

## **GFC Academic Planning Committee (APC)**

### Approved Motions

The following Motions and attendant Final (and Recommended) Documents were approved by the GFC Academic Planning Committee (APC) at the meeting of Wednesday, April 27, 2011:

#### **Agenda Title: Faculté Saint-Jean and the Business Administration Diploma Program for Collège Saint-Jean**

**Motion:** THAT the GFC Academic Planning Committee recommend to the Board of Governors the proposed (new) Business Administration Diploma Program for Collège Saint-Jean, as submitted by Faculté Saint-Jean and as set out in Attachment 1 (as amended), to be effective January, 2012.

Final Recommended Document: [Item 4](#)

#### **Agenda Title: Proposal for the Establishment of the Rupertsland Centre for Métis Research (RCMR) in the Faculty of Native Studies**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal from the Dean of the Faculty of Native Studies for the formal establishment of the Rupertsland Centre for Métis Research (RCMR) to be housed in the Faculty of Native Studies at the University of Alberta, as set forth in Attachment 1, effective upon final approval.

Final Document: [Item 5](#)

#### **Agenda Title: Proposed Name Change for the Certificate in Community Service-Learning to the Certificate in Community Engagement and Service-Learning**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal submitted by the Faculty of Arts (and supported by Augustana Faculty) to change the name of the Certificate in Community Service-Learning to the Certificate in Community Engagement and Service-Learning, to take effect upon final approval.

Final Document: [Item 6](#)

#### **Agenda Title: University of Alberta (Alberta School of Business and Faculty of Graduate Studies and Research) and Nagoya University of Commerce and Business (NUCB) Overlapping Dual Graduate Degree Program Proposal**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, a proposal for an overlapping dual graduate degree program between the Alberta School of Business and Nagoya University of Commerce and Business (NUCB), submitted jointly by the Alberta School of Business and the Faculty of Graduate Studies and Research and as set forth in Attachment 1, to take effect upon final approval.

Final Document: [Item 9](#)

**OUTLINE OF ISSUE**

Agenda Title: **Faculté Saint-Jean and the Business Administration Diploma Program for Collège Saint-Jean**

**Motion:** THAT the GFC Academic Planning Committee recommend to the Board of Governors the proposed (new) Business Administration Diploma Program for Collège Saint-Jean, as submitted by Faculté Saint-Jean and as set out in Attachment 1 (as amended), to be effective January, 2012.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Collège Saint-Jean/Faculté Saint-Jean
Presenters	Colleen Skidmore, Vice-Provost (Academic); Marc Arnal, Dean, Faculté Saint-Jean; Ed Blackburn, Associate Dean (Academic), Faculté Saint-Jean; and Dolorèse Nolette, Director, Academic Affairs and Governance, Faculté Saint-Jean
Subject	Proposed Business Administration Diploma Program for Collège Saint-Jean at Faculté Saint-Jean

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish a Business Administration Diploma Program to be offered at Collège Saint-Jean at Faculté Saint-Jean.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	See attached proposal.
Estimated Cost	See attached proposal.
Sources of Funding	See attached proposal.
Notes	This proposal requires approval by Advanced Education and Technology. Once approved, the program may be added to the <i>University Calendar</i> .

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover Values:</i> to provide an intellectually-superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open enquiry, and the pursuit of truth; <i>Community Engagement:</i> Increase the number, attractiveness and affordability of genuine joint programs, semesters abroad, bilateral exchange programs; <i>University's Academic Plan.</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Sections 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b>PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning</p>

(Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).

3. **PSLA:** The *PSLA* gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

4. **PSLA, Sections 61(1) and 61(2)(a):**

“**61(1)** The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution.

**61(2)** The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre  
 (a) must be set in accordance with the regulations[.] [...]”

5. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

6. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

7. **UAPPOL Admissions Procedure:**

**PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective



after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006)."

b. Where changes to admission regulations are deemed by the approving body to be "advantageous to students", normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.

8. **PSLA:** The *PSLA* gives Faculty Councils the authority to "determine the conditions under which a student must withdraw from or may continue the student's program of studies in a faculty" (Section 29(1)(d)).

9. **UAPPOL Academic Standing Policy:** "All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*."

10. **UAPPOL Academic Standing Regulations Procedures:** "All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the *University Calendar*."

11. **GFC Academic Standards Committee's (ASC's) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC's terms of reference provide that "the term 'substantial' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).

Further, "ASC provides advice or recommends to the GFC Academic



Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv)

**12. GFC Academic Planning Committee's (APC's) Terms of Reference (Mandate):** GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:

**"Existing Undergraduate and Graduate Programs:**

- Extension and/or Substantive Revision of Existing Programs
- Revisions to or Extension of Existing Degree Designations

All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).

[...]

The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)

**13. GFC APC's Terms of Reference (Mandate) – Establishment/Termination of Academic Programs:** "APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor. [(3.8.a/b)]

a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.

b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions. (GFC 27 MAY 2002) [...]"

**14. GFC Academic Planning Committee (APC) Terms of Reference (Mandate-Section 3.4(b)):**

"APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [...]"

**4. Budget Matters**

To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units. [...]."

**15. Board Learning and Discovery Committee's (BLDC's) Terms of Reference:** "The Committee [ie, BLDC] shall review, evaluate, and provide information and recommendations to the board where the board is making decisions in areas generally related to areas of responsibility of the committee. (*Mandate of the Committee/Section 3*)

	<p>4. <u>LIMITATIONS ON DELEGATION BY THE BOARD</u></p> <p>This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to:</p> <ul style="list-style-type: none"> <li>a. the establishment, continuation, reorganization or abolition of faculties, schools and departments;</li> <li>b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree)."</li> </ul> <p>16. <b>PSLA</b>: Section 19 of the <i>PSLA</i> states: "A board must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for [...]"</p> <p>(e) the establishment of faculties, schools, departments, chairs, programs of study and any other activities the board considers necessary or advantageous."</p> <p>17. <b>Board Finance and Property's (BFPC's) Terms of Reference (Section 3(d))</b>: "3. Without limiting the generality of the foregoing, the Committee shall: [...] (d) review and recommend to the Board tuition and other like fees[.]"</p> <p>18. <b>PSLA</b>: "The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master's or doctoral degree other than a degree in divinity." (Section 109(1))</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	GFC ASC Subcommittee on Standards (March 3, 2011) – for review
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (March 17, 2011) – for recommendation on the admissions and academic standing criteria only; GFC Academic Planning Committee (April 27, 2011) – for recommendation; Board Learning and Discovery Committee (May 31, 2011) – for recommendation on the academic merit of the proposal; Board Finance and Property Committee (June 3, 2011) – for recommendation on the tuition model noted in the proposal; Board of Governors (June 17, 2011) – for final approval
Final Approver	Board of Governors

Attachments:

1. Proposal for the Establishment of the Bilingual Two-Year Business Administration Diploma Program and Appendices at Collège Saint-Jean (Faculté Saint-Jean) (pages 1 – 83)

Prepared by: Office of the Provost and Vice-President (Academic) and University Governance

## **1- NEW PROGRAM PROPOSAL**

## **2- APPENDIX**

### **2.1- APPENDIX A**

A1- Technique d'administration des affaires –Program Profile

A2 – Courses description and instructional hours

### **2.2- APPENDIX B**

B1 - Collège Saint-Jean Budget

B2 – Tuition fees calculation

B3 – Calendar information

B4 – Library impact statement

B5 – Memorandum of understanding (MOU)

B6 - Letters of support (TAA)

B7- Letters of support – Work experience placement

## New Program Proposal Template

**Directions:** Complete each section. Cells will expand as you type.

### Basics

<b>Program name</b>	<b>Techniques d'administration des affaires (TAA) – Comptabilité, Finance, Management et Marketing</b>	
<b>Proposed program ID</b>		

<b>Program type</b>  Select one.	New program	<input checked="" type="checkbox"/>	<b>Provider contact</b> Collège Saint-Jean Campus Saint-Jean (CSJ) University of Alberta Dolorèse Nolette	
	Program change	<input type="checkbox"/>		
	Applied degree	<input type="checkbox"/>		
			<b>Phone</b>	(780) 248-1658
			<b>Fax</b>	(780) 465-8780

<b>Credential</b> Select one.	No credential/not applicable	<input type="checkbox"/>	Diploma—Post-Degree	<input checked="" type="checkbox"/>
	Certificate	<input type="checkbox"/>	Degree—Applied	<input type="checkbox"/>
	Certificate—Journeyman	<input type="checkbox"/>	Degree—Bachelor	<input type="checkbox"/>
	Certificate—Post-Basic	<input type="checkbox"/>	Degree—Master	<input type="checkbox"/>
	Certificate—Post-Degree	<input type="checkbox"/>	Degree—Doctoral	<input type="checkbox"/>
	<b>Diploma</b>	<input checked="" type="checkbox"/>	University Transfer	<input type="checkbox"/>
	Diploma—Post-Basic	<input type="checkbox"/>		<input type="checkbox"/>

<b>Nature of proposal</b> Select one.	New	<input type="checkbox"/>	Suspension	<input type="checkbox"/>
	Expansion	<input type="checkbox"/>	Extension	<input type="checkbox"/>
	Termination	<input type="checkbox"/>	Reactivation	<input type="checkbox"/>
	Downsizing	<input type="checkbox"/>	<b>Other – Program transfer from NAIT to CSJ, U of A</b>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>

<b>Primary funding source</b> Select one (optional).	<b>AL—base grant</b>	<input checked="" type="checkbox"/>	Other public sources	<input type="checkbox"/>
	AL—new funds	<input type="checkbox"/>	Student sources	<input type="checkbox"/>
	Other Alberta source	<input type="checkbox"/>	Private sources	<input type="checkbox"/>
	Other government source	<input type="checkbox"/>	Other sources	<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>

<b>Program length—years</b>	2 years (4, 16 week terms and 1 practicum, minimum 12 weeks )
<b>Program synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	
<p>The new Center for college, technical and continuing education for French speaking Albertans (<i>Collège Saint-Jean</i>) was created by virtue of a Board of Governors motion during its March 28, 2008 regular meeting. This motion led to a request made to Alberta Advanced Education and Technology by the Board of Governors for a review of the University of Alberta's mandate to include the nuance allowing for French-language programs leading to college certificates and diplomas. Said review to the mandate was approved by the Minister of Advanced Education and Technology on July 17, 2009. Securing funding for the implementation of <i>Collège Saint-Jean</i> then became the priority for Campus Saint-Jean's administrative team.</p> <p>In this proposal, approval is sought to offer a bilingual two-year Business Administration Diploma Program</p>	



(*Techniques d'administration des affaires*), formerly offered at NAIT and discontinued in 2006. It is our understanding that the pertinence of the program was questioned after it had been offered for ten years. Registrations were down significantly. *Collège Saint-Jean* feels that it can be successful in offering this program since it is an affiliation of Faculté Saint-Jean, whose strong presence and proven record in the Francophone community is a given. The possibility of tapping into resources meant to support students which have been developed over time provides an advantage to college-level students as they make their way through the program. Also, Faculté Saint-Jean has developed expertise in recruiting students from within this province and Western Canada as well as within several Francophone countries of the world. This established network will serve this program well and already, the international recruiter is indicating that there are several requests for junior level administration programs.

Courses in the first year of this program are common to all students and will be offered in French. The ten core first year courses must be successfully completed for entry to the second year. Near the end of the first year students must select among the following four areas of specialization: Accounting, Finance, Management or Marketing. Those courses that are common to the specializations will be offered in French to second year students, through a hybrid model of delivery involving the Moodle platform. The other courses will be delivered through a hybrid model of distance education by NAIT instructors. A work experience placement will complete the diploma program (Appendix A-1 provides program profile.)

Beyond the curriculum content which is described in detail in Appendix A-2, the training model will focus on the development of competencies in the following areas:

- Critical thinking and decision making
- Business and intercultural communications
- Information and communication technologies

The cooperative education model will incorporate a paid work experience placement thereby providing students with the opportunity to further develop and apply their newly acquired skills and abilities. These work placements are an integral part of the program and all students must complete a work placement. The primary purpose of the work placement is to provide practical, job related experience to students. They will be assigned to work placements in organizations or businesses which provide service in areas related to their specialization. Although the choice of organizations and businesses is not limited to those whose operations are in French, students must have the opportunity to interact in French at some point during their placement. Placements will not be limited to the Edmonton area if students wish to relocate. When a similar program was run by NAIT in the past, students were placed with various provincial and regional francophone community organizations, some federal agency offices, accounting and legal firms as well as various local businesses. Letters of commitment to the principle of creating work experience placements have been gathered in Section B7 of this proposal. Past students have gained employment through these placements. These work placements will be assigned, monitored and supervised by the Collège Saint-Jean staff.

The TAA program will be of interest to Francophone, French immersion and Core French high school graduates, to adults in pursuit of professional development or career reorientation, and to newcomers to Alberta alike. It is expected that the majority of these students will be from Alberta. It is anticipated that students from surrounding Western provinces and Northern Territories, from Central and Eastern Canada, and from beyond Canadian borders will also be attracted to the program by its uniqueness and the environment in which it will be delivered.

Employment opportunities are anticipated since there is a need for bilingual and multilingual personnel with the kind of credentials provided by this Diploma program. It is expected that this two year Diploma program will provide entry into public and private sector positions, in areas of the economy eager to add bilingual and multilingual personnel to their existing staffing complement. The Proposal for the Establishment of Collège Saint-Jean completed in November 2007 spoke to the expressed need for college-level French language training in Business Administration. No such training has been available since 2006 west of Manitoba. Since then, the Association of French-speaking Albertans indicates that the number of French language learners and speakers in Alberta continue to increase.

#### **Provider comments**

Include information about brokering arrangements, status of program accreditation or approval by an outside body, etc.

Collège Saint-Jean is a member in good standing of the *Réseau des cégeps et des collèges francophones du Canada – RCCFC* (Network of Francophone Cégeps and Colleges of Canada), among other organizations whose mandates specifically support college level studies in French across Canada. Several alliances have already been

established for the purposes of accessing program expertise and resources. Agreements are being defined whereby “collaborative” delivery will occur between francophone educational partners across Canada to ensure the feasibility of offering a broad range of options for students. By joining forces and blending our mutual resources – intellectual property, educational materials, content experts, technology, etc. – we find ourselves, along with our partners, well positioned to deliver as many educational options as feasible, of the highest quality possible, to the greatest number of students.

As well, to ensure our programs and curricula are in alignment with our English counterparts in Alberta, we are soliciting collaboration and support from other college level institutions, in this instance NAIT, as it has already validated its diploma programs through its Advisory Committees. The ultimate goal is to tap into already existing and proven solutions, and not to reinvent the wheel. The present Memorandum of Agreement with NAIT allows for the continued alignment of the learning outcomes between this *Techniques de l’administration des affaires* and their Business Administration Diploma program.

In addition, through its affiliations with the *Consortium national de développement de ressources pédagogique en français au collégial – CNDRPFC* (National Consortium for the Development of Pedagogical Resources in French at the College Level), the *Centre collégial de développement de matériel didactique – CCDMD* (College Centre for the development of didactic material), and the *Direction générale de l’éducation collégiale – DGEC* (General Directorate of College Education) of the *Ministère de l’éducation, du loisir et de la santé du Québec – MELS* (Quebec Department of Education, Sports and Wellness), Collège Saint-Jean has direct access not only to an extensive mediagraphy of educational materials in French in the field of business administration, but also to a wide selection of current traditional and on-line educational resources including text books, audio visual materials, interactive software, test banks, case studies, simulations, activities, etc.

## Details

### Section B: Detailed System Coordination Analysis

#### Fit with mandate and business plan

How does the proposed program fit with the institution’s mandate, business plan, and the priorities in the Alberta Access Planning Framework?

The *Techniques d’administration des affaires* program meets with the University of Alberta’s broadened mandate as approved on July 17, 2009 by Doug Horner, Minister of Advanced Education and Technology. The University of Alberta is currently the sole post-secondary institution in Alberta authorized to offer French-language college level programs. The goal of the latter, as is reflected in the University’s Academic Plan 2007-2011 “*dareto deliver*”, is to prepare future corporate citizens and leaders who will have insight into the social, cultural and economic paradigms of our times. The *Techniques d’administration des affaires* diploma program will provide graduates with the skills, competencies and attitudes they require to respond to the emerging needs of a multicultural work place. Likewise, our graduates will benefit from the philosophy promoted at Campus Saint-Jean, expressed in its document “Passport: a ‘cours classique’ for the 21<sup>st</sup> century – 2009 Portfolio”, in that to be successful, they will be called to develop their “... rigour, total commitment and hard work ... synonymous with quality, ... and knowledge” so that they may gain the “... know how, people skills and social graces” if they are to become a responsible and committed group capable of making our world a better place for all.

The learning and teaching strategies that have been selected for the delivery of the college programs, include the collaborative teaching model anticipated with our various intra and inter-provincial partners, the hybrid delivery modalities put into place to reach our learners (F2F, online synchronous, interactive, asynchronous, residencies, etc. ), the cooperative educational model calling upon the input and participation of business and industry. These strategies attest to the TAA program’s alignment with the University’s Vision as articulated in the document “*dareto discover*”.

The ultimate goal of the Alberta Access Planning Framework is to “... broaden access and ensure that Alberta’s post-secondary providers can respond to the needs of learners, the economy, and society.” Some of the key challenges listed in this document include the tendency for Albertans to delay entrance into post-secondary study. Among the opportunities listed, the Framework highlights the participation of under-represented groups in the post-secondary arena as well as migrants and immigrants. This sector of the population is expected to be among those most interested in the *Techniques d’administration des affaires* program.

**Relationship to existing programs at the institution**

How does the proposed program fit with other programs at the institution, in terms of program type, student mix, and instructional expertise? What are the anticipated impacts (positive or negative) on existing programs?

It must be noted here that there is a distinct difference in program content between this two year diploma program and the Bilingual Bachelor of Commerce, the four year degree being offered collaboratively between Campus Saint-Jean and the School of Business of the University of Alberta. For that reason, none of the courses offered in the two year diploma program will be transferrable towards the University of Alberta's Bachelor of Commerce or Bilingual Bachelor of Commerce programs.

There exists the potential for a very short lived negative impact on enrolment in the "*Baccalauréat bilingue en Administration des affaires*" program as students may be attracted by a shorter investment in time, energy and money by pursuing the TAA program. However, these possible "losses" will quickly be amortized as the distinction between and the potential of a diploma and a degree program is further established by the test of time.

The Collège Saint-Jean programs will be housed in *La Cité Francophone*, situated across the street from Campus Saint-Jean's buildings. This proximity will create a vibrant, dynamic and rich French-speaking and multicultural environment where students will thrive. It will also allow for sharing of student resources and services.

Collège Saint-Jean will seek instructional staff with the best expertise and language skills to provide quality instruction. Some instructors will be members of the French speaking business community. Others may be past or present NAIT instructors who have the ability to teach in French. During the second year of the program, others will definitely be NAIT instructors, specifically for those courses which will be offered in English by NAIT staff and supported by Collège Saint-Jean personnel. They will have appropriate content specific formal education and hold valid professional credentials. Should there be an opportunity to share staff expertise between Collège and Faculté programs, the fact that courses are offered on two different campuses will help to distinguish between the courses offered in these programs. (Furthermore, it will be impossible for Campus Saint-Jean students to register in Collège Saint-Jean courses if their objective is to gain credit towards a degree.)

**Similarity or relationship to other programs (in the region, province, country)**

How does the program fit within Alberta's post-secondary system? Which programs does it complement/compete with? If there is duplication, how is it warranted? What are the laddering opportunities to/from the program? What features make the program unique?

The learning outcomes of the *Techniques d'administration des affaires* diploma program are aligned with the current Business Administration Diplomas (Accounting, Finance, Management and Marketing) currently being offered at NAIT. These have been validated by industry and approved by Advanced Education and Technology.

The Collège *Techniques d'administration des affaires* program is unique and distinct from the degree programs or courses offered in the University faculties from which we have sought letters of support in that it is a two year diploma college level program and more than sixty percent(60%) of all content in the program will be delivered in French, providing opportunity to students to develop workplace skills and knowledge in both of Canada's official languages.

**Consultation with other Alberta institutions offering similar programs**

What consultations have taken place with institutions that offer similar programs or that may be affected by the implementation of the program? What are the potential student transfer arrangements?

Collège representatives have met with NAIT administration to discuss and finalize the Memorandum of Understanding that will set the parameters for partnering in this program development and delivery.

Letters of support have been gathered from the Augustana Faculty, Faculty of Extension and from the School of Business of the University of Alberta.

**What alternatives exist and why is this proposal the best strategy for the system?**

Why is a new program being developed rather than brokering or expanding an existing program? How will the system benefit from establishing the proposed program?

There exists no other viable alternative to provide for the delivery of a French-language college level program leading to a diploma in Business Administration. Currently, since NAIT suspended delivery of the "*Administration des affaires bilingue*" program in 2007, no other opportunity exists in Alberta or in any of the

neighbouring provinces or territories, to pursue this discipline in French. Students wishing to do so must leave the province, more often than not remaining in the region where they chose to study, to Alberta's loss of a valuable human resource.

Overall, Alberta's post-secondary system will benefit significantly from the establishment of the *Techniques d'administration des affaires* program. The Campus Alberta network has provided for an avenue allowing the programming offered in French at *Collège Saint-Jean* to be made available to other Alberta colleges and technical institutes interested in giving access to their own students to courses in French in that field of study, thus enriching their educational experience and improving on a second language skill. Courses will be made available by *Collège Saint-Jean* through hybrid delivery modes and strategies responding to the needs of these additional clientèles.

## Section C: Marketability Assessment

### Results of student demand analysis

What steps have been taken to assess student demand (Application Submission Initiative data; student inquiries, surveys, wait lists, etc.)? What are the qualitative/quantitative results? What is the institution's plan for student recruitment and selection?

