or leave blank if it is a new page): https://calendar.ualberta.ca/content.php?catoid=36&navoid=11298	
Current Faculty of Engineering Admission Requirements [...] V. Special Students [...]	Proposed Faculty of Engineering Admission Requirements [...] V. Special Students [...] VI. Visiting Students Students from other universities or colleges are eligible to be considered for admission as visiting students if 1) They are in a degree program at their home institution; 2) Their home institution provides an appropriate letter of permission; 3) Their academic record shows a competitive AGPA. Priority for visiting student status is given to students who

	<p>are applying as part of a recognized exchange program. Visiting student status is granted for one term or one academic year. Visiting students must reapply each year and present a new letter of permission from their home institution. Visiting student admissions may be restricted.</p>
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Reviewed/Approved by:

<p>REQUIRED: Faculty Council (or delegate) and approval date, including any partner faculties for combined programs. Faculty APC: April 8, 2022 Faculty ECC: April 26, 2022</p>

<p>Other consultation groups, departments, or internal faculty approving bodies and approval dates.</p>

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):	Kinesiology, Sport, and Recreation
Contact Person:	Angela L. Bayduza, PhD KSR Associate Dean, Undergraduate Programs ksradu@ualberta.ca
Level of change (choose one only) [?]	Undergraduate
Type of change request (check all that apply) [?]	Program
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)	No

Rationale

To align course requirements for BKin Transition Year Program (TYP) with the recent changes made to the Activity Core of the BKin program. Changes to the BKin program included removal of PSYCH 104 as a course requirement as well as removal of a second ENGL or WRS course requirement.

Calendar Copy

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

Admission of Indigenous Applicants, Transition Year Program for Indigenous Applicants

<https://calendar.ualberta.ca/content.php?catoid=36&navoid=11184#admission-of-indigenous-applicants>

Current	Proposed
<p>General Undergraduate Admission Requirements Transition Year Program for Indigenous Applicants</p> <p>...</p> <p>2. Completion of a Transition Year Program</p> <p>a. General Requirements: Students must normally complete the required courses in Fall/Winter and Spring terms. These courses will be taken through Open Studies. Note: A limited number of places are available in the required courses.</p> <p>b. Faculty Requirements: The specific course and performance requirements to be considered for admission to each degree program follow:</p> <p>...</p> <p>6. Kinesiology, Sport, and Recreation Course requirement: BKin 18 units of course weight, as follows:</p>	<p>General Undergraduate Admission Requirements Transition Year Program for Indigenous Applicants</p> <p>...</p> <p>2. Completion of a Transition Year Program</p> <p>c. General Requirements: Students must normally complete the required courses in Fall/Winter and Spring terms. These courses will be taken through Open Studies. Note: A limited number of places are available in the required courses.</p> <p>d. Faculty Requirements: The specific course and performance requirements to be considered for admission to each degree program follow:</p> <p>...</p> <p>6. Kinesiology, Sport, and Recreation Course requirement: BKin 18 units of course weight, as follows:</p>

<ul style="list-style-type: none"> i. 6 units in 100-Level ENGL OR 3 units in 100-Level ENGL and 3 units in WRS ii. KIN 100 or KIN 101 iii. KRLS 104 or KRLS 105 iv. PSYCH 104 v. STAT 151 <p>Performance requirement: Minimum GPA 2.0.</p> <p>...</p> <p>Removed language</p>	<ul style="list-style-type: none"> i. 3 units in one of: 100-Level ENGL OR WRS li. one of: KIN 100 OR KIN 101 iii. KIN 102 iv. one of: KRLS 104 OR KRLS 105 v. 3 units chosen from the <u>Activity Core</u> electives course list vi. one of: STAT 151 OR KIN 109 <p>Performance requirement: Minimum GPA 2.0.</p> <p>...</p> <p>New language</p>
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Reviewed/Approved by:

<p>KSR Undergraduate Programs Committee: April 6th, 2022 KSR Faculty Executive: May 18, 2022 KSR Faculty Council: May 25, 2022 (pending) Undergraduate Program Support Team (Undergraduate & Non-Credit): June 2nd, 2022 (pending)</p>
<p>Other Consultations: Darcie Tessari, Team Lead, KSR Student Services Office Kristy Fyfe, Admissions Coordinator, KSR Student Services Office Suzanne Butler, Associate Director- Transition Year Program, Student Services - First Peoples' House</p>

Faculty: Kinesiology, Sport, and Recreation (KSR)
Submitted by: Angela Bayduza, PhD - Associate Dean, Undergraduate Programs
Type of change request: <input checked="" type="checkbox"/> Editorial <input type="checkbox"/> Minor Program <input type="checkbox"/> Major Program <input checked="" type="checkbox"/> Regulation
For which term will this change take effect? Fall 2023
Which Calendar will this change be published in? 2023-2024

Calendar Copy

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

<https://calendar.ualberta.ca/content.php?catoid=34&navoid=10201#registration-requirements>

To indicate requested changes, you can use track changes or comparative table formats below

Registration Requirements

- 1. Continuous Registration:** Students must register in their program on a continuous basis to ensure a place in the program. Students who want to temporarily discontinue their program must obtain prior approval for a Leave of Absence by submitting a request to the **Undergraduate Programs** Office. Discontinuance without permission requires the student to seek readmission and, in this case, readmission is not guaranteed.

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

- A minimum of ★18 must be completed within the degree program before the term in which the Leave of Absence begins
- The student is in good academic standing
- The Leave of Absence period does not exceed 12 months
- No transferable courses are being completed at another institution during the Leave of Absence period.

Registration Requirements

- 1. Continuous Registration:** Students must register in their program on a continuous basis to ensure a place in the program. Students who want to temporarily discontinue their program must obtain prior approval for a Leave of Absence by submitting a request to the **Student Services** Office. Discontinuance without permission requires the student to seek readmission and, in this case, readmission is not guaranteed.

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- The student is in good academic standing
- The Leave of Absence period does not exceed 12 months
- No transferable courses are being completed at another institution during the Leave of Absence period.

2. **Normal Course Load:** A normal full academic course load is ★30 taken during Fall/Winter.
- Fall/Winter: A normal full course load in the Fall and Winter Terms is ★15 taken each term, for a total of ★30.
 - Spring/Summer: A normal full course load in the Spring and Summer Terms is ★6 taken each term, for a total of ★12.

Notes

- ~~To complete the BKin/BEd Combined Degree program in the recommended five years, students must take an average of ★30 each Fall/Winter.~~
- ~~Students are permitted to take a maximum of ★18 in each Fall and Winter term and ★6 in each Spring and Summer term.~~

Normally, permission to enrol in extra courses (beyond ★18 in Fall and Winter or ★6 in Spring and Summer) is not granted. Where a student wishes to enrol in more than the maximum allowed credits during any term, a request must be submitted to the Student Services Office. Such requests will be considered only if the student has obtained a minimum GPA of 3.3 on a minimum of ★24 during the previous Fall/Winter period.

2. **Normal Course Load:** A normal full academic course load is ★30 taken during Fall/Winter.
- Fall/Winter: A normal full course load in the Fall and Winter Terms is ★15 taken each term, for a total of ★30.
 - Spring/Summer: A normal full course load in the Spring and Summer Terms is ★6 taken each term, for a total of ★12.

Notes

Normally, permission to enrol in extra courses (beyond ★15 in Fall and Winter or ★6 in Spring and Summer) is not granted. Where a student wishes to enrol in more than the maximum allowed credits during any term, a request must be submitted to the Student Services Office. Such requests will be considered only if the student has obtained a minimum GPA of 3.3 on a minimum of ★24 during the previous Fall/Winter period.

Rationale

Students in the Faculty of KSR were allowed to take a maximum of 18 credits in Fall and Winter terms when the BKin/BEd 5 year combined degree programs were 159 credits in length and students were required to take 33 credits during the first three years of the programs in order to graduate in 5 years.

Now that the BKin/BEd 5 year combined degree programs have been reduced to 150 credits (30 credits over 5 years), combined degree program students no longer need to take 33 credits in the first three years of the programs in order to graduate in 5 years.

KSR would like to align its registration limits with a normal full course load of 15 credits in each of the Fall and Winter terms to ensure students are not overloading their schedules and jeopardizing their academic standing in the Faculty.

Students can request permission to enrol in more than 15 credits in Fall or Winter term as outlined in the calendar.

Reviewed/Approved by:

KSR Undergraduate Programs Committee: March 2, 2022

KSR Faculty Executive: March 23, 2022

KSR Faculty Council: March 30, 2022

Notes:

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

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):	LAW
Contact Person:	Aileen Reilly (law.academicssupport@ualberta.ca)
Level of change (choose one only)	<input checked="" type="radio"/> Undergraduate
	<input type="radio"/> Graduate
Type of change request (check all that apply)	<input type="radio"/> Program
	<input checked="" type="radio"/> 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)	NO

Rationale

1. Many Canadian law schools (including the University of Calgary and the Peter A. Allard School of Law (UBC)) have a December 1 application deadline;
2. .In addition to being consistent with other law schools, extending the Faculty's deadline to December 1 allows us to attend recruitment events held in November; and
3. .For the current and last admissions cycles, the Faculty has published a December 1 deadline on its website;

Calendar Copy

URL in current Calendar (or leave blank if it is a new page):	
<p>Current</p> <p>Application Procedure The application for admission to the JD program is available from the web at www.ualberta.ca/registrar/index.html.</p> <p>The application must be submitted on or before November 4 of the year preceding the year in which admission is sought, unless a later deadline is specified on the Faculty of Law website. All additional supporting documentation must be provided to the Faculty of Law on or before February 1 of the year in which admission is sought (see Admission and Readmission Deadlines).</p> <p>All applicants will be notified by e-mail regarding admission or nonadmission. Successful applicants must confirm their admission and intention to register by submitting a nonrefundable deposit within the time</p>	<p>Proposed</p> <p>Application Procedure The application for admission to the JD program is available from the web at www.ualberta.ca/registrar/index.html.</p> <p>The application must be submitted on or before December 1 of the year preceding the year in which admission is sought, unless a later deadline is specified on the Faculty of Law website. All additional supporting documentation must be provided to the Faculty of Law on or before February 1 of the year in which admission is sought (see Admission and Readmission Deadlines).</p> <p>All applicants will be notified by e-mail regarding admission or nonadmission. Successful applicants must confirm their admission and intention to register by submitting a nonrefundable deposit within the time</p>

specified in the letter of acceptance. The deposit will be credited toward tuition on registration in September (see Program-specific Deposits on Confirmation of Admission).

The Admissions Office will not accept enquiries concerning the status of applications. Applicants are encouraged to check the status of their application on Bear Tracks at <https://www.beartracks.ualberta.ca>.

specified in the letter of acceptance. The deposit will be credited toward tuition on registration in September (see Program-specific Deposits on Confirmation of Admission).

The Admissions Office will not accept enquiries concerning the status of applications. Applicants are encouraged to check the status of their application on Bear Tracks at <https://www.beartracks.ualberta.ca>.

Reviewed/Approved by:

REQUIRED: Law Faculty Council – February 1, 2022

Other consultation groups, departments, or internal faculty approving bodies and approval dates.

FINAL Item No. 6
**Governance Executive Summary
Action Item**

Agenda Title	Proposed Undergraduate Embedded Certificate in Sexuality Studies, Faculty of Arts
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Motion

<p>THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed undergraduate embedded Certificate in Sexuality Studies, for implementation upon approval.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Steve Patten, Interim Dean of Arts
Presenter(s)	Michelle Meagher, Chair, Women’s and Gender Studies, Faculty of Arts Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	We are requesting approval for a new undergraduate embedded Certificate in Sexuality Studies.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The certificate will allow undergraduate students to develop and demonstrate specialized knowledge in the interdisciplinary field of Sexuality Studies. Sexuality Studies examines sexual identities, practices, and desires as embodied experiences that are deeply shaped by historical, sociocultural, and political landscapes. The certificate will encourage the acquisition of diverse perspectives on the study of human sexuality. The curriculum consists of an interdisciplinary suite of courses that examine sex and sexuality as they relate to other categories of identity, including gender, race, ethnicity, ability, and socio-economic and citizenship status as well as diverse experiences of pleasure and non/normative modes of desire.</p> <p>Student training will combine theoretical and practical approaches to sexuality. Two courses are required: HECOL 211 Human Sexuality introduces students to sexual behaviour, and its personal, familial, and societal implications and WGS 270 Feminism and Sexuality develops queer and intersectional feminist theoretical perspectives on sexualities. As institutional capacities expand, it is anticipated that a third course, on Indigenous sexuality studies, will be required. The remaining credits will be selected from a suite of interdisciplinary courses. The certificate’s precise focus sets it apart from the minor in Women’s and Gender Studies.</p> <p>The certificate targets students in BA, BEd, and BSc programs, many of whom are already selecting courses on topics related to sex and sexuality from multiple disciplines. This certificate will aid students in future employment in the diversity, equity, and social justice sectors and for those who plan careers in social work, public health, and health professions. Additionally, it will provide an interdisciplinary theoretical</p>



Item No. 6

	<p>foundation for students who pursue advanced research in Gender Studies, Education, Public Health, and other disciplines where Sexuality Studies is active.</p> <p>Plans for a certificate in Sexuality Studies have been on the radar for WGS for several years. Our recent (2021) QA report notes that a sexuality studies certificate would bring value to our degree. The reviewers note that similar certificates are offered successfully at comparator institutions. They note that with the recent addition of two faculty members with expertise in sexuality studies (one with a focus on queer theory, the other on Indigenous studies), WGS is well positioned to support the certificate. We have seen growth in student interest in courses about sexuality (WGS 270, WGS 470) and recent special topics classes on sexuality have been popular. With recent changes in staffing, WGS can grow our capacities in this area with the addition of proposed courses Queer Theory and Indigenous Genders and Sexualities.</p> <p>Resource implications of the certificate are minimal. The curriculum relies entirely on courses that are regularly scheduled. No additional resources will be required to support the curriculum. WGS is independently adding two courses to our undergraduate curriculum that will expand offerings in Sexuality Studies (Queer Theory and Indigenous Gender and Sexualities). The Department of Women’s and Gender Studies will appoint a program director, whose tasks will include:</p> <ul style="list-style-type: none"> • advertising and promotion, • general advising, and • annual assessment of approved courses. <p>The program director’s duties can be completed as part of a faculty member’s regular service commitments and will not draw the director out of regular teaching duties.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance</p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Department of Women’s and Gender Studies <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Florence Glanfield , Vice-Provost (Indigenous Programming & Research) and Nathalie Kermaal, Associate Dean (Academic), Faculty of Native Studies, May 11, 2022 • Program Support Team, April 28, 2022
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Item No. 6

Resources section Student Participation Protocol >	<ul style="list-style-type: none"> • Professor Rhonda Breitzkreuz, Chair, Human Ecology, Faculty of Agricultural, Life and Environmental Sciences, December 14, 2021 • Women’s and Gender Studies undergraduate students, survey Fall 2021 <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Arts Faculty Council
Approval Route (Governance) (including meeting dates)	Department Council – October 27, 2021 Arts Academic Affairs – February 8, 2022 Arts Executive – March 3, 2022 Arts Faculty Council – March 17, 2022 GFC Programs – June 23, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	<i>For the Public Good</i> , Objective 17, Strategy ii: “Incent the development of of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates.” <i>Strategic Plan for Equity, Diversity, and Inclusivity</i> , Goal 2.3			
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" data-bbox="578 1029 1531 1228"> <tr> <td data-bbox="578 1029 1089 1228"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1029 1531 1228"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Terms of Reference			

Attachments (each to be numbered 1 - <>)

1. Program Approval Template (pages 1 - 14)

Prepared by: Michelle Meagher, Chair, Women’s and Gender Studies, and Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts

**Program Approval Template
Embedded Credit Certificates**

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

Development process: As early steps in the embedded certificate development process, proponents of new embedded certificates should first obtain the support of all Faculty Deans involved, after which consultation with the Vice-Provost (Indigenous Programming & Research) should follow. Following consultation with all involved Deans and the Vice-Provost (Indigenous Programming & Research), proponents should forward the draft proposal documents to the Vice-Provost (Programs).

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Programs Committee. In the event that the certificate proposal includes significant resource (space, budget) implications, the certificate will also be sent to GFC APC for approval.

Section A: Basics	
Program Name	Certificate in Sexuality Studies
Sponsoring Faculty/Faculties/Academic Unit	Department of Women's and Gender Studies Faculty of Arts
Contact information	Name and Title Michelle Meagher, Chair WGS
	Phone 780 492 7518
	Email michelle.meagher@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta
Units of Course Weight	18 credits
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	<p>DESCRIPTION: The certificate will allow undergraduate students to develop and demonstrate specialized knowledge in the interdisciplinary field of Sexuality Studies. Sexuality Studies examines sexual identities, practices, and desires as embodied experiences that are deeply shaped by historical, sociocultural, and political landscapes. Students completing in the certificate program will engage in sustained study of sex and sexualities. The certificate will encourage the acquisition of diverse perspectives on the study of human sexuality. The curriculum consists of an interdisciplinary suite of courses that examine sex and sexuality as they relate to other categories of identity, including gender, race, ethnicity, ability, and socio-economic and citizenship status as well as diverse experiences of pleasure and non/normative modes of desire.</p> <p>CURRICULUM: The curriculum will encourage the acquisition of diverse methodological and theoretical perspectives on the study of human sexuality. Student training will combine theoretical and practical approaches to sexuality. Two</p>

	<p>core courses are identified. HECOL 211 Human Sexuality introduces students to sexual behaviour, and its personal, familial, and societal implications. WGS 270 Feminism and Sexuality develops queer and intersectional feminist theoretical perspectives on sexualities. In keeping with institutional commitments to expand Indigenous programming, students will be strongly urged to complete at least one course that addresses sexuality from an Indigenous perspective. Remaining credits to be selected from a suite of interdisciplinary courses, which are included as an Appendix to this proposal.</p> <p>TARGET STUDENT GROUP: The certificate targets students in BA, BEd, and BSc programs, many of whom are already selecting courses on topics related to sex and sexuality from multiple disciplines.</p> <p>EMPLOYMENT AND EDUCATIONAL OPTIONS: This certificate will aid students in future employment in the diversity, equity, and social justice sectors and for those who plan careers in social work, public health, and health professions. Additionally, it will provide an interdisciplinary theoretical foundation for students who pursue advanced research in Gender Studies, Education, Public Health, and other disciplines where Sexuality Studies is active.</p>
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Section B: Rationale, Implications and Impact	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.</p>	<p>There are four rationales driving the introduction of the Certificate in Sexuality Studies.</p> <ol style="list-style-type: none"> 1. Sexuality Studies is a growing subfield in WGS. Sexuality plays a significant role in the way societies are organized. Our ideas about sex and sexuality shape our understandings of ourselves and our relationships with others; sex and sexuality are sites of social, legal, and cultural discipline. Sexuality Studies has emerged as a significant field of study within the larger field of Gender Studies. The first rationale for the introduction of a Sexuality Studies Certificate at the University of Alberta is to formally recognize the general developments in WGS, and to recognize how these developments are reflected in various course offerings across and beyond the Faculty of Arts. 2. Sexuality is a complex and quickly changing phenomenon in contemporary societies. The certificate responds to global, national and provincial human rights and social justice debates where human sexuality is concerned. In particular, undergraduate students understand these issues in both personal and political ways and, increasingly, seek to be informed with current academic analysis, data, knowledge and metrics. There is a pressing need to think proactively about what human sexuality is and how it is understood in global, national and provincial contexts. 3. Departmental Capacity: Plans for a certificate in Sexuality Studies have been on the radar for WGS for several years. Our recent (2021) QA report notes that a sexuality studies certificate would bring value to our degree.

	<p>The reviewers note that similar certificates are offered successfully at comparator institutions. They note that with the recent addition of two faculty members with expertise in sexuality studies (one with a focus on queer theory, the other on Indigenous studies), WGS is well positioned to support the certificate. We have seen growth in student interest in courses about sexuality (WGS 270, WGS 470) and recent special topics classes on sexuality have been popular. With recent changes in staffing, WGS can grow our capacities in this area with the addition of proposed courses Queer Theory and Indigenous Genders and Sexualities.</p> <p>4. Interdisciplinarity’s time has come at the U of A: The Sexuality Studies certificate draws on a richly varied curriculum that will provide students with a fundamentally interdisciplinary approach to Sexuality Studies. It will have an interdisciplinary administrative home, and it is interdisciplinary by design, and it will contribute to growing excellence in an interdisciplinary field of study. In these ways, it is perfectly aligned with the institutional commitments to Interdisciplinary learning and scholarship.</p>
<p>Vision and Academic Plan How does the proposed program align with the strategic goals described in <i>For the Public Good</i> and <i>the University of Alberta’s Strategic Plan for Equity, Diversity, and Inclusion</i>? How does the program further the objectives or align with the other institutional, Faculty, and College strategies?</p>	<p>For the Public Good The Sexuality Studies Certificate will contribute to the vibrant learning environment envisioned by the University’s strategic goals, as outlined in the For The Public Good documents. The Certificate aligns with the institutional goal of providing our undergraduate students with “diverse and rewarding learning opportunities.” Given that the Certificate draws on interdisciplinary faculty expertise, it will most certainly provide learning opportunities for students across our campuses and across faculties. With its focus on both theoretical and practical matters related to sex and sexuality, the certificate contributes to further understanding and engagement with topics that are out in the world.</p> <p>EDI Sexuality Studies increases student understanding of sex and sexuality, and places an emphasis on the study of historically excluded sexual minority groups. Its focus on sexual variance and sexual diversity, the Certificate’s curriculum contributes to the Equity, Diversity, and Inclusion project of the University of Alberta by placing value on “diverse ideas, knowledges, and perspectives in the pursuit of inclusive excellence.” Sexuality Studies cultivates citizens who are open to difference, and prepared to advocate for equal rights.</p> <p>Indigenous content Working with Indigenous scholars in the Faculty of Arts, the certificate will draw student attention to courses and scholarship that take Indigenous and/or decolonial approaches to the study of sex and sexualities. As institutional capacities expand, it is anticipated that the requirements for the Sexuality Studies Certificate will be revised to include Indigenous content as a formal requirement for completion of the certificate. (see appendix for list)</p> <p>Intersectionality The University of Alberta has recognized our institutional strength in intersectional gender research through the establishment of the Intersections of Gender signature area. Sexuality Studies is attuned to and invested in understanding the complexities</p>

	<p>posed by intersectionality research. The Sexuality Studies certificate will enable students to interrogate sexuality, race, gender, age, ability, socio-economic status and other aspects of identity as mutually constitutive concepts.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>Resource implications of the certificate are minimal. The curriculum relies entirely on courses that are regularly scheduled. No additional resources will be required to support the curriculum. WGS is independently adding two courses to our undergraduate curriculum that will expand offerings in Sexuality Studies (Queer Theory and Indigenous Gender and Sexualities). The Department of Women’s and Gender Studies will appoint a program director, whose tasks will include:</p> <ul style="list-style-type: none"> ● advertising and promotion, ● general advising, and ● annual assessment of approved courses. <p>The program director’s duties can be completed as part of a faculty member’s regular service commitments and will not draw the director out of regular teaching duties.</p>
<p>Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>The impact on course offerings will be minimal as the curriculum relies entirely on courses currently offered.</p> <ul style="list-style-type: none"> ● WGS 270 is an online asynchronous course taught annually that has capacity to accommodate many more students; ● HECOL 211 is taught three times a year with capacity to accommodate Sexuality Certificate students (see letter of support from Dr. Breitkreuz); ● Courses on the approved list are plentiful. <p>We anticipate that 15 to 20 students will graduate with the certificate per year, with certificates issued as early as 2023. Courses already completed may be applied toward the certificate credits.</p>
<p>Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p>	<p>There is not currently a certificate in Sexuality Studies offered at any Alberta institution. The certificate will highlight course offerings and research expertise at the University of Alberta in Sexuality Studies. It is not competitive with Sexual Health certificates as the focus is on the socio cultural aspects of sex. With a focus on supporting sexual health professionals, the online graduate certificate in Sexual health education, offered through the Faculty of Rehabilitation Medicine, is distinct from the Sexuality Studies certificate. Insofar as the Certificate requires the completion of 6 units in core courses and 12 credits from a narrow list of approved courses that centre on sexuality, it is distinct from the Minor in Women’s and Gender Studies. The Minor requires the completion of 18 units that are selected from among a broad range of courses focusing on topics as diverse as social justice studies, studies in gender and popular culture, women and war, feminism and law, masculinities, and feminist theories, methods, and histories.</p>
<p>Consultation Describe any consultation and/or potential impacts on service units of the University, including the RO, Academic Information and</p>	<p>We have consulted with faculty members in Human Ecology, who support the initiative and confirm that HECOL 211 has capacity to accommodate Sexuality Studies certificate students. We have consulted with undergraduate WGS students, who express interest in the certificate (See Appendix for student survey responses).</p>

<p>Communication Technologies (AICT), Libraries, Facilities and Operations, Student Services, etc.</p>	<p>We have consulted with directors of other undergraduate certificates to learn about the impact that the certificates have on faculty workload. We do not anticipate any impact on service units. We have consulted with Dr. Florence Glanfield, Vice-Provost, Indigenous Programming and Research, and Dr. Nathalie Kermaal, Associate Dean (Academic), Faculty of Native Studies, who strongly support the inclusion of Indigenous Sexuality Studies in the Certificate curriculum.</p>
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<p>Appendices</p>	
<p>Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p>	<p>A1 curriculum and program structure * <i>draft content for the calendar</i> A2 detailed list of approved courses A3 survey information</p>
<p>Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	<p>B1 comparator programs B2 letter from HECOL confirming support and capacity</p>

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

Department: **Women's and Gender Studies**

Change: **Undergraduate Major Program Change**

Rationale: See attached proposal


New courses going through governance simultaneously are: WGS 230 Consent, WGS 370 Queer Theory, WGS 475 – Indigenous Genders and Sexuality.