More than 500 applications were received from 1996 through 2006 for NAIT's Bilingual Business Administration program. Of these, more than 350 students were admitted, and over 275 obtained their bilingual business administration diplomas.

In 2003-2004, the not-for-profit organization, *Les Entreprises Éducation-Formation-Emploi (EFE) Ltée*, conducted a survey of grade 10, 11 and 12 French immersion and Francophone students in Alberta. A high level of interest in the pursuit of post-secondary education in French at the college level was noted. Over 2,000 students responded, and 700 indicated an interest in pursuing their education in a French college programs. Business administration was among the top 10 priority areas of studies.

The study completed in November 2007 which led to the approval of the establishment of *Collège Saint-Jean* established the Business Administration program as the top priority in terms of program offerings.

### Results of economic demand analysis

What steps have been taken to assess regional, provincial, and national labour market demand (employer surveys, job ads, labour market statistics, etc.)? What are the qualitative/ quantitative results? If the program does not lead directly to employment, what are the long-term economic benefits for graduates?

One of the key Francophone community organizations dedicated to its economic development, the "*Conseil de développement économique de l'Alberta - CDÉA*" has worked very closely with the Alberta labour market. Because our economic development parameters and opportunities extend globally, members of the CDÉA have expressed their concern over the significant shortage of competent and proficient bilingual and multilingual personnel, in the area of business management and administration. Their letter of support is enclosed.

Many government agencies are working to provide increased services in French in various sectors. With the increase in the French speaking population in Alberta, due in part to immigration from French speaking Africa and migration from other parts of Canada as these services take root, the need for skilled personnel in administration becomes obvious. A multitude of opportunities for employment exist within the educational sector (French school boards and schools, French-immersion schools, Campus Saint-Jean, etc.), the health sector (health clinics, professional offices, extended care facilities, etc.), in Francophone and multicultural community based organizations, as well as in business and industry as they develop in a global economy. As evidence, a collection of over 100 positions related to business administration were posted in 2009 in Alberta's two local French newspapers – the provincial *Le Franco*, and Calgary's *Le Chinook*.

### Evidence of support from industry, employers, professional organizations, other institutions

Which employers, professional associations, regulatory bodies, and institutions were consulted, and which of them will be submitting letters in support of the program? If work experience is part of the program, which employers are willing to provide placements?

We have gathered letters of support for the transfer of the former *Administration des affaires bilingue* program to Campus Saint-Jean, and its reinstatement under the nomenclature *Techniques d'administration des affaires*. We have solicited support from government, business and industry, the educational sector, professional associations, community based organizations, as well as from our provincial and national partners, all of whom have provided such in the past both officially in written form, and unofficially, in oral form. The letters are annexed to this

<p>proposal.</p> <p>Past experience with the work experience component of the program at NAIT attests to the fact that opportunities for placements routinely exceeded the availability of students. There was a consistent high degree of satisfaction expressed by both the employers and the students engaged in the work placement experience. Additionally, up to 30% of these placements resulted in full-time employment opportunities upon graduation.</p> <p>Included in Section B7 of this proposal readers will find letters of support testifying to the fact that these organizations agree to establish work placements.</p>
<p><b>Employability outcomes</b></p> <p>What are the expected outcomes of the program in terms of employment, self-employment, or further education? What is the targeted employment and/or further education rate? How will this program fit into a student’s career path or lifelong learning plan?</p> <p>As previously stated, there are numerous possibilities for employment within the public, private and not-for-profit sectors to provide employment for future graduates of the <i>Techniques d’administration des affaires</i> program.</p> <p>Also, several graduates of the previously offered <i>Administration des affaires bilingue</i> are presently self employed having pursued other training in their specialization after completing this two year diploma program.</p>

## Section D: Demonstration of Financial Viability

<p><b>Annual budget and funding sources</b></p> <p>Provide detailed budget information in the Funding section. If necessary, use this section to include additional information.</p>	<p>See Appendix B1 – “Collège Saint-Jean, Budget Forecast 2010 to 2015– Minimalist scenario – Administration”</p> <p>Federal funding will be sought. Fundraising will be implemented to create capital financial resources, scholarships and bursary funds. Base funding will be solicited from Alberta Advanced Education and Technology.</p>
<p><b>Anticipated impact on internal resources</b></p> <p>If institutional resources will be a source of revenue, what is the source of funding (e.g.: fundraising, re-allocation)? What will the impact be on other programs and service areas (e.g.: student services, library, facilities)?</p>	<ul style="list-style-type: none"> <li>Library Impact Statement (Appendix B4 )</li> </ul>
<p><b>Anticipated financial impact on students and Students Finance</b></p> <p>How does the tuition fee compare with similar programs at the institution and across the system? What is the anticipated percentage of students who will seek SF support?</p>	<p>The tuition fee is in line with that of NAIT’s JR Shaw School of Business. It is anticipated that 50% or more students will require some degree of support from the Student Finance Board. (Appendix B2)</p> <p>The Department of Canadian Heritage awards approximately 300 bursaries (Fellowship for Full-time Studies in French) for students taking full-time post-secondary studies in French in any discipline. The awards are valued at \$500 to \$1,000 per term. This could potentially reduce the stress on the Student Finance Board.</p>

## Section E: Evaluation Plan

<p><b>Procedures for evaluation</b></p> <p>What are the institution’s procedures for program evaluation?</p> <p>The proposal to establish Collège Saint-Jean states that the Collège will employ a number of measures to evaluate the performance and success of the programs on an annual basis. Performance measures will be assessed and feedback from students, employers and the community will be integrated into follow-up actions. The evaluation team will be composed of the Dean of Faculté Saint-Jean, the Director of the Collège, the Chair of the Advisory Committee, a Collège Saint-Jean staff member and a student.</p> <p>Every five to seven years the Collège will be reviewed by an external review committee. Members of that team would be selected by the Dean of Faculté Saint-Jean.</p> <p>Since the Collège is not yet operational, and although they have not been tested, these seem like the best</p>
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procedures for program evaluation.
<p><b>Performance measures and expected outcomes or performance targets</b> What key performance indicators/targets will be used to measure success of the program?</p> <p>Once again, the proposal to establish Collège Saint-Jean states that the performance measures that will attest to the success of the programs will be :</p> <ul style="list-style-type: none"> <li>• Quality of programs</li> <li>• Quality of instruction</li> <li>• Quality and quantity of opportunities for practice-based learning</li> <li>• Sustained enrollment</li> <li>• Completion rate of at least 75%</li> <li>• Levels of satisfaction : students and graduates, employers, instructors</li> <li>• Financial sustainability</li> </ul> <p>The success of the program <i>Techniques d'administration des affaires</i> will be tracked using these indicators. Reports will be provided annually to the appropriate governing bodies and the report will track these performance indicators as well as any others that may be required by Alberta Advanced Education and Technology and/or the University of Alberta.</p>

## Appendices

<p><b>Appendix A—curriculum and program structure</b> List course names, numbers, credits/hours; practicum credits/hours; course descriptions; and total instructional hours.</p>	<p>Please see Appendix A-1 <i>Techniques d'administration des affaires</i> Program Profile</p> <ul style="list-style-type: none"> <li>• <i>Techniques d'administration des affaires</i> – Year 1 – Core Year</li> <li>• <i>Techniques d'administration des affaires</i> – <i>Comptabilité</i> – Year 2</li> <li>• <i>Techniques d'administration des affaires</i> – <i>Finance</i> – Year 2</li> <li>• <i>Techniques d'administration des affaires</i> – <i>Management</i> – Year 2</li> <li>• <i>Techniques d'administration des affaires</i> – <i>Marketing</i> – Year 2</li> </ul> <p>Appendix A-2 : course descriptions and instructional hours.</p>
<p><b>Appendix B—other</b> Include any additional information in support of the proposal.</p>	<p>Please see Appendix B –</p> <p>B-1 Collège Saint-Jean, Budget Forecast 2010 to 2014, Minimalist Scenario, Administration and Core Budget</p> <p>B-2 Tuition fees calculations</p> <p>B-3 Calendar information</p> <p>B-4 Library impact statement</p> <p>B-5 Memorandum of Agreement</p> <p>B-6 Letters of support.</p>

## Enrolment

List proposed enrolment data. If program implementation will occur over a number of years, provide data for each year up to full implementation. If part-time students are anticipated, convert part-time enrolments and include in full-time enrolment projections.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Ongoing
<b>Total full-time</b>							
Full-time year 1	20	20	20	20	20	20	20
Full-time year 2		15	15	15	15	15	15
Full-time year 3							
Full-time year 4							
Full-time year 5							
Full-time year 6							
<b>Total FLE number</b>	<b>20</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>
FLE year 1	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
FLE year 2		<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
FLE year 3							

FLE year 4						
FLE year 5						
FLE year 6						
<b>Number of graduates</b>		<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>Provider comments</b> Provide clarification of or additional information about the data in the enrolment table.	<p>In this “Minimalist Scenario”, all students complete a core first year of the <i>Techniques d’administration des affaires</i> program – 30 credits. In the second year of the program, they pursue one of four streams – Accounting, Finance, Management or Marketing, 30 credits each, with up to 50% of the program content being delivered in French, and the remaining being delivered in English by NAIT.</p> <p>The attrition rate between the first and second year is calculated at approximately 25%. The graduation rate though should be close to 100% of second year students. We feel confident that with the availability of the PPEP and the hybrid delivery model, student chances of success will be maximized.</p>					

## Funding

Provide the program budget, including the applicable sources of revenue in the following categories. If program implementation will occur over a number of years, provide data for each year up to full implementation.

	Year 1	Year 2	Year 3	Ongoing
<b>Annual budget amount</b> <i>(projected expenditures)</i>	1,280,798	1,471,953	1,667,834	
Institute resource amount <i>(institutional financial contribution)</i>	600,000	500,000	500,000	N/A
Tuition revenue amount <i>(total anticipated amount)</i>	75,684	137,853	159,477	
Partner contributions amount <i>(corporate, employer, or foundation support)</i>				
Other amount <i>(EPE, AIT, EII, or federal funding)</i>	539,000	534,250	535,563	
Student tuition rate <i>(per student/FLE tuition)</i>				+ 1.4% annual increments
Historical funding amount <i>(inactive)</i>				
Revised funding amount <i>(inactive)</i>				
<b>Provider comments</b> Provide a brief explanation of the budget information included in the funding table. Identify anticipated in-kind contributions by the institution or by corporations/employers.	<p>This “Minimalist Scenario” budget forecast includes program delivery, operational, administrative, on-line course development and cooperative program administration costs. (see Appendix B-1)</p>			

## Specialization

<b>Specialization name</b>	<i>Techniques d’administration des affaires (TAA) 1<sup>re</sup> année</i> <i>Techniques d’administration des affaires (TAA) – Comptabilité</i> <i>Techniques d’administration des affaires (TAA) – Finance</i> <i>Techniques d’administration des affaires (TAA) – Management</i> <i>Techniques d’administration des affaires (TAA) – Marketing</i>	<b>Nature of change</b>	Transfer and adaptation
<b>Specialization code</b>	TAATC – <i>Techniques d’administration des affaires – 1<sup>re</sup> année</i> TAACO – <i>Techniques d’administration des affaires – Comptabilité</i> TAAFI – <i>Techniques d’administration des affaires – Finance</i>	<b>Implementation date</b>	01/09/2011

	TAAMN – <i>Techniques d'administration des affaires – Management</i> TAAMK – <i>Techniques d'administration des affaires – Marketing</i>		
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## Specialization Load/Length

<b>Instructional hours/credits</b>	1, 600 hours 65 credits	<b>Instructional load</b>	
<b>Practicum hours/credits</b>	Minimum 12 weeks/ 420 hours 5 credits	<b>Practicum load</b>	
<b>Work experience factor</b>	26.25% Cooperative Program Model	<b>Actual load</b>	
<b>Actual weeks</b>	16	<b>Adjusted actual load</b>	
<b>Adjusted actual weeks</b>	18	<b>Full load</b>	
		<b>Full load equivalent (FLE)</b>	

## Providers

<b>Leading institution</b>	University of Alberta (Campus Saint-Jean, Collège Saint-Jean)
<b>Collaborating providers</b>	Northern Alberta Institute of Technology (JR Shaw School of Business)
<b>Specialization name</b>	
<b>Specialization code</b>	

## Institution Review and Approval

<b>Program Chair:</b>	Date:
Comments:	

<b>Dean:</b>	Date:
Comments:	

<b>Vice President Academic:</b>	Date:
Comments:	

<b>Academic Council</b>	Date:
Comments:	



Institution	Technique administration des affaires bilingues		Year 1 description	Specialization 1 description : Accounting	Specialization 2 description : Finance
	Year 1	Year 2 options			
Collège Saint Jean d'admistration des affaires bilingues	Commun core	<p>Students will choose a specialization among the following 4:</p> <ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Finance</li> <li>3. Marketing</li> <li>4. Management</li> </ol>	<p>Technique d'administration des affaires bilingues</p> <p>Year 1 gives students a common core of 10 courses to help them gain an appreciation for the wide assortment of career possibilities related to each diploma program. Near the end of Semester 2, students select a specialization that best suits their personal interests and career goals.</p> <p>Throught small class sizes, Collège Saint-Jean offers a personalized learning environnement, where instructors are focused on individual interests and academic progress.</p> <p>Other benefits include:</p> <ul style="list-style-type: none"> <li>* A curriculum that focuses on everyday real-life business situations;</li> <li>*Instructors with first-hand work experience in their field of specialization;</li> <li>* Flexible scheduleing and frequent star dates;</li> <li>*The latest business and educational technologies.</li> </ul>	<p><b>Technique d'administration des affaires bilingue - Accounting</b> program at Collège Saint-Jean provides students with practical, specialized training that enables them to operate in business with competence.</p> <p>The objectives of the program are to provide the student with a good working knowledge of accounting and information systems, and to understand the accountant's role in those systems. Accounting and information systems include familiarity with computer applications in business, understanding of quantitative analysis techniques and derivation of meaningful relationships in financial data. This program is recommended for those who want to pursue careers in accounting and who expect to make extensive use of accounting in their jobs.</p>	<p><b>Technique d'administration des affaires bilingues - Finance</b> program at Collège Saint-Jean provides students with practical and hands-on experiences focused on:</p> <ul style="list-style-type: none"> <li>* Money and credit</li> <li>* Financial planning</li> <li>* Investing</li> <li>* Wealth building</li> <li>* Ethical and social responsibility</li> </ul> <p>Graduates pursue careers in a broad range of financial enterprises, large and small, public and private, providing personalized service to their clients.</p>

Specialization 3 description : Marketing	Specialization 4 description: Management	Work experience Placement
<p><b>Technique d'administration des affaires bilingues Marketing.</b></p> <p>Marketing is more than selling and advertising. Its strategies include product development, marketing of services, pricing product development, supply chain management, and green and social marketing.</p> <p>Graduates of this program are well prepared to take on many different marketing-related tasks in organisation, small or large businesses. They are able to devise and implement advertising and promotional initiatives, capable of engaging in professional sales, and able to effectively participate in sport marketing, marketing research and service marketing.</p> <p>Students may choose between two streams:</p> <ol style="list-style-type: none"> <li>1- Strategic Sales Stream</li> <li>2- Advertising and Promotions Stream</li> </ol>	<p><b>Technique d'administration des affaires bilingues - Management</b> program at Collège Saint-Jean provides students with an understanding of modern business dynamics and organizational culture. We develop leaders. Graduates will have the skills required for entry-level positions.</p> <p>Students may choose between two streams:</p> <ol style="list-style-type: none"> <li>1- General Management</li> <li>2- Entrepreneurship</li> </ol>	<p>At the end of their second year, students will participate in a work placement program in a related field. The work term will extend from May to August. The minimum requirements is 12 weeks of full-time work. Students are paid salaries as determined by the employers. Students are expected to pay an application fee for the work placement. Collège Saint-Jean staff are responsible for preparing students to conduct an active personal job search well as for monitoring and evaluating their progress. Students will be responsible for obtaining suitable work experience placements. All work experience placements will be approved by Collège Saint-Jean</p>

Institution	Admission Requirements Year 1		English Language Requirements	French Language Requirements
	General	Program-specific		
Collège Saint-Jean - Technique d'administration des affaires bilingues	High school diploma not required	English 30-1 or English 30-2 or equivalent Math 30-1 or Math 30-2 or equivalent Français 30, 30-1, 30- 2 or Franch 30, French 30 (9 ans), 31 or French Language Arts 30-1, 30-2 or equivalent	<p>Candidates seeking admission at Collège Saint-Jean are required to demonstrate proficiency in English before being admitted. Applicants whose first language is not English and who have not graduated from high school in Alberta and do not have the prerequisites in English (English English 30-1 or 30-2) or their equivalent will be required to demonstrate proficiency in one of the following:</p> <p>a) TOEFL (Test of English as a Foreign Language) score of 80 iBT with a score of individual test component less than 20. If students are being tested on paper, they must obtain a minimum of 550.</p> <p>or</p> <p>b) IELTS (International English Language Testing System): Overall score of 6.5 with no section less than 5.0.</p> <p>or</p> <p>c) CAEL (Canadian Academic English Language Assessment): A score of 70.</p> <p>or</p> <p>d) MELAB (Michigan English Assessment Battery Language): A score of 85.</p> <p>*Students will be supported through various opportunities to develop their language skills.</p>	<p>French is the language of instruction in all programs at the Collège Saint-Jean. Therefore, all candidates must possess adequate knowledge of spoken and written French to be admitted to the College Saint-Jean. They can prove it by:</p> <p>a. Successfully completing one of the following courses (Alberta):</p> <p>-Français 30, 30-1, 30-2</p> <p>30-French, French 30 (9 years), 31</p> <p>-French Language Arts 30-1, 30-2</p> <p>Note: French 30 (3 years) may be accepted on the basis of the result of the placement test in French.</p> <p>OR</p> <p>b. Successfully completing four years of studying French full time. These studies may be a combination of secondary and postsecondary</p> <p>or</p> <p>c. Having a first diploma or degree from an accredited institution where French is the language of instruction.</p>

**(Year 2) Entrance requirements - Accounting**

Institution	Entrance requirements : Accounting
<b>Collège Saint-Jean</b> <b>Technique d'administration des affaires bilingues</b>	<p>Specialization in <b>Accounting</b> of the Bilingual Business Administration Diploma requires completion of core curriculum. Students must complete ten courses for entry into Year 2 of the program. The ten courses are the following:</p> <p><b><u>SEMESTER 1</u></b></p> <p><b>TAATC 110</b> – Introduction à la comptabilité  <b>TAATC 120</b> – Microéconomie  <b>TAATC 100</b> – Communication des affaires Niveau 1  <b>TAATC 130</b> – Technologies de l'information et des communications  <b>TAATC 140</b> - Introduction à la finance personnelle</p> <p><b><u>SEMESTER 2</u></b></p> <p><b>TAATC 121</b> – Macroéconomie  <b>TAATC 111</b> – Comptabilité intermédiaire  <b>TAATC 150</b> – Introduction au Marketing  <b>TAATC 101</b> – Communication des affaires Niveau 2  <b>TAATC 160</b> - L'entreprise et les fonctions de travail en gestion.</p>

**(Year 2) Entrance requirements - Finance**

Institution	Entrance requirements : Finance
<b>Collège Saint-Jean</b> <b>Technique d'administration des affaires bilingues</b>	<p>Specialization in <b>Finance</b> of the Bilingual Business Administration Diploma requires completion of core curriculum. Students must complete ten courses for entry into Year 2 of the program. The ten courses are the following:</p> <p><b><u>SEMESTER 1</u></b></p> <p><b>TAATC 110</b> – Introduction à la comptabilité  <b>TAATC 120</b> – Microéconomie  <b>TAATC 100</b> – Communication des affaires Niveau 1  <b>TAATC 130</b> – Technologies de l'information et des communications  <b>TAATC 140</b> - Introduction à la finance personnelle</p> <p><b><u>SEMESTER 2</u></b></p> <p><b>TAATC 121</b> – Macroéconomie  <b>TAATC 111</b> – Comptabilité intermédiaire  <b>TAATC 150</b> – Introduction au Marketing  <b>TAATC 101</b> – Communication des affaires Niveau 2  <b>TAATC 160</b> - L'entreprise et les fonctions de travail en gestion.</p>

**(Year 2) Entrance requirements - Marketing**

Institution	Entrance requirements : Marketing
<b>Collège Saint-Jean</b> <b>Technique d'administration des affaires bilingues</b>	<p>Specialization in <b>Marketing</b> of the Bilingual Business Administration Diploma requires completion of core curriculum. Students must complete ten courses for entry into Year 2 of the program. The ten courses are the following:</p> <p><b><u>SEMESTER 1</u></b></p> <p><b>TAATC 110</b> – Introduction à la comptabilité  <b>TAATC 120</b> – Microéconomie  <b>TAATC 100</b> – Communication des affaires Niveau 1  <b>TAATC 130</b> – Technologies de l'information et des communications  <b>TAATC 140</b> - Introduction à la finance personnelle</p> <p><b><u>SEMESTER 2</u></b></p> <p><b>TAATC 121</b> – Macroéconomie  <b>TAATC 111</b> – Comptabilité intermédiaire  <b>TAATC 150</b> – Introduction au Marketing  <b>TAATC 101</b> – Communication des affaires Niveau 2  <b>TAATC 160</b> - L'entreprise et les fonctions de travail en gestion.</p>

**(Year 2) Entrance requirements - Management**

Institution	Entrance requirement : Management
<b>Collège Saint-Jean</b> <b>Technique d'administration des affaires bilingues</b>	<p>Specialization in <b>Management</b> of the Bilingual Business Administration Program requires completion of core curriculum. Students must complete ten courses for entry into Year 2 of the program. The ten courses are the following:</p> <p><b><u>SEMESTER 1</u></b></p> <p><b>TAATC 110</b> – Introduction à la comptabilité  <b>TAATC 120</b> – Microéconomie  <b>TAATC 100</b> – Communication des affaires Niveau 1  <b>TAATC 130</b> – Technologies de l'information et des communications  <b>TAATC 140</b> - Introduction à la finance personnelle</p> <p><b><u>SEMESTER 2</u></b></p> <p><b>TAATC 121</b> – Macroéconomie  <b>TAATC 111</b> – Comptabilité intermédiaire  <b>TAATC 150</b> – Introduction au Marketing  <b>TAATC 101</b> – Communication des affaires Niveau 2  <b>TAATC 160</b> - L'entreprise et les fonctions de travail en gestion.</p>

**Technologie de l'information et des communications**  
**TAATC 130**  
**Programme techniques d'administration des affaires (TAA)**  
**Collège Saint-Jean**

<b>Code du cours:</b>	TAATC 130
<b>Nom du cours:</b>	Technologie de l'information et des communications
<b>Descriptif du cours:</b>	<p>Une démonstration d'une littératie fonctionnelle et la maîtrise en informatique appliquée sont essentielles au succès du monde des affaires. Ce cours présente une application spécifique de l'informatique à l'administration des affaires. Les logiciels et le matériel informatique, la communication, le réseautage et les questions d'éthiques et de sécurité sont abordés et explorés. L'accent sera mis sur le développement de compétences dans l'utilisation des outils de productivité et l'utilisation de logiciels d'application pour la résolution de problèmes et la prise de décision.</p>

<b>Code:</b>	TAATC130
<b>Name :</b>	Technology and Communications
<b>Description:</b>	<p>Demonstrating functional literacy and proficiency in applied computing is critical to business success. This course introduces computers and their applications in business. Computer hardware and software, communication, networking, ethical and security issues are explored. Emphasis will be placed on developing skills in the use of personal productivity tools, and using application software for problem-solving and decision-making.</p>

Dernière mise à jours:  
19 mai 2010



## Microéconomie

### TAATC 120

Programme techniques d'administration des affaires (TAA)

Collège Saint-Jean

<b>Code du cours:</b>	<b>TAATC 120</b>
<b>Nom du cours:</b>	<b>Microéconomie</b>
<b>Descriptif du cours:</b>	Ce cours vous initie aux principes de la microéconomie. Comme le cours se déroule, on examine la réalité de la rareté dans notre système de marché et comment les individus et les entreprises prennent des décisions économiques rationnelles. Après que vous familiariser avec les base des systèmes économiques, l'offre et la demande, l'élasticité, l'efficacité des marchés, l'économie du secteur public et les coûts de production, vous serez en mesure d'évaluer comment les entreprises opérant dans les structures de marché différentes atteindre les objectifs socio-économiques. Vous étudierez l'économie de l'environnement et le rôle du gouvernement dans notre économie de marché. Les applications aux événements actuels sont discutées où que s'approprie.

<b>Code:</b>	<b>TAATC 120</b>
<b>Name :</b>	<b>Microeconomics</b>
<b>Description:</b>	This course introduces you to the principles of microeconomics. As the course unfolds, we look at the reality of scarcity in our market system and how individuals and firms make rational economic decisions. After you learn the basics of economic systems, supply and demand, elasticity, market efficiency, economy and public sector costs of production, you'll be able to assess how companies operating in different market structures meet socioeconomic goals. You will study environmental economics and the role of government in our market economy. Applications to current events are discussed where appropriated.

Dernière mise à jours:  
19 mai 2010

**Macroéconomie**  
**TAATC 121**  
**Programme techniques d'administration des affaires (TAA)**  
**Collège Saint-Jean**

<b>Code du cours:</b>	<b>TAATC 121</b>
<b>Nom du cours:</b>	<b>Macroéconomie</b>
<b>Descriptif du cours:</b>	Ce cours vous initie aux principes de la macroéconomie. La santé générale de l'économie, tel que mesuré par le revenu d'un pays, le produit intérieur brut (PIB) ainsi que d'autres mesures provenant des comptes nationaux sont le foyer primordial de ce cours. Comme le cours se déroule, on examine le comportement de l'économie réelle à long terme, incluant la production et la croissance, l'épargne, l'investissement et le système financier, le chômage et son taux naturel. L'évolution de la monnaie et des prix à long termes sont décrits, et les principes macroéconomiques de base d'une économie ouverte sont expliquer. Nous étudions ensuite les fluctuations économiques à court terme. Où que s'approprier, les événements actuels sont introduits et les sujets sont renforcés par les applications informatiques.

<b>Code:</b>	<b>TAATC121</b>
<b>Name :</b>	<b>Macroeconomics</b>
<b>Description:</b>	This course introduces you to the principles of macroeconomics. The general health of the economy, as measured by the income of a country, the gross domestic product (GDP) and other measures from the national accounts are the primary focus of this course. As the course unfolds, we examine the behavior of the long term real economy, including the production and growth, savings, investment and financial system, unemployment and natural rate. The long term evolution of money and prices are described and basic macroeconomic principles of an open economy are explained. We then study the short-term economic fluctuations. Wherever appropriate, current events are introduced and the subjects are enhanced by computer applications.

Dernière mise à jours:  
19 mai 2010

# L'entreprise et les fonctions de travail en gestion

## TAATC 160

### Programme techniques d'administration des affaires (TAA)

#### Collège Saint-Jean

<b>Code du cours:</b>	TAATC 160
<b>Nom du cours:</b>	<b>L'entreprise et les fonctions de travail en gestion</b>
<b>Descriptif du cours:</b>	<p>Ce cours explore la nature de l'entreprise commerciale par la compréhension des conditions du monde des affaires au sein duquel il existe. Ce cours étudie l'activité de gestion de l'entreprise en débutant par l'organisation de ressources humaines jusqu'à la dominance du marché du travail. Le cours se concentrera sur la gestion des opérations de l'entreprise, y compris la production de biens et services, l'accroissement de la productivité et de la qualité, la conception de systèmes pour coordonner et intégrer les activités internes et d'enregistrer toutes les transactions commerciales. Elle étudiera la commercialisation, la promotion, la tarification et la distribution de biens et de services. Enfin, un des rôles les plus importants d'un gérant est de prendre des décisions financières pour l'entreprise. Ce cours présente brièvement les principes de base de l'administration des affaires. Par conséquent, vous aurez une compréhension de la dynamique de l'environnement externe auquel l'entreprise est confrontée. Vous aurez également une introduction des activités et des processus internes à l'entreprise, créée par les chefs d'entreprise, qui serviront à positionner stratégiquement les activités de l'entreprise dans son environnement.</p>

<b>Code:</b>	<b>TAATC160</b>
<b>Name :</b>	<b>Introduction to Business</b>
<b>Description:</b>	<p>This course will explore the nature of the business firm, by understanding the conditions of the business world within which it exists. We will study the business of managing the firm, from organizing to human resource to leading the work force. The course will focus on managing the operations of the firm, including producing goods and services, increasing productivity and quality, designing systems to coordinate and integrate internal activities and recording all business transactions. It will study the marketing, promoting, pricing and distribution of goods and services. Finally, the manager of the business firm needs to make financial decisions for the firm. This is a course that briefly introduces you, the student, to business principles. It is not intended to explore any one business activity in detail. That will come in higher level courses. Therefore, you will have an understanding of the external environmental dynamics that the firm is facing. You will also have an introduction only, to the activities and processes internal to the firm, created by business managers, to strategically position the firms activities in the environment.</p>

Dernière mise à jours:

19 mai 2010

## Introduction au Marketing

TAATC 150

Programme techniques d'administration des affaires (TAA)

Collège Saint-Jean

<b>Code du cours:</b>	<b>TAATC 150</b>
<b>Nom du cours:</b>	<b>Introduction au Marketing</b>
<b>Descriptif du cours:</b>	<p>Ce cours vous présente les principes de base du marketing. Les concepts clés, les méthodes d'analyse, les stratégies et les tactiques essentielles à la gestion des relations clients rentables dans un environnement dynamique et branché d'aujourd'hui seront présentés. L'accent est mis sur les applications stratégiques du marketing au sein d'un environnement d'affaires de plus en plus complexe. Les zones détaillées du produit, de la promotion, du prix et la distribution sont examinées en référence à la réalisation des objectifs de l'entreprise.</p>

<b>Code:</b>	<b>TAATC150</b>
<b>Name :</b>	<b>Introduction to Marketing</b>
<b>Description:</b>	<p>This course introduces you to the principles of marketing. The key concepts, methods of analysis, strategies, and tactics critical to managing profitable customer relationships in today's dynamic and connected environment are presented. Major emphasis is placed on the marketing mix and its strategic application to an increasingly complex business environment. In particular, the detailed areas of product, promotion, price, and distribution are examined in reference to achieving company objectives.</p>

Dernière mise à jours:  
19 mai 2010

**Introduction à la finance personnelle**  
**TAATC 140**  
**Programme techniques d'administration des affaires (TAA)**  
**Collège Saint-Jean**

<b>Code du cours:</b>	<b>TAATC 140</b>
<b>Nom du cours:</b>	<b>Introduction à la finance personnelle</b>
<b>Descriptif du cours:</b>	<p>Ce cours présente des outils, des calculs et les composants nécessaires à la réalisation d'un plan financier personnel. La valeur temporelle de l'argent, l'établissement d'objectifs financiers, la planification fiscale et les concepts liés à la monnaie, le crédit et la gestion des risques seront pris en charge. Vous allez apprendre à calculer le coût des crédits renouvelables et à l'installation et à appliquer les outils et techniques nécessaires à l'achat et le financement d'une maison. Le cours introduit également des concepts fondamentaux de l'investissement, y compris un examen des fonds mutuels, actions et obligations. La retraite et les concepts de planification successorale, y compris les annuités et les calculs de revenu de retraite, seront discutés.</p>

<b>Code:</b>	<b>TAATC140</b>
<b>Name :</b>	<b>Introduction to personal finance</b>
<b>Description:</b>	<p>This course provides tools, calculations and components necessary for the realization of a personal financial plan. The time value of money, setting financial goals, tax planning and concepts related to money, credit and risk management will be study in this class. You'll learn how to calculate the cost of revolving loans and installing and applying the tools and techniques necessary for buying and financing a home. The course also introduces basic concepts of investment, including a review of mutual funds, stocks and bonds. Retirement and estate planning concepts, including annuities and retirement income calculations will be discussed.</p>

Dernière mise à jours:  
19 mai 2010

## Introduction à la comptabilité

TAATC 110

Programme techniques d'administration des affaires (TAA)

Collège Saint-Jean

<b>Code du cours:</b>	<b>TAATC 110</b>
<b>Nom du cours:</b>	<b>Introduction à la comptabilité</b>
<b>Descriptif du cours:</b>	Ce cours initie les élèves aux principes de base du cycle comptable, y compris les écritures de journal, les écritures de régularisation, les écritures de clôture, l'équilibre de vérification et les états financiers. Principes comptables généralement reconnus sont abordés tout au long du parcours. Comme une intégration définitive de tous les concepts, les étudiants étudient et analysent les états financiers.

<b>Code:</b>	<b>TAATC110</b>
<b>Name :</b>	<b>Introduction to accounting</b>
<b>Description:</b>	This course introduces students to basic principles of accounting cycle, including journal entries, adjusting entries, closing entries, balance and audits the financial statements. General accounting principles are discussed throughout the course. As a final integration of all concepts, students will discuss and analyze financial statements.

Dernière mise à jours:  
19 mai 2010

## Comptabilité intermédiaire

### TAATC 111

#### Programme techniques d'administration des affaires (TAA)

#### Collège Saint-Jean

<b>Code du cours:</b>	<b>TAATC 111</b>
<b>Nom du cours:</b>	<b>Comptabilité intermédiaire</b>
<b>Descriptif du cours:</b>	<p>Ce cours présente des techniques comptables utilisées par les gestionnaires pour prendre des décisions des coûts et d'affaires. Après avoir étudié le comportement des coûts, les élèves apprendront comment appliquer l'analyse coût-volume-bénéfice, l'évaluation des performances, des méthodes de tarification, de budgétisation et l'analyse des coûts pertinents. Des projets d'investissement seront analysés afin de déterminer la faisabilité du projet. Grâce à des travaux pratiques, les étudiants acquerront de l'expérience dans l'application de compétences en comptabilité de gestion.</p>

<b>Code:</b>	<b>TAATC111</b>
<b>Name :</b>	<b>Intermediate Accounting</b>
<b>Description:</b>	<p>This course presents the accounting techniques used by managers to make decisions and business costs. After studying cost behavior, students learn how to apply cost-volume-profit, performance evaluation, pricing methods, budgeting and analysis of relevant costs. Investment projects will be analyzed to determine the feasibility of the project. Through practical work, students gain experience in applying skills in management accounting.</p>

Dernière mise à jours:  
19 mai 2010

## Communication des affaires Niveau 2

### TAATC 101

#### Programme techniques d'administration des affaires (TAA)

#### Collège Saint-Jean

<b>Code du cours:</b>	<b>TAATC 101</b>
<b>Nom du cours:</b>	<b>Communication des affaires Niveau 2</b>
<b>Descriptif du cours:</b>	<p>Le cours porte sur les techniques d'écriture descriptive appropriée pour les résumés et les critiques ainsi que les techniques d'écriture persuasive appropriées pour des lettres d'affaires et des rapports officiels. Des techniques de communication pour la recherche d'emploi (CV, lettres de candidature, et les entretiens d'embauche) sont également couvertes dans un projet qui comprend des activités d'équipe ainsi que des missions ponctuelles. Les élèves feront des recherches, compiler et interpréter les données pour construire un rapport analytique. Ils perfectionneront leurs compétences orales en préparant des présentations orales ainsi qu'une présentation formelle d'affaires.</p>

<b>Code:</b>	<b>TAATC 101</b>
<b>Name :</b>	<b>Business communication 2</b>
<b>Description:</b>	<p>The course covers expository writing techniques suitable for abstracts and critiques, as well as persuasive writing techniques suitable for business letters and reports. Job search communications (resumes, application letters, and job interviews) are covered in a project that includes team activities as well as individual assignments. Students will research, compile, and interpret data to build an analytical report. They will polish their oral skills by preparing and delivering impromptu oral presentations as well as one formal business presentation.</p>

Dernière mise à jours:  
19 mai 2010



## Communication des affaires Niveau 1

### TAATC 100

#### Programme techniques d'administration des affaires (TAA)

#### Collège Saint-Jean

<b>Code du cours:</b>	<b>TAATC 100</b>
<b>Nom du cours:</b>	<b>Communication des affaires niveau 1</b>
<b>Descriptif du cours:</b>	<p>Ce cours initie l'étudiant à la complexité de la communication écrite, électronique et par voie orale. Les étudiants apprendront les stratégies et les techniques de communication des affaires écrites et appliqueront celles-ci à des documents d'affaires et à des outils de communication en ligne. Les élèves apprendront à utiliser un logiciel pour composer, éditer et réviser des correspondances. Ils acquerront de l'expérience en écrivant des lettres d'affaires, des courriels et des blogs efficaces. En plus des rédactions de correspondance d'affaires, ils sont tenus d'appliquer ces techniques lors de recherches de documentations et lors de l'utilisation de bases de données. Les étudiants seront initiés à la mise en forme APA et devront l'utiliser pour compiler et écrire des rapports d'information officiels. En plus d'acquérir des compétences pour l'écriture efficace, les étudiants apprendront également de bonnes aptitudes de communication en public.</p>

<b>Code:</b>	<b>TAATC100</b>
<b>Name :</b>	<b>Business communication 1</b>
<b>Description:</b>	<p>This course introduces the student to the complexities of written, online, and oral communication. The students learn business writing strategies and techniques and apply them to business documents and online communication tools. Students will use software to compose, edit and revise assignments. They will gain experience in writing effective business letters, emails, blogs and wikis. In addition to students writing business correspondence, they are required to apply effective online and database research techniques and APA documentation to compile and write a formal, informational report. In addition to students gaining skills for effective writing, they will also learn effective public speaking skills.</p>

Dernière mise à jours:  
19 mai 2010

## Collège St. Jean

## First Year (Tronc Commun) - Techniques d'administration des affaires (TAA)

	Course Designator	Core Course	Number of Hours	Face-to-face	Experiential	Individual work
Semester 1	TAATC 110	Introduction à la comptabilité	64	1	1	2
	TAATC 120	Microéconomie	64	1	1	2
	TAATC 100	Communications d'affaires - Niveau 1	80	1	2	2
	TAATC 130	Technologies de l'information et des communications	64	1	1	2
	TAATC 140	Introduction à la finance personnelle	64	1	1	2
Semester 2	TAATC 121	Macroéconomie	64	1	1	2
	TAATC 111	Comptabilité intermédiaire	64	1	1	2
	TAATC 150	Introduction au marketing	64	1	1	2
	TAATC 102	Communications d'affaires - Niveau 2	80	1	2	2
	TAATC 160	L'entreprise et les fonctions de travail en gestion	64	1	1	2
		<b>TOTAL HOURS</b>	<b>672</b>			
		<b>TOTAL HOURS PER WEEK</b>	<b>21</b>			

**Core Budget**  
**Minimalist Scenario 4 Programs**  
**Budget Forecast 2010 to 2014**

Description	Start-up 2010-2011	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014
<b>ANNUAL FLE</b>	<b>0</b>	<b>28</b>	<b>51</b>	<b>59</b>
<b>REVENUE</b>				
OLE	1 800 000	600 000	500 000	500 000
EPE	508 000	508 000	508 000	508 000
WED	442 950	31 000	26 250	27 563
Tuition	0	75 684	137 853	159 477
<b>TOTAL REVENUE</b>	<b>2 750 950</b>	<b>1 214 684</b>	<b>1 172 103</b>	<b>1 195 040</b>
<b>EXPENDITURES</b>				
<b>PROGRAM COSTS</b>				
Preparatory Program for Post-Secondary Studies (PPEP)	18 500	89 540	89 455	96 028
Administration	18 500	170 270	248 321	327 038
Health Sciences	0	37 865	98 196	177 206
Tourism	18 500	90 852	90 833	91 475
<b>Program Costs Sub-Total</b>	<b>55 500</b>	<b>388 526</b>	<b>526 806</b>	<b>691 746</b>
<b>PROGRAM AND COURSE DEVELOPMENT</b>	<b>113 500</b>	<b>50 000</b>	<b>50 000</b>	<b>50 000</b>
<b>OPERATIONAL INFRASTRUCTURE</b>				
<b>Salaries and Benefits</b>				
Director of College	52 988	55 107	57 311	59 604
Academic Director	50 673	105 399	109 615	113 999
Financial Officer	34 781	36 172	37 619	39 123
Administrative Support - General - 1.0	46 442	48 300	50 232	52 241
Benefits (20%)	36 977	48 995	50 955	52 993
<b>Salaries and Benefits Sub-Total</b>	<b>221 859</b>	<b>293 973</b>	<b>305 732</b>	<b>317 961</b>
<b>Supply and Sundries</b>				
Rent/Lease	50 000	300 000	300 000	300 000
Utilities, management fee, taxes		95 200	104 720	115 192
Signage	125 000	1 000	1 050	1 103
9 Smart Classrooms, Upgrades and Equipment	217 600	15 000	15 750	16 538
Office Furniture and Arrangements	220 000	20 000	21 000	22 050
Office equipment	207 350	10 000	10 500	11 025
Office services (phones, photocopies, maintenance, etc.)	3 640	3 640	3 822	4 013
Office supplies	4 200	2 100	2 205	2 315
Meetings	1 000	1 250	1 500	1 575
Travel	15 000	15 000	15 750	16 538
Relocation of Instructors	0	20 000	21 000	22 050
Library services - collection	30 000	15 000	15 750	16 538
Student Field Placement; Employment Support		24 000	48 301	50 233
Previously Committed Funds	175 783	0	0	0
<b>Supply and Sundries Sub-Total</b>	<b>1 049 573</b>	<b>522 190</b>	<b>561 348</b>	<b>579 168</b>
<b>ADMINISTRATIVE COSTS</b>	<b>52 479</b>	<b>26 110</b>	<b>28 067</b>	<b>28 958</b>
<b>LEASEHOLD IMPROVEMENTS</b>	<b>1 000 000</b>			
<b>TOTAL EXPENDITURES</b>	<b>2 492 911</b>	<b>1 280 798</b>	<b>1 471 953</b>	<b>1 667 834</b>

WED	Start-up 2010-2011	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014
9 Smart Classrooms, Upgrades and Equipment	217 600	15 000	15 750	16 538
Office IT equipment	207 350	10 000	10 500	11 025
PPEP: Computers (Capital Items)	6 000	0	0	0
Administration: Computers (Capital Items)	6 000	0	0	0
Health Sciences: Computers (Capital Items)	0	6 000	0	0
Tourism: Computers (Capital Items)	6 000	0	0	0
<b>TOTAL</b>	<b>442 950</b>	<b>31 000</b>	<b>26 250</b>	<b>27 563</b>

**Collège Saint-Jean**  
**Budget Forecast 2010 to 2014**  
**Minimalist Scenario**

**ADMINISTRATION**

Description	Start-up 2010-2011	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Comments
<b>Annual FLE</b>		20	35	35	3 two-year diplomas, including 1 with 4 streams
Sections		20	30	40	
<b>SALARIES</b>					
Program Coordination	-	-	-	-	
Academic Staff		130 000	195 000	260 000	\$6,500 per section
Non-academic		0	0	0	
Benefits (20%)	0	26 000	39 000	52 000	
<b>Salaries &amp; Benefits Sub-total</b>	<b>0</b>	<b>156 000</b>	<b>234 000</b>	<b>312 000</b>	
<b>COURSE DEVELOPMENT (1)</b>	<b>25 000</b>	<b>12 500</b>	<b>12 500</b>	<b>12 500</b>	<b>Course development for 3 two-year diplomas, including 1</b>
<b>OPERATING</b>					
Communications/marketing	5 000	5 250	5 513	5 788	PR /advertisement
Capital items	6 000	0	0	0	computers @\$2,000
Office furniture	7 500	0	0	0	Desk, chair and shelving unit for \$600
Equipment	0	2 888	3 032	3 183	items under \$750
Reference books	0	2 625	2 756	2 894	
Office services (phone, photocopies, maintenance, etc.)	0	1 092	1 147	1 204	2 phones, Caller Id + Voicemail, Internet, Printing costs
Office supplies	0	1 260	662	695	
Meetings	0	1 155	1 213	1 273	
<b>Operating Sub-total</b>	<b>18 500</b>	<b>14 270</b>	<b>14 321</b>	<b>15 038</b>	
<b>TOTAL SALARIES AND OPERATING</b>	<b>18 500</b>	<b>170 270</b>	<b>248 321</b>	<b>327 038</b>	
<b>GRAND TOTAL</b>	<b>43 500</b>	<b>187 000</b>	<b>260 770</b>	<b>338 821</b>	