Paste **current** calendar URL here

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>Certificate in Sexuality Studies</u></p> <hr/> <p><u>General Information</u></p> <p>The certificate formally recognizes the completion of a sustained and interdisciplinary study of sex and sexuality by undergraduate students. The curriculum consists of courses that examine sexual identities and practices as well as diverse experiences of pleasure and non-normative modes of desire from interdisciplinary and intersectional perspectives. Students are strongly urged to complete at least 3 units in courses that address sexuality from an Indigenous world view.</p> <p>For information, contact the Sexuality Studies Certificate Coordinator at wgs@ualberta.ca or visit the Certificate in Sexuality Studies section of the department's website (www.uab.ca/WGS)</p> <hr/> <ul style="list-style-type: none"> • <u>Certificate Type: Embedded</u> • <u>Application: No</u> • <u>Who is eligible: Undergraduate Students, all faculties</u> • <u>Offered by: Department of Women's and Gender Studies in the Faculty of Arts</u> • <u>Students wishing to pursue the certificate in Sexuality Studies must declare their intention through Undergraduate Student Services in the Faculty of Arts</u> • <u>To be awarded the certificate students must apply through BearTracks by the application deadline for Graduation.</u> <p><u>Requirements 18 Units</u></p> <hr/> <ul style="list-style-type: none"> • <u>HECOL 211 Human Sexuality</u> • <u>WGS 270 Feminism and Sexuality</u> <p><u>12 Units from:</u></p> <ul style="list-style-type: none"> • <u>CLASS 261 Women, Gender, and Sexuality in Ancient World</u>

	<ul style="list-style-type: none"> ● EDPS 415 Sexuality, Gender, and Culture in Education ● ENGL 220 Reading Gender and Sexuality ● ENGL 392 Queer Writing ● ENGL 465 Studies in Genders and Sexualities (topics) ● FS 322 Gender and Sexuality in Film ● GERM 454 Gender and Sexuality ● HADVC 266 Gender, Sexuality and Visual Culture ● HIST 124 History of Sexuality in the Americas ● HIST 179 Sex Work ● HIST 308 Sexuality and Gender in Modern Europe ● MLCS 475 Sex on Screen ● NS 360 Indigenous Erotics ● PHIL 372 Philosophy of Sexuality ● SOC 492 Queering the Social ● WGS 230 Consent ● WGS 255 Gender and Sexuality in World and Indigenous Religions ● WGS 370 Queer Theory ● WGS 470 Sexualities ● WGS 475 Indigenous Genders and Sexualities <p>Notes</p> <ol style="list-style-type: none"> 1. Students are strongly urged to complete at least 3 units in courses that address sexuality from an Indigenous world view. Notable courses that apply Indigenous perspectives to sexualities studies include WGS 475 Indigenous Genders and Sexualities, WGS 230 Consent, and NS 360 Indigenous Erotics; students are urged to consult the Certificate in Sexuality Studies section of the department's website for more information about Indigenous Sexuality Studies. 2. Variable content courses (i.e., WGS 298, WGS 470) may be repeated for credit if topics vary. 3. Courses not on the list of approved courses may be applied to the certificate when appropriate and approved by the Sexuality Studies Certificate Coordinator.
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Department Contact: Michelle Meagher	Department Council Approval Date: October 27, 2021
Chair or Designate: Michelle Meagher	 Signature:

Appendix A1: Curriculum and Program Structure

Sexuality Studies

Embedded Certificate Proposal

Department of Women's and Gender Studies

Certificate in Sexuality Studies * *draft content for the calendar*

The certificate provides undergraduate students formal recognition for the knowledge about sexuality that they have acquired during the course of their academic career. The certificate will indicate that students have completed a sustained and interdisciplinary study of sex and sexuality. The Certificate in Sexuality Studies is available to students who are enrolled in undergraduate degree programs at the University of Alberta. Students from all faculties and departments are eligible to complete the certificate. Students who earn the certificate will be required to complete a minimum of *18 from the courses designated below. There is no application process for the certificate; the certificate will be awarded at the time that students earn the undergraduate degree.

The Certificate in Sexuality Studies is administered by the Department of Women's and Gender Studies in the Faculty of Arts. For information, contact the Sexuality Studies program director at wgs@ualberta.ca or visit the Certificate in Sexuality Studies section of the department's website (www.uab.ca/WGS)

Requirements

- HECOL 211 Human Sexuality
- WGS 270 Feminism and Sexuality

12 additional credits from the list of approved courses

Notes

1. Variable content courses (i.e., WGS 298, WGS 470) may be repeated for credit if topics vary.
2. Courses not on the list of approved courses may be applied to the certificate when appropriate and approved by the Sexuality Studies program director.

Appendix A2: Detailed List of Courses

Sexuality Studies

Embedded Certificate Proposal

Department of Women's and Gender Studies

Required Courses:

HECOL 211 Human Sexuality

WGS 270 Feminism and Sexuality

List of Approved Courses:

CLASS 261 Women, Gender, and Sexuality in Ancient World
EDPS 415 Sexuality, Gender, and Culture in Education
ENGL 220 Reading Gender and Sexuality
ENGL 392 Queer Writing
ENGL 465 Studies in Genders and Sexualities (topics)
FS 322 Gender and Sexuality in Film
GERM 454 Gender and Sexuality
HADVC 266 Gender, Sexuality and Visual Culture
HIST 124 History of Sexuality in the Americas
HIST 179 Sex Work
HIST 308 Sexuality and Gender in Modern Europe
MLCS 475 Sex on Screen
NS 360 Indigenous Erotics
PHIL 372 Philosophy of Sexuality
SOC 492 Queering the Social
WGS 230* Consent
WGS 255 Gender and Sexuality in World and Indigenous Religions
WGS 370* Queer Theory
WGS 470 Sexualities
WGS 475* Indigenous Genders and Sexualities

PLUS topics courses as approved by the Certificate Coordinator (to be identified during WGS regular cross-listed course identification process)

*new courses approved by Department Council, awaiting faculty approval.

Appendix A3: Student Consultation

Sexuality Studies

Embedded Certificate Proposal

Department of Women's and Gender Studies

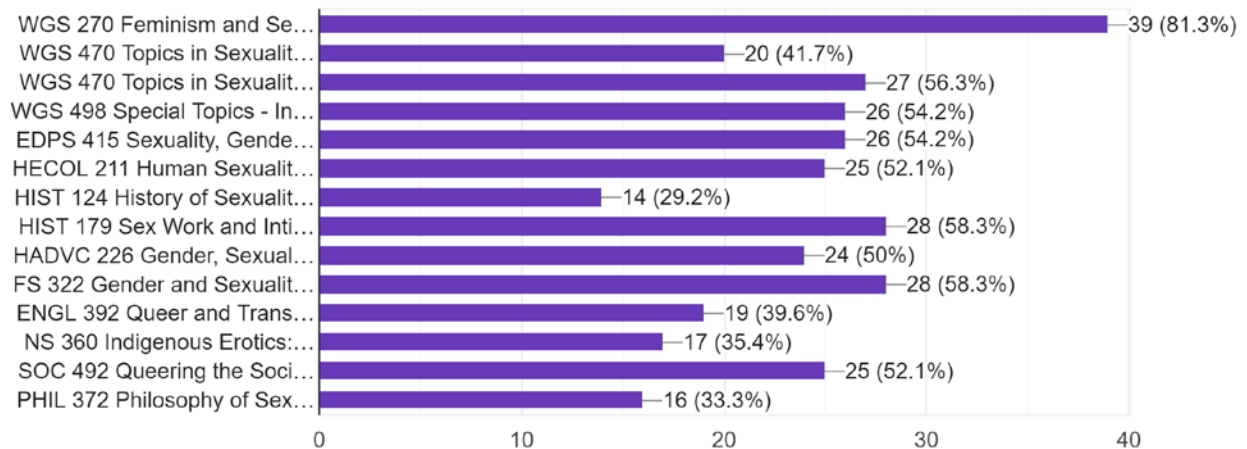
Consultation with undergraduate students was accomplished through a survey of WGS Majors and Minors. This was a general survey completed by 49 students. It included a section called "Sexuality Studies" that described the certificate proposal and asked students to answer 4 questions. The questions and answers are reproduced here. The most notable observation is that when asked if they would consider pursuing the Certificate in Sexuality Studies, 25 students said that they would be interested, and 17 expressed strong interest in the program.

Survey Questions - Sexuality Studies section.

Students were provided with the following description: "The Department of Women's and Gender Studies is proposing an embedded certificate in Sexuality Studies. Students who take 18 credits/6 courses from a list of approved courses would be awarded the Certificate in Sexuality Studies upon graduation. This section of the survey gauges student interest in a certificate in Sexuality Studies."

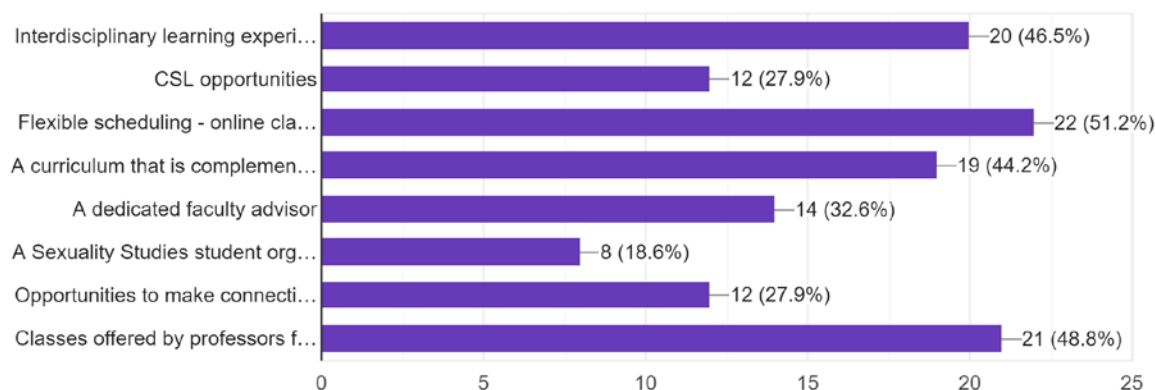
This is a list of courses that are being considered for the Sexuality Certificate. Imagining that neither time nor money are at stake, and judging o...ses have you taken, or would you consider taking?

48 responses



Which of the following would you like to see built into a Sexuality Studies certificate?

43 responses



What student concerns would you like us to consider as we develop an undergraduate certificate in Sexuality Studies? 9 responses

No concerns from me!

Larger/More class options. Spots fill way too quickly for many WGS students

I think having a variety of Professors from a range of disciplines is an interesting way to infuse and broaden WGS.

Time management and lack of experience in classes from other faculties

Completion outside and inside degree, like NS certificates

I don't know.

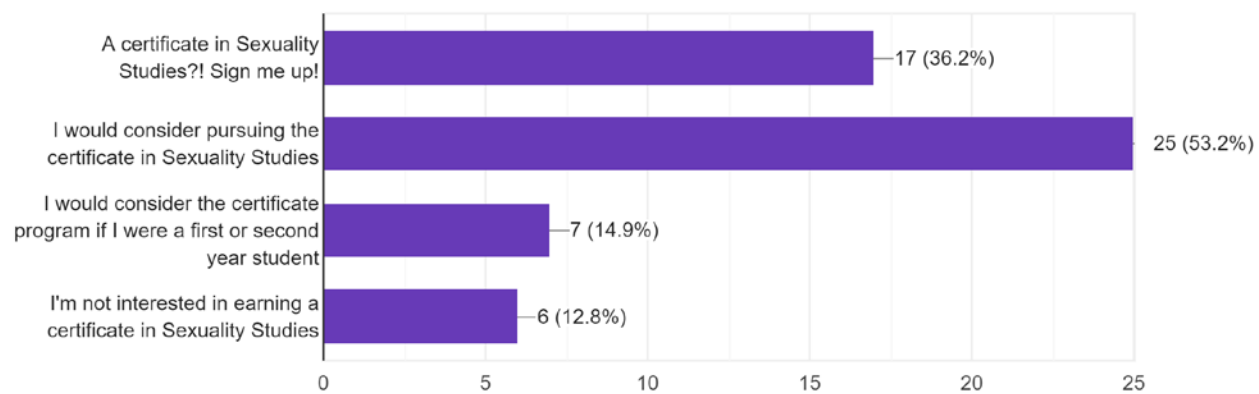
I would like to see information regarding asexuality as well as sexuality. Asexuality is often left off of any such discussions, but is equally important to conversations around sex.

I am currently enrolled in two certificate programs at the UofA. I am taking my first class toward my Certificate in Indigenous Governance and Partnership and it is nothing at all like I expected. I blame this mostly on the fact that I feel there wasn't enough information on the certificate program available to me- I wanted classes in Native Studies that would benefit me after graduation in the real world, but this class is law-based and I really didn't understand that until I was already invested. I felt like I sought more information from the organizers of the program beforehand, but couldn't find the help I needed. So providing as much information and resources about the certificate program, I feel, is essential.

Keeping courses based on BIPOC lgbtq/women/men issues more valuable since majority of students are coloured.

What are your thoughts about pursuing a certificate in Sexuality Studies?

47 responses



Appendix B1: Sexuality Studies at Comparator Institutions

Sexuality Studies

Embedded Certificate Proposal

Department of Women's and Gender Studies

In the CAQC Quality Assurance review of the undergraduate program in Women's and Gender Studies, our reviewers suggested that we move forward with a proposal to initiate an embedded undergraduate certificate in Sexuality Studies. The reviewers explain that this is a trend in other programs and one that we ought to pursue, "as a response to expanding its social justice focus and to promote interdisciplinarity." Reviewers note that comparative programs provide certificate options and we explore those options briefly here.

Western University

Western University offers a BA Major in Women's and Gender Studies. They report 45 undergraduate majors, 12 of whom are registered in a Sexuality Studies stream. Their Sexuality Studies program draws on expertise through the Faculty of Arts to provide a rich learning experience for students.

York University

York University is among the longest standing undergraduate BA programs in Women's, Gender, and Sexuality Studies. It offers training in Sexuality Studies, which the program describes as an "Interdisciplinary field that explores artistic, cultural, economic, geographic, historical, literary, political, psychological, and social aspects of sexuality."

Universite Concordia University Montreal

Concordia offers Interdisciplinary Studies in Sexuality as a BA Major or Minor program. It describes the program's purpose in this way: "to investigate empirical, theoretical and creative aspects of sexuality." As with the proposed program at the U of A and programs at York and Western, Concordia's programming draws its curriculum from a rich list of courses offered in departments including anthropology, philosophy, sociology, and women's studies.



December 14, 2021

Dr. Michelle Meagher, Chair
Faculty of Arts – Womens & Gender Studies
University of Alberta
102-C Assiniboia Hall
Edmonton, AB
T6G 2E7

Dear Dr. Meagher,

We are writing to confirm our support of the Department of Women's and Gender Studies' proposal for an 18 credit Undergraduate Certificate in Sexuality Studies. Specifically, we are pleased to support the inclusion of HECOL 211: Human Sexuality as a required course for students pursuing the certificate. Human Sexuality introduces students to sexual behaviour and its personal, familial, and societal implications. HECOL 211 is taught twice a year and we are confident that the course can accommodate additional demand produced by the certificate.

In sum, we are happy to support this interdisciplinary and cross-faculty initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "Rhonda Breitkreuz".

[Rhonda Breitkreuz](#)

Professor and Chair, Human Ecology Department
Faculty of Agricultural, Life, and Environmental Sciences

A handwritten signature in black ink, appearing to read "Shaniff Esmail".

[Shaniff Esmail](#)

HECOL 211 Instructor
Professor

Human Ecology

College of Natural and Applied Sciences
Faculty of Agricultural, Life & Environmental Sciences
302 Human Ecology Building, Edmonton AB Canada T6G 2N1

Tel: 780 492-3824
hecol@ualberta.ca
www.hecol@ualberta.ca

FINAL Item No. 7

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Graduate Embedded Certificate in Health Economic Evaluation, School of Public Health, and Faculty of Graduate Studies and Research
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Motion

THAT GFC Programs Committee, with delegated authority from General Faculties Council, approve the new Graduate Embedded Certificate in Health Economic Evaluation for implementation upon approval and inclusion in the 23-24 <i>University Calendar</i> .

Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Ruth Wolfe, Associate Dean, Professional Programs
Presenter(s)	Ruth Wolfe, Associate Dean, Professional Programs Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	This proposal is to implement a new Graduate Embedded Certificate in Health Economic Evaluation for implementation upon approval and inclusion in the next Academic Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The School of Public Health has long had an introductory course in health economics, augmented several years ago by a course in health economic evaluation. Given the School's faculty complement with expertise in this growing field, the SPH is now in a position to offer a GEC credential in Health Economic Evaluation.</p> <p>Health economics is concerned with the allocation of limited health resources under conditions of scarcity. Resource allocation often involves difficult choices and trade-offs. Health economic evaluation is a growing and evolving field that has developed rigorous, transparent methods for informing resource allocation decisions. These methods are now routinely used by health technology assessment agencies and decision makers across Canada and internationally. Guidelines and best practices for conducting health economic evaluations have been adopted in numerous jurisdictions, with important differences in the methods used in developed versus developing countries, and in the methods used for evaluating public health programmes compared to drugs and other health care interventions.</p> <p>Internationally, there is an increasing interest in methods for incorporating equity considerations into health economic evaluations. Understanding and adopting these methods has the potential to benefit equity-seeking groups, including Indigenous Canadians, when informing decisions around the allocation of scarce health resources.</p>

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	<p>There is also a growing recognition of the value provided by public health programmes when compared to alternative uses of health dollars (see “Is an ounce of prevention worth a pound of cure?”, Martin S, Lomas J, Claxton K. BMJ Open 2020;10:e036411. doi:10.1136/bmjopen-2019-036411). Public health is, by definition, cross-sectoral - that is, it requires multi-level interventions across complex systems beyond the “health” sector. Methods for health economic evaluation can be used to evaluate a wide range of different programmes and interventions that influence health and wellbeing.</p> <p>The growing use of health economic evaluation in Canada has, however, exposed a shortage of relevant health economics expertise. Unlike many other countries, no Canadian university currently offers a master’s program in health economics, and very few graduate programs in economics or public health allow students to specialize in health economics. The need to build workforce capacity in economic evaluation across Canada is increasingly recognised.</p> <p>In June 2021, the SPH completed a report of consultations and survey analyses regarding future educational initiatives. The most predominant SPH graduate competencies identified by respondents were technical skills, with a call for coursework that involves application of technical skills. The need for technical skills related to health system economics was recurrently mentioned. Health economics was consistently ranked high among possible GECs.</p> <p>This GEC responds directly to the needs of both graduates and employers. Graduates of this GEC will have the knowledge and competencies needed to conduct research and contribute to complex policy decisions involving allocations of health resources at the provincial, national, and international levels.</p> <p>The SPH is developing Graduate Embedded Certificates as one vehicle for students to complete elective courses. Carefully designed strategic GECs are nimble, integrate research and education, and respond to students’ expressed interest in gaining knowledge and skills in more than one area. With the implementation of the MPH in General Public Health in Fall 2023, the School of Public Health will suspend admission into our current seven second-level specializations. Registration in a GEC does not require an admissions process, is straightforward, and easily tracked. Students complete a short application / registration. The GEC coordinator will approve electives not already on the approved elective options list.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

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<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● 4 1:1 meetings between March 2021 & March 2022: Professor Mike Paulden ● 1 1:1 meeting June 2021: Program Director, Health Policy & Management specialization <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● March 2021: Surveys of all SPH students, alumni, and recent MPH field practicum preceptors (about educational initiatives) ● June 2021: SPH-wide discussion, followed by several faculty-level opportunities for discussion ● October 2021: SPH Committee on Educational Policies and Programs (CEPP) - Discussion ● March 2022: SPH Committee on Educational Policies and Programs (CEPP) – Approval in principle ● March 2022: Email consultation with Dr. Florence Glanfield, Vice-Provost (Indigenous Programming & Research) - Feedback incorporated ● March / April 2022: Shared proposal with Dr. Janice Causgrove Dunn, Vice-Provost (Programs), Provost & Vice-President Academic - Admin - Feedback incorporated ● April 2022: Carley Roth, Portfolio Initiatives Manager, Provost & Vice-President Academic - Admin <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Ongoing updates between March 2021 to June 2022: SPH faculty and community via Faculty and Town Hall meetings (Students are included in Town Hall meetings) ● April 2022: Dean, College of Health Sciences and all Deans, CoHS
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> ● March 2022: GPST approval <ul style="list-style-type: none"> ○ March / April 2022: Shared proposal with Dr. Janice Causgrove Dunn, Vice-Provost (Programs), Provost & Vice-President Academic - Admin ○ April 2022: Carley Roth, Portfolio Initiatives Manager, Provost & Vice-President Academic - Admin - Feedback pending ● April 2022: SPH Faculty Council approval ● May 11, 2022: PRC approval ● June 23, 2022: GFC Programs Committee

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports, including EDII.</p> <ul style="list-style-type: none"> - As outlined in the Proposal 					
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 1864 1541 1932"> <tr> <td data-bbox="570 1864 1084 1902">X Enrolment Management</td> <td data-bbox="1084 1864 1541 1902">X Relationship with Stakeholders</td> </tr> <tr> <td data-bbox="570 1902 1084 1932">X Faculty and Staff</td> <td data-bbox="1084 1902 1541 1932">X Reputation</td> </tr> </table>		X Enrolment Management	X Relationship with Stakeholders	X Faculty and Staff	X Reputation
X Enrolment Management	X Relationship with Stakeholders					
X Faculty and Staff	X Reputation					

Item No. 7

	<input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	General Faculties Council GFC Programs Committee Faculty of Graduate Studies & Research School of Public Health Faculty Council	

Attachments:

1. GEC Proposal
2. Calendar Changes
3. Course Descriptions

Prepared by: Ruth Wolfe, Associate Dean, Professional Programs

**Program Approval Template
Embedded Credit Certificates**

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

Development process: As early steps in the embedded certificate development process, proponents of new embedded certificates should first obtain the support of all Faculty Deans involved, after which consultation with the Vice-Provost (Indigenous Programming & Research) should follow. Following consultation with all involved Deans and the Vice-Provost (Indigenous Programming & Research), proponents should forward the draft proposal documents to the Vice-Provost (Programs).

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Programs Committee. In the event that the certificate proposal includes significant resource (space, budget) implications, the certificate will also be sent to GFC APC for approval.

Section A: Basics		
Program Name	Graduate Embedded Certificate in Health Economic Evaluation	
Sponsoring Faculty/Faculties/Academic Unit	School of Public Health	
Contact information	Name and Title	Ruth Wolfe, Associate Dean, Professional Programs Mike Paulden, Associate Professor, GEC Proponent & Coordinator
	Phone	780-492-7652 / 587-590-3592
	Email	wolfe@ualberta.ca / paulden@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.		
Units of Course Weight	12 units	
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	<p>GEC PROGRAM DESCRIPTION</p> <p>Health economics is concerned with the allocation of limited health resources under conditions of scarcity. Resource allocation often involves difficult choices and trade-offs. Spending limited resources on a new public health programme, or health care intervention, can result in fewer resources remaining available to spend on other beneficial programmes or interventions, with important implications for population health and health inequities.</p> <p>Health economic evaluation is a growing and evolving field that has developed rigorous, transparent methods for informing resource allocation decisions. These methods are now routinely used by health technology assessment agencies and decision makers across Canada and internationally. Guidelines and best practices for conducting health economic evaluations have been adopted in numerous jurisdictions, with important differences in the methods used in developed versus developing countries, and in the methods used for evaluating public health programmes compared to drugs and other health care interventions.</p>	

	<p>Internationally, there is an increasing interest in methods for incorporating equity considerations into health economic evaluations. Understanding and adopting these methods has the potential to benefit equity-seeking groups, including Indigenous Canadians, when informing decisions around the allocation of scarce health resources.</p> <p>There is also a growing recognition of the value provided by public health programmes when compared to alternative uses of health dollars (see “Is an ounce of prevention worth a pound of cure?”, Martin S, Lomas J, Claxton K. <i>BMJ Open</i> 2020;10:e036411. doi:10.1136/bmjopen-2019-036411). Public health is, by definition, cross-sectoral - that is, it requires multi-level interventions across complex systems beyond the “health” sector. Methods for health economic evaluation can be used to evaluate a wide range of different programmes and interventions that influence health and wellbeing.</p> <p>The growing use of health economic evaluation in Canada has, however, exposed a shortage of relevant health economics expertise. Unlike many other countries, no Canadian university currently offers a masters program in health economics, and very few graduate programs in economics or public health allow students to specialise in health economics. The need to build workforce capacity in economic evaluation across Canada is increasingly recognised.</p> <p>This GEC responds directly to this need. Graduates of this GEC will have the knowledge and competencies needed to conduct research and contribute to complex policy decisions involving allocations of health resources at the provincial, national, and international levels.</p> <p>Target Group</p> <p>The primary target is School of Public Health students in any of the degree programs - MPH in General Public Health, MACE degrees, and MSc and PhD public health specializations. It will be of particular interest to students with an interest in health policy. This GEC will also be of interest to graduate students in other health sciences faculties on campus. Given the current dearth in graduate-level education in health economic evaluation, students in other post-secondary institutions across Canada may also be interested. Students in other U of A faculties, such as health sciences, may be eligible to complete the GEC, as outlined in the applicable University Calendar for their degree program.</p> <p>This GEC may also serve as a launching pad for other collaborative educational initiatives, such as a more specialized MSc degree, continuing education, and professional development. Early consideration is being given to how the courses could be configured to make this possible in future.</p> <p>The MPH in General Public Health requires an immersive field practice experience. There may be strategic opportunities for students in the GEC in Health Economic Evaluation to complete field practicum placements in policy making organizations, such as governments at all levels, as well as organizations involved in influencing health policy, such as non-governmental and civil society organizations. The GEC Proponent & Coordinator (Dr Paulden) has connections at numerous such organizations provincially, nationally, and internationally. Similarly, students completing this GEC will bring a health economics lens to other practicum settings and initiatives.</p>
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Section B: Rationale, Implications and Impact	
<p>Rationale for Introduction of Certificate</p> <p>Outline the rationale for the proposed embedded credit certificate and provide supporting</p>	<p>In June 2021, the School of Public Health adopted working criteria for internal consideration of GEC proposals. The proposed GEC meets the following <u>criteria</u>, as detailed below:</p> <p>Innovative and competitive niche</p>