(1) Course Development is only included in the Grand-Total as it is a separate line item in the Core Budget

**College St. Jean Tuition Comparison per Term**  
Based on 2010 - 2011 Tuition and Fee Rates

Canadian		International		
<b>NAIT (<a href="http://www.nait.ca/43902.htm">http://www.nait.ca/43902.htm</a>)</b>				
Tuition	1 946,00	International Tuition	6 500,00	
Student Association	137,50	Student Association	137,50	
U Pass	110,00	U Pass	110,00	
Health & Dental	103,00	Health & Dental	103,00	
Total Non Instructional	350,50	Total Non Instructional	350,50	
<b>Total Canadian Tuition and Fees per term</b>	<b>2 296,50</b>	<b>Total International Tuition and Fees per term</b>	<b>6 850,50</b>	
<b>Grant MacEwan (<a href="http://business.macewan.ca/gmcc/acct/Program/DetailsPage.cfm?id=2531">http://business.macewan.ca/gmcc/acct/Program/DetailsPage.cfm?id=2531</a>)</b>				
Tuition	1 761,50	International Tuition	6 987,50	
Student Association	81,00	Student Association	81,00	
Health & Dental	99,00	Health & Dental	99,00	
Various Fees	116,50	Various Fees	116,50	
U Pass	110,00	U Pass	110,00	
Total Non Instructional	406,50	Total Non Instructional	406,50	
<b>Total Canadian Tuition and Fees per term</b>	<b>2 168,00</b>	<b>Total International Tuition and Fees per term</b>	<b>7 394,00</b>	
<b>NorQuest (<a href="http://www.norquest.ab.ca/programs/certificate_diploma/business_admin.asp">http://www.norquest.ab.ca/programs/certificate_diploma/business_admin.asp</a>)</b>				
Tuition	1 995,00	No International Rate Listed		
Student Association	34,20			
Health & Dental	254,00			
Total Non Instructional	288,20			
<b>Total Canadian Tuition and Fees per term</b>	<b>2 283,20</b>			
<b>University of Alberta</b>				
<b>Proposed Tuition &amp; Fees*</b>				
<b>5 courses per term at *6</b>	Fee Index Value	46,00	International Fee Index Value (C33*2.48+C33)	160,08
	Tuition	1 380,00	International Tuition	4 802,40
	Registration & Transcript	72,28	Registration & Transcript	72,28
	Student Services	54,08	Student Services	54,08
	Students' Union	70,47	Students' Union	70,47
	Health & Dental	192,34	Health & Dental	192,34
	Athletics & Recreation	62,18	Athletics & Recreation	62,18
	Health Services	25,66	Health Services	25,66
	U Pass	91,67	U Pass	91,67
	CoSSS	145,00	CoSSS	145,00
	Total Non Instructional	713,68	Total Non Instructional	713,68
<b>Total Canadian Tuition and Fees per term</b>	<b>2 093,68</b>	<b>Total International Tuition and Fees per term</b>	<b>5 516,08</b>	

Note 1: U of A Non Instructional Fees are 2010/2011 rates.

Note 2: Fees are for tuition and non-instructional. Costs for supplies and books are not included.

Note 3: PAW Fee: The fee shall be no greater than \$29.00 per term in Fall and Winter Terms;  
The fee shall be no greater than \$14.50 per term in Spring and Summer. The fee shall not be assessed until the construction of the facility is complete and the student component is operational.  
([http://www.su.ualberta.ca/student\\_government/elections/pleb\\_ref](http://www.su.ualberta.ca/student_government/elections/pleb_ref))

	2010-11 Non-Instr Fess		2011-12	
	Full-Time / Term	Part-Time / Term	Full-Time/Term	Part-Time/Term
Registration and Transcript	72,28	36,14	72,84	36,42
CoSSS	145,00	72,50	146,16	73,08
Student Services	54,08	27,04	54,5	27,25
Students' Union Membership	35,68	17,40	tba	tba
Students' Union Dedicated	34,79	31,96	tba	tba
Students' Union Health Plan *	109,34	109,34	tba	tba
Students' Union Dental Plan *	83,00	83,00	tba	tba
Athletics and Recreation	62,18	31,09	62,66	31,33
Health Services	25,66	12,83	25,86	12,93
U-Pass	91,67	91,67	104,17	104,17
<b>Total</b>	<b>713,68</b>	<b>512,97</b>		

\*Assessed in Fall Term only

ASC March 24 e-mail vote: Attachment 3  
FOR INFORMATION

## Faculté Saint-Jean

### CALENDAR CHANGE REQUEST FORM

#### IMPLEMENTATION

Normal:

Early:

**PROGRAM:** Technique d'administration des affaires bilingues

#### TYPE OF CHANGE:

Program Regulation Change:

Other: X

Course Change:

Course Deletion:

New Course:

CURRENT	PROPOSED
<p><b>180 Faculté Saint-Jean</b></p> <p><b>Please Note:</b></p> <p>(1) <i>Important Notice:</i> first page of the calendar.            (2) <i>Please Note:</i> Table of Contents of the Calendar.            (3) §10 <i>Inquiries</i>                All correspondence to the main campus should contain the suffix University of Alberta, Edmonton, T6G 2E2</p> <p>    All correspondence to Faculté Saint-Jean should be addressed to 8406 91 Street, Edmonton, Alberta T6C 4G9</p> <p>    Telephone:                Main campus (780) 492-3113                Faculté Saint-Jean (780) 465-8700</p> <p>(4) The office hours of the University are from 0800 to 1200 and from 1300 to 1630 Monday to Friday (except holidays); in May, June, July, and August the office hours are from 0800 to 1200, and from 1300 to 1600.</p> <p>(5) The office hours of the Faculté Saint-Jean are</p>	<p><b>180 Faculté Saint-Jean</b></p> <p><b>Please Note:</b></p> <p>(1) <i>Important Notice:</i> first page of the calendar.            (2) <i>Please Note:</i> Table of Contents of the Calendar.            (3) §10 <i>Inquiries</i>                All correspondence to the main campus should contain the suffix University of Alberta, Edmonton, T6G 2E2</p> <p>    All correspondence to Faculté Saint-Jean should be addressed to 8406 91 Street, Edmonton, Alberta T6C 4G9</p> <p>    <u>All correspondence to Collège Saint-Jean should be addressed to: # 140, 8627 rue Marie-Anne Gaboury (91street) Edmonton, AB T6C 3N2</u></p> <p>    Telephone:                Main campus (780) 492-3113                Faculté Saint-Jean (780) 465-8700                <u>Collège Saint-Jean : to be determined</u></p> <p>(4) The office hours of the University are from 0800 to 1200 and from 1300 to 1630 Monday to Friday (except holidays); in May, June, July, and August the office hours are from 0800 to 1200, and from 1300 to 1600.</p> <p>(5) The office hours of the Faculté Saint-Jean are</p>

from 0800 to 1630 Monday to Friday (except holidays); in May, June, July and August the office hours are from 0800 to 1200, and from 1300 to 1600.

## 181 The Professors

### 181.1 Historical Note and Aims

Juniorat Saint-Jean was founded in 1908, the same year as the inauguration of the Faculty of Arts and Sciences of the University of Alberta.

Though of the same age, the two institutions have evolved in very differing fashions. On November 27, 1970, the Collège became Collège Universitaire Saint-Jean, an integral part and a bilingual sector of the University of Alberta. Official Faculty status was granted in September 1977, and the name changed to Faculté Saint-Jean in May 1978.

Today, Faculté Saint-Jean is characterized by its French language university status. It serves students capable of pursuing university studies in French. The Faculté has taken on the mission of serving the particular needs of Francophones in western Canada.

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For several decades, the French speaking community in Alberta has been lobbying for college level and continuing education programs to be offered in French in Alberta. This led to the Bisonnette Report which was completed in 2005. Following its recommendation, a proposal was submitted to the Board of Governors of the University of Alberta seeking to establish Collège Saint-Jean within Faculté Saint-Jean. In July 2009, the Minister of Advanced Education and Technology approved a change in the mandate of the University of Alberta thereby allowing it to offer French language programs leading to college certificates and diplomas.

In the context of college courses, a program leading to a certificate or a diploma is a program that is usually completed within a two year period which prepares students for entry level jobs.



It is the duty of every university to enrich, as much as possible, not only the intellectual but also the cultural life of its students. Therefore Faculté Saint-Jean finds itself with the special mission of contributing to the cultural enrichment of its students as well as of the whole of French life in Alberta. Through this commitment (which has taken concrete form in the development of Saint-Jean) the University hopes to foster French culture in western Canada.

## 181.2 Personnel académique de la Faculté

### Personnel

#### Doyen

M Arnal, PhD (Administration de l'éducation)

#### Vice-doyen aux affaires académiques

EV Blackburn, PhD (Sciences)

#### Vice-doyen à la recherche

H Safouhi, PhD (Mathématiques)

#### Vice-doyen à la technologie

D Ipperciel, PhD (Philosophie)

#### Professeurs émérites

JA Bour, PhD (Français)

G Cadrin, PhD (Français)

L Godbout, PhD

F Levasseur-Ouimet, PhD (Éducation)

F McMahon, PhD (Éducation)

Y Mahé, PhD (Éducation)

C Tardif, PhD (Éducation)

#### Professeurs titulaires

EA Aunger, PhD (Science

Politique/Économie)

EV Blackburn, PhD (Chimie)

C Couture, PhD (Histoire)

P Dubé, PhD (Français)

D Gignac, PhD (Écologie végétale)

D Ipperciel, PhD (Philosophie)

L Ladouceur, PhD (Français)

M de Montigny, PhD (Physique)

S Ravi, PhD (Littérature française)

H Safouhi, PhD (Mathématique)

P Sing, PhD (Français)

#### Professeurs agrégés

M Beaudoin, PhD (Linguistique)

JA Boeglin, PhD (Psychologie)

F Boily, PhD (Science politique)

A Bouferguène, PhD (Mathématique)

L Camarata, PhD (Éducation)

M Cavanagh, PhD (Éducation)

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<p>Y d'Entremont, PhD (Éducation) S El Ghoul, PhD (Finance) L Fagnan, PhD (Musique) F Gobeil-Dwyer, PhD (Éducation) N Kermaal, PhD (Histoire) R Langevin, PhD (Éducation) L Mandin, PhD (Éducation) D Mounsef, PhD (Arts) P Mulatris, PhD (Sciences Sociales) R Parent, PhD (Français)</p> <p>Professeurs adjoints F Davoine, PhD (Biologie) S ElAtia, PhD (Éducation) E Lemaire, PhD (Français) H Lemieux, PhD (Biologie) C Léonard, PhD (Éducation) M Pellerin, PhD (Éducation) R Skogen, PhD (Éducation)</p> <p><b>Directrice, Bibliothèque Saint-Jean</b> T Usova, MLIS</p> <p><b>Faculty Service Officer</b> S Pelletier, PhD</p> <p><b>Personnel administratif Bibliothécaire, référence</b> K Frail, MLIS</p> <p><b>Doyen adjoint aux affaires étudiantes</b> D Fontaine, Med</p> <p><b>Doyen adjoint aux affaires externes</b> D Fortin, M.A.P.</p> <p><b>Directeur des finances et des installations</b> C Charest, BAA</p> <p><b>Directrice aux affaires académiques et à la gouvernances</b> D Nolette, Med</p> <p><b>Directeur de l'Institut du Patrimoine de la francophonie de l'Ouest canadien</b> F McMahon, PhD (Éducation)</p> <p><b>Autres membres du Conseil de la Faculté</b></p> <p><b>Présidente de l'Université</b> IV Samarasekera, O.C.</p> <p><b>Registraire de l'Université Représentant de la Faculty of Arts</b> G Maheux-Pelletier, PhD</p> <p><b>Représentant de la Faculty of Agricultural, Life and Environmental Sciences</b> P Marcoul, PhD</p> <p><b>Représentant de la Faculty of Augustana</b> R Epp, PhD</p>	<p>Y d'Entremont, PhD (Éducation) S El Ghoul, PhD (Finance) L Fagnan, PhD (Musique) F Gobeil-Dwyer, PhD (Éducation) N Kermaal, PhD (Histoire) R Langevin, PhD (Éducation) L Mandin, PhD (Éducation) D Mounsef, PhD (Arts) P Mulatris, PhD (Sciences Sociales) R Parent, PhD (Français)</p> <p>Professeurs adjoints F Davoine, PhD (Biologie) S ElAtia, PhD (Éducation) E Lemaire, PhD (Français) H Lemieux, PhD (Biologie) C Léonard, PhD (Éducation) M Pellerin, PhD (Éducation) R Skogen, PhD (Éducation)</p> <p><b>Directrice, Bibliothèque Saint-Jean</b> T Usova, MLIS</p> <p><b>Faculty Service Officer</b> S Pelletier, PhD</p> <p><b>Personnel administratif Bibliothécaire, référence</b> K Frail, MLIS</p> <p><b>Doyen adjoint aux affaires étudiantes</b> D Fontaine, Med</p> <p><b>Doyen adjoint aux affaires externes</b> D Fortin, M.A.P.</p> <p><b>Directeur des finances et des installations</b> C Charest, BAA</p> <p><b>Directrice aux affaires académiques et à la gouvernances</b> D Nolette, Med</p> <p><b>Directeur de l'Institut du Patrimoine de la francophonie de l'Ouest canadien</b> F McMahon, PhD (Éducation)</p> <p><b>Directeur du Collège Saint-Jean</b> <u>A déterminer</u></p> <p><b>Autres membres du Conseil de la Faculté</b></p> <p><b>Présidente de l'Université</b> IV Samarasekera, O.C.</p> <p><b>Registraire de l'Université Représentant de la Faculty of Arts</b> G Maheux-Pelletier, PhD</p> <p><b>Représentant de la Faculty of Agricultural, Life and Environmental Sciences</b> P Marcoul, PhD</p> <p><b>Représentant de la Faculty of Augustana</b> R Epp, PhD</p>
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<p><b>Représentant de la Faculty of Business</b></p> <p><b>Représentant de la Faculty of Education</b> C Peck, PhD</p> <p><b>Représentant de la Faculty of Nursing</b> Phyllis Castellain, PhD</p> <p><b>Représentant de Registrar and Student Awards</b> J Raymond</p> <p><b>Représentant de la Faculty of Science</b> P Boulanger, PhD</p> <p><b>Représentant de l'Association canadienne française de l'Alberta</b> C Duret</p> <p><b>Représentant de la Alberta Teachers' Association</b> F Ruban</p> <p><b>Représentant de Canadian Parents for French</b></p> <p><b>Représentant de Société Radio-Canada</b> F Pageau</p> <p><b>Représentants (2) des chargés de cours</b></p> <p><b>Représentant de l'Association des étudiants à la maîtrise</b> M Gravel</p> <p><b>Représentants (3) de l'Association des universitaires de la Faculté Saint-Jean</b></p>	<p><b>Représentant de la Faculty of Business</b></p> <p><b>Représentant de la Faculty of Education</b> C Peck, PhD</p> <p><b>Représentant de la Faculty of Nursing</b> Phyllis Castellain, PhD</p> <p><b>Représentant de Registrar and Student Awards</b> J Raymond</p> <p><b>Représentant de la Faculty of Science</b> P Boulanger, PhD</p> <p><b>Représentant de l'Association canadienne française de l'Alberta</b> C Duret</p> <p><b>Représentant de l'Alberta Teachers' Association</b> F Ruban</p> <p><b>Représentant de Canadian Parents for French</b></p> <p><b>Représentant de Société Radio-Canada</b> F Pageau</p> <p><b>Représentants (2) des chargés de cours</b></p> <p><b>Représentant de l'Association des étudiants à la maîtrise</b> M Gravel</p> <p><b>Représentants (3) de l'Association des universitaires de la Faculté Saint-Jean</b></p>
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**Rationale:**  
**Submitted by:**  
**Approved by:**

**Date:**  
**Date:**

ASC March 24 e-mail vote: Attachment 4  
FOR INFORMATION

## Faculté Saint-Jean

### CALENDAR CHANGE REQUEST FORM

#### IMPLEMENTATION

Normal:

Early:

**PROGRAM:** Technique d'administration des affaires bilingues

#### TYPE OF CHANGE:

Program Regulation Change:

Other: X

Course Change:

Course Deletion:

New Course:

CURRENT	PROPOSED
<p style="text-align: center;"><b>180 Faculté Saint Jean</b></p> <p><b>Avis important:</b>            (1) <i>Important Notice</i> à la première page de l'annuaire            (2) <i>Please Note</i> à la table des matières de l'annuaire            (3) §10 <i>Inquiries</i></p> <p>Toute correspondance au campus principal devra porter la mention: <i>University of Alberta, Edmonton, Alberta, T6G 2E2</i></p> <p>Toute correspondance à la Faculté Saint-Jean devra porter la mention: <i>8406, rue Marie-Anne Gaboury (91 Street), Edmonton, Alberta, T6C 4G9</i></p> <p>Téléphone:            Campus principal (780) 492-3113,            Faculté Saint-Jean (780) 465-8700</p>	<p style="text-align: center;"><b>180 Faculté Saint Jean</b></p> <p><b>Avis important:</b>            (1) <i>Important Notice</i> à la première page de l'annuaire            (2) <i>Please Note</i> à la table des matières de l'annuaire            (3) §10 <i>Inquiries</i></p> <p>Toute correspondance au campus principal devra porter la mention: <i>University of Alberta, Edmonton, Alberta, T6G 2E2</i></p> <p>Toute correspondance à la Faculté Saint-Jean devra porter la mention: <i>8406, rue Marie-Anne Gaboury (91 Street), Edmonton, Alberta, T6C 4G9</i></p> <p><u>Toute correspondance au Collège Saint-Jean devra porter la mention : #140, 8627 Marie-Anne Gaboury (91street) Edmonton, AB, T6C 3N2</u></p> <p>Téléphone:            Campus principal (780) 492-3113,            Faculté Saint-Jean (780) 465-8700  <u>Collège Saint-Jean : à déterminer</u></p>

(4) Heures d'ouverture de l'Université: 8 h à 12 h, 13 h à 16 h 30, du lundi au vendredi (excepté les jours fériés); durant les mois de mai, juin, juillet et août: 8 h à 12 h, 13 h à 16 h.

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## 181 La Faculté

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La Faculté Saint-Jean se définit aujourd'hui par son statut universitaire de langue française. Elle dessert les étudiants capables de poursuivre en français des études universitaires. La Faculté se donne pour mission de répondre aux besoins particuliers des francophones de l'Ouest du Canada.

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De plus, au cours des vingt dernières années, la communauté francophone de l'Alberta a fait du lobbying pour le développement de programmes de niveau collégial et des programmes de formation continue en français en Alberta. Cette action a menée à une étude approfondie menée qui s'est achevée en 2005. Suite à la recommandation de cette étude, une proposition a été soumise au Board of Governors de l'Université de l'Alberta qui a par la suite demandé un changement de son mandat auprès du Gouvernement de l'Alberta.

En juillet 2009, le ministre de l'Enseignement supérieur et de la Technologie a approuvé une modification du mandat de l'Université de l'Alberta. Ce changement permet maintenant l'offre de

<p>Tout centre universitaire se doit d'enrichir dans la mesure du possible la vie non seulement intellectuelle mais culturelle de sa clientèle. Aussi, la Faculté Saint-Jean se voit-elle la mission particulière de contribuer à l'enrichissement culturel de ses étudiants aussi bien que de l'ensemble de la vie française en Alberta. Par cet engagement (concrétisé dans le développement de Saint-Jean) l'Université espère promouvoir la culture française dans l'Ouest du Canada.</p> <h2>181.2 Personnel académique de la Faculté</h2> <h3>Personnel</h3> <p><b>Doyen</b> M Arnal, PhD (Administration de l'éducation)</p> <p><b>Vice-doyen aux affaires académiques</b> EV Blackburn, PhD (Sciences)</p> <p><b>Vice-doyen à la recherche</b> H Safouhi, PhD (Mathématiques)</p> <p><b>Vice-doyen à la technologie</b> D Ipperciel, PhD (Philosophie)</p> <p><b>Professeurs émérites</b> JA Bour, PhD (Français) G Cadrin, PhD (Français) L Godbout, PhD F Levasseur-Ouimet, PhD (Éducation) F McMahon, PhD (Éducation) Y Mahé, PhD (Éducation) C Tardif, PhD (Éducation) Professeurs titulaires EA Aunger, PhD (Science Politique/Économie) EV Blackburn, PhD (Chimie) C Couture, PhD (Histoire) P Dubé, PhD (Français) D Gignac, PhD (Écologie végétale) D Ipperciel, PhD (Philosophie) L Ladouceur, PhD (Français) M de Montigny, PhD (Physique) S Ravi, PhD (Littérature française) H Safouhi, PhD (Mathématique) P Sing, PhD (Français)</p> <p><b>Professeurs agrégés</b></p>	<p><u>programmes de langue française menant à des certificats ou des diplômes de niveau collégial.</u></p> <p><u>Dans le contexte collégial, un programme menant à un certificat ou un diplôme est un programme de deux ans ou moins qui prépare l'étudiant à des emplois de début de carrière.</u></p> <p>Tout centre universitaire se doit d'enrichir dans la mesure du possible la vie non seulement intellectuelle mais culturelle de sa clientèle. Aussi, la Faculté Saint-Jean se voit-elle la mission particulière de contribuer à l'enrichissement culturel de ses étudiants aussi bien que de l'ensemble de la vie française en Alberta. Par cet engagement (concrétisé dans le développement de Saint-Jean) l'Université espère promouvoir la culture française dans l'Ouest du Canada.</p> <h2>181.2 Personnel académique de la Faculté</h2> <h3>Personnel</h3> <p><b>Doyen</b> M Arnal, PhD (Administration de l'éducation)</p> <p><b>Vice-doyen aux affaires académiques</b> EV Blackburn, PhD (Sciences)</p> <p><b>Vice-doyen à la recherche</b> H Safouhi, PhD (Mathématiques)</p> <p><b>Vice-doyen à la technologie</b> D Ipperciel, PhD (Philosophie)</p> <p><b>Professeurs émérites</b> JA Bour, PhD (Français) G Cadrin, PhD (Français) L Godbout, PhD F Levasseur-Ouimet, PhD (Éducation) F McMahon, PhD (Éducation) Y Mahé, PhD (Éducation) C Tardif, PhD (Éducation) Professeurs titulaires EA Aunger, PhD (Science Politique/Économie) EV Blackburn, PhD (Chimie) C Couture, PhD (Histoire) P Dubé, PhD (Français) D Gignac, PhD (Écologie végétale) D Ipperciel, PhD (Philosophie) L Ladouceur, PhD (Français) M de Montigny, PhD (Physique) S Ravi, PhD (Littérature française) H Safouhi, PhD (Mathématique) P Sing, PhD (Français)</p> <p><b>Professeurs agrégés</b></p>
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<p>M Beaudoin, PhD (Linguistique)            JA Boeglin, PhD (Psychologie)            F Boily, PhD (Science politique)            A Bouferguène, PhD            (Mathématique)            L Camarata, PhD (Éducation)            M Cavanagh, PhD (Éducation)            Y d'Entremont, PhD (Éducation)            S El Ghoul, PhD (Finance)            L Fagnan, PhD (Musique)            F Gobeil-Dwyer, PhD (Éducation)            N Kermaal, PhD (Histoire)            R Langevin, PhD (Éducation)            L Mandin, PhD (Éducation)            D Mounsef, PhD (Arts)            P Mulatris, PhD (Sciences            Sociales)            R Parent, PhD (Français)</p> <p>Professeurs adjoints            F Davoine, PhD (Biologie)            S ElAtia, PhD (Éducation)            E Lemaire, PhD (Français)            H Lemieux, PhD (Biologie)            C Léonard, PhD (Éducation)            M Pellerin, PhD (Éducation)            R Skogen, PhD (Éducation)</p> <p><b>Directrice, Bibliothèque            Saint-Jean</b>            T Usova, MLIS</p> <p><b>Faculty Service Officer</b>            S Pelletier, PhD</p> <p><b>Personnel administratif            Bibliothécaire, référence</b>            K Frail, MLIS</p> <p><b>Doyen adjoint aux affaires            étudiantes</b>            D Fontaine, Med</p> <p><b>Doyen adjoint aux affaires            externes</b>            D Fortin, M.A.P.</p> <p><b>Directeur des finances et            des installations</b>            C Charest, BAA</p> <p><b>Directrice aux affaires            académiques et à la            gouvernances</b>            D Nolette, Med</p> <p><b>Directeur de l'Institut du            Patrimoine de la            francophonie de l'Ouest            canadien</b>            F McMahon, PhD (Éducation)</p> <p><b>Autres membres            du Conseil de la            Faculté</b></p> <p><b>Présidente de l'Université</b>            IV Samarasekera, O.C.</p> <p><b>Registraire de l'Université            Représentant de la Faculty            of Arts</b>            G Maheux-Pelletier, PhD</p> <p><b>Représentant de la Faculty</b></p>	<p>M Beaudoin, PhD (Linguistique)            JA Boeglin, PhD (Psychologie)            F Boily, PhD (Science politique)            A Bouferguène, PhD            (Mathématique)            L Camarata, PhD (Éducation)            M Cavanagh, PhD (Éducation)            Y d'Entremont, PhD (Éducation)            S El Ghoul, PhD (Finance)            L Fagnan, PhD (Musique)            F Gobeil-Dwyer, PhD (Éducation)            N Kermaal, PhD (Histoire)            R Langevin, PhD (Éducation)            L Mandin, PhD (Éducation)            D Mounsef, PhD (Arts)            P Mulatris, PhD (Sciences            Sociales)            R Parent, PhD (Français)</p> <p>Professeurs adjoints            F Davoine, PhD (Biologie)            S ElAtia, PhD (Éducation)            E Lemaire, PhD (Français)            H Lemieux, PhD (Biologie)            C Léonard, PhD (Éducation)            M Pellerin, PhD (Éducation)            R Skogen, PhD (Éducation)</p> <p><b>Directrice, Bibliothèque            Saint-Jean</b>            T Usova, MLIS</p> <p><b>Faculty Service Officer</b>            S Pelletier, PhD</p> <p><b>Personnel administratif            Bibliothécaire, référence</b>            K Frail, MLIS</p> <p><b>Doyen adjoint aux affaires            étudiantes</b>            D Fontaine, Med</p> <p><b>Doyen adjoint aux affaires            externes</b>            D Fortin, M.A.P.</p> <p><b>Directeur des finances et            des installations</b>            C Charest, BAA</p> <p><b>Directrice aux affaires            académiques et à la            gouvernances</b>            D Nolette, Med</p> <p><b>Directeur de l'Institut du            Patrimoine de la            francophonie de l'Ouest            canadien</b>            F McMahon, PhD (Éducation)</p> <p><b>Directeur du Collège Saint-Jean</b>  <u><a href="#">A déterminer</a></u></p> <p><b>Autres membres            du Conseil de la            Faculté</b></p> <p><b>Présidente de l'Université</b>            IV Samarasekera, O.C.</p> <p><b>Registraire de l'Université            Représentant de la Faculty            of Arts</b>            G Maheux-Pelletier, PhD</p> <p><b>Représentant de la Faculty</b></p>
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<p><b>of Agricultural, Life and Environmental Sciences</b> P Marcoul, PhD</p> <p><b>Représentant de la Faculty of Augustana</b> R Epp, PhD</p> <p><b>Représentant de la Faculty of Business</b></p> <p><b>Représentant de la Faculty of Education</b> C Peck, PhD</p> <p><b>Représentant de la Faculty of Nursing</b> Phyllis Castellain, PhD</p> <p><b>Représentant de Registrar and Student Awards</b> J Raymond</p> <p><b>Représentant de la Faculty of Science</b> P Boulanger, PhD</p> <p><b>Représentant de l'Association canadienne française de l'Alberta</b> C Duret</p> <p><b>Représentant de la Alberta Teachers' Association</b> F Ruban</p> <p><b>Représentant de Canadian Parents for French</b></p> <p><b>Représentant de Société Radio-Canada</b> F Pageau</p> <p><b>Représentants (2) des chargés de cours</b></p> <p><b>Représentant de l'Association des étudiants à la maîtrise</b> M Gravel</p> <p><b>Représentants (3) de l'Association des universitaires de la Faculté Saint-Jean</b></p>	<p><b>of Agricultural, Life and Environmental Sciences</b> P Marcoul, PhD</p> <p><b>Représentant de la Faculty of Augustana</b> R Epp, PhD</p> <p><b>Représentant de la Faculty of Business</b></p> <p><b>Représentant de la Faculty of Education</b> C Peck, PhD</p> <p><b>Représentant de la Faculty of Nursing</b> Phyllis Castellain, PhD</p> <p><b>Représentant de Registrar and Student Awards</b> J Raymond</p> <p><b>Représentant de la Faculty of Science</b> P Boulanger, PhD</p> <p><b>Représentant de l'Association canadienne française de l'Alberta</b> C Duret</p> <p><b>Représentant de l'Alberta Teachers' Association</b> F Ruban</p> <p><b>Représentant de Canadian Parents for French</b></p> <p><b>Représentant de Société Radio-Canada</b> F Pageau</p> <p><b>Représentants (2) des chargés de cours</b></p> <p><b>Représentant de l'Association des étudiants à la maîtrise</b> M Gravel</p> <p><b>Représentants (3) de l'Association des universitaires de la Faculté Saint-Jean</b></p>
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**Rationale:**  
**Submitted by:**  
**Approved by:**

**Date:**  
**Date:**



## Collège Saint-Jean

**\*\*\* Will be a separate publication.  
Will not appear in the calendar \*\*\***

**IMPLEMENTATION**

Normal:

Early:

**PROGRAM:** Calendar information for Collège Saint-Jean in a separate publication, style to be determined AND Technique d'administration des affaires bilingues

**TYPE OF CHANGE:**

Program Regulation Change:

Other: X

Course Change:

Course Deletion:

New Course:

<p><b>Collège Saint-Jean</b></p> <p><b>Table of Contents</b> Welcome Notes General Information Application for Admission Academic Standing and Graduation Programs -Techniques d'administration des affaires</p> <p>....</p> <p><b>Inquiries:</b> Collège Saint-Jean #140, 8627 rue Marie-anne Gaboury(91 Street) Edmonton AB T6C 3N2</p> <p>Telephone: • Collège Saint-Jean to be determined</p> <p>....</p> <p><b>Office hours</b> of the Collège Saint-Jean are from 0800 to 1630 Monday to Friday (except holidays); in May, June, July and August the office hours are from 0800 to 1200 and from 1300 to 1600.</p> <p>....</p> <p><b>Notes</b></p> <p>For several decades, the French speaking community in Alberta had been lobbying for college level and continuing education programs to be offered in French in Alberta.</p>
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This action led to the Bisonnette Report, completed in 2005. Following its recommendation, a proposal was submitted to the Board of Governors of the University of Alberta seeking to establish Collège Saint-Jean within Faculté Saint-Jean. In July 2009, the Minister of Advanced Education and Technology approved a change in the mandate of the University of Alberta thereby allowing it to offer French language programs leading to college certificates and diplomas.

College diploma programs are generally two years in length and serve to prepare graduates for employment in a broad range of entry-level positions. Certificate programs are primarily one year of study and also prepare graduates for entry-level employment.

Courses offered in the two year diploma program in Technique d'administration des affaires will not be transferable towards the University of Alberta's Bachelor of Commerce or Bilingual Bachelor of Commerce programs.

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**Dean, Campus Saint-Jean**  
M. Arnal

**Acting Director, Collège Saint-Jean**  
D. Nolette

....

## **General Information**

### **Calendar 2012-2013**

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### **Language Policy**

At Collège Saint-Jean all courses are taught in French. French is also the language used by the administrators, the instructors and the support staff.

Students at Collège Saint-Jean must, at all times, respect the French character of the institution.

### **Services**

**(1) Library:** The University of Alberta library system makes available to the instructors and students of the Collège Saint-Jean a library well stocked with books in all areas of study. Works may be consulted on the premises or may be available for loan. All students also have access to the libraries on the north campus of the University of Alberta.

**(2) Counseling:** Student Counseling Services offers a wide range of counseling services directed at helping students who are experiencing personal or academic difficulties. These services are offered in French at the Faculté Saint-Jean.

**(3) Residence:** The residence is a service which complements the educational experience offered by the Collège Saint-Jean. Students who ask for admission to the residence commit themselves to the active pursuit of the goals of residence, namely, to live and study in a French environment. The residence is on the Faculté Saint-Jean campus and can accommodate approximately 100 students. More detailed information may be obtained at Service des Résidences, 214 Résidence Saint-Jean (780) 466-3824.

Students who are not interested in living in residence can find rooms in private homes or in apartments near the Collège Saint-Jean.

(4) Language skills: Students will have access to opportunities to develop their language skills. Students requiring assistance with their language skills should contact Student Counselling Services at Campus Saint-Jean to receive information about their options.

### **Application for Admission**

You can apply to the Collège Saint-Jean online by completing the PDF admission form for admission at <http://registrar.ualberta.ca/apply>

It is also possible to book an appointment with the Admissions office at the Faculté Saint-Jean. To book an appointment use email [recrutement@csj.ualberta.ca](mailto:recrutement@csj.ualberta.ca) or call 780-465-8790.

#### **Note:**

(1) No definite and final ruling concerning admission can be given until all certificates and transcripts of standing have been reviewed. The Collège Saint-Jean consults with prospective students and advises regarding programs of study, but all decisions are unofficial and tentative until official documents have been received and evaluated.

(2) Deadlines for applications for admission and readmission are posted on the web site: <http://www.csj.ualberta.ca/index.php/les-etudes/programmes-collegiaux/>

### **Admission requirements**

#### **General admission requirements:**

##### **French Language Proficiency :**

French is the language of instruction in all programs at the Collège Saint-Jean. Therefore, all applicants must possess adequate knowledge of spoken and written French as a prerequisite to admission. All applicants will be required to demonstrate proficiency in the French language prior to admission.

#### **Admission requirements for**

#### ***Technique d'administration des affaires bilingues program***

##### **(1) General requirements**

Candidates for *Techniques d'administration des affaires* must have successfully completed:

##### **a) French**

One of Français 30-1, Français 30-2, French 30 (9 years), French 31, French Language Arts 30-1, French Language Arts 30-2, or equivalent.

Note: French 30 (3 years) may be accepted on the basis of the result of the placement test in French. Applicants will be contacted with regards to the placement test. .

OR

Successful completion of four years of full time study in French. These studies may be a combination of secondary and postsecondary work.

OR

Having completed a first diploma from an accredited institution where French is the language of instruction.

**b) Mathematics**

One of Pure Mathematics 30, Applied Mathematics 30, Mathematics 30-1, Mathematics 30-2, or equivalent.

**c) English**

One of English 30-1, English 30-2, or equivalent.

### **Admission with deficiency in English**

By the end of their first year, students enrolled in *Techniques d'administration des affaires* must demonstrate an acceptable level of English proficiency. Applicants whose first language is not English and do not present English (English 30-1 or 30-2 or their equivalent) upon admission will be required to demonstrate proficiency at the end of the first year of the program in one of the following ways:

a) TOEFL (Test of English as a Foreign Language) score of 80 iBT with a score of individual test component less than 20. If students are being tested on paper, they must obtain a minimum of 550.

or

b) IELTS (International English Language Testing System): Overall score of 6.5 with no section less than 5.0.

or

c) CAEL (Canadian Academic English Language Assessment): A score of 70.

or

d) MELAB (Michigan English Assessment Battery Language): A score of 85.

Students will have access to opportunities to develop their English language skills. Students requiring assistance with their language skills should contact Student Counselling Services at Campus Saint-Jean to receive information about their options.

### **Admission from Another Province**

(1) Students from other Canadian provinces who have successfully completed work at the high school level will be considered for admission to the Collège Saint-Jean provided they present admission subjects equivalent to the requirements of the program.

(2) Equivalent: The Collège Saint-Jean has the right to judge the equivalent values and the classification of courses taken in other provinces.

(3) All students who do not present the requirements should contact the Admissions office at the Faculté Saint-Jean. To book an appointment use email [recrutement@csj.ualberta.ca](mailto:recrutement@csj.ualberta.ca) or call 780-465-8790.

### **Academic Standing and Graduation**

### **Academic Standing**

At the end of each academic year (Fall/Winter) and according to the grade point average (GPA) of that academic year, students are placed in one of the three following categories: (Note: a minimum grade point average of 2.0 is required to obtain a diploma.)

- a) **Satisfactory standing:** Students who maintain a sessional GPA of 2.0 or more may continue their studies at Collège Saint-Jean.
- b) **Marginal standing:** Students who receive a GPA of 1.7 to 1.9 inclusive will be placed on academic probation and warned that if they have not met the requirements of the probation, they must withdraw from the program.
- c) **Unsatisfactory standing:** Students who receive a GPA of 1.6 or less will be required to withdraw from the program. Such students may apply for readmission, although normally at least one year must elapse before readmission will be granted (on a probationary basis).

Students are expected to maintain satisfactory performance and achievement levels in all elements of their program including classroom, laboratory/shop, work experience practicums, field trips assignments, tests, and examinations. The instructors shall determine and communicate to the student the criteria for satisfactory performance.

### **Graduation**

A minimum grade point average of 2.0 is required for graduation.

### **Reexamination**

Students may obtain information regarding policies and procedures from the Admissions office at Faculté Saint-Jean.

### **Academic Advising**

Since the program requirements are pre-determined, all students are encouraged to meet with the Academic Advisor prior to choosing a program.

At the end of the first year of the program, students may consult with the Academic Advisor when choosing the second year diploma specialization.

### **International Students**

International students should contact the Admissions office at the Faculté Saint-Jean. To book an appointment email to [recrutement@csj.ualberta.ca](mailto:recrutement@csj.ualberta.ca) or call: 780-465-8790.

### **Collège Programs**

#### **Techniques d'administration des affaires bilingues program**

The *Techniques d'administration des affaires biligues* program - Year 1 gives students a common core of 10 courses to help them gain an appreciation for the wide assortment of career possibilities related to each specialization. Near the end of Term 2, students

select a specialization that best suits their personal interests and career goals among the following four options: accounting, finance, marketing and management. Through small class sizes, the Collège Saint-Jean offers a personalized learning environment, where instructors are focused on individual interests and academic progress.

### **Program Year 1**

All students in this diploma program will automatically be enrolled in the following ten courses in their first year.

#### **Fall Term**

**TAATC 110** – Introduction à la comptabilité

**TAATC 120** – Microéconomie

**TAATC 100** – Communication des affaires Niveau 1

**TAATC 130** – Technologies de l'information et des communications

**TAATC 140** - Introduction à la finance personnelle

#### **Winter Term**

**TAATC 121** – Macroéconomie

**TAATC 111** – Comptabilité intermédiaire

**TAATC 150** – Introduction au Marketing

**TAATC 101** – Communication des affaires Niveau 2

**TAATC 160** - L'entreprise et les fonctions de travail en gestion.

### **Program Year 2**

In the second year students will select a specialization that best suits their personal interests and career goals among the following four options: **accounting, finance, marketing and management.**

#### **a) ACCOUNTING:**

Students registered in the **accounting** specialization will automatically be enrolled in the following courses in their second year.

#### **Fall Term**

**TAATC 270** - Droit des affaires

**TAATC 280** - Statistiques des affaires

**TAACO 210** – Compatibilité de gestion

**TAACO 213** – Fiscalité

**TAACO 241** – Computer applications in Business

**TAACO 244** – Accounting Information systems

#### **Winter Term**

**TAAFI 243S** – Séminaire sur les carrières en finance

**TAAFI 242** – Finance Corporative

**TAAFI 241** – Investissements

**TAACO 212** –Intermediate managerial accounting Niveau 2

**TAACO 240** - Special Applications (accounting)

**TAACO 211** - Intermediate managerial Accounting

**TAACO 206** –Intermediate Financial Accounting Niveau 1

#### **Spring Term**

**TAACO STG** : Stage en milieu de travail – ~~Compatibilité~~ Comptabilité

#### **b) FINANCE:**

Students registered in the **finance** specialization will automatically be enrolled in the

following courses in their second year.

**Fall Term**

TAATC 270 - Droit des affaires  
 TAATC 280 - Statistiques des affaires  
 TAACO 212 – Compatibilité de gestion  
 TAACO 213 – Fiscalité  
 TAAFI 211 – Cash Management

**Winter Term**

TAAFI 243S – Séminaire sur les carrières en finance  
 TAAFI 242 – Finance Corporative  
 TAAFI 241 – Investissements  
 TAACO 212 – Intermediate managerial accounting Niveau 2  
 TAAFI 236 - Financial Systeme  
 TAAFI 252 – Credit / Financial Analysis  
 TAAFI 281 – Stock Market Simulation

**Spring Term**

TAAFI STG : Stage en milieu de travail – Finance

**c) MARKETING:**

Students registered in the **marketing** specialization will automatically be enrolled in the following courses in their second year.

**Fall Term**

TAATC 270 - Droit des affaires  
 TAATC 280 - Statistiques des affaires  
 TAAMG 202 - Communication d'affaires - Niveau 3  
 TAATC 231 - Systèmes de gestion d'information  
 TAAMG 276 - Promotional Management  
 TAAMK 360 - Applied Research Methods

**Winter Term**

TAAMK 252S - Séminaire sur les carrières en marketing et gestion  
 TAAMG 261 - Introduction aux ressources humaines  
 TAAMK 251 - Gestion de marché de détail et de la vente  
 TAAMK 265 - Marketing Management  
 TAAMK 260 - International Business  
 TAAMK 372 - Sales Management  
 TAAMK 378 - Public Relations  
 TAAMK 279 - e-Communications  
 TAAMK 377 - Promotional Campaign Planning

**Spring Term**

TAAMK STG : Stage en milieu de travail – Marketing

**d) MANAGEMENT :**

Students registered in the **management** specialization will automatically be enrolled in the following courses in their second year.

**Fall Term**

TAATC 270 - Droit des affaires

**TAATC 280** - Statistiques des affaires  
**TAAMG 202** - Communication d'affaires - Niveau 3  
**TAATC 231** - Systèmes de gestion d'information  
**TAAMG 220** - Intro to Project Management  
**TAAMG 256** - Intro to Strategic Management

**Winter Term**

**TAAMK 252S** - Séminaire sur les carrières en marketing et gestion  
**TAAMG 261** - Introduction aux ressources humaines  
**TAAMK 251** - Gestion de marché de détail et de la vente  
**TAAMG 255** - Small Business Management  
**TAAMG 300** – Leadership  
**TAAMG 356** - Advanced Strategic Management  
**TAAMG 354** - Entrepreneurship & New Venture Creation

**Spring Term**

**TAAMG STG** : Stage en milieu de travail – Management



## Annexe 1

### TAA Course Naming Convention

#### Description of Course Designators

Course Name	First Five Letters		Last Three Numbers		
	Program Code	Core or Specialization Code	Year of Study	Subject Area	Order of Classes
Title of Course	TAA	TC	X	X	X

#### Details of First Five Letters

Program Code	Designator
Techniques d'administration des affaires	TAA

#### Details of Last Three Numbers

Year of Study	Designator
Year One or Year Two	1 – 2 or 3*

\* Some courses begin with the number 3 as these are courses provided by NAIT and the numbering follows the numbering used at NAIT.