<p>data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.</p>	<p>This GEC responds to an ongoing cross-institution, cross-Canada conversation that highlights the need to build workforce capacity in health economic evaluation. Graduates of this GEC will have the knowledge and competencies needed to conduct research and contribute to complex policy decisions involving allocations of health resources at the provincial, national, and international levels.</p> <p>Builds on SPH strengths (fosters integration of research and teaching) The School of Public Health has several faculty members whose research focuses on multi-faceted aspects of health economic evaluation: Drs. Paulden, Ohinmaa, and Menon.</p> <p>Builds on but does not duplicate core or required degree curricula The MPH in General Public Health courses introduces students to the range of influences on health and health inequities, and the range of available interventions for addressing them. Students are also introduced to systems thinking and considerations in assessing the feasibility of different intervention options. A small introduction to health economic evaluation is incorporated to give students an understanding of the concept and applicability of trade-offs and the real challenges policy makers face in allocating scarce resources. The GEC will reinforce and extend this foundational knowledge and equip students with skills needed to understand, interpret and conduct economic evaluations of health interventions.</p> <p>Addresses the student experience The MPH in General Public Health requires an immersive field practice experience. There will be strategic opportunities for students in the GEC in Health Economic Evaluation to complete field practicum placements or research in policy making organizations, such as governments at all levels, and organizations involved in influencing health policy, such as non-governmental and civil society organizations. Similarly, students completing this GEC will bring a health economic evaluation lens to other practicum settings and initiatives.</p> <p>A student-led journal club or speaker series could engage students in discussion and debate.</p> <p>Extends SPH reach to increase accessibility & enrolment As noted, faculty across Canadian universities have identified a gap in educational programs in health economic evaluation. This GEC will be of interest to SPH students, students in other UA faculties, students in other institutions, and, ultimately to policy makers and influencers working in the field of public health and beyond. This GEC will lay the foundation for future continuing professional education or micro-credentials.</p> <p>Creative configuration or potential for future creative configuration for continuing professional education As noted above, consideration is being given to how the courses comprising this GEC can be configured in a more flexible way in the future for continuing professional education or microcredentials.</p> <p>Also in June 2021, the SPH completed a report of consultations and survey analyses regarding future educational initiatives. Specifically:</p> <ul style="list-style-type: none"> • Consultations with SPH Student Associations (SPHSA) took place on Nov 20, 2019, and Feb 19, 2021, respectively. Students, representing MPH, MSc (including MACE) and PhD programs and all specializations, suggested strong support for GECs in general. • In March 2021, all SPH students and alumni were surveyed about the concept of and possible foci of future Graduate Embedded Certificates (GECs). MPH field practicum preceptors who had hosted MPH students in the past five years were also surveyed to gauge their opinions. Between 70 and 75% of respondents supported the concept of GECs in general.
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	<ul style="list-style-type: none"> • A faculty survey related to SPH education initiatives, including GECs, also indicated a high level of support for GECs and noted the need for technical skills in our curricula. <p>The most predominant SPH graduate competencies identified by respondents was technical skills, with a call for coursework that involves application of technical skills. The need for technical skills related to health system economics was recurrently mentioned, with emphasis on the particularities of health systems financing, economic governance of public health-related interventions and economic assessments of programs such as cost-benefit and cost-effectiveness analysis as important skills for graduates. Health economics was ranked consistently high among possible GECs. Respondents noted that health economic evaluation knowledge and skills are needed to address innovation and sustainability of public health and healthcare systems, such as health system financing, health information, policymaking for health, and economic, environmental, logistic and implementational aspects of the perpetuation of health services or interventions.</p>
<p>Vision and Academic Plan How does the proposed program align with the strategic goals described in <i>For the Public Good and the University of Alberta's Strategic Plan for Equity, Diversity, and Inclusion</i>? How does the program further the objectives or align with the other institutional, Faculty, and College strategies?</p>	<p>The proposed GEC in Health Economic Evaluation aligns with several UA strategic goals outlined in For the Public Good:</p> <p>EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>7.1 The core faculty involved in this GEC have particular expertise in economic evaluation research and knowledge mobilization to inform real world policy decision makers and influencers. The GEC lead is a young associate professor who fully engages students in teaching and learning experiences through animated lectures and illustrative exercises to expose the challenge of health resource distribution and how our values contribute to our decisions.</p> <p>10.1/10.2 This GEC lays the foundation for future continuing education and professional development within the first two years of implementation.</p> <p>EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>11.1 The core faculty involved in this GEC have particular expertise in economic evaluation research and knowledge mobilization to inform real world policy decision makers and influencers.</p> <p>11.2 The GEC supports students to build the knowledge and skills to contribute creative, innovative solutions to some of the most challenging issues in public health.</p> <p>11.4 The GEC supports faculty's translational research by enabling them to engage with and educate students who will become knowledgeable and effective team members and leaders who bring a health economic evaluation lens to all initiatives to improve the health of populations.</p> <p>The proposed GEC in Health Economic Evaluation aligns with themes in UA's Strategic Plan for Equity, Diversity & Inclusion:</p> <p>Research, Teaching, and Public Service: The courses that comprise the proposed GEC explicitly recognize that the focus of health economic evaluation is allocation of scarce resources that involves trade-offs among diverse possible initiatives. Since trade-offs inherently concern values, the courses recognize that both the values and indicators have differential and possibly inequitable implications for diverse population groups such as Indigenous peoples and other equity-seeking groups.</p> <p>Students, (Research) Trainees, and Students Life: The GEC will be accessible to students on campus and remotely, following the SPH's strategic goal of increasing accessibility to our programs.</p>

	<p>Our first priority is to give SPH students the opportunity to complete the GEC to augment their degree programs or fulfill elective requirements. For example, MPH in General Public Health students will require 45 units of coursework, comprising 30 units of required and 15 units of elective courses.</p> <p>Given anticipated interest and need for knowledge and skills in Health Economic Evaluation, this GEC lays the foundation for future continuing education in the area of health economic evaluation within the first two years of the program. This will require further consideration of appropriate modes and configurations of delivery within the SPH's capacity.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>No reallocation of resources is expected. There will be a modest impact on teaching assignments that is offset by improved integration of research and education missions.</p>
<p>Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>We anticipate a high degree of interest in this GEC. Our target GEC registration in the first year is 10-15 students. As noted above, as we gain experience, the GEC courses can be configured for remote delivery able to accommodate larger numbers. We currently have between 60 and 85 students in our MPH core courses, depending on admission year.</p>
<p>Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p>	<p>The implementation of this GEC will enhance and extend the comprehensive public health education curriculum at the School of Public Health. This GEC builds on existing SPH faculty strengths and existing courses but configures them for maximum impact.</p> <p>It will not affect other programs at the U of A or other institutions except insofar as students in other programs may be interested in the GEC or in its specific courses.</p>
<p>Consultation Describe any consultation and/or potential impacts on service units of the University, including the RO, Academic Information and Communication Technologies (AICT), Libraries, Facilities and Operations, Student Services, etc.</p>	<p>SPH FACULTY LEVEL:</p> <ul style="list-style-type: none"> ● SPH consultations with students, alumni, practicum preceptors, and faculty (refer to Rationale section above). ● Office of Education: SPH already has processes related to registration and completion of three other GECs. Students complete an application / registration form, and the office tracks completion. Eligible students in other U of A faculties, such as health sciences, may complete the GEC, as outlined in the applicable University Calendar for their degree program. This GEC will result in minimal additional paperwork. The GEC faculty coordinator will approve electives beyond the approved elective options. <p>COLLEGE LEVEL:</p> <ul style="list-style-type: none"> ● The SPH Dean consulted with the Dean, College of Health Sciences and all CHS Faculty Deans, who have provided a collective letter of support. <p>VICE-PROVOST LEVEL:</p> <ul style="list-style-type: none"> ● The SPH requested Dr Florence Glanfield, Vice-Provost (Indigenous Programming) to review and comment on the proposal prior to the GPST meeting on March 28. Her feedback has been incorporated. ● March / April 2022: Shared proposal with Dr. Janice Causgrove Dunn, Vice-Provost (Programs), Provost & Vice-President Academic - Admin - Feedback incorporated ● April 2022: Carley Roth, Portfolio Initiatives Manager, Provost & Vice-President Academic - Admin - Feedback pending

	<p>OFFICE OF THE REGISTRAR:</p> <ul style="list-style-type: none"> • There will be no increase in course registrations for the GEC courses since all but one course already exists. Completed certificates are signed off at the Faculty level in time for convocation, and appear on the student’s transcript and on their parchment. • Consultation with the Calendar Editor has occurred regarding calendar entries. <p>AICT: Letter indicating no impact - attached.</p> <p>LIBRARY: Library Impact Statement indicating no impact - attached.</p>
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<p>Appendices</p> <p>Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p>	<p>GEC REQUIREMENTS The Graduate Embedded Certificate (GEC) in Health Economic Evaluation comprises 12 units - 9 units required and 3 units approved elective options</p> <p>Required courses:</p> <p>SPH 570 3 units Introduction to Health Economics <i>A required course for the Graduate Embedded Certificate in Health Economic Evaluation, this 3-credit course provides an introduction to health economic theory and its application to health-related topics. The areas covered include: (1) demand, supply, and utilization; (2) health production and cost of services; (3) societal resource allocation and policy decisions; (4) health insurance systems and selected facets of health planning; (5) determinants of health and equity; (6) health economic evaluation. No prior economics courses or experience required. Note: Credit may not be obtained for both PHS 570 and SPH 570.</i></p> <p>SPH 671 3 units Introduction to Health Economic Evaluation <i>A required course for the Graduate Embedded Certificate in Health Economic Evaluation, this 3-credit course provides an introduction to health economic evaluation. Methodological areas covered include: (1) types of economic evaluation (including cost-effectiveness and cost-utility analysis); (2) defining the target population; (3) comparators; (4) the perspective of the evaluation; (5) time preference and discounting; (6) measuring and valuing health; (7) resource use and costs; (8) uncertainty and probabilistic analysis; (9) equity considerations; and (10) analysis and reporting of economic evaluations. Students will be introduced to Indigenous perspectives on measuring and valuing health, and those of other equity-seeking groups, and will consider the implications for health economic evaluations. By the end of the course, students will be familiar with current best practices for conducting health economic evaluations in Canada. Students will also learn how to construct basic decision analytic models, providing practical experience in applying these methods. No prior economics courses or experience required. Note: Credit may not be obtained for both PHS 671 and SPH 671.</i></p> <p>SPH 6## 3 units Advanced Health Economic Evaluation <i>A required course for the Graduate Embedded Certificate in Health Economic Evaluation, this 3-credit course will build upon SPH 671 to provide students with a more advanced understanding of health economic evaluation. Methodological areas covered include: (1) advanced methods for probabilistic analysis; (2) value of information analysis; (3) perspectives on social choice; (4) advanced discounting considerations; (5) controversies in measuring and valuing health; (6) distributional cost-effectiveness analysis; (7) measuring opportunity cost; and (8) advanced modelling methods. Further consideration will be given to incorporating equity-seeking groups’ perspectives on measuring and valuing health into health economic evaluations. Students will also learn how to construct complex decision analytic models, providing an opportunity to apply the more advanced methods covered in this course. By the end of the course, students will be familiar with current practices for conducting health economic evaluations in numerous jurisdictions and contexts, including developed and developing countries, and in both public health and health care. Pre- or Co-requisite: SPH 671</i></p>
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	<p><i>Note: The structure and content of SPH 671 and SPH 6## will be designed to allow for concurrent completion.</i></p> <p>Approved Elective Options</p> <ul style="list-style-type: none"> - SPH 550 3 units Introduction to Health Care Finance - SPH 600 3 units Health Policy Development - SPH 673 3 units Technology Assessment for Health Care - SPH 685 3 units Methods for the Assessment of Health-Related Quality of Life - SPH 561 1 unit Topics in Public Health: Critical Appraisal of Random Controlled Trials or equivalent - Any other 3 units of course(s) approved by the GEC coordinator to ensure relevance
<p>Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	<p>Attached:</p> <p>Letters of support:</p> <ul style="list-style-type: none"> - Dean, School of Public Health - Dean, College of Health Sciences and all CHS Faculty Deans - Director, Policy and Economic Analysis, Patented Medicine Prices Review Board - Canadian Agency for Drugs and Technologies in Health (CADTH) - Alberta Institute of Health Economics <p>AICT Statement Library Impact Statement</p>

Shanthi Johnson, PhD, RD, FDC, FACSM, FGSA
Professor and Dean

3-300 Edmonton Clinic Health Academy
11405 - 87 Ave, Edmonton, Alberta, Canada T6G 1C9
Tel: 780.492.9981
Shanthi.johnson@ualberta.ca
www.publichealth.ualberta.ca

April 4, 2022

Dear Dr. Milne,

As you know, the School of Public Health (SPH) is transitioning from the current offering of seven second-level specializations in our course-based Master of Public Health (MPH) degree to an MPH in General Public Health (MPH in GPH). The approvals are in place for Fall 2023 implementation.

At this time, we are putting forward a proposal for a new GEC in Health Economic Evaluation. The attached proposal describes the rationale, needs, and benefits associated with the creation of this new GEC as part of the MPH program innovation through the School of Public Health at the University of Alberta. GECs are nimbler and more responsive to current and anticipated public health challenges and more students driven.

The proposed GEC along with the MPH in GPH will foster a more integrated and interdisciplinary environment, aligning with what is typically required in public health practice and research. This shift aligns with our focus on innovative interdisciplinary competency and practice-driven MPH common core curriculum. Under the new U of A budget model, we also need to maximize revenue generation which can in part be realized by increasing enrollment and innovative educational programming. This is consistent with our School's strategic and interrelated goals of delivering innovative high quality learning experiences, leading research excellence, and promoting organization effectiveness and resiliency and our mission to advance the public's health by engaging partners in world-leading research, learning and action.

As the dean of SPH, I offer my fullest support for the approval of this GEC. If you have any questions about the proposal please do not hesitate to connect with me.

Sincerely,



Shanthi Johnson, Professor and Dean

FACULTIES

Kinesiology, Sport & Recreation
Medicine & Dentistry
Nursing
Pharmacy & Pharmaceutical Sciences
Public Health
Rehabilitation Medicine

March 28, 2022

Dear FGSR and GFC Councils:

The College of Health Sciences, along with the Health Sciences Faculties, strongly endorse and support the School of Public Health's (SPH) proposed Graduate Embedded Certificate in Health Economics Evaluation. This GEC builds on the internal faculty strengths/expertise as well as the need for knowledge, skills, and competencies in this area.

SPH currently offers two GECs – Communicable Diseases and Community-based Research and Evaluation with a third GEC in Climate Change and Health approved recently. GECs are nimbler and more responsive to current and anticipated public health education landscape and more student driven. This GEC in Health Economics Evaluation will be a welcomed and timely addition to the current academic offerings.

The program innovation through the introduction of GECs in key areas is consistent with the SPH's strategic plan, the institutional commitment *For the Public Good*, and the University of Alberta for Tomorrow.

We strongly support the SPH with GECs which meets the SPH's strategic goals of delivering quality learning experiences, increasing transdisciplinary approaches to addressing complex intersectoral public health challenges, and integrating research and education opportunities.

Sincerely,



Greta Cummings, PhD, RN, FCAHS, FAAN, FCAN
Interim College Dean, College of Health Sciences



Brenda Hemmelgarn, MD, PhD
Dean, Faculty of Medicine & Dentistry



Nicholas L. Holt, PhD
Interim Dean and Professor
Faculty of Kinesiology, Sport, and Recreation



Tammy Hopper, PhD, R-SLP, CCC-SLP
Professor and Interim Dean
Faculty of Rehabilitation Medicine



Christine Hughes, BScPharm, PharmD, FCSHP
Professor and Interim Dean
Faculty of Pharmaceutical Sciences



Diane Kuyk, PhD, RN
Interim Dean
Faculty of Nursing



Paul Major, PhD
Professor & Department Chair
Faculty of Medicine & Dentistry



Patented Medicine
Prices Review Board
Canada

Conseil d'examen du prix
des médicaments brevetés
Canada

Box L40, Standard Life Centre
333 Laurier Avenue West
Suite 1400
Ottawa, Ontario
K1P 1C1

Dr. Brooke Milne
Vice-Provost and Dean
Faculty of Graduate Studies and Research (FGSR)
2-29 Triffo Hall
Edmonton AB T6G 2E1

April 1, 2022

RE: Letter of Support for Proposed Graduate Embedded Certificate in Health Economic Evaluation

Dear Dr. Milne,

I would like to express my support for a **Graduate Embedded Certificate (GEC) in Health Economic Evaluation** at the School of Public Health at the University of Alberta. In recent years, the value of health economic evaluation has become increasingly important in the work conducted by the Patented Medicine Prices Review Board (PMPRB). I'm not sure how familiar you are with the PMPRB, its mandate and history. Please allow me to provide a high-level summary so you can understand the need for increased capacity in this important field among policy makers.

The PMPRB is an independent quasi-judicial body established by Parliament in 1987 under the Patent Act (Act). It is Canada's key federal lever for controlling the prices of patented medicines in Canada. The Minister of Health is responsible for the pharmaceutical provisions of the Act, as set out in sections 79 to 103. The mandate of the PMPRB is to protect the interests of Canadian consumers by ensuring that the prices of patented medicines sold in Canada are not excessive. It does this by reviewing the prices that patentees charge for each individual patented drug product in Canadian markets. If a price is found to be excessive, the Board can hold public hearings and order price reductions and/or the offset of excess revenues.

In recent years, the proliferation of high-cost drugs and the business practice of confidential secret deals domestically and international have contributed to the increasing need for the PMPRB to modernize its approach to setting excessive price ceilings in Canada. The tools and legislative framework used by the PMPRB to protect consumers has not been fundamentally updated for over 30 years. In recognition of the need to update the regime, the government has consulted on regulatory amendments aimed at lowering drug prices and empowering the PMPRB will updated tools to reflect current day realities.

The key features of the proposed regulatory amendments are:

1. Changing the basket of countries used by the PMPRB to assess the relative price in Canada. The change would allow the PMPRB to benchmark prices against countries that are more like Canada economically and from a consumer price protection standpoint
2. Change filing requirements so that PMPRB would be able to see the actual prices being paid in Canada and not just the list prices being published by pharmaceutical companies
3. Add three new factors that must be considered by the PMPRB (pharmacoeconomic value, market size, and GDP and GDP/capita) in setting price ceilings. These new factors will allow the PMPRB to take a drug's value and overall affordability into account when setting the maximum price

The regulatory proposal of adding pharmacoeconomic (PE) value as a factor has received the biggest response from stakeholders. Public and private payers have been using this consideration for years through Canadian Agency for Drugs and Technologies in Health (CADTH) and Institut national d'excellence en santé et en services sociaux (INESSS), however despite strong recommendations of price reduction for many new medicines, the imbalance of bargaining power between producers and purchasers has likely resulted in many drugs being added to the health care system at prices that are not cost effective. Allowing the use of this important consideration at the regulatory level by the PMPRB, would improve the imbalance and help protect the Canadian health care system.

Although the coming into force of these regulations has been delayed due to shifting policy priorities related to the pandemic, the value of health economic evaluation remains a key consideration in contributing to the long-term sustainability of Canada's health care system. There is a growing need for health economic evaluation expertise among Canadian policy makers and HTA agencies, and among industry, patient groups, public and private insurers and other stakeholders. The inclusion of economic factors in the amended Patented Medicines Regulations is an example of a policy change that increases the need for this expertise. There is a shortage of qualified health economists in Canada, and few existing training opportunities. The proposed GEC therefore addresses an important need to build workforce capacity.

Yours very truly,

T. Potashnik

Tanya Potashnik
Director, Policy and Economic Analysis
Patented Medicine Prices Review Board

cc: Shanthi Johnson, Dean, School of Public Health, University of Alberta

March 30, 2022

Dr. Brooke Milne (graddean@ualberta.ca)
Vice-Provost and Dean
Faculty of Graduate Studies and Research (FGSR)
2-29 Triffo Hall
Edmonton AB T6G 2E1

Dr. Shanthi Johnson (shanthi.johnson@ualberta.ca)
Dean
School of Public Health
3-300 Edmonton Clinic Health Academy
11405 - 87 Ave
Edmonton AB T6G 1C9

Re: Letter of Support from CADTH

On behalf of the Canadian Agency for Drugs and Technologies in Health (CADTH), I am pleased to write this letter in support of the creation of the **Graduate Embedded Certificate in Health Economic Evaluation**. CADTH is an independent, not-for profit organization responsible for providing Canada's health care decision-makers with objective evidence to help make informed decisions about the optimal use of drugs, medical devices, diagnostics, and procedures in our health care system.

As the Chief Scientist and Vice-President of Evidence Standards, I lead CADTH's shared science groups, including the Health Economics, Research Information Services, and Scientific Affairs teams. I am responsible for ensuring that we use the best methods when appraising technologies as well as building upon the agency's strong networks with academia.

The field of Health Economics is core to our work here at CADTH. Understanding the costs in relation to outcomes informs our deliberations and value determination of technologies and sustainability for the health system. We routinely use health econometrics, economic theory and modelling in our health technology assessments. As such, expertise and capacity in health economics are critical to our work.

However, there is a paucity of health economics expertise and health economists in Canada. There are no Canadian university graduate programs in health economics and few graduate courses in economics, pharmacoconomics or health economics. As such, the need for this skill set is crucial for us to conduct health technology assessments. Moreover, with new drugs and technologies on the horizon, the need for health economics will continue to grow.

The **Graduate Embedded Certificate in Health Economic Evaluation** will build talent required to grow this critical infrastructure and capacity in Canada. I anticipate that graduates of this certificate program will be

employable by CADTH and other health technology assessment organizations.

Thank you.

Sincerely



Nicole Mittmann MSc, PhD
Chief Scientist and Vice-President of Evidence Standards

Nicole.Mittmann@cadth.ca

Mobile Phone: 416 904 5483

Office Phone: 613 226 2553 ext. 4034 (Toll Free: 1 866 988 1444)

Office Fax: 613 226 5392 (Toll Free Fax: 1 866 662 1778)

www.cadth.ca

Toronto: Located on the traditional territory of the Wendat, the Anishnaabeg, Haudenosaunee, Métis, and the Mississaugas of the New Credit First Nation.

Ottawa: Located on the traditional, unceded territory of the Algonquin Nation.

cc.

Ruth Wolfe, Associate Dean, Professional Programs

Mike Paulden, Associate Professor, GEC Proponent & Coordinator

University of Alberta



**IHE BOARD
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Institute of Health Economics

Dr. Brooke Milne (graddean@ualberta.ca)
Vice-Provost and Dean
Faculty of Graduate Studies and Research (FGSR)
2-29 Triffo Hall
Edmonton AB T6G 2E1

Dear Dr. Milne,

Re: Graduate Embedded Certificate in Health Economic Evaluation

I am writing to express the Institute of Health Economics' support for the proposed GEC in Health Economic Evaluation, led by Drs. Wolfe and Paulden in the School of Public Health.

As CEO of the Institute of Health Economics I can speak from first-hand experience on two important challenges which I believe the proposed GEC will help address: (1) the shortage in supply of individuals with the skills required to provide high quality economic analyses to support the development of health policy; and (2) the shortage of people in both health systems and government ministries of health with the training required to be informed users of health economic evaluations.

Over the last 5 years, IHE has expanded its workforce by 15 staff, the majority of whom have been health economists. Of these 15, only three have been recruited within province and six have been recruited from outside Canada. Having to source highly qualified personnel from outside of the province is a significant constraint on IHE's rate of growth but more importantly each of these jobs represents a lost employment opportunity for graduates of the University of Alberta. I have heard similar stories from CEOs across the life sciences sector.

The IHE works closely with senior decision makers in Alberta Health and Alberta Health Services. We know that the analyst teams working to support these roles rarely include individuals with training in health economics. This has deleterious impacts. First decision makers will often struggle to take appropriate account of health economic evidence because they do not have staff with the skills to critically assess the quality of the evidence available to them, or interpret what the evidence means for the decision at hand. Second, where health economic evidence is recognized as being central, the decision-making process is slowed down because work has to be commissioned from outside bodies, such as IHE.

The proposed GEC will help address both of these problems, leading to greater employment for graduates of the School of Public Health in both the public and private sector. In addition, it will contribute to more timely and more evidence based decisions by senior decision makers. As such, it represents an important development in the impact of the University of Alberta on the Province of Alberta.

If you have any specific questions, please do not hesitate to contact me.

Yours truly,

Christopher McCabe, PhD
CEO and Executive Director



Ruth Wolfe <wolfe@ualberta.ca>

IST Impact Assessment - TIME SENSITIVE - Proposal for GEC in Health Economic Evaluation

Mike MacGregor <mike.macgregor@ualberta.ca>

Thu, Mar 17, 2022 at 12:34 PM

To: Ruth Wolfe <wolfe@ualberta.ca>

Cc: Shanthi Johnson <shanthi@ualberta.ca>, Helen Starodub <starodub@ualberta.ca>

Thank you, Ruth.

For IST:

There are no incremental systems requirements for this certificate. IST is fully supportive of this change.

Best regards,
Mike

[Quoted text hidden]

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Mike MacGregor, Ph.D., P.Eng., SMIEEEE

AVP & Chief Information Officer  
3-19 Athabasca Hall  
University of Alberta  
Edmonton, Alberta, Canada T6G 2E8

Executive Assistant: Amanda Danis, [adanis@ualberta.ca](mailto:adanis@ualberta.ca), +1 (780) 492-0786  
Please email Amanda with any meeting requests or scheduling questions.

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Don't be a victim of phishing. Legitimate businesses don't ask you to send sensitive information through insecure channels. Look before you click!

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Library Impact Statement

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

Please contact your [subject librarian](#) to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Sandy Campbell	Date: March 18, 2022
Library Unit: Health Sciences	Email: sandra.campbell@ualberta.ca

Program Proposal Contact:

Name: Associate Dean Ruth R. Wolfe	Dept./School: School of Public Health
Faculty:	E-mail: wolfe@ualberta.ca

Proposed Program Changes:


Graduate Embedded Certificate in Health Economic Evaluation


The MPH in General Public Health courses introduces students to the range of influences on health and health inequities, and the range of available interventions for addressing them. Students are also introduced to systems thinking and considerations in assessing the feasibility of different intervention options. The GEC will reinforce and extend this foundational knowledge and equip students with skills needed to understand, interpret and conduct economic evaluations of health interventions. The Graduate Embedded Certificate (GEC) in Health Economic Evaluation comprises 12 units - 9 units required and 3 units approved elective options. Of these courses, only one is a new course: SPH 6## 3 units Advanced Health Economic Evaluation. No reallocation of resources is expected within the School of Public Health. There will be a modest impact on teaching assignments that is offset by improved integration of research and education missions.

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction regularly offered in MPH program may be useful for students in the Graduate Embedded Certificate in Health Economic Evaluation.</p> <p>The Library offers a range of workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Library's web site to support the research process. Course/assignment specific instruction is also available via subject librarians. Sandy Campbell (sandy.campbell@ualberta.ca) is the subject</p>

	librarian for the School of Public Health and has the capacity to support this Program/Certificate.
Reference assistance (e.g., ongoing one-on-one help)	The subject librarian or other librarians in complementary subject areas will be able to accommodate requests for assistance via email, phone, or online. General reference assistance is available at all University of Alberta Library service desks and online via Ask us services .
Collections – course materials, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]	The Library’s current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Library can be requested through Interlibrary Loan . The library subscribes to the major journals and electronic resources with particular relevance to this program including: <ul style="list-style-type: none"> ● Medline ● CINAHL ● EconLit ● SocIndex ● EMBASE ● Scopus ● Web of Science ● Canadian Reference Centre ● dèLibris (Canadian Electronic Library) ● EBSCO eBook Collection ● Wiley On-line Library ● Books@OVID Other subject specific databases and resources may be required. The Library also supports course reading list and reserve requests online using the Talis platform . The Library’s Public Health guide and Economics guide will be relevant to students taking specific courses in the Program/Certificate/Course etc.
	ka@ualberta.ca
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Physical facilities are in place to support student research needs. There are bookable group study spaces , as well as collaborative and individual study spaces in all library locations.
Other (specify)	

- Proposal has an impact on the Library and can be supported.
 Proposal can be supported with additional resources; see attached details.
 Proposal has no impact on the Library.