These courses are taught in the second year of the TAA program.

Core or Specialization Code	Designator
Tronc Commun	TC
Finance	FI
Accounting	CO
Marketing	MK
Management	MG

Subject Area	Designator
Communications	0
Accounting	1
Economics	2
IT/Computer	3
Finance	4
Marketing	5
Management	6
Law	7
Math/Stats	8

Order of Classes	Designator
Introductory, Intermediate, Advanced (I, II, III)	1, 2, 3, 4...

Example: **TAATC 100** Communications d'affaires - Niveau 1

**TAA** - indicates program "Techniques d'administration des affaires"

**TC** - indicates "tronc commun" (core course)

**1** - indicates first year of study

**0** - indicates "communications" subject area

**0** - indicates first class within subject area



## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the introduction of the new bilingual diploma program *Techniques d'administration des affaires (TAA)* as part of the Campus Community College proposal *Collège Saint-Jean*. TAA is a two year diploma program with the objective of training multilingual skilled individuals capable of responding to the complex demands of a globalized market place.

The attached commentary outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program and any additional costs it might entail. At the Bibliothèque Saint-Jean (BSJ), we base estimates on the fact that all new students enrolled in this program will be considered University of Alberta students.

Executive summary of costs

Total Costs	Start Up	2011-2012	2012-2013	Ongoing (expected annual maintenance cost)
1. Collections budget	\$ 15,210	\$ 14,810	\$ 21,122	
2. Capital budget	---	---	---	
3. Operating/staffing budget		\$ 2,900	\$ 2,800	
Total costs: Summary	\$ 15,210	\$ 17,710	\$ 23,922	\$ 24,000

We support the changes proposed by the Faculty and look forward to working with its instructors and students.

Mary-Jo Romaniuk  
Chief Librarian (Acting)

Tatiana Usova  
Head, Bibliothèque Saint-Jean

December 16 2010

The new program *Techniques d'administration des affaires* (TAA) will incur additional costs for Library acquisitions and for library staff time.

### **Impact on Collections:**

#### **Monographs**

Out of 48 courses, only half (24) will be offered in French by University of Alberta. The number of specialized courses will be delivered in English by NAIT. Since Campus Saint-Jean is already offering *Bilingual Bachelor of Commerce* program, some of the proposed TAA courses hold sufficient print monograph, journal and database resources at the library. However, these materials aim for a university clientele and not for college level programs. A purchase of 10 supplementary items in these areas will be necessary. Ten of the TAA courses are new subject areas and require the BSJ to establish basic-level collections for:

- Introduction à la comptabilité
- Communications d'affaires
- Introduction à la finance personnelle
- Comptabilité intermédiaire
- Introduction au marketing
- Fiscalité
- Finance corporative
- Investissements
- Introduction aux ressources humaines
- Système de gestion d'information

We need to acquire at least 20 titles for each of these courses in the first year. For the second and following years we count 10 titles/course in these areas, which includes new titles and new editions of existing titles. We will give priority to purchasing e-books to support the TAA studies. The cost of these resources is based on the average observed in 2010 (\$70) and on anticipation of 4% inflation/year.

#### **Periodicals**

The periodical collection of the BSJ covers the sectors of business sufficiently well. However, new journal subscriptions will be required to support the program. 6 titles related to marketing, finance and accounting were identified for a purchase.

#### **Databases**

Databases available at the BSJ cover the subject fields of the TAA program. The addition of new students to the Library's licenses for electronic resources incurs a cost of \$200 per student/year. For the first year of the program the cost for 20 students will be \$4,000. For the consecutive years the cost will increase with the increase of the number of students and will be equal to \$7,000/year (35 students × \$200).

An equivalent to one Faculty position (FTE) in the first year and an equivalent to a second Faculty position in the second year will be hired to teach the program. The addition of new

Faculty members to the university has a standard cost of \$3,000/person taking into account the incremental resources needed to address the unique library expectations of each new Faculty position.

Thus, in total the impact on collections will be the following:

Start-up: 210 books + 6 periodicals (210×\$70 + 6×\$85). Total: \$15,210.  
 2011-2012 : 100 books + 6 periodicals (100×\$70 + 6×\$85 = \$ 7510 + est. inflation 4% = \$ 7,810) , plus \$4,000 + \$3,000 (electronic resources). Total: \$14,810  
 2012-2013: 100 books + 6 periodicals (\$8,122), plus \$7,000 + \$6,000 (electronic resources). Total: \$21,122

**Impact on Library space, equipment and technology:**

Since The *Collège Saint-Jean* programs will be housed in “*La Cité Francophone*” that will have 9 smartrooms, we do not expect a significant impact on Library space and equipment.

**Impact on Library staff:** The proposed program would have an impact in terms of staff time.

The creation of libguides to support the program will require 20 staff hours the first year and 10 hours/year for the maintenance in subsequent years.

Three hours of library instruction time will be necessary in the first year to introduce new students to Library resources. For the second year we anticipate one hour of instructional time for each of the four program streams: Accounting, Finance, Management and Marketing.

During both the first and second years of the program, a number of reference requests are expected as students proceed with major assignments during their course work. This is estimated to amount to 5 hours in the first year and 10 hours in each of the consecutive years.

In total, some 29 hours of instructional and consultation time will be required the first year, and 28 hours each consecutive year. The additional hours of librarian time spent in preparation for instructional sessions, consultations, and in securing the resources to support the program, are estimated to double this total to 58 hours the first year and 56 hours in subsequent years. It amounts to \$ 2,900 the first year and \$2,800 the second year (the rate used is \$50/hour).

As program grows, the Library will be monitoring the impact on staff, equipment and facilities needs.

Submitted by

Tatiana Usova  
 Head, Bibliothèque Saint-Jean  
 December 16 2010

## Letter of Intent

**BETWEEN:**                                **BOARD OF GOVERNORS OF THE NORTHERN  
ALBERTA INSTITUTE OF TECHNOLOGY (“NAIT”)**

**AND:**                                        **THE GOVERNORS OF THE  
UNIVERSITY OF ALBERTA (“University of Alberta”)**

**WHEREAS** the University of Alberta is a University continued pursuant to the terms of the *Post-secondary Learning Act* and that **Campus Saint-Jean** is a Faculty of University of Alberta, and **Collège Saint-Jean** is a French-language college related to Campus Saint-Jean that offers diploma programs in various areas of study.

**WHEREAS** NAIT is a Post-secondary Institution and provides learning opportunities to adult students in various fields such as the Business Administration Diploma and the Bachelor of Business Administration Degree (“the Programs”);

**WHEREAS** NAIT and Campus Saint-Jean of the University of Alberta would like to work together to develop a bilingual Business Administration Diploma (*Diplôme bilingue des Techniques de l’administration des affaires (TAA)*);

**WHEREAS** NAIT and **Campus Saint-Jean** are committed to increasing educational opportunities for students and both parties have agreed to support this initiative;

**WHEREAS** NAIT has established credible curricula for delivery of the Programs in English which would serve as the template for bilingual instruction;

**WHEREAS** NAIT and **Campus Saint-Jean** agree that they will establish a process for communication and consultation mutually agreeable to both parties;

**WHEREAS** both institutions are autonomous, self-governing entities with the power to enter into binding agreements considered to be in their best interests and to advance their ability to achieve the requirements of their mission and mandate;

**AND WHEREAS** NAIT and the University of Alberta have agreed to enter into this non-binding Letter of Intent (the “Letter”) that enables them to work together in the pursuit of the objectives set out herein.

**NOW THEREFORE** this Letter sets out the intent of the working relationship between the parties as follows:

## **1. NATURE OF THE LETTER OF INTENT**

- 1.1 This Letter of Intent establishes the framework by which the parties will work together in an effort to provide a bilingual Business Administration Diploma in a manner that is consistent with the mandates, policies, priorities, and resources of each party and which is in accordance with the *Post-secondary Learning Act*.
- 1.2 Except for the provisions herein dealing with confidentiality, the issuance of press releases or public statements, and the *Freedom of Information and Protection of Privacy Act* of Alberta, this Letter does not create any legally binding obligation on the part of the parties. The parties may enter into specific contracts with respect to activities pursued pursuant to this Letter of Intent.

## **2. OBJECTIVES**

The general intent of this Letter of Intent is to develop parameters to guide the offering of the *Diplôme bilingue des Techniques d'administration des affaires (TAA)* which mirrors the course content of the Business Administration Diploma at NAIT so as to offer Collège Saint-Jean students the opportunity to apply for NAIT admission to the third year of NAIT's Bachelor of Business Administration program.

### 3. COLLABORATIVE PROJECTS

#### 3.1 NAIT would provide:

- Business Administration Diploma current course outlines which contain course outcomes, objectives and recommended ancillary materials, to serve as a guide for the development of curriculum for TAA.
- Quality assurance oversight as it relates to revisions in the TAA curriculum.
- Instructional opportunities for NAIT faculty (for a negotiated fee to be determined) at NAIT, or at Collège Saint-Jean for certain second year courses in various streams as identified during the implementation of the TAA.

#### 3.2 The University of Alberta would provide:

- Contracts for instructors or tuition agreements for second year courses to be offered in English, depending on student demographics and availability of French-speaking instructors.
- Access to French language courses at Campus Saint-Jean, subject to normal admissions and registration processes, for NAIT business administration diploma students.
- A bilingual Business Administration Diploma (*Diplôme bilingue des Techniques de l'administration des affaires (TAA)*)
- The curriculum development for the courses within the bilingual TAA program. The ownership of the curriculum developed for the TAA program shall vest with the party that developed the materials

3.3 All subsequent student programming agreements developed between the parties, including transfer or articulations, and any agreements related to staff exchange or secondment, curriculum development services, or instructional services, would conform to the principles of this Letter of Intent and be approved by the Provost and Vice-President (Academic), University of Alberta, or designate, and the NAIT Provost and Vice-President Academic or designate.



#### **4. CONFIDENTIALITY**

- 4.1 Each party acknowledges that in the process of furthering discussions under this Letter of Intent it may come into possession of confidential information of the other party. Accordingly, each party agrees that it will only use such confidential information for the purposes of furthering discussions under this Letter of Intent and that it will not, without the prior, written consent of the other party; disclose to any third party such confidential information. For the purposes of this Letter of Intent, confidential information shall not include information which:
- a) was in the recipient's possession before receipt from discloser;
  - b) is or becomes a matter of public knowledge through no fault of recipient;
  - c) is rightfully received by recipient from a third party without a duty of confidentiality on the third party;
  - d) is required by discloser under any applicable law or by order of a court.
- 4.2 The receiving party will return the confidential information of the other party upon the termination of this Letter of Intent or upon receipt of a written request from the other party.
- 4.3 NAIT and the University of Alberta shall consult with one another prior to the issuance of any press release or public statement relating to this Letter of Intent. Such consultation shall include prior notification of a party's intent to issue a press release or public statement accompanied by a copy of the proposed language of such press release or public statement. If a party has a concern with the proposed wording of the other party's press release or public statement, it shall notify the other party immediately and the parties shall work together to ensure that the press release or public statement is acceptable to both parties.

#### **5. COSTS AND EXPENSES**

Each party shall bear its own costs and expenses arising from this Letter of Intent unless otherwise mutually arranged and agreed to.

**6. TERM**

- 6.1 This Letter of Intent shall become of force and effect from the date of execution on behalf of both the University of Alberta and NAIT and shall continue in effect until terminated by mutual agreement or pursuant to paragraph 6.2.
- 6.2 Either party may terminate this Letter of Intent on thirty (30) days written notice to the other party.

## 7. NOTICES

All notices to be given pursuant to this Letter of Intent shall be in writing hand delivered or faxed to the following individuals:

### **Northern Alberta Institute of Technology**

Name: Dr. Paula Burns  
 Position: Provost and Vice-President Academic  
 Fax: 780.471.8583  
 Address: NAIT 11762-106 St. Edmonton, AB T5G 3H1

### **JR Shaw School of Business at NAIT**

Name: Tad Drinkwater  
 Position: Acting Dean, JR Shaw School of Business  
 Fax: 780.471.7708  
 Address: NAIT 11762-106 St. Edmonton, AB T5G 3H1

### **University of Alberta**

Name: Dr. Carl G. Amrhein  
 Position: Provost and Vice-President (Academic)  
 Fax: (780) 492-1438  
 Address: University of Alberta  
 2-10 University Hall Edmonton, AB T6G 2J9

### **Campus Saint Jean**

Name: Dr. Marc Arnal  
 Position: Dean  
 Fax: 780.465.8760  
 Address: Campus Saint Jean  
 8406-91 Street Edmonton, AB T6C 4G9

Notice shall be deemed to be received on the date of delivery if delivered by hand or transmitted by facsimile.

## 8. FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

NAIT and the University of Alberta, as public bodies under the *Freedom of Information and Protection of Privacy Act* of Alberta, shall ensure that through this Letter of Intent and any

further agreements as to specific collaborative projects, adherence is made to the requirements of the privacy legislation and attended regulations.

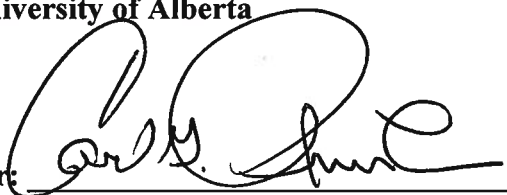
In WITNESS WHEREOF the parties have caused this Letter to be executed on the dates indicated below.

**Board of Governors of the  
Northern Alberta Institute of Technology**

Per: 

March 21, 2011  
Date

**The Governors of the  
University of Alberta**

Per: 

MAR 29 2011  
Date

**APPENDIX B6- Letters of support for Bilingual Business Administration Diploma (TAA)**

-Dean, University of Alberta – Faculty of Extension

November 8, 2010

Marc Arnal, PhD  
Dean, Faculte Saint Jean

Dear Marc,

I have read with interest the proposal for *Techniques d'administration des affaires (TAA): Comptabilite, Finances, Management et Marketing*. I applaud the efforts of your Faculty to enhance access to bilingual post-secondary learning opportunities in Alberta and, indeed, in Western Canada. The program has been in operation for some time at NAIT and by giving it a new home, academic oversight and a potential pathway to a degree at various institutions in Campus Alberta CSJ will increase flexibility within the adult learning system. The program, and direction, align very well with your academic plan and with the emerging academic plan of the University of Alberta.

I have shared the proposal with our Associate Dean, Professor Lois Gander and with the Executive Director of Professional Programs, the unit in which our business programs reside. We have no objections to the plan; on the contrary we congratulate you on this initiative.

Sincerely

Katy Campbell, PhD  
Dean

Office of the Dean  
Faculty of Extension

2<sup>nd</sup> Floor Enterprise Square, 10230 Jasper Avenue  
Edmonton, Alberta, Canada T5J 4P6

[www.extension.uaberta.ca](http://www.extension.uaberta.ca)  
Tel: 780 492 2681  
extdean@uaibena.ca  
Fax: 780 492 6735

**APPENDIX B6- Letters of support for Bilingual Business  
Administration Diploma (TAA)**

-Dean, University of Alberta – Augustana Campus



Dr. Marc Arnal, Doyen  
Campus Saint-Jean  
2-02J Pav McMahon  
Edmonton, AB T6C 4G9



3 November 2010

Dear Marc:

With this letter I am pleased to indicate my support for the proposed *Techniques d'administration des affaires* (TAA) program to be housed within Collège Saint-Jean.

It is important for campuses such as ours to respond to the educational needs of our respective communities. I appreciate that your proposal reflects a careful assessment of those needs and of the best home for the program within the public post-secondary system. I also note the possibilities that may open up through the proposed program for further French-language engagement with other institutions in Campus Alberta.

All the best as you bring the program to a successful launch.

Sincerely,

Roger Epp  
Dean





**APPENDIX B6 – Letters of support for Bilingual Business Administration  
Diploma (TAA)**

Le 21 juillet 2010

Monsieur Marc Arnal, doyen  
Campus Saint-Jean  
Université de l'Alberta  
8406 – rue Marie-Anne-Gaboury (91<sup>e</sup> rue)  
Edmonton, AB  
T6C 4G9



Cher monsieur le doyen,

Premièrement je voudrais vous faire part de mes excuses d'avoir pris un si grand retard avant de répondre à votre appel d'appui.

En dépit de ce retard, je considère l'initiative éducative de niveau collégiale comme étant crucial pour assurer la pérennité de nos communautés et donc, je tiens à vous apporter sans réserve mon appui à ce projet. Je voudrais mettre en contexte ce besoin dans ma vie quotidienne en tant que courtier immobilier. Le dossier collégial et plus précisément la formation proposée en Administration des affaires répond à un besoin criant que moi et mes collègues cherchons constamment. Ce que nous cherchons ce sont des gens compétents et ambitieux pour occuper des postes de gestionnaires dans nos bureaux.

Je tiens à vous féliciter pour tout le travail que vous apportez au soutien de la francophonie et de la promotion de l'importance d'une bonne éducation en français. Je veux aussi souligner le geste important que vous avez fait en apportant un changement important au status de l'Université en obtenant une reconnaissance formelle de la part du ministère de l'éducation supérieur ou le A.E & T d'accorder des certificats et diplôme collégiale en français. C'est tout un exploit et il faut que nous, la communauté, appuyions et applaudissons vos efforts.

Je réitère mon appui inconditionnel pour cette initiative et je vous invite à me contacter pour toute autre action ou geste d'appui que je pourrais apporter à une des grandes institutions postes secondaire francophones du Canada, le Campus Saint-Jean.

Veuillez accepter, cher monsieur le Doyen, mes plus sincères salutations.

A handwritten signature in black ink, appearing to read "Paul Blais".

Paul Blais,  
Courtier Immobilier  
REMAX Elite

## **APPENDIX B7- Letters of support – Work experience placement**

-CDEA – Conseil de développement économique de l'Alberta



Edmonton, le 17 février 2011

M. Marc Arnal  
Doyen, Campus Saint-Jean  
8406, rue Marie-Anne Gaboury (91 rue)  
Edmonton, Alberta  
T6C 4G9

Cher Monsieur le Doyen,

Par la présente, le Conseil de développement économique de l'Alberta (CDÉA) désire vous apporter son appui et son entière collaboration vis-à-vis le programme « technique d'administration des affaires » qui est en lien étroit avec le développement économique communautaire francophone de l'Alberta.

Comme vous le savez, nous avons déjà collaboré avec vous sur plusieurs initiatives, incluant l'offre de soutien et de formation avec le club entrepreneur, la création d'un partenariat avec le Cégep de Matane dans le cadre du programme de formation touristique, et plus récemment, en organisant des rencontres de consultation et de planification pour établir les compétences requises par les gradués d'un programme éventuel de formation touristique, ici en Alberta. Ces expériences nous ont permis d'établir un lien de confiance entre nos deux entités et d'assurer un dialogue constructif dans l'atteinte de résultats tangibles.

L'implication du CDÉA au programme de « technique d'administration des affaires » sera d'offrir un soutien actif en matière de réseautage auprès des différents agents économiques de l'Alberta (ex. Accès emploi et les entrepreneurs francophones de toutes les régions albertaines). La contribution du CDÉA sera en nature, et consistera à réseauter, organiser et mobiliser les acteurs clés pour soutenir l'initiative collégiale de manière générale, mais aussi pour des fonctions plus spécifiques, telle qu'une collaboration étroite pour aider à offrir des stages aux étudiants de ce nouveau programme.

Le Conseil de développement économique de l'Alberta est l'organisme reconnu comme chef de file en développement économique en français en Alberta. Au cours des dernières années, l'éducation et la formation entrepreneuriale se sont solidifiées dans les priorités du CDÉA, d'où notre collaboration active avec les écoles, le Campus St-Jean et le Centre collégial de l'Alberta.

Veuillez agréer, Monsieur le Doyen, l'expression de mes sentiments les plus distingués.

Marc S. Tremblay  
Directeur général

Edmonton 8929 - 82 Ave, T6C 0Z2, 780-414-6125, ext. 101  
Calgary Bureau 801, 2303, 4ième rue S.-O. (SW), T2S 2S7, 403-802-0880, ext. 101  
Bonnyville 4904B, 50 rue CP 5353, T9N 2G5

## **APPENDIX B7- Letters of support – Work experience placement**

-Businesses and community organizations



Calgary, le 8 mars 2011

Dr. Marc Arnal  
Doyen  
Campus Saint-Jean, Université de l'Alberta  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9

Suite 1105 (PH)  
1333 - 8 Street S.W  
Calgary, Alberta  
Canada T2R 1M6  
Tel: 403.234.9080  
Fax: 403.263.8005  
www.afiscom.com

Professional  
Corporation  
Member of  
Certified  
Management  
Accountants  
of Alberta

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

Monsieur Anal,

AFISCOM est heureux d'apporter son support au nouveau programme « Techniques d'administration des affaires bilingues » du Collège Saint- Jean. Nous croyons en l'importance de l'offre d'un tel programme en français en Alberta. Avec le nombre grandissant de francophones et francophiles en Alberta, nous devons être en mesure d'offrir des programmes de niveau post-secondaire en français qui répondent au besoin de la communauté d'affaires.