Unit Head Name	Unit Head Signature	Date
Connie Winther		18 March 2022

Associate University Name	Associate University Signature	Date
Sharon Murphy		18 March 2022

**2023-2024 Calendar Changes - School of Public Health
Graduate Embedded Certificate (GEC) in Health Economic Evaluation**

Reviewed by the GPST on March 28, 2022

Reviewed by CEPP on March 10, 2022

Approved by SPH Faculty Council on April 25, 2022

Approved by FGSR PRC on May 11, 2022

2023-2024 Calendar Changes
School of Public Health
Graduate Embedded Certificate (GEC) in Health Economic Evaluation

Current	Proposed
<p>*New</p>	<p><u>Graduate Embedded Certificate in Health Economic Evaluation (Public Health)</u></p> <p><u>General information</u></p> <p><u>Health economics is concerned with the allocation of limited health resources under conditions of scarcity. Resource allocation often involves difficult choices and trade-offs. Spending limited resources on a new public health program or health care intervention can result in fewer resources remaining available to spend on other beneficial programs or interventions, with important implications for population health and health inequities.</u></p> <p><u>Health economic evaluation is a growing and evolving field that has developed rigorous, transparent methods for informing resource allocation decisions. These methods are now routinely used by health technology assessment agencies and decision makers across Canada and internationally. Guidelines and best practices for conducting health economic evaluations have been adopted in numerous jurisdictions, with important differences in the methods used in developed versus developing countries, and in the methods used for evaluating public health programs compared to drugs and other health care interventions.</u></p> <p><u>Internationally, there is an increasing interest in methods for incorporating equity considerations into health economic evaluations. Understanding and adopting these methods has the potential to benefit equity-seeking groups, including Indigenous Canadians, when informing decisions around the allocation of scarce health resources.</u></p> <p><u>Graduates of this Graduate Embedded Certificate (GEC) will have the knowledge and competencies needed to conduct research and contribute to complex policy decisions involving allocations of health resources at the provincial, national, and international levels.</u></p> <p><u>Degree and GEC requirements must be completed concurrently. Eligible students must apply and register to complete the Embedded Certificate in Health Economic Evaluation by contacting sph.programs@ualberta.ca. Students in U of A faculties outside the School of Public Health may be eligible to complete the GEC, as outlined in the University Calendar for their degree program.</u></p>

Entrance Requirements

The embedded certificate is open to students enrolled in all School of Public Health (SPH) graduate degrees, as well as students enrolled in graduate degrees in other Faculties.

Students must be in good academic standing at the time of application for the embedded certificate.

SPH students are required to register for the embedded certificate no later than September 30 of their second year OR, if studying part-time, no later than completion of 12 units of their degree program.

For information on the application process for the embedded certificate, refer to the [School of Public Health website](#).

Program Requirements

The Graduate Embedded Certificate in Health Economic Evaluation comprises 12 units.

Students must complete the following:

Required courses 9 units:

- SPH 570 Introduction to Health Economics (3 units)
- SPH 671 3 units Introduction to Health Economic Evaluation (3 units)
- SPH 6## 3 units Advanced Health Economic Evaluation (3 units)

Approved Elective Options 3 units:

- SPH 550 Introduction to Health Care Finance (3 units)
- SPH 600 Health Policy Development (3 units)
- SPH 673 Technology Assessment for Health Care (3 units)
- SPH 685 Methods for the Assessment of Health-Related Quality of Life (3 units)
- SPH 561 Topics in Public Health: Critical Appraisal of Random Controlled Trials or equivalent (1 unit)

Additional elective options

Other elective options must be approved by the GEC coordinator in consultation with the student's supervisor or academic advisor.

Note

The embedded certificate will be awarded at the time the student earns their degree.

2023-2024 Calendar Changes - School of Public Health
Graduate Embedded Certificate (GEC) in Health Economic Evaluation- Course Descriptions
For implementation in Fall 2023 and inclusion in the next academic calendar

Reviewed by the GPST on March 28, 2022

Reviewed by CEPP on March 10, 2022

Approved by SPH Faculty Council on April 25, 2022

Approved by FGSR PC on May 11, 2022

2023-2024 Calendar Changes
School of Public Health
Graduate Embedded Certificate (GEC) in Health Economic Evaluation- Course Descriptions

Current	Proposed
<p>SPH 570 - Introduction to Health Care Economics ★ 3(fi 6) (variable, 3-0-0) A survey of health economic theory and empirical studies, topics and areas covered include: (1) demand, supply, and utilization; (2) production and costs; (3) resource allocation in health care labor markets; (4) selected facets of health care planning; (5) benefit cost analysis. The empirical studies examined in the course require an understanding of simple and multiple regression techniques. Note: Credit may not be obtained for both PHS 570 and SPH 570.</p>	<p>SPH 570 - Introduction to Health Economics 3 units (fi 6) (either term, 3-0-0) <u>A required course for the Graduate Embedded Certificate in Health Economic Evaluation, this 3-credit course provides an introduction to</u> health economic theory and <u>its application to health-related</u> topics. The areas covered include: (1) demand, supply, and utilization; (2) <u>health</u> production and <u>cost of services</u>; (3) <u>societal resource allocation and policy decisions</u>; (4) <u>health insurance systems and</u> selected facets of health planning; (5) <u>determinants of health and equity</u>; (6) <u>health economic evaluation</u>. <u>No prior economics courses or experience required</u>. Note: Credit may not be obtained for both PHS 570 and SPH 570.</p>
<p>SPH 671 - The Economic Evaluation of Health Care ★ 3(fi 6) (variable, 3-0-0) The application of economic principles to the evaluation of health care practices. The use of various outcome measures. Cost-effectiveness and cost-benefit analysis. Note: Credit may not be obtained for both PHS 671 and SPH 671.</p>	<p>SPH 671- Introduction to Health Economic Evaluation 3 units (fi 6) (either term, 3-0-0) <u>A required course for the Graduate Embedded Certificate in Health Economic Evaluation, this 3-credit course provides an introduction to health economic evaluation. Methodological areas covered include: (1) types of economic evaluation (including cost-effectiveness and cost-utility analysis); (2) defining the target population; (3) comparators; (4) the perspective of the evaluation; (5) time preference and discounting; (6) measuring and valuing health; (7) resource use and costs; (8) uncertainty and probabilistic analysis; (9) equity considerations; and (10) analysis and reporting of economic evaluations. Students will be introduced to Indigenous perspectives on measuring and valuing health, and those of other equity-seeking groups, and will consider the implications for health economic evaluations. By the end of the course, students will be familiar with current best practices for conducting health economic evaluations in Canada. Students will also learn how to construct basic decision analytic models, providing practical experience in applying these methods. No prior economics courses or experience required.</u> Note: Credit may not be obtained for both PHS 671 and SPH 671.</p>
<p>NEW COURSE</p>	<p><u>SPH 6## - Advanced Health Economic Evaluation</u> 3 units (fi 6) (either term, 3-0-0) <u>A required course for the Graduate Embedded Certificate in Health Economic Evaluation, this 3-credit course will build upon SPH 671 to provide students with a</u></p>

more advanced understanding of health economic evaluation. Methodological areas covered include: (1) advanced methods for probabilistic analysis; (2) value of information analysis; (3) perspectives on social choice; (4) advanced discounting considerations; (5) controversies in measuring and valuing health; (6) distributional cost-effectiveness analysis; (7) measuring opportunity cost; and (8) advanced modelling methods. Further consideration will be given to incorporating equity-seeking groups' perspectives on measuring and valuing health into health economic evaluations. Students will also learn how to construct complex decision analytic models, providing an opportunity to apply the more advanced methods covered in this course. By the end of the course, students will be familiar with current practices for conducting health economic evaluations in numerous jurisdictions and contexts, including developed and developing countries, and in both public health and health care. Pre- or Co-requisite: SPH 671

Justification: Proposed course description for the required courses for GEC in HEE.

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Entrance Requirements for Graduate Programs in the School of Public Health
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Motion

THAT GC Programs Committee approve, with delegated authority from General Faculties Council, the amendments to the School of Public Health Entrance Requirements, as noted in the included documents, and for inclusion in the 23-24 *Calendar*.

Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Ruth Wolfe, Associate Dean, Professional Programs
Presenter(s)	Ruth Wolfe, Associate Dean, Professional Programs Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	This proposal is to update the SPH Entrance Requirements for immediate implementation and to be included in the next UA Calendar. Changes include to: a) include all SPH degree programs b) explicitly refer to recruitment of Indigenous and equity-seeking groups, in alignment with the UA EDI strategy c) bring the English Language requirement into alignment with other UA changes d) require all incoming students to complete preparation related to Canadian Indigenous history and contemporary issues prior to registration
Executive Summary <i>(outline the specific item – and remember your audience)</i>	1. Consolidate requirements across all School of Public Health degree programs, including the MACE program, which has been part of SPH since July 1, 2020. 2. Clarify specific entrance and admission requirements for each degree program. 3. Align the School of Public Health’s commitment to recruitment of Indigenous students and students with diverse backgrounds and experiences with the U of A’s strategic plan for EDI. 4. Ensure integration of the School’s commitment to the Truth & Reconciliation Commission’s education call to action by requiring incoming students to be familiar with Canadian Indigenous history and contemporary context. This preparation is an important prerequisite for coursework that students will complete. Proposed changes will make entrance requirements clearer for all prospective applicants and will be supplemented with guidance documents on the SPH website. We anticipate a reduction in the

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	<p>number of emails from prospective applicants asking for clarification on entrance requirements and expectations.</p> <p>The proposed entrance requirements were presented and discussed in several SPH-wide meetings, and they respond to students' demand for clarity in the admissions processes and explicit reference to recruiting Indigenous and equity-seeking groups. The SPH student association requested that we make preparation in Canadian Indigenous history and contemporary context a mandatory prerequisite for incoming students.</p> <p>The proposed changes have no budget implications.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Ongoing from Fall 2021 to Spring 2022: SPH Office of Educational Programs ● Fall 2021: MACE Program Director ● April / May 2021: SPH Student Association (SPHSA) email request regarding mandatory preparation for all incoming students <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● October 14 2021: Meeting with Faculty of Native Studies to explore appropriate preparation in Canadian Indigenous history & contemporary context ● October 14 2021, December 9 2021, January 20 2022: Committee on Educational Policies & Programs (CEPP) discussion ● October 19 2021: Faculty Meeting discussion / consultation ● December 9, 2021: Committee on Educational Programs and Policies (CEPP) - includes reps from all degree programs <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Ongoing: Updates provided to SPHSA, CEPP, Faculty / Town Hall meetings, which include students
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> ● March 10 2022: CEPP Approval to recommend to SPH Faculty Council ● March 28 2022: GPST approval ● April 2022: SPH Faculty Council Approval ● May 11, 2022 - PRC Approval ● May 25, 2022 - FGSR Council Approval ● June 23, 2022 - GFC Programs Committee

Strategic Alignment

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Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. - The proposed change aligns with UA's commitment to Equity Diversity and Inclusion and Indigeneity strategy, and Truth and Reconciliation Commissions calls to action on education.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	X Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware X Leadership and Change <input type="checkbox"/> Physical Infrastructure	X Relationship with Stakeholders X Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety X Student Success
Legislative Compliance and jurisdiction	General Faculties Council GFC Programs Committee Faculty of Graduate Studies & Research SPH Faculty Council	

Attachments:

1. SPH Entrance Requirements
2. MACE Entrance Requirements

Prepared by: Ruth Wolfe, Associate Dean, Professional Programs

**2023-2024 Calendar Changes - School of Public Health
Entrance Requirements for all SPH Degrees**

Reviewed by the GPST on March 28, 2022

Reviewed by CEPP on March 10, 2022

Approved by SPH Faculty Council on April 26, 2022

Approved by FGSR PRC on May 11, 2022

2023-2024 Calendar Changes
School of Public Health
For Implementation Upon Final Approval

Current	Proposed
<p>Entrance Requirements</p> <p>The School's minimum GPA requirements for the Master's degrees (MPH and MSc) are those set out as minimum acceptable standards by the Faculty of Graduate Studies and Research. These include a baccalaureate degree or its academic equivalent in a relevant field from an academic institution recognized by the University of Alberta, with a grade point average of at least 3.0 on the 4-point scale over the last ★60; at least one year of relevant experience is required for the MPH degree; and preference will be given for those applicants that have some relevant experience for the MSc degree.</p> <p>The School's minimum GPA requirements for the Doctoral degree (PhD) are higher than these set out as acceptable standards by the Faculty of Graduate Studies and Research. These include a master's (thesis- or course-based) degree, or its academic equivalent in a relevant field from an academic institution recognized by the University of Alberta, with a grade point average of at least 3.4 on the 4-point scale over the last ★60; preference will be given to applicants who have demonstrated high-level research aptitude and competence in the application of their discipline to research. The evidence for aptitude and competence includes previous engagement with in-depth public health research/practice, research scholarships or fellowships, and/or a research publication track record.</p> <p>If required (see English Language Requirement), a minimum overall score on an approved English language examination as described below: PTE Academic score of 61; a minimum acceptable TOEFL score of 92 with a score of at least 21 on each of the individual skill areas (Internet-based) or equivalent; or a minimum overall band score of 7.0, with at least 6 on each test band on the IELTS. Applicants should arrange for their English language test results to be sent directly to the School.</p> <p>Applicants are also required to provide</p> <ol style="list-style-type: none"> 1. A current curriculum vitae 2. Three letters of reference 3. At least one year of relevant experience or significant volunteer experience is preferred. 4. <ol style="list-style-type: none"> a. Course-based applicants—A letter of not more than 800 words that outlines a synthesis of the applicant's background (scholastic/academic training and work/research experience), motivation for applying to this degree and career goals. b. Thesis-based applicants—A letter of not more than 800 words that outlines the anticipated research topic(s) or areas of thesis research. The applicant should also identify appropriate faculty members from the School of Public Health as a potential supervisor. 	<p>Entrance Requirements</p> <p>The School of Public Health values and seeks to recruit Indigenous students and students of diverse racial, ethnic, gender, sexual orientation, ability/disability, socioeconomic, and religious backgrounds and experiences. Please refer to the University of Alberta's Strategic Plan for Equity, Diversity and Inclusivity.</p> <p>Indigenous applicants who meet the Definition of Aboriginal People for the Purpose of Admission are encouraged to self-identify and submit Proof of Aboriginal Identity. Please refer to the Definition of Aboriginal People for the Purpose of Admission.</p> <p>The Admissions Committee will review applications from prospective Indigenous students to determine if special considerations are warranted when the AGPA falls below the minimum required 3.0, but where letters of reference and professional, volunteer, community and/or prior research experience are particularly strong. This consideration is in accordance with the University of Alberta's Strategic plan: Objective 1, strategy ii; Objective 3, strategy ii.</p> <p>Master's degrees (MPH, MSc, MACE)</p> <p>The minimum admission requirements for the master's degrees are those set out by the Faculty of Graduate Studies and Research:</p> <ul style="list-style-type: none"> • A baccalaureate degree, or its academic equivalent, in a relevant field from an academic institution recognized by the University of Alberta • A grade point average of at least 3.0 on the 4.0-point scale over the last 60 units of graded coursework completed. <p>Relevant work or volunteer experience is helpful, such as involvement in activities or studying / working / volunteering in a governmental or non-governmental organization in Canada or internationally with a health or community engagement focus. Please refer to the School of Public Health for additional guidance on applications.</p> <p>Doctoral degrees (PhD)</p> <p>The minimum admission requirements for the doctoral degrees (PhD) are higher than these set out as acceptable standards by the Faculty of Graduate Studies and Research:</p> <ul style="list-style-type: none"> • A master's (thesis- or course-based) degree, or its academic equivalent, in a relevant field from an academic institution recognized by the University of Alberta • A grade point average of at least 3.4 on the 4.0-point scale over the last 60 units of graded coursework completed.

Demonstrated high-level research aptitude and competence in the application of the applicant's discipline to research is helpful, such as previous engagement with in-depth public health research/practice, research scholarships or fellowships, and/or a research publication track record. Please refer to the [School of Public Health](#) for additional guidance on applications.

All programs are competitive. Meeting the minimum admission requirements does not guarantee acceptance into the program. Other influencing factors include the School's enrollment cap, the quality of an applicant's letter of intent, resumé/curriculum vitae and references, and educational and career interests.

English Language Requirement

If required (see [English Language Requirement](#)), a minimum overall score on an approved English language examination as described below:

- PTE Academic score of 61
- A minimum acceptable TOEFL score of 92 with a score of at least 21 on each of the individual skill areas (Internet-based) or equivalent, or
- A minimum overall band score of 7.0, with at least 6 on each test band on the IELTS.

Alternate criteria for English Language Proficiency requirements as outlined by the Faculty of Graduate Studies and Research may be considered.

Applicants are also required to submit:

1. A current resumé or curriculum vitae
2. Letter of intent of no more than 800 words
3. Three (3) letters of reference
4. Academic documents
5. **MACE applicants only: Writing sample**

Please refer to the [School of Public Health](#) for additional guidance on applications.

Canadian Indigenous History and Contemporary Context Requirement

As a response to the Truth and Reconciliation Commission's calls to action, the School of Public Health requires all incoming students to be familiar with Canadian Indigenous history and contemporary context, which are particularly relevant to public health and community engagement. Therefore, after admission but before registering in the first course of the degree, incoming students must complete preparation activities related to Canadian Indigenous history and contemporary context. This requirement can be satisfied by taking Faculty of Native Studies courses - either the two short courses or the MOOC:

- Indigenous Peoples & Canada (8-10 hours micro-credential)
- Tackling Structural Racism (8-10 hours micro-credential)
- Indigenous Canada – a Massive Open Online Course (MOOC) (12-

module non-credit certificate course)

A record of completion for the course(s) must be submitted to the Office of Education prior to registering in the first course of the degree.

An approved credit course can also be used to fulfill this requirement. A record of completion for the course must appear on the applicant's admission transcript. If in doubt, incoming students should confirm with the SPH Office of Education that the credit course meets the School's requirement.

Justification:

1. To consolidate foundational entrance requirements across all School of Public Health degree programs, while clarifying specific requirements for each degree program.
2. To align the School of Public Health's commitment to recruitment of Indigenous students and students with diverse backgrounds and experiences with the U of A's strategic plan for EDI.
3. To ensure integration of the School's commitment to the Truth & Reconciliation Commission's education call to action by requiring incoming students to be familiar with Canadian Indigenous history and contemporary issues. This preparation is an important prerequisite for coursework that students will complete.

**2023-2024 Calendar Changes - School of Public Health
Entrance Requirements for MACE**

Reviewed by the GPST on March 28, 2022

Reviewed by CEPP on March 10, 2022

Approved by SPH Faculty Council on April 26, 2022

Approved by FGSR PRC on May 11, 2022

2023-2024 Calendar Changes
School of Public Health
For Implementation upon final approval
MACE Entrance Requirements

Current	Proposed
<p>Entrance Requirements</p> <p>The Faculty's minimum admission requirements are an undergraduate degree in a relevant field with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last 60 units of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</p> <p>At least one year of relevant community-based experience is preferred.</p> <p>Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any of the following is acceptable:</p> <ul style="list-style-type: none"> TOEFL: minimum score of 100 with a score of at least 21 on each of the individual skill areas (internet-based), or equivalent; An equivalent score on an English Language Proficiency test approved by the Faculty of Graduate Studies and Research. <p>Applicants are also required to submit the following:</p> <ul style="list-style-type: none"> CV or resumé. One sample of academic writing from thesis-route applicants. Three letters of reference (at least one from an academic referee). A letter of intent which (a) specifies how the completion of this program would support professional and personal goals; (b) identifies a provisional research topic; and (c) explains how the applicant's interests align with research being done by faculty members in the School of Public Health. <p>The applicant should identify appropriate faculty members from the School of Public Health as potential supervisors.</p>	<p>Entrance Requirements</p> <p>The School of Public Health values and seeks to recruit Indigenous students and students of diverse racial, ethnic, gender, sexual orientation, ability/disability, socioeconomic, and religious backgrounds and experiences. Please refer to the University of Alberta's Strategic Plan for Equity, Diversity and Inclusivity.</p> <p>Indigenous applicants who meet the Definition of Aboriginal People for the Purpose of Admission are encouraged to self-identify and submit Proof of Aboriginal Identity. Please refer to the Definition of Aboriginal People for the Purpose of Admission.</p> <p>The Admissions Committee will review applications from prospective Indigenous students to determine if special considerations are warranted when the AGPA falls below the minimum required 3.0, but where letters of reference and professional, volunteer, community and/or prior research experience are particularly strong. This consideration is in accordance with the University of Alberta's Strategic plan: Objective 1, strategy ii; Objective 3, strategy ii.</p> <p>Master's degrees (MPH, MSc, MACE)</p> <p>The minimum admission requirements for the master's degrees are those set out by the Faculty of Graduate Studies and Research:</p> <ul style="list-style-type: none"> A baccalaureate degree, or its academic equivalent, in a relevant field from an academic institution recognized by the University of Alberta A grade point average of at least 3.0 on the 4.0-point scale over the last 60 units of graded coursework completed. <p>Relevant work or volunteer experience is helpful, such as involvement in activities or studying / working / volunteering in a governmental or non-governmental organization in Canada or internationally with a health or community engagement focus. Please refer to the School of Public Health for additional guidance on applications.</p> <p>Doctoral degrees (PhD)</p> <p>The minimum admission requirements for the doctoral degrees (PhD) are higher than those set out as acceptable standards by the Faculty of Graduate Studies and Research:</p> <ul style="list-style-type: none"> A master's (thesis- or course-based) degree, or its academic equivalent, in a relevant field from an academic institution recognized by the University of Alberta A grade point average of at least 3.4 on the 4.0-point scale over the last

60 units of graded coursework completed.

Demonstrated high-level research aptitude and competence in the application of the applicant's discipline to research is helpful, such as previous engagement with in-depth public health research/practice, research scholarships or fellowships, and/or a research publication track record. Please refer to the [School of Public Health](#) for additional guidance on applications.

All programs are competitive. Meeting the minimum admission requirements does not guarantee acceptance into the program. Other influencing factors include the School's enrollment cap, the quality of an applicant's letter of intent, resumé/curriculum vitae and references, and educational and career interests.

English Language Requirement

If required (see [English Language Requirement](#)), a minimum overall score on an approved English language examination as described below:

- PTE Academic score of 61
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- A minimum overall band score of 7.0, with at least 6 on each test band on the IELTS.

Alternate criteria for English Language Proficiency requirements as outlined by the Faculty of Graduate Studies and Research may be considered.

Applicants are also required to submit:

1. A current resumé or curriculum vitae
2. Letter of intent of no more than 800 words
3. Three (3) letters of reference
4. Academic documents
5. **MACE applicants only: Writing sample**

Please refer to the [School of Public Health](#) for additional guidance on applications.

Canadian Indigenous History and Contemporary Context Requirement

As a response to the Truth and Reconciliation Commission's calls to action, the School of Public Health requires all incoming students to be familiar with Canadian Indigenous history and contemporary context, which are particularly relevant to public health and community engagement. Therefore, after admission but before registering in the first course of the degree, incoming students must complete preparation activities related to Canadian Indigenous history and contemporary context. This requirement can be satisfied by taking Faculty of Native Studies courses - either the two short courses or the MOOC:

- Indigenous Peoples & Canada (8-10 hours micro-credential)
- Tackling Structural Racism (8-10 hours micro-credential)

- Indigenous Canada – a Massive Open Online Course (MOOC) (12-module non-credit certificate course)

A record of completion for the course(s) must be submitted to the Office of Education prior to registering in the first course of the degree.

An approved credit course can also be used to fulfill this requirement. A record of completion for the course must appear on the applicant's admission transcript. If in doubt, incoming students should confirm with the SPH Office of Education that the credit course meets the School's requirement.

Justification:

1. To consolidate foundational entrance requirements across all School of Public Health degree programs, while clarifying specific requirements for each degree program.
2. To align the School of Public Health's commitment to recruitment of Indigenous students and students with diverse backgrounds and experiences with the U of A's strategic plan for EDI.
3. To ensure integration of the School's commitment to the Truth & Reconciliation Commission's education call to action by requiring incoming students to be familiar with Canadian Indigenous history and contemporary issues. This preparation is an important prerequisite for coursework that students will complete.

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Changes to Program Requirements for Graduate Programs in Medicine, Pediatrics, and Medical Microbiology and Immunology
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Motion

<p>THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the suite of calendar changes for programs in the Faculty of Medicine and Dentistry, for immediate implementation upon final approval, and inclusion in the 2023-2024 <i>Calendar</i>.</p>

Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Greg Funk, Associate Dean - Grad, FoMD
Presenter(s)	Greg Funk, Associate Dean - Grad, FoMD Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	Approval of updates to minimum course requirements and and the Ethics and Academic Citizenship requirement.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The graduate programs in Medicine, Pediatrics, and MMI (Medical Microbiology and Immunology) are proposing that students admitted into their PhD programs who hold a previous MSc degree (in a relevant field from a recognized institution) have fewer course requirements than students entering the PhD program with a BSc.</p> <p>MMI is also including language that permits substitution of a specific required course with a different course at the same level if the required course has been taken as part of a previous degree.</p> <p>Additionally, requirements for the Ethics and Academic citizenship Requirement are being added/updated to be in line with the requirement for all graduate students.</p> <p>The graduate programs in Medicine, Pediatrics and MMI (Medical Microbiology and Immunology) have followed a standard practice of requiring fewer courses from students entering the program with a previous MSc degree compared to those entering with a BSc. The calendar does not include language that supports this practice.</p> <p>The proposed changes provide greater clarity about minimum course requirements for Med, Ped, and MMI.</p> <p>MMI has two courses that are required for its MSc and PhD programs. This is a program design problem. Students who complete the MSc at the UofA and then move into the PhD at the UofA cannot retake the required courses so can not complete the requirements of the PhD program. The new language permits substitution of a specific required</p>

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	course with a different course at the same level if the required course has been taken as part of a previous degree.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><i>Those who have been consulted:</i></p> <ul style="list-style-type: none"> Proposed calendar changes from Medicine, Pediatrics and MMI reviewed by Vice-Provost and Dean Milne Feb 22/22. FoMD Faculty Learning Committee FoMD Graduate Program Committee Grad Coordinators for Medicine, Pediatrics and MMI approved March 7, 2022.
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> GPST - March 21, 2022 PRC - April 6, 2022 Faculty Learning Committee, FoMD Faculty Council-delegated approver - April 21, 2022 FGSR Council - May 25, 2022 GFC Programs Committee - June 23, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21												
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders												
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<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise												
<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety												
<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success												
<input type="checkbox"/> Physical Infrastructure													
Legislative Compliance and jurisdiction	<p>General Faculties Council GFC Programs Committee Faculty of Graduate Studies & Research</p>												

Attachments:

1. Calendar Change: PhD in Pediatrics
2. Calendar Change: MSc in Medicine
3. Calendar Change: PhD in Medicine
4. Calendar Change: MSc and PhD in MMI

Prepared by: Greg Funk, Associate Dean - Grad, FoMD

**Faculty of Medicine & Dentistry
Department of Pediatrics
Calendar Changes 2023-2024**

Current	Proposed
<p><u>Doctor of Philosophy (Pediatrics)</u></p> <p>Program Requirements</p> <hr/> <p>Students in the PhD program are required to complete a minimum of ★6 in coursework and a thesis.</p> <p>Required courses:</p> <ul style="list-style-type: none"> ● PAEDS 600 (★3) ● ★9 in graded graduate-level courses according to the area of concentration and based on recommendations from the supervisor and the supervisory committee. ● Further coursework may be required depending on the undergraduate background of the student. ● Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See Medical Sciences for the program requirements and the MatCH website for more information on the program. 	<p><u>Doctor of Philosophy (Pediatrics)</u></p> <p>Program Requirements</p> <hr/> <p>Students in the PhD program are required to complete a minimum of ★12 in coursework <u>at the 500 level (or higher)</u> and a thesis.</p> <ul style="list-style-type: none"> ● <u>In the case of a transfer to the Ph.D. Program following acceptance into our M.Sc. program, a minimum of ★3 beyond the requirements for the M.Sc. degree (★9) must be completed for a minimum total of ★12.</u> ● <u>A minimum of ★6 is required when the applicant already holds an M.Sc. degree in a relevant discipline from a recognized institution.</u> <p>Required courses:</p> <ul style="list-style-type: none"> ● PAEDS 600 (★3) ● ★9 in graded graduate-level courses according to the area of concentration and based on recommendations from the supervisor and the supervisory committee. ● <u>Specific courses required for the Ph.D. degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor and supervisory committee, and the approval by the Department’s Graduate Advisory Committee.</u> ● <u>In all cases, additional courses as deemed appropriate by the student's Supervisory Committee, may be taken with the approval of the Department’s Graduate Advisory Committee, up to a maximum of ★12</u> ● Students in the Maternal and Child Health (MatCH) scholarship program are also admitted to the Graduate Embedded Certificate in Maternal and Child Health Research. See Medical Sciences for the program requirements and the MatCH website for more information on the program.
<p>Rationale: Alignment with other FoMD departments (specifically MSGP) and to clarify language regarding minimum course requirements for PhD students.</p>	

Submitted on: _____ GFC Circulated on: _____
 Department Contact: _____

Approved:

Grad Coordinators for Medicine, Pediatrics and MMI approved March 7, 2022.

GPST - March 21, 2022

PRC - April 6, 2022

Faculty Learning Committee, FoMD Faculty Council-delegated approver - April 21, 2022

**Faculty of Medicine & Dentistry
Department of Pediatrics
Calendar Changes 2023-2024**

Current	Proposed
None	<p><u>Ethics and Academic Citizenship Requirement</u></p> <p><u>As of Sept 1, 2022, PhD students must complete INT D 710 and INT D 720: Advanced Ethics & Academic Citizenship to satisfy the Ethics and Academic Citizenship Requirement by the end of the first term of registration in their degree program <<NEW LINK>>.</u></p> <p><u>PhD students who have taken INT D 710 as part of an MSc at the University of Alberta need only take INT D 720 to satisfy this requirement for their PhD degree (i.e., they do not have to retake INT D 710).</u></p>
<p>Rationale: Alignment with FGSR's Ethics & Academic Citizenship Requirement.</p> <p>Approved:</p> <p>Grad Coordinators for Medicine, Pediatrics and MMI approved March 7, 2022.</p> <p>GPST - March 21, 2022</p> <p>PRC - April 6, 2022</p> <p>Faculty Learning Committee, FoMD Faculty Council-delegated approver - April 21, 2022</p>	

Submitted on: _____ GFC Circulated on: _____
Department Contact: _____

**Faculty of Medicine & Dentistry
Department of Medicine (MSc)
Calendar Changes 2023-2024**

Current	Proposed
<p>Program Requirements</p> <hr/> <p>Graduate Program Requirements</p> <ul style="list-style-type: none"> The Degree of MSc (Medicine) [Graduate] <p>The Degree of MSc (Medicine) [Graduate]</p> <p>Program Requirements</p> <p>Students are required to complete a minimum of ★9 of graduate level coursework and a thesis.</p> <p>Coursework</p> <hr/> <ul style="list-style-type: none"> The supervisory committee will determine the courses to be taken in consultation with the student. Final approval of the program will be made by the Graduate Coordinator. It is highly recommended that all graduate students take a course in statistics. Graduate students may take graduate courses offered by other Departments with the approval of their supervisory committee. 	<p>Program Requirements</p> <hr/> <p>Graduate Program Requirements</p> <ul style="list-style-type: none"> The Degree of MSc (Medicine) [Graduate] <p>The Degree of MSc (Medicine) [Graduate]</p> <p>Program Requirements</p> <p>Students are required to complete a minimum of ★9 in coursework <u>at the 500 level (or higher) and a thesis.</u></p> <ul style="list-style-type: none"> <u>A minimum of ★6 is required when the applicant already holds an M.Sc. degree in a relevant discipline from a recognized institution.</u> <u>In all cases, additional courses as deemed appropriate by the student's Supervisory Committee, may be taken with the approval of the Department, up to a maximum of 12★</u> <p>Coursework</p> <hr/> <ul style="list-style-type: none"> The supervisory committee will determine the courses to be taken in consultation with the student. Final approval of the program will be made by the Graduate Coordinator. It is highly recommended that all graduate students take a course in statistics. Graduate students may take graduate courses offered by other Departments with the approval of their supervisory committee.
<p>Rationale: Alignment with other FoMD departments and to clarify language regarding minimum course requirements for PhD students.</p> <p>Approved: Grad Coordinators for Medicine, Pediatrics and MMI approved March 7, 2022.</p> <p>GPST - March 21, 2022 PRC - April 6, 2022 Faculty Learning Committee, FoMD Faculty Council-delegated approver - April 21, 2022</p>	

Submitted on: _____ GFC Circulated on: _____
Department Contact: _____

Submitted on: _____ GFC Circulated on: _____
Department Contact: _____

**Faculty of Medicine & Dentistry
Department of Pediatrics
Calendar Changes 2023-2024**

Current	Proposed
<p>Ethics requirement</p> <hr/> <p>As part of the ethics training requirement of 8 hours (see Academic Integrity and Ethics Training Requirement), the Graduate Ethics Training course must be completed.</p> <p>There is no second language requirement for the MSc.</p>	<p>Ethics <u>and Academic Citizenship Requirement</u></p> <p>As of Sept 1, 2022, MSc students (Course- and Thesis based) must complete INT D 710: Ethics and Academic Citizenship by the end of the first term of registration in their degree program <<NEW LINK>>.</p> <p>There is no second language requirement for the MSc.</p>
<p>Rationale: Alignment with FGSR's Ethics & Academic Citizenship Requirement.</p> <p>Approved: Grad Coordinators for Medicine, Pediatrics and MMI approved March 7, 2022.</p> <p>GPST - March 21, 2022 PRC - April 6, 2022 Faculty Learning Committee, FoMD Faculty Council-delegated approver - April 21, 2022</p>	

Submitted on: _____ GFC Circulated on: _____
Department Contact: _____

Submitted on: _____ GFC Circulated on: _____
Department Contact: _____

**Faculty of Medicine & Dentistry
Department of Medicine
Calendar Changes 2023-2024**

Current	Proposed
<p>Ethics requirement</p> <hr/> <p>As part of the ethics training requirement of 8 hours (see Academic Integrity and Ethics Training Requirement), the Graduate Ethics Training course must be completed. There is no second language requirement for the PhD.</p>	<p>Ethics <u>and Academic Citizenship Requirement</u></p> <p>As of Sept 1, 2022, PhD students must complete INT D 710 and INT D 720: Advanced Ethics & Academic Citizenship to satisfy the Ethics and Academic Citizenship Requirement by the end of the first term of registration in their degree program <<NEW LINK>>.</p> <p>PhD students who have taken INT D 710 as part of an MSc at the University of Alberta need only take INT D 720 to satisfy this requirement for their PhD degree (i.e., they do not have to retake INT D 710).</p> <p>There is no second language requirement for the PhD.</p>
<p>Rationale: Alignment with FGSR's Ethics & Academic Citizenship Requirement.</p> <p>Approved: Grad Coordinators for Medicine, Pediatrics and MMI approved March 7, 2022.</p> <p>GPST - March 21, 2022 PRC - April 6, 2022 Faculty Learning Committee, FoMD Faculty Council-delegated approver - April 21, 2022</p>	

Submitted on: _____ GFC Circulated on: _____
Department Contact: _____

The Degree of PhD (Medical Microbiology and Immunology) [Graduate]

The Degree of PhD (Medical Microbiology and Immunology) [Graduate]

Program Requirements

Students are required to complete a minimum of ★12 in coursework and a thesis.

Course **requirements** depend on the area of specialization and the undergraduate background of the student.

Coursework

MMI 605 - Current Topics in Infection and Immunity

At least two ★3 graduate-level course

Course selection should be discussed with the supervisor
Selected courses may be taken from other departments
Students must participate each year and must register once for credit during the program in the Medical Microbiology and Immunology seminar course, MMI 501.

Additional coursework may be required

The Degree of PhD (Medical Microbiology and Immunology) [Graduate]

The Degree of PhD (Medical Microbiology and Immunology) [Graduate]

Program Requirements

Students are required to complete a minimum of ★12 in coursework **at the 500 level (or higher)** and a thesis.

- **In the case of a transfer to the Ph.D program following acceptance into our M.Sc. program, a minimum of ★3 beyond the requirements for the M.Sc. degree (★9) must be completed for a minimum total of ★12.**
- **A minimum of ★3 is required when the applicant already holds an M.Sc. degree in a relevant discipline from a recognized institution.**

Course **selection will** depend on the area of specialization and the undergraduate background of the student.

Coursework

MMI 605 - Current Topics in Infection and Immunity (★3)

{re-ordered} Students must participate each year and must register once for credit during the program in the Medical Microbiology and Immunology seminar course, MMI 501 (★3).

Two ★3 graduate-level courses **(★6)**

- Course selection should be discussed with the supervisor.
- Selected courses may be taken from other departments.

Specific courses required for the PhD degree that have been taken to satisfy the requirements of a previous degree can be substituted with another course at the same level, subject to recommendation by the supervisor, the supervisory committee, and the approval by the Department's Graduate Advisory Committee.

In all cases, additional courses as deemed appropriate by the student's Supervisory Committee, may be taken with the approval of the Department's Graduate Advisory Committee, up to a maximum of ★12

Ethics Requirement

Students must fulfill the [FGSR Academic Integrity and Ethics Training Requirement](#). One hour of ethics training is the MANDATORY session **Introduction to Ethics and Personal Responsibility in the Lab** given by the Department of Biochemistry. See the [Graduate Program Guidelines](#) for information on fulfilling the remaining 7 hours.

Ethics Requirement

As of Sept 1, 2022, PhD students must complete INT D 710 and INT D 720: Advanced Ethics & Academic Citizenship to satisfy the Ethics and Academic Citizenship Requirement by the end of the first term of registration in their degree program <<NEW LINK>>.

PhD students who have taken INT D 710 as part of an MSc at the University of Alberta need only take INT D 720 to satisfy this requirement for their PhD degree (i.e., they do not have to retake INT D 710).

Rationale: Alignment with other FoMD departments and to clarify language regarding minimum course requirements for MSc and PhD students. Additionally, alignment with FGSR's [Ethics & Academic Citizenship Requirement](#).

Approved:

Grad Coordinators for Medicine, Pediatrics and MMI approved March 7, 2022.

GPST - March 21, 2022

PRC - April 6, 2022

Faculty Learning Committee, FoMD Faculty Council-delegated approver - April 21, 2022

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Termination of the Bachelor of Science in Occupational Therapy, Faculty of Rehabilitation Medicine
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Motion

THAT the GFC Programs Committee recommend the Board of Governors approve the termination of the Bachelor of Science in Occupational Therapy program.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Tammy Hopper, Dean, Faculty of Rehabilitation Medicine
Presenter(s)	Mary Roduta Roberts, Associate Professor, Occupational Therapy

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee because the Department of Occupational Therapy, Faculty of Rehabilitation Medicine would like to officially terminate the BSc OT Program.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	The Faculty of Rehabilitation Medicine Transitioned away from the BScOT in 2007, as a Master's degree became the standard for entry to practice. The program was initially suspended in 2007, and the final enrolled student graduated in 2009.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> •
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • PST Committee – June 2, 2022 (Review and no concerns addressed)
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	FRM Faculty Council – May 18, 2022 (Approved) GFC Programs Committee - June 23, 2022 GFC Academic Planning Committee - TBD General Faculties Council - TBD Board Learning, Research, and Student Experience Committee - TBD Board of Governors - TBD

Strategic Alignment



Item No. 10

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

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

1. Termination Template - BSc in Occupational Therapy
2. Removal of BScOT from Calendar

Prepared by: <Priya Swamy, Director, Academic Services, pswamy@ualberta.ca>

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Bachelor of Science in Occupational Therapy
Specialization Name	
Credential Awarded	Bachelor of Science in Occupational Therapy
Proposed effective date of termination	July 1, 2023

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • The suspension approval letter has not been located. The program was originally suspended from 2007-2010, and an extension of the suspension was then granted until 2013, at which point the program reactivated itself within PaPRS. 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • The Faculty of Rehabilitation Medicine transitioned away from the BScOT in 2007, as a Master’s degree became the standard for entry to practice. The program was initially 	
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suspended in 2007, and the final enrolled student graduated in 2009. As per the attached email correspondence, the Ministry has agreed to proceed to termination.
<p>b. Provide specific information about which internal governance body approved the termination, and provide date of approval.</p> <ul style="list-style-type: none"> ● Faculty Council (date) ● GFC Programs Committee (date) ● GFC Academic Planning Committee (date) ● General Faculties Council (date) ● Board Learning, Research, and Student Experience Committee (date) ● Board of Governors (date)
Reviewer's Comment:

SECTION C: ACCESS

<p>a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).</p> <ul style="list-style-type: none"> ● Not applicable, given the long period of inactivity
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Not applicable, given the long period of inactivity
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Not applicable, given the long period of inactivity
Reviewer's Comment:

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● Not applicable, given the long period of inactivity
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> ● Not applicable, given the long period of inactivity
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> ● Not applicable, given the long period of inactivity
Reviewer's Comment:

SECTION E: OTHER CONSIDERATIONS

Other considerations

a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

-

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

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):	Rehabilitation Medicine/Department of Occupational Therapy	
Contact Person:	Priya Swamy	
Level of change (choose one only)	<input type="checkbox"/>	Undergraduate
	<input type="checkbox"/>	Graduate
Type of change request (check all that apply)	<input type="checkbox"/>	Program
	<input type="checkbox"/>	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)	No	

Rationale

Removal of the Bachelor of Science in Occupational Therapy section from the calendar in it's entirety. The Faculty of Rehabilitation Medicine, Department of Occupational Therapy transitioned away from teh BScOT in 2007, as a Master's degree became the standard for entry to practice. The program was initially suspended in 2007, and fina the final enrolled student graduated in 2009.

Calendar Copy

https://calendar.ualberta.ca/preview_program.php?catoid=36&pooid=42908&returnto=11342URL in current Calendar (or leave blank if it is a new page):

Current	Proposed
<p>Removed language</p> <p>Bachelor of Science in Occupation Therapy.....</p>	<p>New language</p>

Reviewed/Approved by:

REQUIRED: Termination Template approved by Faculty Council May 18, 2022

Other consultation groups, departments, or internal faculty approving bodies and approval dates.

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Termination of the Diploma in Dental Hygiene Program, Faculty of Medicine & Dentistry
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Motion

THAT the GFC Programs Committee recommend that General Faculties Council approve the proposed termination of the dental hygiene diploma program.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Brenda Hemmelgarn, Dean, Faculty of Medicine & Dentistry
Presenter(s)	Sharon Compton, Professor & Associate Chair (Dental Hygiene) program

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because the program for the diploma in dental hygiene received a ministry-approved suspension period beginning in 2017. No further students have been admitted to the diploma program. The dental hygiene program now offers a Bachelor of Science (Dental Hygiene) and began admitting students into the BSc program in 2017.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The change to suspend the diploma program and implement a BSc (Dental Hygiene) degree program has allowed the condensed diploma curriculum to be further enhanced and distributed over 3 years rather than 2 years.</p> <ul style="list-style-type: none"> • The dental hygiene diploma curriculum was two-years (4 academic terms) and was intensely packed. Over fifty-nine years of the program, as changes occurred in knowledge and technological changes, as well as changes in healthcare delivery and patient demographics more content was added into the diploma curriculum resulting in an expanded and condensed program; however, the length of the diploma program remained the same. After the suspension of the diploma, the curriculum was modified and redistributed over three years with all students graduating with a BSc (Dental Hygiene) in 2020 and beyond. • Additionally, this change has allowed for the program to address the consistent student feedback citing high levels of stress and challenges coping with their condensed course load. For more than ten years, student exit surveys and mandatory student meetings with faculty advisors demonstrated a compromised learning environment. The redistribution of the dental hygiene courses over a three-year time frame as well as increased integration with dentistry students as part of the curriculum

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	<p>redesign process created an education program that is student-focused and learner-centered.</p> <ul style="list-style-type: none"> • The curriculum parameters are supported by growing evidence of the need for baccalaureate dental hygiene graduates as they have a greater knowledge base and increased abilities in areas such as research use, collaboration, health promotion, advocacy, policy use and autonomous judgements. The driving forces that underpin this change in the educational program include the following broad issues: 1) changing delivery of oral health services and Canadian demographics, 2) increased human resources for public health, health facilities and post-secondary education, 3) increased career and educational options for graduates, and 4) capacity building in the oral health workforce. • There is no budget or staffing impact. The BSc degree program has been operational since 2017 when the diploma was suspended. • The first cohort of Bachelor of Science (Dental Hygiene) graduates completed the program in 2020. All enrolled students have been successful in completing the program. • Interest in the Bachelor of Science (Dental Hygiene) program remains very strong. The program continues to have over 200 applicants to the program each year and of these, approximately 100 applicants meet the eligibility criteria for consideration of admission and 42 students are admitted to the program each year. • Student feedback from the Exit Surveys in 2020 and 2021 reveals strong support for the degree program. • The Dental Hygiene program was reviewed in March 2021 by the Commission for Dental Accreditation of Canada (CDAC) and received the approval of Full Accreditation with reporting requirements. The reporting requirement asks that the program now conduct an overall curriculum evaluation now that the first cohorts have completed the new degree program. The program is nearing completion of developing the tool for the evaluation and will be conducting the student survey and focus groups in spring/summer 2022.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Program Support Team, University of Alberta (UA) March 24, 2022 • FoMD Faculty Council meeting; Approved on May 18, 2022
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<p>(parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <p>When the dental hygiene diploma program was suspended, consultations were conducted with all existing student groups and other stakeholder groups as listed below:</p> <ul style="list-style-type: none"> • March 5, 2015 – Met for discussion with the dental hygiene student representatives from YRs 2 and 3 of the diploma program and YR4, post-diploma degree completion students. • March 20, 2015 – Presented to diploma class of YR 2 dental hygiene students. • April 9, 2015 – Presented to students in the diploma class of YR 3 & the students in YR 4 post diploma degree completion program. • April 15, 2015 – Presented to Department Council, School of Dentistry, FoMD. There are student representatives as part of Department Council. • May 19, 2015 – Presented and motion approved at Faculty Council, Faculty of Medicine & Dentistry. There are student representatives as part of Faculty Council. <p>The following individuals and groups were consulted as part of the diploma suspension process:</p> <ul style="list-style-type: none"> • June 2, 2014 – Met with Dr. B Connor (VP Academic); Ada Ness (Registrar’s office); Andrea Patrick (Governance Assistant); Kathleen Brough (Administrative); Dr Paul Major (Chair, School of Dentistry). • Feb. 23, 2015 – Met for discussion with all full and part time dental hygiene faculty, Dental Hygiene Program, School of Dentistry, Faculty of Medicine & Dentistry (FoMD). • March 7, 2015 – Delivered a briefing to Council of the College of Registered Dental Hygienists of Alberta (Regulatory body for the dental hygiene profession in Alberta) • March 23, 2015 – Presented to Executive Committee, School of Dentistry, FoMD. • March 30, 2015 – Presented to Division Heads Committee, School of Dentistry, FoMD. • April 15, 2015 – Presented to Department Council, School of Dentistry, FoMD.
<p>Approval Route (Governance) (including meeting dates)</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • School of Dentistry faculty • College of Registered Dental Hygienists of Alberta <ul style="list-style-type: none"> • GFC Programs Committee, June 23, 2022 • GFC Academic Planning Committee, September 7, 2022 • General Faculties Council, September 19, 2022

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>1. Objective #7: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular</p>
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Item No. 11

	<p>experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>2. Objective #11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society.</p> <p>ii. Strategy: Support a culture of creativity, innovation, and entrepreneurship <i>among students</i>, faculty, and staff where contributions to all sectors of society are rewarded, valued, and celebrated.</p> <p>3. Objective #21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>iii. Strategy: Consolidate unit review and strategic planning processes, and where possible, align with accreditation processes, to ensure efficient assessment practices.</p>		
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 1052 1544 1262"> <tr> <td data-bbox="570 1052 1089 1262"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1052 1544 1262"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act</i> UA Calendar GFC Programs Committee</p>		

Attachments (each to be numbered 1 - <>)

1. Ministry Template
2. Ministry Suspension Approval
3. Calendar Copy

Prepared by: Sharon Compton, Professor & Associate Chair (Dental Hygiene), School of Dentistry, FoMD
scompton@ualberta.ca

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Diploma in Dental Hygiene
Specialization Name	
Credential Awarded	Diploma in Dental Hygiene
Proposed effective date of termination	July 1, 2022

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • Letter dated July 27, 2016 attached 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <p>.</p>	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <p>.</p>	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • The dental hygiene diploma curriculum was two-years (4 academic terms) and was intensely packed. Over the fifty plus years of the program with knowledge and technological changes, as well as changes in healthcare delivery and patient

demographics more content was added into the diploma curriculum resulting in an expanded and condensed program; however, the length of the diploma program remained the same. After the suspension of the diploma, the curriculum was modified and redistributed over years 2, 3, and 4 with all students graduating with a BSc (Dental Hygiene) in 2020 and beyond.

- Students consistently cited very high levels of stress and challenges coping with their course load. For more than ten years, information gathered from students through exit surveys and mandatory student meetings with faculty advisors demonstrated a compromised learning environment. The redistribution of the dental hygiene courses over a three-year time frame as well as increased integration with dentistry students as part of the curriculum redesign process created an education program that is student-focused and learner-centered.
- The curriculum parameters are supported by growing evidence of the need for baccalaureate dental hygiene graduates as they have a greater knowledge base and increased abilities in areas such as research use, collaboration, health promotion, advocacy, policy use and autonomous judgements. The driving forces that underpin this change in the educational program are diverse and complex and include the following broad issues:
 - 1) changing delivery of oral health services and Canadian demographics, 2) increased human resources for public health, health facilities and post-secondary education, 3) increased career and educational options for graduates, and 4) capacity building in the oral health workforce.
- The Dental Hygiene program is situated within the School of Dentistry. There are many content areas in the curriculum for dentistry and dental hygiene undergraduate students where the courses could be modified to allow for more efficient, simultaneous delivery of the content to both groups. Combining the student groups has the potential for various positive impacts on student learning with a particular emphasis on interprofessional communication and collaboration, abilities that are associated with better and safer patient outcomes in health science literature. The School of Dentistry embarked on a Curriculum Redesign project and one goal for the redesign was to better integrate the two student groups in shared learning experiences where appropriate.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- Program Support Team, University of Alberta (UA) March 24, 2022
- FoMD Faculty Council meeting; May 18, 2022
- Programs Committee; June 23rd, 2022
- UA General Faculties Council (GFC), Academic Planning. Committee; Date TBD
- UA GFC; Date TBD
- UA Board Learning, Research and Student Experience Committee; Date TBD

Reviewer's Comment:

<p>a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).</p> <ul style="list-style-type: none"> • There are no student access issues, as students may apply to the BSc in Dental Hygiene following the School of Dentistry, Dental Hygiene Program Admissions criteria and guidelines.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> • Not Applicable. The program of dental hygiene study remains in Alberta; however, it is a longer program of study than was the diploma program.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <p>When the dental hygiene diploma program was suspended, consultations were conducted with all existing student groups and other stakeholder groups as further detailed in the next two sections:</p> <ul style="list-style-type: none"> • March 5, 2015 – Met for discussion with the dental hygiene student representatives from YRs 2 and 3 of the diploma program and YR4, post-diploma degree completion students. • March 20, 2015 – Presented to diploma class of YR 2 dental hygiene students. • April 9, 2015 – Presented to students in the diploma class of YR 3 & the students in YR 4 post diploma degree completion program. • April 15, 2015 – Presented to Department Council, School of Dentistry, FoMD. There are student representatives as part of Department Council. • May 19, 2015 – Presented and motion approved at Faculty Council, Faculty of Medicine & Dentistry. There are student representatives as part of Faculty Council.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <p>The following individuals and groups were consulted as part of the suspension process:</p> <ul style="list-style-type: none"> • June 2, 2014 – Met with Dr. B Connor (VP Academic); Ada Ness (Registrar's office); Andrea Patrick (Governance Assistant); Kathleen Brough (Administrative); Dr Paul Major (Chair, School of Dentistry). • Feb. 23, 2015 – Met for discussion with all full and part time dental hygiene faculty, Dental Hygiene Program, School of Dentistry, Faculty of Medicine & Dentistry (FoMD). • March 7, 2015 – Delivered a briefing to Council of the College of Registered Dental Hygienists of Alberta (Regulatory body for the dental hygiene profession in Alberta) • March 23, 2015 – Presented to Executive Committee, School of Dentistry, FoMD. March 30, 2015 – Presented to Division Heads Committee, School of Dentistry, FoMD. April 15, 2015 – Presented to Department Council, School of Dentistry, FoMD.

<ul style="list-style-type: none"> • April 30, 2015 – Met with Dr Gordon Thompson, Registrar, Alberta Dental Association & College [ADA & C] Dentists are the primary employer for most registered dental hygienists in Alberta; therefore, we met and discussed the change with the Registrar of the ADA & C. • May 19, 2015 – Presented and motion approved at Faculty Council, FoMD.
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • The termination of the diploma program will be communicated by electronic letter to our regulatory body, the College of Registered Dental Hygienists of Alberta.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • Resources were not freed up by this change for the suspension and there will be no change with the termination. We modified and combined two years of dental hygiene diploma courses with the fourth-year degree completion courses; therefore, there were no excess resources. We continue to review and assess the new curriculum resulting in various small modifications as we continue to shape and align the content across the three years. • There is no budget or staffing impact. The degree program has been operational since 2017 when the diploma was suspended.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p> <p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> • The first cohort of Bachelor of Science (Dental Hygiene) graduates completed the program in 2020 and since then we have graduated one more cohort of students in 2021 with a third cohort ready to graduate in 2022. All enrolled students have been successful in completing the program. • Interest in the Bachelor of Science (Dental Hygiene) program of study remains very strong. The program continues to have over 200 applicants to the program each year and of these, approximately 100 applicants meet the eligibility criteria for consideration of admission and 42 students are admitted to the program each year. • Student feedback from the Exit Surveys in 2020 and 2021 reveals strong support for the degree program. • The Dental Hygiene program was reviewed in March 2021 by the Commission for Dental Accreditation of Canada (CDAC) and received the approval of Full Accreditation with reporting requirements. The reporting requirement asks that the program now conduct an overall curriculum evaluation now that the first cohorts have completed the new degree program. The program is nearing completion of developing the tool for the evaluation and will be conducting the student survey and focus groups in spring/summer 2022.

- Curriculum development is ongoing for how the dental hygiene and dentistry students are being integrated in their learning experiences providing graduates who are prepared to meet the dominant model of oral care delivery in practice. COVID has been a challenge during this time of change as faculty workloads increased with the shift to online courses due to COVID and they were also needed to make modifications to their courses. The program is fortunate to have a strong faculty team who have navigated through curriculum change and have maintained their teaching delivery as needed during the pandemic.