AFSICOM sera fier de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main d'œuvre qualifiée francophone en Alberta, ces expériences de stages pourront se transformer en offre d'emplois permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

**AFISCOM Comptable professionnel**

A handwritten signature in black ink, appearing to read "M. Beaudoin". The signature is fluid and cursive, written over a light blue horizontal line.

Marcel Beaudoin, BAA, CMA



Edmonton, Alberta

le 7 mars 2011,

Dr. Marc Arnal  
Doyen  
Campus Saint-Jean, Université de l'Alberta  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

~~MARC~~  
Monsieur,

Bergeron & Co. est heureux d'apporter son support au programme « Techniques d'administration des affaires bilingues » du Collège Saint-Jean. Nous croyons en l'importance de l'offre d'un tel programme en français en Alberta. Avec le nombre grandissant de francophones et francophiles en Alberta, nous devons être en mesure d'offrir des programmes de niveau post-secondaire en français qui répondent au besoin de la communauté.

Bergeron & Co. sera fier de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main d'œuvre qualifiée francophone en Alberta, ces expériences de stages pourront se transformer en offre d'emplois permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

  
Pierre Bergeron, CGA

Bergeron & Co.

GHISLAIN BERGERON, B.Sc., CGA \*  
PIERRE BERGERON, B.A., CGA \*  
SIMON BELZILE, CGA \*

\* Professional Corporation



200, 8925 - 82 AVENUE EDMONTON, ALBERTA T6C 0Z2  
TEL. (780) 468-1667 FAX (780) 468-2565 1-800-668-6013 E-MAIL: info@bergeron-cga.com  
ST. PAUL, ALBERTA TEL. (780) 645-5393 LEGAL, ALBERTA TEL. (780) 961-3106



Conseil scolaire du  
NORD-OUEST N°1

Le 8 mars 2011



*Alberici*

Dr. Marc Arnal,  
Doyen  
Campus Saint-Jean, Université de l'Alberta  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

Monsieur,

Le Conseil scolaire du Nord-Ouest N° 1 est heureux d'apporter son support au programme « Techniques d'administration des affaires bilingues » du Collège Saint-Jean. Nous croyons en l'importance de l'offre d'un tel programme en français en Alberta. Avec le nombre grandissant de francophones et francophiles en Alberta, nous devons être en mesure d'offrir des programmes de niveau post-secondaire en français qui répondent au besoin de la communauté.

Le Conseil scolaire du Nord-Ouest N° 1 sera fier de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main d'œuvre qualifiée francophone en Alberta, ces expériences de stages pourront se transformer en offre d'emplois permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

Le directeur général,

  
Marcel Lizotte

*Se donner  
des racines et  
des ailes*

[www.csno.ab.ca](http://www.csno.ab.ca)







8627<sup>e</sup> rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Bureau 303  
Edmonton, Alberta T6C 3N1

[www.acfa.ab.ca](http://www.acfa.ab.ca)

Edmonton, le 7 mars 2011

Dr. Marc Arnal  
Doyen  
Campus Saint-Jean, Université de l'Alberta  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

Monsieur,

Au nom de l'ACFA, qui est l'organisme porte-parole de la francophonie albertaine, j'aimerais apporter notre support au programme « Techniques d'administration des affaires bilingues » du Collège Saint-Jean. Nous croyons en l'importance de l'offre d'un tel programme en français en Alberta. Avec le nombre grandissant de francophones et francophiles en Alberta, nous devons être en mesure d'offrir des programmes de niveau postsecondaire en français qui répondent au besoin de la communauté.

L'ACFA sera fière de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main d'œuvre qualifiée francophone en Alberta, ces expériences de stages pourront se transformer en offre d'emplois permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

Le directeur général,

Denis Perreux

T 780 466-1680  
F 780 465-6773



**ACFA**  
Régionale d'Edmonton

102, 8627 rue Marie-Anne-Gaboury  
Edmonton, AB, T6C 3N1  
Tel : (780) 469-4401  
Fax : (780) 469-3997

Edmonton, le 8 mars 2011

Dr. Marc Arnal  
Doyen  
Campus Saint-Jean, Université de l'Alberta  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

Monsieur,

L'ACFA régionale d'Edmonton est heureuse d'apporter son support au programme « Techniques d'administration des affaires bilingues » du Collège Saint- Jean. Nous croyons en l'importance de l'offre d'un tel programme en français en Alberta. Avec le nombre grandissant de francophones et francophiles en Alberta, nous devons être en mesure d'offrir des programmes de niveau post-secondaire en français qui répondent au besoin de la communauté.

L'ACFA régionale d'Edmonton sera fière de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main d'œuvre qualifiée francophone en Alberta, ces expériences de stages pourront se transformer en offre d'emplois permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

Céline Dumay  
Agente de développement



Edmonton, le 7 mars 2011

Dr. Marc Arnal  
 Doyen  
 Campus Saint-Jean, Université de l'Alberta  
 8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
 Edmonton (Alberta) T6C 4G9

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

Monsieur,

Le Centre de développement musical (CDM) est heureux d'apporter son support au programme « Techniques d'administration des affaires bilingues » du Collège Saint- Jean. Nous croyons en l'importance de l'offre d'un tel programme en français en Alberta. Avec le nombre grandissant de francophones et francophiles en Alberta, nous devons être en mesure d'offrir des programmes de niveau post-secondaire en français qui répondent au besoin de la communauté.

Le CDM sera fier de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main d'œuvre qualifiée francophone en Alberta, ces expériences de stages pourront se transformer en offre d'emplois permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

  
 Lisette Trottier  
 Directrice

201, 8627, rue Marie-Anne-Gaboury (91<sup>e</sup> rue), Edmonton (Alberta) T6C 3N1  
 Tél. : (780) 462-0502 Téléc. : (780) 450-1253 Courriel : cdma@telusplanet.net  
 www.cdmalberta.ca



Edmonton, le 8 mars 2011

Dr. Marc Arnal  
Doyen  
Campus Saint-Jean, Université de l'Alberta  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

Monsieur,

Francophonie jeunesse de l'Alberta (FJA) est heureux d'apporter son support au programme « Techniques d'administration des affaires bilingues » du Collège Saint-Jean.

Comme organisme qui a comme mission de stimuler la jeunesse albertaine d'expression française à se découvrir et vivre son plein potentiel, FJA manifeste vivement son appui envers ce programme postsecondaire qui répondra sans doute aux besoins exprimés par la jeunesse albertaine d'expression française.

FJA participe à de nombreux programmes gouvernementaux de création d'emploi pour les jeunes. À FJA, nous croyons dans un environnement de travail qui favorise l'apprentissage et le dépassement de soi. Ainsi, FJA sera fier de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main-d'œuvre francophone qualifiée en Alberta, ces expériences de stages pourront se transformer en offre d'emploi permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

Rhéal Poirier  
Directeur général

Francophonie jeunesse de l'Alberta (FJA)  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9  
Téléphone : 780-462-0344  
Télécopieur : 780-462-0014



Edmonton, 7 mars 2011

Dr. Marc Arnal  
Doyen  
Campus Saint-Jean, Université de l'Alberta  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

Monsieur,

La Fédération du Sport Francophone de l'Alberta est heureuse d'apporter son support au programme « Techniques d'administration des affaires bilingues » du Collège Saint-Jean. Nous croyons en l'importance de l'offre d'un tel programme en français en Alberta et des retombés positifs que ce programme aura au sein de la communauté. Avec le nombre grandissant de francophones et francophiles en Alberta, nous devons être en mesure d'offrir des programmes de niveau post-secondaire en français qui répondent au besoin de la communauté.

La Fédération du Sport Francophone de l'Alberta sera fière de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main d'œuvre qualifiée francophone en Alberta, ces expériences de stages pourront facilement se transformer en offre d'emplois permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

Monique Witzell  
Directrice Générale

Bureau 308 / Office 308  
8627, Rue Marie-Anne-Gaboury (91<sup>e</sup> St)  
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Regroupement artistique  
francophone de l'Alberta

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Le 7 mars 2011

Dr. Marc Arnal  
Doyen  
Campus Saint-Jean, Université de l'Alberta  
8406, rue Marie-Anne-Gaboury (91<sup>e</sup> Rue)  
Edmonton (Alberta) T6C 4G9

**Objet : Offre de stage pour les étudiants de la technique d'administration des affaires bilingues**

Monsieur,

Le Regroupement artistique francophone de l'Alberta (RAFA) est heureux d'apporter son support au programme « Techniques d'administration des affaires bilingues » du Collège Saint-Jean. Nous croyons en l'importance de l'offre d'un tel programme en français en Alberta. Avec le nombre grandissant de francophones et francophiles en Alberta, nous devons être en mesure d'offrir des programmes de niveau post-secondaire en français qui répondent au besoin de la communauté.

Le RAFA sera fier de collaborer avec ce programme collégial en offrant des opportunités de stages aux étudiants inscrits au programme « Techniques d'administration des affaires bilingues ». Cette opportunité de collaboration permettra aux étudiants de gagner de l'expérience de travail tout en aidant les organismes et les entreprises offrant des services en français en Alberta à combler leurs besoins en ressources humaines. De plus, dû la pénurie de la main d'œuvre qualifiée francophone en Alberta, ces expériences de stages pourront se transformer en offre d'emplois permanents pour ces étudiants.

En espérant que ce projet obtiendra une réponse favorable et l'appui qu'il mérite, je vous prie d'agréer, Monsieur, l'expression de mes sentiments les plus distingués.

Marlette Rainville  
Directrice générale, RAFA

March 10, 2010

Marc Arnal, Dean  
Campus Saint-Jean, University of Alberta  
8406 Marie-Anne Gaboury Street  
Edmonton, AB, T6C 4G9

Dear Dean Arnal,

The School of Business has been asked to review and support a proposal from Collège Saint Jean to create a two year diploma program, Techniques d'Administration des Affaires (TAA), with 4 areas of specialization – Finance, Accounting, Marketing and Management. We have recognized that there is a shortage of French language instruction in the Alberta post-secondary system. We know that there is currently no French language college program in Alberta in any area. Students who have graduated from Alberta high schools and want to continue post-secondary studies in French at the college level have no options within Alberta to do this. Students coming to Alberta from other jurisdictions who wish to study in French at the college level have no available programs from which to choose. The proposal from Collège Saint Jean fills this gap and provides access to college level Business courses to students who are not able or do not wish to take University level post-secondary studies. This is an important service to be provided to the Francophone community of Alberta, and to others who wish to continue French language studies at the college level in Alberta.

It is important to separate the functions of the Collège in providing college level Business education, and the School of Business and Faculté Saint Jean in providing University level Business education and Baccalaureate degrees in Business. Faculté Saint Jean successfully provides and has provided university level programs and courses for many years. The School of Business has had a successful partnership with Faculté Saint Jean in creating and running the Bilingual Bachelor of Commerce degree. Students looking for university level Business education in French in Alberta have an excellent option in that program.

Courses in the Collège will be aimed at students who not possess the qualifications to enter a 4-year university degree program, or do not have the inclination to do so. Instruction will be more basic and practical. Students will be looking for a shorter program that provides a more practical introduction to Business and a quicker entry into the working world. They are not looking for a university preparation program. This is in contrast to the School of Business who provides a four year degree program with significant academic challenge aimed at students with high academic achievement.



March 10, 2010  
Marc Arnal, Dean  
Campus Saint-Jean, University of Alberta  
Page 2

The School of Business cannot support a program at the University of Alberta aimed at the same students that the School recruits. French speaking students interested in a university level education have the option of the Bilingual Bachelor of Commerce at Faculté Saint Jean. We can, and do support a college program that exists to fulfill the need for college level programming in French in Alberta. Our approval is conditional upon the TAA existing as a diploma program only and not as a feeder into 4 year university programs at the University of Alberta. To that extent, we support it as a welcome addition to the array of choices available for students in the post-secondary system in the Province of Alberta.

Yours truly,



Mike Percy  
Stanley A. Milner Professor and Dean

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for the Establishment of the Rupertsland Centre for Métis Research (RCMR) in the Faculty of Native Studies**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal from the Dean of the Faculty of Native Studies for the formal establishment of the Rupertsland Centre for Métis Research (RCMR) to be housed in the Faculty of Native Studies at the University of Alberta, as set forth in Attachment 1, effective upon final approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Ellen Bielawski, Dean, Faculty of Native Studies
Presenter	Ellen Bielawski, Dean, Faculty of Native Studies, and Darlene Bouvier, Aboriginal Governance Coordinator, Faculty of Native Studies
Subject	Proposed establishment of the Rupertsland Centre for Métis Research in the Faculty of Native Studies

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The formal establishment of the Rupertsland Centre for Métis Research (RCMR) to be housed in the Faculty of Native Studies.
The Impact of the Proposal is	Set out in the attached proposal.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Effective upon approval by GFC APC.
Estimated Cost	See the attached proposal.
Sources of Funding	See the attached proposal.
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover</i> and <i>Dare to Deliver</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The <i>Post-Secondary Learning Act (PSLA)</i> gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). Section 26(1)(o) provides that GFC may make recommendations to the Board of Governors on a number of matters, including "the budget" and "academic planning." GFC has thus established an Academic Planning Committee (GFC APC), as set out below. GFC delegates certain of its powers to the GFC Academic Planning Committee.</p> <p>The complete wording of the section(s) of the <i>PSLA</i>, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.</p> <p><b>2. University of Alberta Policies and Procedures On-Line (UAPPOL):</b> According to the University of Alberta's <i>Academic Centres and Institutes Establishment Procedure</i> (Section 2 – Establishment) (available at: <a href="http://www.uappol.ualberta.ca">www.uappol.ualberta.ca</a>): "All proposals for establishment</p>

	of academic centres and institutes shall be submitted initially to the Provost and Vice-President (Academic). The Strategic Initiatives Group (SIG) shall review operational details (e.g. budget, space) for the proposed centre or institute and suggest revisions or recommend clarification as needed. Proposals deemed to be in good order will be forwarded by the proposer(s) to the GFC Academic Planning Committee (APC) for final approval.”
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Centres and Institutes Committee (November 23, 2010 and March 22, 2011); Strategic Initiatives Group (April 19, 2011)
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (April 27, 2011) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments (each to be numbered 1 - <>)

- Attachment 1 (pages 1 – 12): Proposal for the Establishment of the Rupertsland Centre for Métis Research (RCMR) in the Faculty of Native Studies

*Prepared by:* Darlene Bouvier, Faculty of Native Studies

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

**Proposers will complete and submit this template to the Office of the Provost for approval in accordance with UAPPOL Policy. This template is expandable ; the completed template may be up to 8 to 10 pages in length (not including letters of support or other appendices relevant to the proposal). Before completing this template, the complete UAPPOL Centres and Institutes Policy, as well as associated procedures for academic centres and institute, should be reviewed.**

1. **Name and Detailed Purpose of the Proposed Centre or Institute:**

The name of the academic research centre shall be the Rupertsland Centre for Métis Research (RCMR) and shall be a University of Alberta (UA) controlled research centre. Although various organizations and academics have conducted Métis research in Canada, there exists no single centralized facility or organization to coordinate and sustain the recent growth of research interest and research activity in Métis communities. This research centre will be the first of its kind in Canada and is a culmination of a decade-long partnership between the UA and Rupertsland Institute's (RLI) parent organization, the Métis Nation of Alberta (MNA). The MNA is the provincial body that represents 85,500 Métis people living in Alberta.<sup>1</sup> On 4 May 2007, the UA and the MNA signed a Memorandum of Understanding (MOU) "by which the parties will work together in an effort to ensure that the proposed "Métis Centre of Excellence" is affiliated with the University of Alberta".<sup>2</sup>

The MNA have held a seat on the Native Studies Faculty Council since its establishment and two representatives from the UA sit on the RLI Board of Governors. The MNA has also made a significant two million dollar contribution to an endowed scholarship program for Métis students studying at the UA. Since 1999, the UA has gained from applied and academic research conducted at the Faculty of Native Studies. Over the years, the Métis Archival Project (MAP) Lab, dedicated to archival research relating to the historical geography of the Métis, has evolved. The MAP Lab has benefited from an enduring relationship with the Métis National Council. The RCMR seeks to build upon these relationships and other past achievements.

The central purpose of the RCMR will be to serve as an expansive academic research program specifically focused on Métis concerns. A leading priority for the RCMR will include the development of a specialized policy centre. Additionally, the goals and objectives of the academic research centre will include: building local, provincial and national connections with Métis communities; building research capacity to advance Métis-specific research; and training and employing student researchers. During planning and discussion meetings, the RLI/MNA and the UA initially identified, but are not limited to, five broad research themes for the RCMR to begin research on:

1. **Historical Research and Métis Rights** – MAP databases could "... provide a rich field for academic analysis; more important still is the example it sets for continuing research on Métis communities and Métis concerns, both historically and contemporary."<sup>3</sup> In addition to the value derived from a historical analysis of Métis relations with the Crown, this information is proving to be very important for contemporary Métis rights cases, as well as, providing historical context for consultation and accommodation duties that require traditional land use studies.
2. **Institutional Deficit in Métis Education** – Since no Métis post-secondary institutions currently exist, the RCMR will provide support for research on Métis culture, language, arts, and law, areas where a serious intellectual deficit exists within post-secondary institutions. The RCMR will work to develop Métis specific classes and Métis relevant teaching resources.
3. **Research and Analysis Capacity on Current Topics and General Policy Areas** – As public policies are developed and implemented, there is no place where government, industry or the Métis community can go to request an analysis of how policy decisions may affect Métis communities.

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

	<p>For example, “what are the impacts of various royalty policies in respect of oil and gas on the Métis in Alberta?”<sup>4</sup> Similarly, what might be the impact on Métis governance with the termination of the long-form census survey? From an educational perspective, how has the implementation of the FNMI Education Policy Framework (first signed in 2002) impacted Métis students? The need exists for a specialized policy centre to encourage critical and culturally-grounded analysis of policies and to propose alternatives. Such institutional capacity will inform Métis governance.</p> <p>4. <b>Land Use and Resources</b> – First Nation communities have made use of mapping techniques to promote understandings of the importance of their traditional territories; however, the Métis lack the experience, expertise, funding, and equipment required to implement integrated mapping studies. Information generated by use studies is vital to discussions concerning the legal obligations of the Duty to Consult, as well as serving as a practical foundation for participating in economic development.<sup>5</sup> A need exists to conduct these local studies in a manner which ensures data integrity. Moreover, a research unit can also provide the infrastructure to ensure the preservation, protection and stewardship of such data.</p> <p>5. <b>Contemporary Métis Issues</b> – Social indicators, such as those related to education, demography, health, income, and quality of life show that Métis people are faring worse than their non-aboriginal counterparts. While education levels for Métis are improving, these are still far below that of non-aboriginal people.<sup>6</sup> Consistent with the spirit and intent of the Kelowna Accord, important areas for Métis research under RCMR could include Métis education and skills enhancement, issues concerning Métis identity and membership, Métis health, criminalization of Métis people, poverty, Métis rights and legal issues, Métis history, etc. At this time, no centre exists to research historical or contemporary concerns.<sup>7</sup></p>		
2.	<b>Name of Reporting Dean</b>	<b>Signature</b>	<b>Date</b>
	<u>Ellen Bielawski</u>		
3.	<p><b><u>Provide a statement of the priority</u></b></p> <p>The importance of the creation of an academic research centre is reflected in the UA's 2007-2011 Academic Plan, specifically:</p> <p>1. <b>Building Connections with the Community:</b> A major cornerstone of the UA's Dare to Discover plan is to build connections with communities: locally, nationally and internationally. The UA considers itself, “... ideally situated to address Northern and Aboriginal issues, and have a presence in and a responsibility to rural Alberta.”<sup>8</sup> With the creation of the RCMR, the UA would be strengthening its relationship with the MNA through the RCMR. As a research and policy centre focused on Métis concerns, the RCMR may undertake research that pertains to the Métis Nation homeland that extends beyond provincial boundaries. As such, the RCMR would allow the UA to create research relationships with Métis communities and organization outside of Alberta. The creation of a campus-based academic research centre would be a demonstrative achievement of the university's goal to build connections with Aboriginal communities. In terms of relations between the academy and Aboriginal organizations, the creation of an academic research centre at the UA would be, from a national perspective, a unique institutional arrangement.</p> <p>2. <b>Building Research Capacity by Conducting Advanced Métis-specific Research:</b> Given the history and geography of the Province of Alberta, a commitment to respond to a variety of Métis research needs would reflect Henry Marshal Tory's desire to “uplift the whole people.” The UA is known to be a research intensive university and is one of the top universities in Canada and has global ranking aspirations. The Faculty of Native Studies is also one of the most research-oriented</p>		

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

	<p>Native Studies academic units in the country and it stands out as conducting the most advanced Métis-specific research in Canada today. RCMR will endeavor to foster similar capacities in other Faculties (and departments) at the UA including Education, Law, Medicine &amp; Dentistry, Arts, Agriculture, Life and Environmental Sciences, etc.</p> <p>3. <b>Training and Employing Student Researchers:</b> As a large, research-intensive institution, the UA appreciates the importance of creating genuine research experiences for undergraduate students. In the UA's Dare to Discover 2007-2011 Plan, the UA has committed to prepare initiatives to improve undergraduate student experience, including research activities. With respect to archival research relating to Métis rights, external verification of the engagement of undergraduate students exists.<sup>9</sup> For example, through the Provost's Office, solid support for involving undergraduate students in the Otipimsuak SSHRC-CURA project was provided. This support provided funds for undergraduate interns and subsidized travel to Ottawa for students in NS403/NS503 so that they could work in the national archives. Because the research expectations of Métis communities concern real-life problems, a need exists to train researchers skilled in primary research techniques. An academic research centre will not only create opportunities for students, but it is doubtful that the research productivity is possible without this supply of student labour. Additionally, most of the expenditure of the funded-research agreements generated by the MAP Lab has been expended on salaries for students or recent graduates. Clearly, the education and research mandate of the UA is furthered by training undergraduate and graduate students in the area of Métis applied research. To assist the UA in furthering this goal, the Métis Training to Employment arm of the Rupertsland Institute has committed to supporting students engaged in research at the RCMR.</p> <p>4. <b>Accessing Research Funding:</b> The prospect of enhancing research revenues is a strong benefit for the UA. Not so long ago, Aboriginal-related research applications were not of great interest to SSHRC grant adjudication committees. However, with the advent of the Community-University Research Alliance (CURA) program, SSHRC has demonstrated an understanding of the research needs of Aboriginal communities. The 2011 renewal of SSHRC architecture indicates that research that concerns the interest of the society beyond the boundaries of the university, along with efforts to work with external agencies, have become more secure institutionally. Significantly, this shift in the direction of research relevance is reflected in SSHRC's funding commitments. In terms of funding priorities, SSHRC commits: "SSHRC continues to recognize aboriginal research as a priority area. The priority area is in recognition of the complexity of the aboriginal experience in the 21st century, and the need for a future in which aboriginal communities are empowered, culturally vibrant, healthy, safe and prosperous. Supporting social science and humanities research undertaken by and with Aboriginal Peoples is a key way to invest in this future."<sup>10</sup></p>
4.	<p><b><u>Role and qualifications of the Chief Officer(s) of the proposal centre or institute.</u></b></p> <p>The primary role of the RCMR Council is the stewardship of the RCMR. The RCMR Council provides direction to the total affairs of the RCMR in order to ensure its development, enhance the value of its research, and enhance its financial sustainability.</p> <p>The RCMR Council provides for the quality, depth, and continuity of management required to achieve RCMR's major strategic operational objectives.</p> <p>The primary functions of the RCMR Council are:</p>

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

- setting strategic direction and plans
- providing a forum to deal with emerging issues that impact the RCMR
- planning and prioritizing a research agenda
- evaluating and monitoring outcomes and results
- reviewing budgets and financials, and making recommendations to the UA
- overseeing broad operational and process issues (workload), and
- acting as advocate and champion for the RCMR.