Reviewer's Comment:

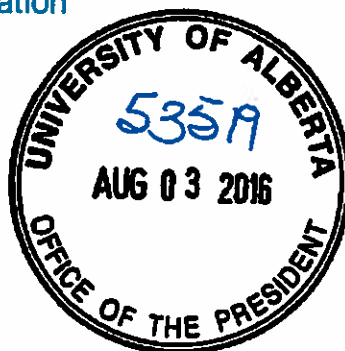
RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:



Deputy Minister
6th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-415-4744
Fax 780-422-1801
www.advancededucation.alberta.ca

July 27, 2016

AR 50551

Dr. David Turpin
President and Vice-Chancellor
University of Alberta
2-24 South Academic Building
Edmonton AB T6G 2G7

Dear Dr. Turpin:

Advanced Education has completed its review of the University of Alberta's proposal to suspend the Diploma in Dental Hygiene program. The department approves the suspension for the term July 1, 2017 to July 1, 2022.

The department approves the suspension in support of redistribution of the curriculum as part of the Bachelor of Science in Dental Hygiene program. We acknowledge that the curriculum in the diploma program has expanded significantly over many years without any increase in the length of study, thereby resulting in a heavy course load for students. We also acknowledge that the majority of diploma students continue on to complete a fourth year of study's to exit with the degree. I request that six months prior to the suspension end date, the institution advise the department, through the Provider and Program Registry System, of its plan to reactivate or terminate the program.

Under the Programs of Study Regulation, proposed changes to the Diploma in Dental Hygiene program require ministry approval. This includes changes to the program of study, nomenclature, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

.../2

Dr. David Turpin
Page 2

I appreciate the University of Alberta's commitment to high-quality programming and your ongoing processes of program review and renewal.

Sincerely,



Rod Skura
Deputy Minister

cc: Honourable Marlin Schmidt
Advanced Education

Michael Phair
Chair, Board of Governors, University of Alberta

Appendix 2: GES Dental Hygiene Diploma Termination

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):	Dentistry
Contact Person:	Dr. Sharon Compton, scompton@ualberta.ca
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 2022
Does this proposal have corresponding course changes? (Should be submitted at the same time)	No

Rationale

The Dental Hygiene Diploma program is no longer offered. The last diploma program intake of students was in Fall 2016. This change to suspend the diploma program was ministry-approved by the Government of Alberta in July 2016 for implementation in 2017. The proposal is currently being submitted to terminate the program effective July 1, 2022.

Calendar Copy

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

<https://calendar.ualberta.ca/content.php?catoid=36&navoid=11300#dental-hygiene-diploma>

Current

Dental Hygiene Diploma
Application for Admission and Application for
Readmission
Admission to the two-year Diploma has been suspended.
Students interested in the Dental Hygiene Program
should apply to Bachelor of Science (Dental Hygiene).
Past graduates of the Dental Hygiene Diploma Program
will continue to be able to obtain a Bachelor of Science
(Dental Hygiene) by applying to the Post-Diploma Degree
Completion Program.

Proposed

New language

Reviewed/Approved by:

REQUIRED: Faculty Council (or delegate) and approval date, including any partner faculties for combined programs.

Other consultation groups, departments, or internal faculty approving bodies and approval dates.

- Program Support Team, University of Alberta (UA) March 24, 2022
- FoMD Faculty Council May 18, 2022
- GFC Programs Committee June 23, 2022
-

FINAL Item No. 12

Governance Executive Summary
Action Item

Agenda Title	Proposed Termination of Graduate Programs in Comparative Literature, Faculty of Arts and Faculty of Graduate Studies and Research
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Motion

THAT GFC Programs Committee recommend that the Board of Governors approve the termination of the MA and PhD in Comparative Literature, as outlined in the included documents and for implementation upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Irene Sywenky, Associate Chair (Graduate), Faculty of Arts - Modern Languages and Cultural Studies Dept
Presenter(s)	Irene Sywenky, Associate Chair (Graduate), Faculty of Arts - Modern Languages and Cultural Studies Dept Brooke Milne, Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	This proposal is for the termination of the MA and PhD in Comparative Literature which have been suspended since July 1, 2016.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	Admission to MA and PhD programs in Comparative Literature was suspended effective July 1, 2016. Comparative Literature became part of a second-level specialization (“Transnational and Comparative Literatures”) within the MA and PhD programs in Modern Languages and Cultural Studies effective September 1, 2015.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> Department of Modern Languages and Cultural Studies
<For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> Extensive consultation was done at the time of suspension of both programs.
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> MLCS Department Council - January 17, 2022 GPST - January 24, 2022 Arts Academic Affairs Committee (AAC) - February 8, 2022, Arts Executive Committee (AEC) - March 3, 2022.

Item No. 12

	<ul style="list-style-type: none"> ● Arts Faculty Council (AFC) - March 17, 2022. ● PRC - May 11, 2022 ● FGSR Council - May 25, 2022 ● GFC Programs Committee - June 23, 2022 ● GFC Academic Planning Committee - TBD ● General Faculties Council - TBD ● Board Learning, Research, and Student Experience Committee - TBD ● Board of Governors - TBD
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<p>X Enrolment Management</p> <p><input type="checkbox"/> Faculty and Staff</p> <p>X Funding and Resource Management</p> <p><input type="checkbox"/> IT Services, Software and Hardware</p> <p><input type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p>	<p>X Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p>X Student Success</p>
Legislative Compliance and jurisdiction	<p>General Faculties Council</p> <p>GFC Programs Committee</p> <p>Faculty of Graduate Studies & Research</p> <p>Arts Faculty Council</p>	

Attachments:

1. Calendar Change Request Form
2. Ministry Suspension Letter
3. Termination Template MA in Comparative Literature
4. Termination Template PhD in Comparative Literature

Prepared by: Irene Sywenky, Associate Chair (Graduate), Faculty of Arts - MLCS

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

Department: Modern Languages and Cultural Studies

Change: Graduate Major Program Change: Termination of MA and PhD in Comparative Literature

Rationale: Admission to MA and PhD programs in Comparative Literature was suspended effective July 1, 2016. Comparative Literature became part of a second-level specialization (“Transnational and Comparative Literatures”) within the MA and PhD programs in Modern Languages and Cultural Studies effective September 1, 2015.

https://calendar.ualberta.ca/preview_program.php?catoid=34&pooid=38332&returnto=10333

Calendar Copy:

<p>Current: <u>Strike through and highlight</u> deletions</p>	<p>Proposed: <u>Underline and highlight</u> additions</p>
<p><u>Comparative Literature Program [Graduate]</u></p> <p><u>Department of Modern Languages and Cultural Studies</u> <u>200 Arts Building</u> <u>University of Alberta</u> <u>Edmonton, Alberta T6G 2E5</u> <u>E-mail: mlcs.grad@ualberta.ca</u> <u>www.ualberta.ca/modern-languages-and-cultural-studies</u></p> <p><u>Admission to this program has been suspended as of July 1, 2016. For students interested in the area of Comparative Literature, see <u>Transnational and Comparative Literatures in the Department of Modern Languages and Cultural Studies.</u></u></p> <p><u>General Information</u></p> <p><u>The Comparative Literature Program is an interdisciplinary program in the Department of Modern Languages and Cultural Studies and offers programs leading to the degrees of Master of Arts and Doctor of Philosophy in Comparative Literature. The Comparative Literature Program offers an area of specialization in Spanish and Latin American Studies in conjunction with the Department of Modern Languages and Cultural Studies. Entrance requirements, financial assistance and application procedures are through the Comparative Literature Program, Modern Languages and Cultural Studies.</u></p> <p><u>Entrance Requirements</u></p> <p><u>Normally, minimum admission requirements for an MA in Comparative Literature are an undergraduate degree with an average of at least 3.0 in the last two years of undergraduate work at the University of Alberta, or an equivalent qualification from a recognized institution. Minimum requirements for a PhD are an MA with an average of at least 3.0 in the last two terms of graduate work. Exceptionally qualified students holding a BA degree can bypass the MA and be admitted directly into a doctoral degree program. In addition to these minimal requirements, a TOEFL score of 95 (Internet based with at least 21 per section) or equivalent where applicable is required. (see <u>English Language Requirement</u>).</u></p> <p><u>Graduate students in Comparative Literature are required to have one language, other than English, at the MA level and two languages, other than English, at the PhD level. Details regarding language requirements may be obtained by contacting the Graduate Coordinator.</u></p> <p><u>Financial Assistance</u></p>	

Comparative Literature annually provides a number of scholarships or graduate research and teaching assistantships. Scholarships and assistantships will not be offered to any student until the student has been formally admitted to the graduate program. Graduate students are also eligible for various University Fellowships and Bursaries depending on eligibility. For details see www.gradstudies.ualberta.ca.

Graduate Program Requirements

The Degree of MA in Comparative Literature (Comparative Literature Program) [Graduate]

Program Requirements

Students admitted to this program are expected to have a minimum of ★30 in Comparative Literature, or equivalent courses approved by the Graduate Coordinator, beyond the 100 level in their undergraduate studies.

Students who satisfy this requirement and who wish to complete a thesis-based master's degree will be required to take [C LIT 501](#), [C LIT 502](#), [C LIT 511](#) and [C LIT 560](#). An additional ★6 at the graduate level will be determined on an individual basis in conjunction with the Graduate Coordinator in the first year of their studies, and write and defend a thesis in their second year of the program.

Students who satisfy this requirement and who wish to complete a course-based master's degree will be required to take [C LIT 501](#), [C LIT 502](#), [C LIT 511](#) and [C LIT 560](#) and a capping exercise (usually done in the last term of study). An additional ★12 at the graduate level will be determined on an individual basis in conjunction with the Graduate Coordinator.

Students admitted with less than the ★30 course prerequisite will be required to take up to ★27 (thesis-based MA) or ★36 (course-based MA). The exact number of extra courses will be determined individually by the graduate committee.

The minimum period of residence for the thesis-based MA is two four-month terms of full-time attendance at the University of Alberta. There is no residence requirement for the course-based MA.

Length of Program

A student's previous background and experience will determine the length of time required to complete an MA.

A candidate for the thesis-based MA, entering from a four-year specialized program and continuing work in the same field, is normally required to complete the equivalent of one calendar year of course work. The normal time of completion for the thesis-based program, including thesis, is two years. The maximum time allowed to complete the thesis-based program is four years. Other candidates are normally required to complete the equivalent of three terms of course work.

A candidate for the course-based MA is normally required to complete the equivalent of two calendar years of course work. The normal time of completion for the course-based program, including the capping exercise, is two years. The maximum time allowed to complete the course-based program is six years.

The Degree of PhD in Comparative Literature (Comparative Literature Program) [Graduate]

Program Requirements

Students admitted to this program with an MA in Comparative Literature from the University of Alberta, or the equivalent, will be required to take [C LIT 501](#), [C LIT 502](#), [C LIT 511](#), [C LIT 512](#), [C LIT 560](#), and an additional ★3 at the graduate level to be determined, on an individual basis, with the approval of the Graduate Coordinator in their first year of studies. In the Fall term of their second year, students will complete two Field Papers related to their thesis topic. Normally during their second year but no later than April of their second year, students will

complete the FGSR Candidacy Examination, and then write and defend a thesis in the area of Comparative Literature by the end of their fourth year. Students admitted with less than the background requirement will be required to take up to six additional graduate courses in Comparative Literature, with the exact number to be determined individually by the graduate committee.

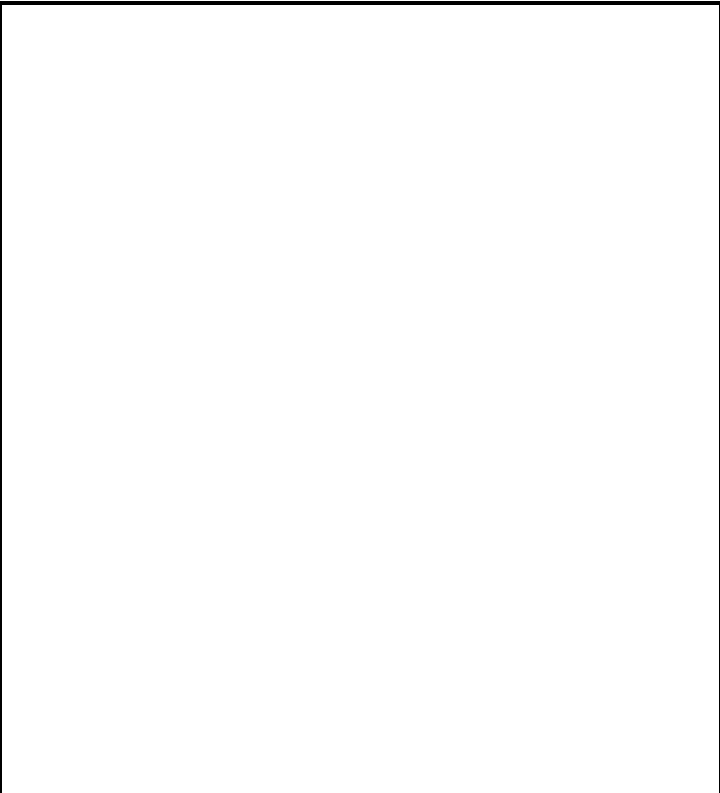
Length of Program

The time necessary to complete the requirements for the PhD depends upon the student's background and progress. For students admitted to the program with an MA in Comparative Literature, the normal completion time is four years. The maximum time allowed for the completion of a PhD program is six years.

The minimum period of residence is two academic years of full-time attendance at the University of Alberta.

Graduate Courses

Graduate courses can be found in [Course Listings](#), under the subject heading Comparative Literature (C LIT).



Department Contact: Irene Sywenky	Department Council Approval Date: January 17, 2022
Chair or Designate: Natalie Van Deusen	Signature:

Deputy Minister
6th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-415-4744
Fax 780-422-1801
www.advancededucation.alberta.ca



AR 51451

December 21, 2016

Dr. David Turpin
President and Vice-Chancellor
University of Alberta
2-24 South Academic Building
Edmonton AB T6G 2G7

Dear Dr. Turpin:

Advanced Education has completed its review of University of Alberta's proposals to suspend first-level specializations in Comparative Literature for the Master of Arts and Doctor of Philosophy programs. The department approves these suspensions for a five-year term extending from July 1, 2016 to June 30, 2021.

Suspension of Comparative Literature as a first-level specialization constitutes an administrative change. Comparative Literature will continue to be available to students as a second-level specialization within Modern Languages and Cultural Studies. The suspensions were approved internally through the Faculty of Graduate Studies and Research and the General Facilities Council Academic Standards Committee.

The suspension period is needed to assist current program students in successfully completing graduation requirements. I request that six months prior to the suspension end dates, the University of Alberta submit to the department termination proposals for the first-level specializations in Comparative Literature. These proposals must be submitted through the Provider and Program Registry System.

Dr. David Turpin
Page 2



I appreciate the University of Alberta's commitment to academic planning and your ongoing processes of program review and renewal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'RS', is positioned above the printed name of Rod Skura.

Rod Skura
Deputy Minister

cc: Michael Phair
Chair, Board of Governors, University of Alberta

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Master of Arts
Specialization Name	Comparative Literature Program
Credential Awarded	Master of Arts (MA)
Proposed effective date of termination	July 1, 2022

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached. 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • The rationale for the suspension and termination of the free standing MA program in Comparative Literature is administrative. The suspension (effective July 1, 2016) was a 	
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result of a series of administrative changes that moved the program content under the auspices of the department of Modern Languages and Cultural Studies (MLCS).

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- MLCS Department Council - January 17, 2022
- GPST - January 24, 2022
- Arts Faculty Council - Mar 17, 2022
- PRC
- FGSR Council
- Programs Committee
- APC
- GFC
- BLRSEC
- Board of Governors
- Ministry

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- Students wanting to pursue their studies in Comparative Literature do so by obtaining an MA or PhD degree in Modern Languages and Cultural Studies with a second-level specialization in Transnational and Comparative Literatures.

b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.

-

c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.

- At the time of the program suspension, existing graduate students in Comparative Literature were consulted and carefully advised of their options and supported through regular town halls with the Associate Chair of Graduate Studies for the department. The impact on students was minimal due to the move of Comparative Literature to a second-level specialization within Modern Languages and Cultural Studies. The Governance process within the Faculty of Arts also included graduate student participation.

Reviewer's Comment:

SECTION D: IMPACT

- a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.
-
- b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.
- When communicating with internal and external audiences regarding the suspension of these programs, it was also communicated that the Faculty planned to terminate the programs at the appropriate time. Any pertinent audiences are, therefore, already aware that these programs will be terminated.
- c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.
- The integration of Comparative Literature as a second-level specialization Transnational and Comparative Literatures allowed for a streamlining of resources and better oversight of graduate student funding in the Department of Modern Languages and Cultural Studies. Faculty members working in Comparative Literature continue contributing to this area (teaching graduate courses in MLCS and supervising graduate students specializing in Transnational and Comparative Literatures).

Reviewer's Comment:

SECTION E: OTHER CONSIDERATIONS

Other considerations

- a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.
-

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

MLCS voted to approve the termination of the MA and PhD in Comparative Literature at Department Council on January 17, 2022.

Rationale for Recommendation:

Agreement with the above rationale.

Reviewer(s): Natalie Van Deusen (Chair, Curriculum Committee)

Date Completed: January 17, 2022

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Doctor of Philosophy
Specialization Name	Comparative Literature Program
Credential Awarded	Doctor of Philosophy (PhD)
Proposed effective date of termination	July 1, 2022

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • See attached. 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p> <ul style="list-style-type: none"> • The rationale for the suspension and termination of the free standing PhD programs in Comparative Literature is administrative. The suspension (effective July 1, 2016) was a 	
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result of a series of administrative changes that moved the program content under the auspices of the department of Modern Languages and Cultural Studies (MLCS).

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

- MLCS Department Council - January 17, 2022
- GPST - January 24, 2022
- Arts Faculty Council - Mar 17, 2022
- PRC
- FGSR Council
- Programs Committee
- APC
- GFC
- BLRSEC
- Board of Governors
- Ministry

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- Students wanting to pursue their studies in Comparative Literature do so by obtaining an MA or PhD degree in Modern Languages and Cultural Studies with a second-level specialization in Transnational and Comparative Literatures.

b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.

-

c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.

- At the time of the program suspension, existing graduate students in Comparative Literature were consulted and carefully advised of their options and supported through regular town halls with the Associate Chair of Graduate Studies for the department. The impact on students was minimal due to the move of Comparative Literature to a second-level specialization within Modern Languages and Cultural Studies. The Governance process within the Faculty of Arts also included graduate student participation.

Reviewer's Comment:

SECTION D: IMPACT

- a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.
-
- b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.
- When communicating with internal and external audiences regarding the suspension of these programs, it was also communicated that the Faculty planned to terminate the programs at the appropriate time. Any pertinent audiences are, therefore, already aware that these programs will be terminated.
- c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.
- The integration of Comparative Literature as a second-level specialization Transnational and Comparative Literatures allowed for a streamlining of resources and better oversight of graduate student funding in the Department of Modern Languages and Cultural Studies. Faculty members working in Comparative Literature continue contributing to this area (teaching graduate courses in MLCS and supervising graduate students specializing in Transnational and Comparative Literatures).

Reviewer's Comment:

SECTION E: OTHER CONSIDERATIONS

Other considerations

- a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.
-

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

MLCS voted to approve the termination of the MA and PhD in Comparative Literature at Department Council on January 17, 2022.

Rationale for Recommendation:

Agreement with the above rationale.

Reviewer(s): Natalie Van Deusen (Chair, Curriculum Committee)

Date Completed: January 17, 2022

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Terminations of the Bachelor of Science Second-Level Specializations in Actuarial Science, Animal Biology, Bioinformatics, Environmental Physical Sciences, Evolutionary Biology, Geography, Microbiology, and Plant Biology, Faculty of Science
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Motion

<p>THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the termination of:</p> <ol style="list-style-type: none"> a. Bachelor of Science with Specialization in Actuarial Science (effective July 1, 2023) b. Bachelor of Science with Specialization in Animal Biology (effective July 1, 2024) c. Bachelor of Science with Honors in Animal Biology (effective July 1, 2024) d. Bachelor of Science with Specialization in Bioinformatics (effective July 1, 2023) e. Bachelor of Science with Honors in Bioinformatics (effective July 1, 2023) f. Bachelor of Science with Specialization in Environmental Physical Sciences (effective July 1, 2023) g. Bachelor of Science with Specialization in Evolutionary Biology (effective July 1, 2024) h. Bachelor of Science with Honors in Evolutionary Biology (effective July 1, 2024) i. Bachelor of Science with Specialization in Geography (effective July 1, 2023) j. Bachelor of Science with Honors in Geography (effective July 1, 2023) k. Bachelor of Science with Specialization in Microbiology (effective July 1, 2024) l. Bachelor of Science with Honors in Microbiology (effective July 1, 2024) m. Bachelor of Science with Specialization in Plant Biology (effective July 1, 2024) n. Bachelor of Science with Honors in Plant Biology (effective July 1, 2024)

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Frederick West, Acting Dean, Faculty of Science
Presenter(s)	Dr. Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	This proposal is before the committee because the suspension periods for these programs have expired (or are about to expire) and no reactivations are planned. Therefore, we are now seeking approval for the termination of these programs.

Item No. 13

<p>Executive Summary (<i>outline the specific item – and remember your audience</i>)</p>	<p>The main purpose of this proposal is to clear up some outstanding administrative matters associated with several undergraduate programs in the Faculty of Science.</p> <p>The Environmental Physical Sciences and Geography programs have not appeared in the Calendar for 14 and 26 years, respectively. Enrolment has effectively been zero for the past 12 and 22 years, respectively.</p> <p>The Actuarial Science and Bioinformatics programs were suspended in 2010 and 2016, respectively. The last time students were enrolled in these programs was 2012 and 2017, respectively.</p> <p>The Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology programs were suspended in 2016/2017 when the Department of Biological Sciences underwent extensive program restructuring. Students interested in these programs were redirected to newly created programs. The suspension periods were to end in 2022 and 2024. The last academic year that students were enrolled in these programs was 2021-2022, with the last two students in Animal Biology having graduated in Spring 2022.</p> <p>All these programs currently have no students enrolled. We are proposing they all be terminated effective July 1, 2023 or July 1, 2024 as applicable.</p>
<p>Supplementary Notes and context</p>	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Associate Chairs (Undergraduate), Faculty of Science; various meetings between 2019 and 2022 • Departments of Biological Sciences, Chemistry, Computing Science, Earth and Atmospheric Sciences, Mathematical and Statistical Sciences, Physics <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Provost’s Office (Vice-Provost, Programs); various meetings between 2019 and 2022 <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • N/A
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Department of Biological Sciences Council (approval obtained May 11, 2022)</p> <p>Department of Chemistry Council (approval obtained May 11, 2022)</p> <p>Department of Computing Science Council (approval obtained May 11, 2022)</p> <p>Department of Earth and Atmospheric Sciences Council (approval obtained May 11, 2022)</p>

Item No. 13

	Department of Mathematical and Statistical Sciences Council (approval obtained May 10, 2022) Department of Physics Council (approval obtained May 11, 2022) Faculty of Science Council (approval obtained from the Associate Chairs, Undergraduate as proxies on May 11, 2022) GFC Programs Committee, June 23, 2022
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Engage 17 - Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. Sustain 21 - Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Committees Terms of Reference	

Attachments

1. University of Alberta Internal Program Approval Template - Termination of Science Programs (pages 1-6)
2. Calendar Changes_BSc Terminations (pages 1-6)
3. Letter of Support from the Dean of Science (page 1)

Prepared by: Michelle Spila, Assistant Lecturer, Dept. of Earth & Atmospheric Sciences, spila@ualberta.ca
 Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science, sciadu@ualberta.ca

University of Alberta Internal Program Approval Template

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

Faculties and Departments pursuing program proposals must consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (carley.roth@ualberta.ca) on the appropriate template and process. Graduate proposers must also consult with the Faculty of Graduate Studies and Research (fgsgov@ualberta.ca).

This template is used for the following:

- Creation of a new second-level specialization
- Suspension / Termination of an existing second-level specialization
- Suspension / Termination of an existing embedded certificate
- The addition of an Honours stream to an existing undergraduate program
- Name change of a second-level specialization OR embedded certificate
- Creation of a combined degree program where both degrees have been approved by the Ministry
- Substantive program changes that do not require Ministry approval

Basic Information

1. Title of the Program/Specialization:

- a. Bachelor of Science with Specialization in Actuarial Science (July 1, 2023)
- b. Bachelor of Science with Specialization in Animal Biology (July 1, 2024)
- c. Bachelor of Science with Honors in Animal Biology (July 1, 2024)
- d. Bachelor of Science with Specialization in Bioinformatics (July 1, 2023)
- e. Bachelor of Science with Honors in Bioinformatics (July 1, 2023)
- f. Bachelor of Science with Specialization in Environmental Physical Sciences (July 1, 2023)
- g. Bachelor of Science with Specialization in Evolutionary Biology (July 1, 2024)
- h. Bachelor of Science with Honors in Evolutionary Biology (July 1, 2024)
- i. Bachelor of Science with Specialization in Geography (July 1, 2023)
- j. Bachelor of Science with Honors in Geography (July 1, 2023)
- k. Bachelor of Science with Specialization in Microbiology (July 1, 2024)
- l. Bachelor of Science with Honors in Microbiology (July 1, 2024)
- m. Bachelor of Science with Specialization in Plant Biology (July 1, 2024)
- n. Bachelor of Science with Honors in Plant Biology (July 1, 2024)

2. Proposed effective date:

July 1, 2023 or July 1, 2024 as applicable

3. Length of the program (years):

4 years

4. Faculty and Department:

- a. Faculty of Science, Department of Mathematical and Statistical Sciences
- b. Faculty of Science, Department of Biological Sciences
- c. Faculty of Science, Department of Biological Sciences
- d. Faculty of Science, Department of Biological Sciences and Department of Computing Science
- e. Faculty of Science, Department of Biological Sciences and Department of Computing Science

- f. Faculty of Science, Department of Chemistry, Department of Earth and Atmospheric Sciences, and Department of Physics
 - g. Faculty of Science, Department of Biological Sciences
 - h. Faculty of Science, Department of Biological Sciences
 - i. Faculty of Science, Department of Earth and Atmospheric Sciences
 - j. Faculty of Science, Department of Earth and Atmospheric Sciences
 - k. Faculty of Science, Department of Biological Sciences
 - l. Faculty of Science, Department of Biological Sciences
 - m. Faculty of Science, Department of Biological Sciences
 - n. Faculty of Science, Department of Biological Sciences
5. Contact person, with telephone number and e-mail address:
Dr. Gerda de Vries
Associate Dean Undergraduate
sciadu@ualberta.ca
6. Details of completed Departmental and/or Faculty approval processes, including dates

The Environmental Physical Sciences and Geography programs have not appeared in the Calendar for 14 and 26 years, respectively. Enrolment has effectively been zero for the past 12 and 22 years, respectively (see Section 11 below).

The Actuarial Science and Bioinformatics programs were suspended in 2010 and 2016, respectively. The last time students were enrolled in these programs was 2012 and 2017, respectively (see Section 11 below).

The Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology programs were suspended in 2016/2017 when the Department of Biological Sciences underwent extensive program restructuring. Students interested in these programs were redirected to newly created programs. The suspension periods were to end in 2022 and 2024 (see Table 1 below). The last academic year that students were enrolled in these programs was 2021-2022, with the last two students in Animal Biology having graduated in Spring 2022 (see Section 11 below).

All these programs currently have no students enrolled. We are proposing they all be terminated effective July 1, 2023 or July 1, 2024 as applicable.

Table 1: Suspension periods and dates of Departmental/Faculty approvals for termination of programs a - o.

Program	Suspension Period	Department Approval*	Faculty Approval^
a. Actuarial Science	July 1, 2010 - June 30 2013	May 10, 2022	May 11, 2022
b & c. Animal Biology	July 1, 2016 - June 30, 2024	May 11, 2022	May 11, 2022
d & e. Bioinformatics	July 1, 2016 - June 30, 2021	Bio Sci: May 11, 2022 Comp Sci: May 11, 2022	May 11, 2022
f. Environmental Physical Sciences	Unknown; last appeared in the 2008-2009 Calendar	Chem: May 11, 2022 EAS: May 11, 2022 Physics: May 11, 2022	May 11, 2022
g & h. Evolutionary Biology	July 1, 2017 - June 30, 2024	May 11, 2022	May 11, 2022

i, j & k. Geography	Unknown; has not appeared in Calendar since before 1997	May 11, 2022	May 11, 2022
l & m. Microbiology	July 1, 2016 - June 30, 2024	May 11, 2022	May 11, 2022
n & o. Plant Biology	July 1, 2016 - June 30, 2024	May 11, 2022	May 11, 2022

**Departmental approvals were obtained by electronic vote, except for Actuarial Science, for which approval was sought at the council meeting.*

^Faculty approvals were obtained by electronic vote with the Associate Chairs (Undergraduate) acting as proxies for Faculty council.

7. Details of completed student consultation, including dates

Actuarial Science

Students in the BSc Specialization in Actuarial Science were consulted in 2008-2009. The result was a recommendation that students interested in Actuarial Science be directed to either the BSc Honors in Statistics or BSc Specialization in Mathematics and Finance (where they would have permission to take the applicable actuarial courses in Business).

Animal Biology, Bioinformatics, Evolutionary Biology, Microbiology, and Plant Biology

Undergraduate students enrolled in Biological Sciences general and honors/special programs were consulted via online survey (554 respondents) and focal groups in March 2015. As a result of these inquiries, we also received an unsolicited 2-page letter of support from an undergraduate student. The proposed changes were presented to members of the Department of Biological Sciences Council on April 15, 2015 and December 9, 2015. Note that one undergraduate student served on the Departmental Council that year.

Environmental Physical Sciences and Geography

Since these subject areas were originally suspended 14+ years ago, the record of student consultation has not been uncovered. Present-day consultation is not required as there haven't been any students in either subject area for at least 12 years or more.

8. Attach proposed Calendar changes (note that the Registrar's Office must be consulted in advance, or FGSR for graduate programs) and/or course changes (approved via circulation – please see the [Governance website](#) for details)

Actuarial Science, Bioinformatics, Environmental Physical Sciences, and Geography do not appear in the current calendar, therefore calendar changes are not necessary.

For Animal Biology, Evolutionary Biology, Microbiology, and Plant Biology, see the attached [Calendar Changes_BSc Terminations](#) document.

9. Attach letter of support from the Dean of the Faculty

See attached [Letter of Support from Dean of Science](#).

Program Impact and Rationale

10. What is the rationale for the program proposal?

See Section 6 above.

This agenda and its corresponding attachments are transitory records. University Governance is the official copy holder for files of the Board of Governors, GFC and their standing committees. Members are instructed to destroy this material following the meeting.

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

Enrolment data for all eight subject areas are provided in Table 2 below.

Table 2: Enrolment for Actuarial Science, Animal Biology, Bioinformatics, Environmental Physical Sciences, Evolutionary Biology, Geography, Microbiology, and Plant Biology programs between the academic years of 1999-2000 and 2022-2023. Cells with one value indicate the number of Full-time students; cells with two values indicate the number of Full-time/Part-time students.

Program	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Actuarial Science (Specialization)	13	16	28	28	34/2	34	53/3	61/2	52	28/1	19/1	15	8	0	0	0	0	0	0	0	0	0	0	0
Animal Biology (Specialization)	19	41	48/1	65/1	78	75/2	62/2	63	62	58/1	56/1	58/1	54/1	62	49/1	50/2	46/3	39/1	44	28/1	12/1	4	2	0
Animal Biology (Honors)	9	18	16	18	20	13	16	12	16	21	21	19	26	27	16/1	20/1	11	10	14/1	8	6	3/1	0	0
Bioinformatics (Specialization)	0	0	0	3	11	10/1	9	6	5	2	10	6	8	8	4/1	6	4	3	0	0	0	0	0	0
Bioinformatics (Honors)	0	0	0	0	0	0	2	3	1	3/1	3	5	7	0	2	3	1	1	0	0	0	0	0	0
Environmental Physical Sciences (Specialization)	12	14/1	6	4	8	6	8	6	5	4	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Evolutionary Biology (Specialization)	3	6	4	7	14	10/1	10/1	8	10	10/1	9	5	5/2	7	5	6	8	6	7	4/1	2	1	0	0
Evolutionary Biology (Honors)	2	5	4	6	5	6	5	2	0	1	4	5	2	1	2	1	2	3	4	3	2	1	0	0
Geography (Major)	1/1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Geography (Specialization)	0/1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Geography (Honors)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Microbiology (Specialization)	1	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Microbiology (Honors)	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Plant Biology (Specialization)	7/1	7	4	4	7	7	4	4	5	4	7	6/1	4	1	4	4	4	5	5	1/1	1	0	0	0
Plant Biology (Honors)	6	4	4	2	1	0	4	3	2	1	1	2	4	4	2	3	2	2	2	2	1	1	0	0

Source: Acorn Data Warehouse, Student, FLE and Headcount, Fall Headcount By Load Table

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

There are no resource implications (considering these programs haven't been offered in 7+ years and most haven't had any students enrolled in them in 3+ years).

There will be no impact on teaching resources because associated courses will continue to be offered as part of other programs.

The Departments, Faculty of Science, and University will revise documents under their control (e.g., websites, forms) to incorporate these terminations. Any other anticipated costs associated with these terminations will fall into normal updating of University programs, websites, and forms and will not result in any net new expenses for the University.

CALENDAR CHANGE REQUEST FORM

Department:

Faculty of Science

Highlight type of change request below:

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

CURRENT	PROPOSED
<p style="text-align: center;">https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42306</p> <p>Bachelor of Science Specialization</p> <p>...</p> <p>BSc Specialization Requirements</p> <p>...</p> <p>Specialization in Biological Sciences</p> <p>...</p> <p>Science Chart 2 Course Sequence in Biological Sciences</p> <hr/> <ul style="list-style-type: none"> • Ecology, Evolution and Environmental Biology • Integrative Physiology • Molecular, Cellular and Developmental Biology <p>Suspended Areas of Concentration</p> <hr style="border: 1px solid black;"/> <p>Effective September 2017, there will be no further admissions to BSc Honors or BSc Specialization in:</p> <ul style="list-style-type: none"> • Animal Biology • Evolutionary Biology • Microbiology • Plant Biology <p>Students who entered one of these programs prior to September 2017 must complete all program requirements by April 30, 2024. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in these concentrations will be granted at Spring Convocation 2024.</p> <p>Science Internship Program</p> <hr/> <p>A Science Internship Program is offered to students in the General, Specialization or Honors programs in Biological Sciences (see Science Internship Program for guidelines to the program).</p>	<p style="text-align: center;">PROPOSED</p> <p>Bachelor of Science Specialization</p> <p>...</p> <p>BSc Specialization Requirements</p> <p>...</p> <p>Specialization in Biological Sciences</p> <p>...</p> <p>Science Chart 2 Course Sequence in Biological Sciences</p> <hr/> <ul style="list-style-type: none"> • Ecology, Evolution and Environmental Biology • Integrative Physiology • Molecular, Cellular and Developmental Biology <p>Science Internship Program</p> <hr/> <p>A Science Internship Program is offered to students in the General, Specialization or Honors programs in Biological Sciences (see Science Internship Program for guidelines to the program).</p>

<p style="text-align: center;">CURRENT</p> <p style="text-align: center;">https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42307</p>	<p style="text-align: center;">PROPOSED</p>
<p>Bachelor of Science Honors</p> <p>...</p> <p>BSc Honors Requirements</p> <p>...</p> <p>Honors in Biological Sciences</p> <p>...</p> <p>Course Sequence in Biological Sciences</p> <hr/> <ul style="list-style-type: none"> • Ecology, Evolution and Environmental Biology • Integrative Physiology • Molecular, Cellular and Developmental Biology <p>Suspended Areas of Concentration</p> <hr/> <p>Effective September 2017, there will be no further admissions to BSc Honors or BSc Specialization in:</p> <ul style="list-style-type: none"> • Animal Biology • Evolutionary Biology • Microbiology • Plant Biology <p>Students who entered one of these programs prior to September 2017 must complete all program requirements by April 30, 2024. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last BSc Honors or BSc Specialization in these concentrations will be granted at Spring Convocation 2024.</p>	<p>Bachelor of Science Honors</p> <p>...</p> <p>BSc Honors Requirements</p> <p>...</p> <p>Honors in Biological Sciences</p> <p>...</p> <p>Course Sequence in Biological Sciences</p> <hr/> <ul style="list-style-type: none"> • Ecology, Evolution and Environmental Biology • Integrative Physiology • Molecular, Cellular and Developmental Biology

<p style="text-align: center;">CURRENT</p> <p style="text-align: center;">https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42390</p>	<p style="text-align: center;">PROPOSED</p>
<p>Majors [Science]</p> <p>...</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Biological Sciences courses include BIOIN (see Note 2), BIOL, BOT, CELL, ENT, GENET, IMIN, MA SC, MICRB, PALEO (see Note 3) and ZOOL courses offered by the Department of Biological Sciences; BIOCH (see Note 4), MMI (with the exception of 133), NEURO, PHYSL and PMCOL courses offered by the Faculty of Medicine and Dentistry and NU FS 363 offered by the Faculty of Agriculture, Life and Environmental Sciences. Students should be aware that it is not possible to combine a major or minor in the Biological Sciences with a minor or major in one of the specific 	<p>Minors [Science]</p> <p>...</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Biological Sciences courses include BIOIN (see Note 2), BIOL, BOT, CELL, ENT, GENET, IMIN, MA SC, MICRB, PALEO (see Note 3) and ZOOL courses offered by the Department of Biological Sciences; BIOCH (see Note 4), MMI (with the exception of 133), NEURO, PHYSL and PMCOL courses offered by the Faculty of Medicine and Dentistry. For additional Biological Science courses and information see Faculty of Science. 2. BIOIN courses are offered jointly by the departments of Biological Sciences and

<p>subject disciplines in the Biological Sciences. For example, students may not select a major in the Biological Sciences and a minor in Microbiology. For additional Biological Science courses and information see Faculty of Science.</p> <p>2. BIOIN courses are offered jointly by the departments of Biological Sciences and Computing Science and may be counted as Biological Sciences or Computing Science. Students completing a Bioinformatics minor must count the BIOIN courses toward the minor.</p> <p>...</p>	<p>Computing Science and may be counted as Biological Sciences or Computing Science. Students completing a Bioinformatics minor must count the BIOIN courses toward the minor.</p> <p>...</p>
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<p style="text-align: center;">CURRENT</p> <p style="text-align: center;">https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=42373#</p>	<p style="text-align: center;">PROPOSED</p>
<p>Minors [Science]</p> <p>...</p> <p>Notes</p> <p>1. Biological Sciences courses include BIOIN (see Note 2), BIOL, BOT, CELL, ENT, GENET, IMIN, MA SC, MICRB, PALEO (see Note 3) and ZOOI courses offered by the Department of Biological Sciences; BIOCH (see Note 4), MMI (with the exception of 133), NEURO, PHYSL and PMCOL courses offered by the Faculty of Medicine and Dentistry; and NU FS 363 offered by the Faculty of Agriculture, Life and Environmental Sciences. Students should be aware that it is not possible to combine a major or minor in the Biological Sciences with a minor or major in one of the specific subject disciplines in the Biological Sciences. For example, students may not select a major in the Biological Sciences and a minor in Microbiology. For additional Biological Science courses and information see Specialization in Biological Sciences [Science].</p> <p>2. BIOIN courses are offered jointly by the departments of Biological Sciences and Computing Science and may be counted as Biological Sciences or Computing Science.</p> <p>...</p>	<p>Minors [Science]</p> <p>...</p> <p>Notes</p> <p>1. Biological Sciences courses include BIOIN (see Note 2), BIOL, BOT, CELL, ENT, GENET, IMIN, MA SC, MICRB, PALEO (see Note 3) and ZOOI courses offered by the Department of Biological Sciences; BIOCH (see Note 4), MMI (with the exception of 133), NEURO, PHYSL and PMCOL courses offered by the Faculty of Medicine and Dentistry. For additional Biological Science courses and information see Faculty of Science.</p> <p>2. BIOIN courses are offered jointly by the departments of Biological Sciences and Computing Science and may be counted as Biological Sciences or Computing Science.</p> <p>...</p>

<p style="text-align: center;">CURRENT</p> <p style="text-align: center;">https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=43254&hl=%22microbiology%22&returnto=search</p>	<p style="text-align: center;">PROPOSED</p>
<p>Minor in Biological Sciences [Science]</p> <p>...</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Biological Sciences courses include BIOIN (see Note 2), BIOL, BOT, CELL, ENT, GENET, IMIN, MA SC, MICRB, PALEO (see Note 3) and ZOOL courses offered by the Department of Biological Sciences; BIOCH (see Note 4), MMI (with the exception of 133), NEURO, PHYSL and PMCOL courses offered by the Faculty of Medicine and Dentistry; and NU FS 363 offered by the Faculty of Agriculture, Life and Environmental Sciences. Students should be aware that it is not possible to combine a major or minor in the Biological Sciences with a minor or major in one of the specific subject disciplines in the Biological Sciences. For example, students may not select a major in the Biological Sciences and a minor in Microbiology. For additional Biological Science courses and information see Specialization in Biological Sciences [Science]. 2. BIOIN courses are offered jointly by the departments of Biological Sciences and Computing Science and may be counted as Biological Sciences or Computing Science. <p>...</p>	<p>Minor in Biological Sciences [Science]</p> <p>...</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Biological Sciences courses include BIOIN (see Note 2), BIOL, BOT, CELL, ENT, GENET, IMIN, MA SC, MICRB, PALEO (see Note 3) and ZOOL courses offered by the Department of Biological Sciences; BIOCH (see Note 4), MMI (with the exception of 133), NEURO, PHYSL and PMCOL courses offered by the Faculty of Medicine and Dentistry. For additional Biological Science courses and information see Faculty of Science. 2. BIOIN courses are offered jointly by the departments of Biological Sciences and Computing Science and may be counted as Biological Sciences or Computing Science. Students completing a Bioinformatics minor must count the BIOIN courses toward the minor. <p>...</p>

<p style="text-align: center;">CURRENT</p> <p style="text-align: center;">https://calendar.ualberta.ca/preview_program.php?catoid=36&poid=43253&hl=%22NU+FS+363%22&returnto=search</p>	<p style="text-align: center;">PROPOSED</p>
<p>Minor in Bioinformatics [Science]</p> <p>...</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Biological Sciences courses include BIOIN (see Note 2), BIOL, BOT, CELL, ENT, GENET, IMIN, MA SC, MICRB, PALEO (see Note 3) and ZOOL courses offered by the Department of Biological Sciences; BIOCH (see Note 4), MMI (with the exception of 133), NEURO, PHYSL and PMCOL courses 	<p>Minor in Bioinformatics [Science]</p> <p>...</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Biological Sciences courses include BIOIN (see Note 2), BIOL, BOT, CELL, ENT, GENET, IMIN, MA SC, MICRB, PALEO (see Note 3) and ZOOL courses offered by the Department of Biological Sciences; BIOCH (see Note 4), MMI (with the exception of 133), NEURO, PHYSL and PMCOL courses

<p>offered by the Faculty of Medicine and Dentistry; and NU FS 363 offered by the Faculty of Agriculture, Life and Environmental Sciences. Students should be aware that it is not possible to combine a major or minor in the Biological Sciences with a minor or major in one of the specific subject disciplines in the Biological Sciences. For example, students may not select a major in the Biological Sciences and a minor in Microbiology. For additional Biological Science courses and information see Specialization in Biological Sciences [Science].</p> <p>2. BIOIN courses are offered jointly by the departments of Biological Sciences and Computing Science and may be counted as Biological Sciences or Computing Science.</p> <p>...</p>	<p>offered by the Faculty of Medicine and Dentistry. For additional Biological Science courses and information see Faculty of Science.</p> <p>2. BIOIN courses are offered jointly by the departments of Biological Sciences and Computing Science and may be counted as Biological Sciences or Computing Science.</p> <p>...</p>
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<p style="text-align: center;">CURRENT</p> <p style="text-align: center;">https://calendar.ualberta.ca/content.php?catoid=36&navoid=11201</p>	<p style="text-align: center;">PROPOSED</p>
<p>Course Exceptions</p> <p>Biochemistry Courses</p> <p>All BIOCH courses can be used by students in the Faculty of Science as science courses.</p> <p>Cell Biology Courses</p> <p>All CELL courses can be used by students in the Faculty of Science as science courses.</p> <p>Food Science Courses</p> <p>NU FS 363 may be used by students in the Faculty of Science as a science course in Microbiology.</p> <p>Human Geography/Planning Courses</p> <p>HGEO 470 or PLAN 470 may be used by students in the Faculty of Science as a science course.</p> <p>...</p>	<p>Course Exceptions</p> <p>Biochemistry Courses</p> <p>All BIOCH courses can be used by students in the Faculty of Science as science courses.</p> <p>Cell Biology Courses</p> <p>All CELL courses can be used by students in the Faculty of Science as science courses.</p> <p>Human Geography/Planning Courses</p> <p>HGEO 470 or PLAN 470 may be used by students in the Faculty of Science as a science course.</p> <p>...</p>

Rationale for change: (Not required for course deletion or editorial changes)
(Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

Four areas of concentration (Animal Biology, Evolutionary Biology, Microbiology, Plant Biology) were suspended in 2016/2017. Since there are no longer any students enrolled in any of these programs (the last two Specialization students graduated in Spring 2022 and the last two Honors students graduated in Spring 2021), and therefore we are now seeking official termination **effective Fall 2024**. The calendar

changes proposed here remove mentions of the original suspensions and capture additional editorial changes that refer to the Microbiology area of concentration.

:

Department Contact Name: Gerda de Vries	Department Chair or Designate Name: Fred West, Acting Dean, Faculty of Science	Date approved by Dept Council: May 11, 2022
Email: sciadu@ualberta.ca		Date submitted to FoS: N/A

Upload this form to the FoS Calendar Google Site.

Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.



May 11, 2022

Re: Letter of Support for Termination of Existing Second-level Specializations

To Whom It May Concern:

The Faculty of Science is proposing to terminate the following programs effective July 1, 2023:

- Bachelor of Science with Specialization in Actuarial Science
- Bachelor of Science with Specialization in Animal Biology
- Bachelor of Science with Honors in Animal Biology
- Bachelor of Science with Specialization in Bioinformatics
- Bachelor of Science with Honors in Bioinformatics
- Bachelor of Science with Specialization in Environmental Physical Sciences
- Bachelor of Science with Specialization in Evolutionary Biology
- Bachelor of Science with Honors in Evolutionary Biology
- Bachelor of Science with Major in Geography (General Program)
- Bachelor of Science with Specialization in Geography
- Bachelor of Science with Honors in Geography
- Bachelor of Science with Specialization in Microbiology
- Bachelor of Science with Honors in Microbiology
- Bachelor of Science with Specialization in Plant Biology
- Bachelor of Science with Honors in Plant Biology

The councils of the affected departments have voted in favour of these proposals. In addition, approval has been obtained from the Associate Chairs (Undergraduate) as proxies for the Faculty of Science Council. I have reviewed the associated [University of Alberta Internal Program Approval Template](#) as prepared by Dr. Gerda de Vries, Associate Dean (Undergraduate), and am in **full support of this proposal**.

Sincerely,

A handwritten signature in blue ink, appearing to read "FWest", with a long horizontal flourish extending to the right.

Frederick West
Acting Dean of Science

FW/GdV

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Terminations of the Bachelor of Science First-Level Specializations (Majors) in Animal Biology, Bioinformatics, Environmental Physical Sciences, Evolutionary Biology, and Geography, Faculty of Science
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Motion

<p>THAT the GFC Programs Committee recommend Board of Governors approval of the termination of the following Bachelor of Science first-level specializations (majors):</p> <ol style="list-style-type: none"> a. Animal Biology (effective July 1, 2023) b. Bioinformatics (effective July 1, 2023) c. Environmental Physical Sciences (effective July 1, 2023) d. Evolutionary Biology (effective July 1, 2024) e. Geography (effective July 1, 2023)

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Frederick West, Acting Dean, Faculty of Science
Presenter(s)	Dr. Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	This proposal is before the committee because the suspension periods have expired (or are about to expire) and no reactivations are planned. Therefore, we are now seeking approval for termination.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The main purpose of this proposal is to clear up some outstanding administrative matters associated with the Ministry's PaPRs database.</p> <p>Environmental Physical Sciences and Geography have not appeared in the Calendar for 14 and 26 years, respectively. Enrolment has effectively been zero for the past 12 and 22 years, respectively.</p> <p>Bioinformatics was suspended in 2016. The last time students were enrolled was 2017.</p> <p>Animal Biology and Evolutionary Biology were suspended in 2016/2017 when the Department of Biological Sciences underwent extensive program restructuring. Students interested in these programs were redirected to newly created programs. The suspension periods were to end in 2022 and 2024, respectively. The last academic year that students were enrolled in these programs was 2021-2022, with the last two students in Animal Biology having graduated in Spring 2022.</p> <p>All the associated programs currently have no students enrolled. We are proposing they all be terminated effective July 1, 2023 or July 1, 2024 as applicable.</p>

Item No. 14

Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>
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Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Associate Chairs (Undergraduate), Faculty of Science; various meetings between 2019 and 2022 • Departments of Biological Sciences, Chemistry, Computing Science, Earth and Atmospheric Sciences, Mathematical and Statistical Sciences, Physics
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Provost's Office (Vice-Provost, Programs); various meetings between 2019 and 2022
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • N/A
Approval Route (Governance) (including meeting dates)	Department of Biological Sciences Council (approval obtained May 11, 2022) Department of Chemistry Council (approval obtained May 11, 2022) Department of Computing Science Council (approval obtained May 11, 2022) Department of Earth and Atmospheric Sciences Council (approval obtained May 11, 2022) Department of Mathematical and Statistical Sciences Council (approval obtained May 10, 2022) Department of Physics Council (approval obtained May 11, 2022) Faculty of Science Council (approval obtained from the Associate Chairs, Undergraduate as proxies on May 11, 2022) GFC Programs Committee, June 23, 2022 GFC Academic Planning Committee, September 7, 2022 General Faculties Council (GFC), October 14, 2022 Board Learning, Research and Student Experience Committee (BLRSEC), November 25, 2022 Board of Governors, December 9, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	Engage 17 - Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. Sustain 21 - Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.				
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.				
	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation
<input checked="" type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders				
<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation				



Item No. 14

	<input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Committees Terms of Reference	

Attachments

1. Ministry Proposal Template - Animal Biology Termination (pages 1-3)
2. Ministry Approval Letter - Animal Biology Suspension (page 1)
3. Ministry Proposal Template - Bioinformatics Termination (pages 1-4)
4. Ministry Approval Letter - Bioinformatics Suspension (page 1)
5. Ministry Proposal Template - Environmental Physical Sciences Termination (pages 1-4)
6. Ministry Approval Email - Environmental Physical Sciences Termination (page 1)
7. Ministry Proposal Template - Evolutionary Biology Termination (pages 1-4)
8. Ministry Approval Letter - Evolutionary Biology Suspension (page 1)
9. Ministry Proposal Template - Geography Termination (pages 1-3)
10. Ministry Approval Email - Geography Termination (page 1)

Prepared by: Michelle Spila, Assistant Lecturer, Dept. of Earth & Atmospheric Sciences, spila@ualberta.ca
Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science, sciadu@ualberta.ca

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Bachelor of Science
Specialization Name	Animal Biology
Credential Awarded	Bachelor of Science
Proposed effective date of termination	July 1, 2023

a. Confirm whether (check applicable box(es)):	<input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period. <input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period. <input checked="" type="checkbox"/> No active students remain in the program. <input type="checkbox"/> Active program students remain in the program
b. If this proposal was preceded by a suspension, attach approval letter.	<ul style="list-style-type: none"> • See Ministry Approval - Animal Biology Suspension.pdf
c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.	<ul style="list-style-type: none"> • Not applicable
d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.	<ul style="list-style-type: none"> • Not applicable
Reviewer’s Comment:	

SECTION B: RATIONALE

a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).	<ul style="list-style-type: none"> • The Department of Biological Sciences undertook a re-evaluation of all undergraduate programs between 2014 and 2016. The changes to consolidate the undergraduate programs were to enhance undergraduate student experiences and more accurately communicate the breadth, strengths and focus of the Biological Sciences programs. Biological Sciences is a large and diverse department that provides substantive
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experiential learning, however the size of the department can pose challenges for undergraduate students trying to choose a program or discern differences amongst the breadth of disciplines. The changes avoid taxonomic designations and more appropriately reflect broader areas in Biological Sciences, rather than revolve content around specific organisms that may be used to study these important disciplines. The outcome of this re-evaluation was a reduction in the total number of programs, while still providing students with an exemplary education that reflects appropriate depth and breadth to meet the challenges of changing and broad career opportunities in Biological Sciences.

- The suspension period for Animal Biology was July 1, 2017 to June 30, 2022. The last students graduated in Spring 2022.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

Internal Governance Body	Date of Approval
Department of Biological Sciences Council	May 11, 2022
Faculty of Science Council	May 11, 2022
GFC Programs Committee	June 23, 2022
GFC Academic Planning Committee	September 7, 2022
General Faculties Council (GFC)	October 14, 2022
Board Learning, Research and Student Experience Committee (BLRSEC)	November 25, 2022
Board of Governors	December 9, 2022

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- Students interested in Animal Biology are still able to study this subject area at the University of Alberta.
- The consolidation of programs permits students to explore more of the large and diverse Department of Biological Sciences offerings. If they discover an unexpected interest, they are now able to more easily take additional courses in that area without having to formally change programs.

b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.

- Not applicable

c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.

- In March 2015, an anonymous online survey of Biological Sciences students was conducted. In addition, three focal meetings with groups of students were held (two on 27 March 2015, one on 30 March 2015).

Reviewer's Comment:

SECTION D: IMPACT

- Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.
 - Not applicable. There is no anticipated impact on professional or regulatory organizations because no professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Animal Biology programs. As the component courses of Animal Biology will still be taught, employers can still seek out students with specific and required knowledge in this discipline.
- Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.
 - Not applicable.
- Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.
 - There will be no impact on Departmental teaching resources because the courses offered in Animal Biology will continue to be offered. We do not anticipate any impact on class sizes and section numbers.