Strategy and Plans: The RCMR Council sets the strategic direction for the RCMR and in doing so has the responsibility to:

- ensure that there is a strategic planning process in place for the RCMR
- ensure that there are specific short- and long-term objectives governing all major elements of the RCMR in place
- develop the mechanisms and procedures for the creation of advisory and/or adhoc committees
- participate with the Research Director directly in developing and approving the strategies and business plans by which it proposes to achieve these objectives, and
- ensure that the objectives, strategies and business plans of the RCMR are submitted to and approved by the RCMR Council at least annually.

Managing Operations and Performance: The RCMR Council has the responsibility to:

- monitor the RCMR's progress towards its objectives and plans at least once a year, and to revise and alter its direction through management in response to changing circumstances
- take action when performance of the RCMR falls short of its objectives or when other special circumstances warrant, and
- provide advice to the Dean, Faculty of Native Studies on the appointment and performance of the Research Director.

Financial Control: The RCMR Council has the responsibility to:

- ensure the RCMR has implemented adequate control and information systems which ensure the effective discharge of its responsibilities
- review and approve overall budgets, financing programs and policies, and
- provide advice to the Dean, Faculty of Native Studies to authorize the Research Director to take actions as may be required to meet the objectives of the RCMR.

Managing Risk: The RCMR Council has the responsibility to understand the principal risks of the activities in which the RCMR is engaged and to ensure that there are procedures and controls in place which effectively monitor and manage those risks with a view to the long-term viability of the RCMR.

Research Director Succession Planning: The RCMR Council has the responsibility to:

- ensure that adequate provision has been made for effective organizational structure and the

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

orderly succession of the Research Director.

Policies, Procedures, and Compliance: The RCMR Council will:

- monitor the RCMR operations in the context of applicable laws and regulations, and
- approve and monitor compliance with significant policies, procedures and practices by which the RCMR is operated.

Reporting and Communication: The RCMR Council has the responsibility to:

- ensure the RCMR has in place policies and programs to enable the RCMR to communicate effectively with its strategic and other stakeholders and the public generally
- ensure that the financial performance of the RCMR is adequately reported to the RCMR Council on a timely and regular basis, and
- ensure the timely reporting to the RCMR Council of any other developments that have a significant and material impact on the value of the RCMR.

### 5. Detailed Budget

The MNA, through Advanced Education and Technology, Government of Alberta, will provide a \$100,000 cash contribution for each of the next three years. The UA will provide a \$40,000 in-kind contribution of space in the RTF building for the RCMR and 2 teaching stipends that will be paid to the Faculty of Native Studies directly. RLI will make an \$11,000 in-kind contribution towards marketing/promotion and office space. The Faculty of Native Studies will provide the Research Director's salary and benefits, IT, and financial and administrative support. The Research Services Office will provide research services support. RLI is also considering providing funding for student interns.

The following RCMR operational budget shows the estimates for a three-year period.

Contributions	2011/12	2012/13	2013/14
MNA/GOA (cash) <sup>Note 1</sup>	\$100,000	\$100,000	\$100,000
FNS (in-kind – RD salary/benefits)	\$98,615	\$101,573	\$104,621
FNS (in-kind – IT, RSO and Administrative support)	\$16,000	\$16,480	\$16,975
UA (in-kind – Rent and Operating costs)	\$ 40,000	\$40,000	\$40,000
RLI (in-kind – Marketing/Space)	\$11,000	\$11,000	\$11,000
IDCR and Tri-Council <sup>Note 2</sup>	\$ -	\$ -	\$ -
<b>Operating Revenues</b>	<b>\$265,615</b>	<b>\$269,053</b>	<b>\$272,596</b>
Expenses			
Salary & Benefits		3% increase	3% increase
Research Director	\$98,615	\$101,573	\$104,621
Associate Director, Operations	\$82,600	\$85,078	\$87,630



## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

RLI Office Space (Scotia Tower)	\$6,000	\$6,000	\$6,000
UA Rent and Operating costs (RTF)	\$40,000	\$40,000	\$40,000
Office Supplies/Travel	\$10,000	\$10,000	\$10,000
Marketing/Promotions	\$5,000	\$5,000	\$5,000
IT/RSO/Administration	\$16,000	\$16,480	\$16,975
<b>Operating Costs</b>	<b>\$258,215</b>	<b>\$264,131</b>	<b>\$270,226</b>

Note 1 - MNA Framework Agreement Education Sector Funding

Note 2 – Only pertains to research centre-related research grants and funding; formulas to calculate will be in accordance with UA policies and procedures relating to IDCR and Tri-council funding

The Research Director has submitted a letter of intent for a five year \$1,750,506 grant application to the Social Sciences and Humanities Research Council (SSHRC) Partnership Program to support the initial research that RCMR will conduct. Genuine relationships are critical for the success in obtaining grant funding under this program. A successful reward shall cover costs for research personnel, hardware/software acquisitions, research and dissemination activities, and promotions from 2012 to 2017.

6.

### Space Requirements.

- Space required
- On-site at the University of Alberta
- Awaiting allocation
- Already allocated, with decanal sign-off (state location)
- No costs associated with space
- Budget line required for space
- No rent/lease or license required
- Rent/lease or license required
- Already allocated
- No rent/lease

Currently, the UA is providing 1,950 sq. ft. of space for the MAP Lab in the RTF building. The UA has agreed to continue to provide space to the RCMR in the RTF building. The costs associated with the allocation of space and maintenance will be borne by the UA.

7.

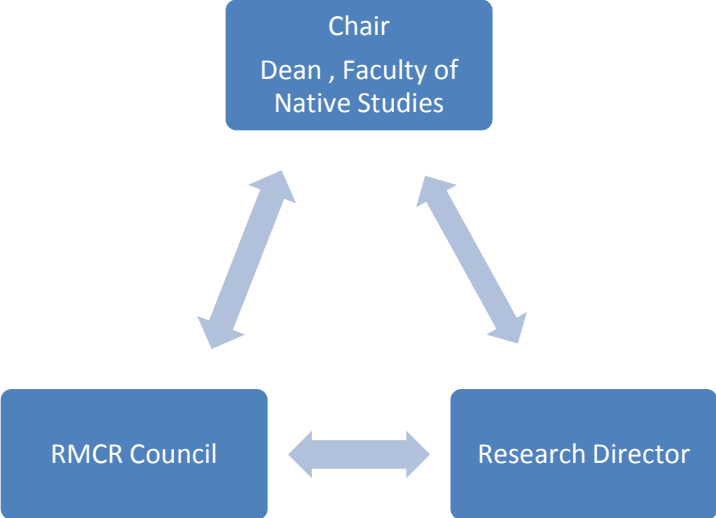
### Equipment

The current capital assets of the MAP lab include: 3 servers with a capacity of 9.5 TB, 2 towers (MacPro and MacQuad) with 37 inch monitors, 16 workstations (iMacs and eMacs), 3 laptops (MacBook Pros), 7 Indus microfilm readers, 5 digital cameras with tripods, 2 desktop scanners, 1 Canon PC Printer 80 printer/scanner, and 2 Canon MS300 microfilm reader/scanners. The MAP Lab also has 250,888 digital images, 649 microfilm reels, 1,500 microfiche maps, and 2700 hardcopy files, largely from the Library and Archives Canada (LAC), Hudson's Bay Company Archives (HBCA), and the Saskatchewan Archives Board (SAB). A rough estimate of the replacement value of the accumulated data is \$1.5 million.

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

	<p>All of the existing equipment and materials, with the exception of Dr. Frank Tough’s personal inventory, are the property of the UA and will remain as such. The UA holds licenses for right-to-use of the databases that it has developed.</p>
8.	<p><b><u>Employees</u></b></p> <p>The RCMR Council will provide advice to the Dean, Faculty of Native Studies on the appointment of a Research Director, who will manage the RCMR. The Dean, Faculty of Native Studies will appoint a person to be the Research Director. The Research Director will be a faculty member in the Faculty of Native Studies.</p> <p>All employees involved in the RCMR will be UA employees and as such are subject to the respective collective agreements, policies and procedures of the UA. Students hired to conduct RCMR research will be contracted as UA employees and therefore will be subject to the applicable codes and policies of the UA.</p>
9.	<p><b>Proposed centre/institute governance structure/reporting lines</b></p> <p>The RCMR is a centre within Native Studies, and as such the Dean of Native Studies is the reporting Dean.</p> <p>The RCMR Council is composed of six (6) members from the UA; two (2) members from RLI and two (2) members from the Métis community.</p> <p>The UA members will be the Vice-President – Research or designate; the Dean, Faculty of Native Studies; two (2) Academic Members at large, one external to the Faculty of Native Studies and one who is of Métis ancestry; one (1) undergraduate or graduate student of Métis ancestry; and the Research Director (ex-officio voting member).</p> <p>RLI members will be the Chair of RLI or designate and the CEO of RLI.</p> <p>Two (2) members will be chosen by RLI to represent the Métis community. The appointment terms for the community representatives will be two (2) and three (3) years respectively.</p> <p>The Chair will be the Dean, Faculty of Native Studies.</p> <p>The Research Director shall, subject to the authority of the RCMR Council, have overall management responsibility for the RCMR, including ensuring activities of the RCMR are consistent with its mission and objectives, managing the RCMR budget, and overseeing the operations of the RCMR, within the administrative policies, procedures and practices of the UA.</p> <p>The RCMR Council shall undertake an annual performance review of the Research Director and shall make this available to the Dean, Faculty of Native Studies as advice on the Research Director’s annual UA performance review.</p>

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

	<p style="text-align: center;">RCMR Council Reporting Structure</p>  <p>The diagram shows a reporting structure with three main components in blue boxes: 'Chair, Dean, Faculty of Native Studies' at the top, 'RCMR Council' on the left, and 'Research Director' on the right. Double-headed arrows connect the Chair to both the RCMR Council and the Research Director, and a double-headed arrow connects the RCMR Council and the Research Director.</p> <p>The Research Director shall report to the RCMR Council on operations of the RCMR, including periodic reviews, not less than annually. These reports shall be provided to the RCMR Council for the purpose of being used by the RCMR Council to assess the performance of the RCMR and the commitments of the UA and RLI to the operations of the RCMR.</p>
10.	<p><b><u>Potential Risks to the University of Alberta</u></b></p> <p>Risks are inherent in any endeavour, particularly the operation and management of a research centre; however, the Founding Members of the RCMR have taken steps to minimize risks:</p> <p>(1) Details for termination or wind-up of the RCMR have been defined;</p> <p>(2) The RCMR has a formal governance structure. The operations of the RCMR are governed by an RCMR Council. The Research Director reports directly to the RCMR Council on operations of the research centre;</p> <p>(3) The sustainability of the RCMR beyond the initial three years of funding will be challenging. Core operational funding has only been secured for three years. Long-term sustainability and short-term deficits will be met through fee-for-service research projects, donations made by additional research partners, grant funding, any indirect costs of research that can be applied, and endowments. The MNA/Advanced Education and Technology, Government of Alberta has contributed \$100,000 per year for a three year period; the UA is contributing space for the research centre on the UA campus in the Research Transition Facility (RTF) building and has agreed to give the Faculty of Native Studies 2 teaching stipends; RLI has provided \$11,000 in-kind support for office space and marketing/promotions; the Faculty of Native Studies is providing the salary and benefits for the Research Director, IT, administration and financial support; and the Research Services Office is providing research services support. RLI is also considering providing funding for student interns.</p>

## University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

11.	<p><b><u>Letters of Support</u></b></p> <p>Please see attached letters of support.</p>
12.	<p><b><u>Provide a clear definition of the status of the academic centre or institute as a University unit or body, or a University/partner unit or body.</u></b></p> <p>a) Provide, if applicable, any agreements and/or memoranda of understanding between the University of Alberta and its partner(s) to establish, fund, and operate the academic centre or institute</p> <p>Not applicable</p>
13.	<p><b><u>Annual Reporting and Strategic Review</u></b></p> <p>The Research Director shall report to the RCMR Council and Dean, Faculty of Native Studies on operations of the RCMR, including periodic reviews, in any event not less than annually. These reports shall be provided to the RCMR Council for the purpose of being used by the RCMR Council to assess the performance of the RCMR and the commitments of the UA and RLI to the operations of the RCMR.</p>
14.	<p><b><u>Intellectual Property (IP) and Copyright</u></b></p> <p>If, during the performance of a RCMR Project, any intellectual property is developed or created in whole or in part by one or more employees, faculty members or students of the UA, the ownership interest in that intellectual property shall be determined in accordance with UA policy.</p> <p>The owner of the intellectual property may grant to RLI or UA, a royalty-free right to use that intellectual property internally for the purposes of conducting RCMR projects.</p>
15.	<p><b><u>Termination Plan/Provisions</u></b></p> <ul style="list-style-type: none"> <li>• Full termination of the RCMR may occur through motion at an RCMR Council with majority</li> <li>• Operating funds will be held by the UA, after all outstanding payments are made</li> <li>• If RLI or UA are holding funds from research grants or other external funders, they will:             <ul style="list-style-type: none"> <li>○ continue to fulfill the obligations associated with the funding under their own auspices if possible under the conditions of the granting agency, or</li> <li>○ Return the funding to the granting agency.</li> </ul> </li> <li>• All assets and equipment purchased for the RCMR will remain the property of the UA</li> <li>• Neither RLI nor the UA will retain the right to use the name "Rupertsland Centre for Métis Research"</li> <li>• The UA procedure for termination of research centres will be followed.</li> </ul>

# University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

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<sup>1</sup> Statistics Canada, "Aboriginal Identity Population in 2006", <http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-594/details/page.cfm?Lang=E&Geo1=PR&Code1=48&Geo2=PR&Code2=01&Data=Count&SearchText=Alberta&SearchType=Begins&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=48> Accessed 10 February 2011.

<sup>2</sup> Memorandum of Understanding signed between the Métis Nation of Alberta and the University of Alberta (4 May, 2007) p.2.

<sup>3</sup> A concept paper, Métis Center of Excellence: Prepared for MNA Provincial Council, 26 February 2010, p.5.

<sup>4</sup> A concept paper, p.2.

<sup>5</sup> In respect of Aboriginal rights, the Duty to Consult is a Crown's legal obligation to consult, and if possible, accommodate, when Aboriginal rights may be impacted by development.

<sup>6</sup> A concept paper, p.3.

<sup>7</sup> A concept paper, p.5.

<sup>8</sup> University of Alberta, 2007-2011 University Plan: for submission to the Government of Alberta, Approved by the Board of Governors 23 March 2007, p.15.

<sup>9</sup> See Linda Goyette, "The X files," *Canadian Geographic* vol. 123, no. 1 (2003) pp.70-80.

<sup>10</sup> [http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/priority\\_areas-domaines\\_prioritaires/aboriginal\\_research-recherche\\_autochtone-eng.aspx](http://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/priority_areas-domaines_prioritaires/aboriginal_research-recherche_autochtone-eng.aspx).



April 19, 2011

Dear Committee Members,

The Faculty of Native Studies is deeply committed to its partnership with the new Rupertsland Institute and fully supports the creation of an academic research centre.

This proposed academic research centre builds on years of work. The Métis Nation of Alberta has recently created the Rupertsland Institute, and has been the driving force seeking a research centre so that pressing research problems can be addressed in a scholarly way.

The plan for this University of Alberta academic research centre builds incrementally on many existing connections, including a decade of strong support for the Métis Archival Project (MAP) Lab. Through the MAP Lab, Dr. Frank Tough has brought in approximately \$3.7 million in Métis-related research funding. It is upon this foundation that an academic research centre will build.

I am excited about this academic research centre because it directly supports the vision of the University of Alberta, and it offers the opportunity to leverage past investment and enhance partnerships with academia, provincial governments, and community groups. It also builds on a strong record of results in several areas of interest to Native Studies, our University and the Canadian public.

Collaboration with communities, community-driven research, and research dissemination in forms that work for the community as well as the academy are at the heart of this proposal, and it has my strongest support.

Sincerely,

Ellen Bielawski  
Professor and Dean  
Faculty of Native Studies



February 16, 2011

**Attention: Centres and Institutes Committee – University of Alberta**

To Whom It May Concern:

Rupert's Island Institute (RII) is pleased to extend its support to the application for an academic research centre with the University of Alberta (UofA). The purpose of the research centre, the first of its kind in Canada, is to conduct academic and applied research specifically on Métis issues. This research will enable a better understanding of Métis identity and of the social, economic and cultural conditions of the Métis people, including the measures that will enhance individual and collective well-being of the Métis within Canadian society. We believe that a partnership with an educational institution to develop such an academic research centre will raise the profile of our people, will enhance our research capacity, and that we, as an Aboriginal people, will directly benefit from the results of the research projects.

Our commitment to the UofA and the proposed Rupert's Island Centre for Métis Research is a culmination of years of partnership between RII's parent organization, the Métis Nation of Alberta (MNA), and the UofA. The UofA, through the Faculty of Native Studies, has engaged in Métis-specific research for the past ten years of which the MNA has participated and benefited. The UofA and the MNA have a solid relationship as demonstrated by their signing a Memorandum of Understanding (MOU) in May 2007 and an endowment agreement which provides scholarships to Métis students completing their education at the UofA. The MNA also holds a seat on the Faculty of Native Studies Faculty Council.

In support of this initiative, RII has secured a cash contribution through Advanced Education and Technology (AET), Government of Alberta for \$100,000/year for three years to cover the expenses associated with the administrative functions of operating an academic research centre.

In closing, we hope that the UofA will look positively at the proposal submitted to create an academic research centre. The research to be conducted by the Rupert's Island Centre for Métis Research is so very important and will generate many beneficial outcomes that will not only enhance scholarly understanding of the Métis in Canadian society but will produce outcomes which will enable Métis communities to become more involved in the socio-economic activities which directly impact them. Thank you for your consideration.

Sincerely,

Adam O. Letourneau, BSc, BA, LLB  
Chairman of the Board  
Rupert's Island Institute

**OUTLINE OF ISSUE**

**Agenda Title: Proposed Name Change for the Certificate in Community Service-Learning to the Certificate in Community Engagement and Service-Learning**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal submitted by the Faculty of Arts (and supported by Augustana Faculty) to change the name of the Certificate in Community Service-Learning to the Certificate in Community Engagement and Service-Learning, to take effect upon final approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Faculty of Arts
Presenter	Lorraine Woollard, Administrative Director, Community Service-Learning
Subject	Name Change for the (existing) Certificate in Community Service-Learning

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	While community service-learning is an increasingly recognized approach to learning and skill development, its benefits and goals are better captured (for the sake of students, instructors, community partners, and future employers) by adding “engagement” as a descriptor to the title of the certificate. This is not only in keeping with the direction of the University’s academic plan, but also aligns with the foundational goals of the CSL Program. (For example, the new and popular introductory-level course, CSL 100, is entitled “Introduction to Community Engagement.”). At this time, other than students in the Faculty of Arts, more students in Augustana Faculty pursue this certificate, and this proposal is supported by that Faculty.
The Impact of the Proposal is	Minimal; changes needed to promotion materials (Faculty and Program responsibility) and to the Peoplesoft systems by the Office of the Registrar and Student Awards.
Replaces/Revises (eg, policies, resolutions)	The previously-approved original name of the existing Certificate in Community Service-Learning.
Timeline/Implementation Date	Upon final approval.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	This proposal specifically addresses one of the nine themes of the University’s Academic Plan – <i>Dare to Deliver</i> – viz rural engagement. While it clearly has the potential to address all four areas of commitment identified in that document, it particularly focuses on the third of these – community engagement near and far. The Plan identifies two dimensions to such engagement: 1) cultivating relationships between the University of Alberta and external communities; and 2) building cohesion across Faculties and geographically-separated campuses within the University.
Compliance with Legislation, Policy and/or Procedure	1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over





<p>Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>2. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>4. <b>GFC Academic Planning Committee Terms of Reference/Mandate:</b> GFC delegated the following to GFC APC, the Provost and Vice-President (Academic), and the Dean of the Faculty of Graduate Studies and