Reviewer's Comment:

SECTION E: OTHER CONSIDERATIONS

Other considerations

- Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.
 - Not applicable

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

From: Diane Wishart
Sent: Friday, October 14, 2016 10:18 AM
To: Steven Dew
Cc: Laura Schneider; 'Kate Peters'
Subject: U of A Animal Biology PAPRS Approval

Advanced Education has reviewed University of Alberta's proposal to change the PAPRS record for the Animal Biology specialization in the Bachelor of Science program. We are pleased to provide approval for this record change to suspend the specialization effective July 1, 2017 to June 30, 2022.

Six months prior to the suspension end date please advise the department, through the Provider and Program Registry System of the institution's plans to reactivate or terminate the specialization. Under the Programs of Study Regulation, proposed changes to this specialization require ministry approval, including changes to the specialization name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

We appreciate University of Alberta's commitment to maintaining accurate records in the Provider and Program Registry System.

Diane Wishart
Post-Secondary Programs Branch
Alberta Advanced Education
11th Floor Commerce Place
Edmonton, AB T5J 4L5
780-427-7203

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Bachelor of Science
Specialization Name	Bioinformatics
Credential Awarded	Bachelor of Science
Proposed effective date of termination	July 1, 2023

a. Confirm whether (check applicable box(es)):	<input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period. <input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period. <input checked="" type="checkbox"/> No active students remain in the program. <input type="checkbox"/> Active program students remain in the program
b. If this proposal was preceded by a suspension, attach approval letter.	<ul style="list-style-type: none"> • See Ministry Approval - Bioinformatics Suspension.pdf
c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.	<ul style="list-style-type: none"> • Not applicable
d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.	<ul style="list-style-type: none"> • Not applicable
Reviewer’s Comment:	

SECTION B: RATIONALE

a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).	<ul style="list-style-type: none"> • Enrollment was consistently low since its inception in 2000-2001. Generally fewer than 10 students were in the Bioinformatic program in each year of the program, each academic year (see below for data for 2009-2013).
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Year of Program	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Y1	9	5	6	6	2
Y2	3	3	9	1	1
Y3	3	4	3	6	1
Y4 and above	3	4	6	5	9
All Years	18	16	24	18	13

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

Internal Governance Body	Date of Approval
Department of Biological Sciences Council	May 11, 2022
Department of Computing Science Council	May 11, 2022
Faculty of Science Council	June 23, 2022
GFC Programs Committee	September 7, 2022
GFC Academic Planning Committee	October 14, 2022
General Faculties Council (GFC)	November 25, 2022
Board Learning, Research and Student Experience Committee (BLRSEC)	May 11, 2022
Board of Governors	December 9, 2022

Reviewer's Comment:

SECTION C: ACCESS

- a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).
- The individual courses that make up the Bioinformatics programs will continue to be offered.
 - In addition, a new Minor in Bioinformatics was developed. It is offered with both a Biological Sciences focus (for students in Computing Science) and a Computing Science focus (for students in Biological Sciences). This set-up ensures that students have the appropriate background and are able to build the appropriate expertise according to their interests. The Bioinformatics Minor is available to a large population of undergraduates (e.g. all undergraduate students in the B.Sc. program who enroll in Majors programs in Biological Sciences or Computing Science).
 - The University of Calgary continues to offer a [Bachelor of Health Sciences in Bioinformatics](#).

<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> ● Not applicable
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> ● Students in Biological Sciences and Computing Science were consulted at the time Bioinformatics was suspended. The result was a recommendation that students interested in Bioinformatics would be directed to advisors to assist them with course selection or directed to take the Minor in Bioinformatics. ● Undergraduate students sit on the councils for both the Department of Biological Sciences and the Department of Computing Science.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> ● Not applicable. No professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Bioinformatics programs. As the component Bioinformatics courses from the program are still taught, employers can still seek out students with required knowledge.
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> ● We will post information on departmental and Faculty of Science websites and other announcement venues about the termination.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> ● The additional flexibility of not offering this program will lead to better use of teaching resources. Existing bioinformatics courses will continue to be offered based on demand.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> ● Not applicable
<p>Reviewer's Comment:</p>

<p>RECOMMENDATION (FOR DEPARTMENT USE)</p>
<p>Recommendation(s):</p>

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

AR 48332

September 14, 2015

Dr. David Turpin
President and Vice-Chancellor
University of Alberta
2-24 South Academic Building
Edmonton, AB T6G 2G7

Dear Dr. Turpin:

Innovation and Advanced Education has completed its review of University of Alberta's proposal to suspend the Bioinformatics specialization in the Bachelor of Science program. The department approves the suspension for the term July 1, 2016 to June 30, 2021.

Approval is granted with the understanding that the Board of Governors, or delegated institutional authority, proposes suspension due to low enrolment. I request that six months prior to the suspension end date the institution advise the department, through the Provider and Program Registry System, of its plan to reactivate or terminate the specialization.

Under the Programs of Study Regulation, proposed changes to the Bioinformatics specialization require ministry approval, including changes to the specialization name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

I appreciate University of Alberta's commitment to high-quality programming and your ongoing processes of program review and renewal.

Sincerely,



m. Barts for
Rod Skura
Deputy Minister

cc: Honourable Lori Sigurdson
Minister of Innovation and Advanced Education
Minister of Jobs, Skills, Training and Labour

Dick Wilson, Acting Chair, Board of Governors, University of Alberta

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Bachelor of Science
Specialization Name	Environmental Physical Sciences
Credential Awarded	Bachelor of Science
Proposed effective date of termination	July 1, 2023

<p>a. Confirm whether (check applicable box(es)):</p>	<p><input type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period.</p> <p><input checked="" type="checkbox"/> No active students remain in the program.</p> <p><input type="checkbox"/> Active program students remain in the program</p>
<p>b. If this proposal was preceded by a suspension, attach approval letter.</p> <ul style="list-style-type: none"> • Not applicable 	
<p>c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.</p> <ul style="list-style-type: none"> • As per the attached correspondence (Ministry Approval Email - Environmental Physical Sciences Termination.pdf), the Ministry has agreed that this specialization can proceed directly to termination due to an extended period of no enrolment. 	
<p>d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.</p> <ul style="list-style-type: none"> • Students were last admitted into the Environmental Physical Sciences specialization in Fall 2008. 	
<p>Reviewer’s Comment:</p>	

SECTION B: RATIONALE

<p>a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).</p>

- See Section A(c) above.
- Generally fewer than 10 students were in the Environmental Physical Sciences program each academic year (see below for data for 2004-2008).

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total Enrollment	6	8	6	5	4

- As no students have been enrolled in it for 12 years, we are proposing it be terminated effective July 1, 2023.

- b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

Internal Governance Body	Date of Approval
Department of Chemistry Council	May 11, 2022
Department of Earth and Atmospheric Sciences Council	May 11, 2022
Department of Physics Council	May 11, 2022
Faculty of Science Council	May 11, 2022
GFC Programs Committee	June 23, 2022
GFC Academic Planning Committee	September 7, 2022
General Faculties Council (GFC)	October 14, 2022
Board Learning, Research and Student Experience Committee (BLRSEC)	November 25, 2022
Board of Governors	December 9, 2022

Reviewer's Comment:

SECTION C: ACCESS

- a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).
- Students interested in Environmental Physical Sciences are still able to study this subject area at the University of Alberta. The individual courses that made up the Environmental Physical Sciences program have been continually offered since it was first suspended and will continue to be taught as part of the Chemistry, Earth Sciences, and Physics programs.

<ul style="list-style-type: none"> • Students may choose to combine these subject areas by taking the corresponding Major and Minor (or a Double Major). Advisors are available to assist students with course selection. • Although students will no longer have Environmental Physical Sciences as part of their formal transcripts, there is no loss of the essence of this subject area. The opportunity to take a focused breadth and depth of courses remains the same.
<p>b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> • Not applicable
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> • Present-day consultation is not required as there haven't been any students in this subject area for at least 12 years.
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> • Not applicable. No professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Environmental Physical Sciences program. As the component courses from the program are still taught (as part of the Chemistry, Earth Sciences, and Physics programs), employers can still seek out students with required knowledge.
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> • Not applicable
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> • There are no resource implications. • There will be no impact on teaching resources because associated courses will continue to be offered as part of other programs.
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none"> • Not applicable
<p>Reviewer's Comment:</p>

RECOMMENDATION (FOR DEPARTMENT USE)
Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed:

Update: BSc Renewal

1 message

Carley Roth <carley.roth@ualberta.ca>
To: Gerda de Vries <sciadu@ualberta.ca>, Michelle Spila <spila@ualberta.ca>
Cc: Suzanne French <suzanne.french@ualberta.ca>

Fri, Mar 4, 2022 at 9:15 AM

Dear Gerda and Michelle,
cc Suzanne

Good news! We have just received confirmation from the Ministry of Advanced Education that we can go straight to termination (skip suspension steps) for the following 2 majors under the BSc:

1. Environmental Physical Sciences
2. Geography.

I am in the process of confirming what changes will take place as far governance routing (and subsequently which template would suffice). More to come on that soon!

Best,
Carley

CARLEY ROTH
Portfolio Initiatives Manager
she/her

UNIVERSITY OF ALBERTA
Office of the Provost & Vice-President Academic

2-40N South Academic Building
Edmonton, AB Canada T6G 2G7



The University of Alberta respectfully acknowledges
that we are situated on Treaty 6 territory, traditional
lands of First Nations and Métis people.

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Bachelor of Science
Specialization Name	Evolutionary Biology
Credential Awarded	Bachelor of Science
Proposed effective date of termination	July 1, 2024

a. Confirm whether (check applicable box(es)):	<input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period. <input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period. <input checked="" type="checkbox"/> No active students remain in the program. <input type="checkbox"/> Active program students remain in the program
b. If this proposal was preceded by a suspension, attach approval letter.	<ul style="list-style-type: none"> • See Ministry Approval - Evolutionary Biology Suspension.pdf
c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.	<ul style="list-style-type: none"> • Not applicable
d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.	<ul style="list-style-type: none"> • Not applicable
Reviewer’s Comment:	

SECTION B: RATIONALE

a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).	<ul style="list-style-type: none"> • The Department of Biological Sciences undertook a re-evaluation of all undergraduate programs between 2014 and 2016. The changes to consolidate the undergraduate programs were to enhance undergraduate student experiences and more accurately communicate the breadth, strengths and focus of the Biological Sciences programs.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Biological Sciences is a large and diverse department that provides substantive experiential learning, however the size of the department can pose challenges for undergraduate students trying to choose a program or discern differences amongst the breadth of disciplines. The changes avoid taxonomic designations and more appropriately reflect broader areas in Biological Sciences, rather than revolve content around specific organisms that may be used to study these important disciplines. The outcome of this re-evaluation was a reduction in the total number of programs, while still providing students with an exemplary education that reflects appropriate depth and breadth to meet the challenges of changing and broad career opportunities in Biological Sciences.

- The suspension period for Evolutionary Biology was July 1, 2017 to June 30, 2024.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

Internal Governance Body	Date of Approval
Department of Biological Sciences Council	May 11, 2022
Faculty of Science Council	May 11, 2022
GFC Programs Committee	June 23, 2022
GFC Academic Planning Committee	September 7, 2022
General Faculties Council (GFC)	October 14, 2022
Board Learning, Research and Student Experience Committee (BLRSEC)	November 25, 2022
Board of Governors	December 9, 2022

Reviewer's Comment:

SECTION C: ACCESS

- a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).
- Students interested in Evolutionary Biology are still able to study this subject area at the University of Alberta by choosing the Ecology, Evolution and Environmental Biology program. Courses required in the terminated Evolutionary Biology program will continue to be offered. Advisors will still be available to assist students with course selection.
- b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.
- Not applicable
- c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.

- In March 2015, an anonymous online survey of Biological Sciences students was conducted. In addition, three focal meetings with groups of students were held (two on 27 March 2015, one on 30 March 2015).

Reviewer's Comment:

SECTION D: IMPACT

- Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.
 - Not applicable. There is no anticipated impact on professional or regulatory organizations because no professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Evolutionary Biology programs. As the component courses of Evolutionary Biology will still be taught, employers can still seek out students with specific and required knowledge in this discipline.
- Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.
 - Not applicable
- Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.
 - There will be no impact on Departmental teaching resources because the courses offered in Evolutionary Biology will continue to be offered. We do not anticipate any impact on class sizes and section numbers.

Reviewer's Comment:

SECTION E: OTHER CONSIDERATIONS

Other considerations

- Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.
 - Not applicable

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

From: Diane Wishart
Sent: Wednesday, February 1, 2017 10:04 AM
To: Steven Dew
Cc: Laura Schneider; Kate Peters
Subject: U of A Evolutionary Biology PAPRS Approval

Advanced Education has reviewed University of Alberta's proposal to change the PAPRS record for the Evolutionary Biology specialization in the Bachelor of Science program. We are pleased to provide approval for this record change to suspend the specialization effective July 1, 2017 to June 30, 2024.

Six months prior to the suspension end date please advise the department, through the Provider and Program Registry System of the institution's plans to reactivate or terminate the specialization. Under the Programs of Study Regulation, proposed changes to this specialization require ministry approval, including changes to the specialization name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

We appreciate University of Alberta's commitment to maintaining accurate records in the Provider and Program Registry System.

Diane Wishart
Post-Secondary Programs Branch
Alberta Advanced Education
11th Floor Commerce Place
Edmonton, AB T5J 4L5
780-427-7203

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. 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.

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Bachelor of Science
Specialization Name	Geography
Credential Awarded	Bachelor of Science
Proposed effective date of termination	July 1, 2023

a. Confirm whether (check applicable box(es)):	<input type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period. <input checked="" type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period. <input checked="" type="checkbox"/> No active students remain in the program. <input type="checkbox"/> Active program students remain in the program
b. If this proposal was preceded by a suspension, attach approval letter.	<ul style="list-style-type: none"> • Not applicable
c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.	<ul style="list-style-type: none"> • As per the attached correspondence (Ministry Approval Email - Geography Termination.pdf), the Ministry has agreed that this specialization can proceed directly to termination due to an extended period of no enrolment.
d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.	<ul style="list-style-type: none"> • Students were last admitted into the Geography specialization in Fall 1995.
Reviewer’s Comment:	

SECTION B: RATIONALE

a. Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

- See Section A(c) above.
- As no students have been enrolled in it for 20+ years, we are proposing it be terminated effective July 1, 2023.

b. Provide specific information about which internal governance body approved the termination, and provide date of approval.

Internal Governance Body	Date of Approval
Department of Earth and Atmospheric Sciences Council	May 11, 2022
Faculty of Science Council	May 11, 2022
GFC Programs Committee	June 23, 2022
GFC Academic Planning Committee	September 7, 2022
General Faculties Council (GFC)	October 14, 2022
Board Learning, Research and Student Experience Committee (BLRSEC)	November 25, 2022
Board of Governors	December 9, 2022

Reviewer's Comment:

SECTION C: ACCESS

a. Identify student access considerations and risks for the Alberta Adult Learning System (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

- Students interested in Geography are still able to study this subject area at the University of Alberta. The individual courses that made up the Geography program have been continually offered since they were first suspended and will continue to be taught as part of the Environmental Earth Science, Human Geography and Planning programs.

b. If this program or specialization is unique in the province, describe the consultation(s) undertaken within the Alberta Adult Learning System to investigate the feasibility of program/specialization transfer.

- Not applicable

c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.

- Present-day consultation is not required as there haven't been any students in this subject area since the 2000-2001 academic year.

Reviewer's Comment:

SECTION D: IMPACT

a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change. <ul style="list-style-type: none">● Not applicable. No professional, regulatory, or post-secondary institution requires or relies on credentials awarded to students through the Geography programs. As the component Geography courses from the program are still taught, employers can still seek out students with required knowledge.
b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System. <ul style="list-style-type: none">● Not applicable
c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts. <ul style="list-style-type: none">● There are no resource implications.● There will be no impact on teaching resources because associated courses will continue to be offered as part of other programs.
Reviewer's Comment:

SECTION E: OTHER CONSIDERATIONS

Other considerations
a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal. <ul style="list-style-type: none">● Not applicable
Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

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

Update: BSc Renewal

1 message

Carley Roth <carley.roth@ualberta.ca>
To: Gerda de Vries <sciadu@ualberta.ca>, Michelle Spila <spila@ualberta.ca>
Cc: Suzanne French <suzanne.french@ualberta.ca>

Fri, Mar 4, 2022 at 9:15 AM

Dear Gerda and Michelle,
cc Suzanne

Good news! We have just received confirmation from the Ministry of Advanced Education that we can go straight to termination (skip suspension steps) for the following 2 majors under the BSc:

1. Environmental Physical Sciences
2. Geography.

I am in the process of confirming what changes will take place as far governance routing (and subsequently which template would suffice). More to come on that soon!

Best,
Carley

CARLEY ROTH
Portfolio Initiatives Manager
she/her

UNIVERSITY OF ALBERTA
Office of the Provost & Vice-President Academic

2-40N South Academic Building
Edmonton, AB Canada T6G 2G7



The University of Alberta respectfully acknowledges
that we are situated on Treaty 6 territory, traditional
lands of First Nations and Métis people.

FINAL Item No. 15
**Governance Executive Summary
Action Item**

Agenda Title	Proposed Name Changes for the Bachelor of Science Programs in Immunology, and Mathematics/Economics, Faculty of Science
---------------------	--------------------------------------------------------------------------------------------------------------------------------

Motion

<p>THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed name changes for programs in “Immunology” to “Immunology and Infection”, and for programs in “Mathematics/Economics” to “Mathematics and Economics”, to take effect in Fall 2023.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Frederick West, Acting Dean, Faculty of Science
Presenter(s)	Dr. Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	This proposal is seeking to resolve naming issues that exist with the Immunology and Infection programs and Mathematics and Economics programs.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The main purpose of this proposal is to clear up some outstanding administrative matters associated with two undergraduate programs in the Faculty of Science.</p> <p>Although the Bachelor of Science (BSc) with Specialization in Immunology and Infection and Bachelor of Science (BSc) with Honors in Immunology and Infection programs were properly entered into the Calendar when they were first proposed, it was recently discovered that they erroneously exist in the Ministry’s PaPRS database as “Immunology”.</p> <p>The same issue exists with the Bachelor of Science (BSc) with Specialization in Mathematics and Economics and Bachelor of Science (BSc) with Honors in Mathematics and Economics programs. Although they were properly entered into the Calendar when they were first proposed, they erroneously exist in the Ministry’s PaPRS database as “Mathematics/Economics”.</p> <p>These may seem like minor issues, but we would like to ensure all program names are consistent between our system and the Ministry’s PaPRS database. Therefore, we are seeking the necessary University of Alberta governance approvals, effective Fall 2023, prior to asking the Ministry to make these corrections.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Item No. 15

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Associate Chairs (Undergraduate), Faculty of Science; various meetings between 2019 and 2022 • Departments of Biological Sciences, Mathematical and Statistical Sciences and Medical Microbiology and Immunology
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Provost's Office (Vice-Provost, Programs); various meetings between 2019 and 2022
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • N/A
Approval Route (Governance) (including meeting dates)	Department of Biological Sciences Council (approval obtained May 11, 2022) Department of Mathematical and Statistical Sciences Council (approval obtained May 10, 2022) Department of Medical Microbiology and Immunology (approval obtained May 5, 2022) Faculty of Science Council (approval obtained from the Associate Chairs, Undergraduate as proxies on May 11, 2022) GFC Programs Committee, June 23, 2022

Strategic Alignment

Alignment with <i>For the Public Good</i>	Engage 17 - Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. Sustain 21 - Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.		
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference		

Attachments

1. Ministry Proposal Template - Immunology Name Change (pages 1-3)
2. Ministry Proposal Template - Mathematics/Economics Name Change (pages 1-3)

Prepared by: Michelle Spila, Assistant Lecturer, Dept. of Earth & Atmospheric Sciences, spila@ualberta.ca
 Gerda de Vries, Associate Dean (Undergraduate), Faculty of Science, sciadu@ualberta.ca

Proposal Template: Program/Specialization Name Change

This template is for proposals to change the name of a ministry-approved program or specialization.

Name change proposals for degree programs are typically subject to review by the Campus Alberta Quality Council.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended; and
- ensure that applicable supporting documents are attached to the proposal

SECTION A: PROPOSAL INFORMATION

Basic Information *(Complete the table below)*

Institution	University of Alberta
Current Program Name	Bachelor of Science
Current Specialization Name	Immunology
Credential Awarded	Bachelor of Science
Proposed Implementation Date	July 1, 2023

1. Proposed New Name *(Answer the following questions)*

a. Specify the new name that is being proposed.

- **Immunology and Infection**

b. Specify if the new name is for a program Program
or a specialization within a program? Specialization

Reviewer's Comment:

2. Rationale for Proposed New Name *(Answer the following questions)*

a. Describe the rationale for the proposed name change.

When Immunology and Infection was introduced in 2002-2003, the title proposed was Immunology and Infection. A check of archived Calendars proves that the program name appeared as Immunology and Infection, not as Immunology. The specialization name may have been incorrectly entered in PaPRS upon its creation in 2004. This name change proposal is to correct the specialization name in PaPRS.

b. Is comparable nomenclature used for similar programs/specializations offered across the Alberta Adult Learning System and, where relevant, in other jurisdictions?

- The Bachelor of Science in Immunology and Infection is unique across the Alberta Adult Learning System.
- Examples of comparable programs across Canada include Immunology (University of Toronto), Microbiology and Immunology (University of British Columbia, McGill University, and Dalhousie University) and Biochemistry, Microbiology and Immunology (University of Saskatchewan).

Reviewer's Comment:

SECTION B: SYSTEM IMPACT

1. Impact on Learners (<i>Answer the following questions</i>)
a. Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation? <ul style="list-style-type: none">• Not applicable
b. Describe benefits for students of proposed new name. <ul style="list-style-type: none">• Not applicable
c. Describe plans to accommodate active students who may wish to graduate with the previously approved name. <ul style="list-style-type: none">• Not applicable
d. Describe plans to accommodate previous graduates who may request to exchange their parchment for one with the new program or specialization name. <ul style="list-style-type: none">• Not applicable
Reviewer's Comment:
2. Potential Risks.
a. Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies. <ul style="list-style-type: none">• Not applicable
Reviewer's Comment:
3. Consultation/Collaboration (<i>Answer the following questions</i>)
a. Identify which stakeholder groups, if any, were consulted: <input type="checkbox"/> Faculty <input type="checkbox"/> Employers <input type="checkbox"/> Advisory committee <input type="checkbox"/> Regulatory bodies/professional associations <input type="checkbox"/> Other (please identify)
b. Summarize feedback received including anticipated impacts on stakeholders. <ul style="list-style-type: none">• Not applicable
Reviewer's Comment:
4. Communication
a. Describe how information about the name change will be communicated to students and applicants <ul style="list-style-type: none">• Not applicable
Reviewer's Comment:

SECTION C: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT

3. Proposed New Name (<i>Answer the following questions</i>)
a. Provide specific information about which internal governance body approved this proposed name change and the date of approval.

Internal Governance Body	Date of Approval
Department of Biological Sciences Council	May 11, 2022
Department of Medical Microbiology and Immunology Council	May 5, 2022
Faculty of Science Council	May 11, 2022
GFC Programs Committee	June 23, 2022

- b. If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.
- Not applicable

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gap Remain?

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Proposal Template: Program/Specialization Name Change

This template is for proposals to change the name of a ministry-approved program or specialization.

Name change proposals for degree programs are typically subject to review by the Campus Alberta Quality Council.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended; and
- ensure that applicable supporting documents are attached to the proposal

SECTION A: PROPOSAL INFORMATION

Basic Information *(Complete the table below)*

Institution	University of Alberta
Current Program Name	Bachelor of Science
Current Specialization Name	Mathematics/Economics
Credential Awarded	Bachelor of Science
Proposed Implementation Date	July 1, 2023

1. Proposed New Name *(Answer the following questions)*

- a. Specify the new name that is being proposed.
- **Mathematics and Economics**
- b. Specify if the new name is for a program Program
or a specialization within a program? Specialization

Reviewer's Comment:

2. Rationale for Proposed New Name *(Answer the following questions)*

- a. Describe the rationale for the proposed name change.
When Mathematics and Economics was introduced (prior to 1997), the title proposed was Mathematics and Economics. A check of archived Calendars proves that the program name appeared as Mathematics and Economics, not as Mathematics/Economics. The specialization name may have been incorrectly entered in PaPRS upon its creation in 2004. This name change proposal is to correct the specialization name in PaPRS.
- b. Is comparable nomenclature used for similar programs/specializations offered across the Alberta Adult Learning System and, where relevant, in other jurisdictions?
- The Bachelor of Science in Mathematics and Economics is unique across the Alberta Adult Learning System.
 - Other universities that have programs named Mathematics and Economics (or vice versa) include the University of British Columbia, University of Toronto, University of Ottawa, Thompson Rivers University, and McMaster University.
 - Other comparable programs include Mathematical Economics (University of Guelph and Trent University), Mathematics and Quantitative Economics (Carleton University), and Financial Mathematics and Economics (University of Victoria).

Reviewer's Comment:

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SECTION B: SYSTEM IMPACT

1. Impact on Learners <i>(Answer the following questions)</i>
a. Were students consulted regarding this proposed name change? If so, what was the feedback received as a result of this consultation? <ul style="list-style-type: none">● Not applicable
b. Describe benefits for students of proposed new name. <ul style="list-style-type: none">● Not applicable
c. Describe plans to accommodate active students who may wish to graduate with the previously approved name. <ul style="list-style-type: none">● Not applicable
d. Describe plans to accommodate previous graduates who may request to exchange their parchment for one with the new program or specialization name. <ul style="list-style-type: none">● Not applicable
Reviewer's Comment:
2. Potential Risks.
a. Identify the potential risks associated with implementing the name change, if any, and your institution's risk mitigation strategies. <ul style="list-style-type: none">● Not applicable
Reviewer's Comment:
3. Consultation/Collaboration <i>(Answer the following questions)</i>
a. Identify which stakeholder groups, if any, were consulted: <input type="checkbox"/> Faculty <input type="checkbox"/> Employers <input type="checkbox"/> Advisory committee <input type="checkbox"/> Regulatory bodies/professional associations <input type="checkbox"/> Other (please identify)
b. Summarize feedback received including anticipated impacts on stakeholders. <ul style="list-style-type: none">● Not applicable
Reviewer's Comment:
4. Communication
a. Describe how information about the name change will be communicated to students and applicants <ul style="list-style-type: none">● Not applicable
Reviewer's Comment:

SECTION C: INSTITUTIONAL AND REGULATORY APPROVAL/SUPPORT

3. Proposed New Name <i>(Answer the following questions)</i>
a. Provide specific information about which internal governance body approved this proposed name change and the date of approval.

Internal Governance Body	Date of Approval
Department of Mathematical and Statistical Sciences Council	May 10, 2022
Faculty of Science Council	May 11, 2022
GFC Programs Committee	June 23, 2022

b. If applicable, describe authorization/endorsement(s) from relevant professional organizations, regulatory bodies, and/or advisory committees.

- Not applicable

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)
Do Any Issues or Information Gap Remain?
Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed: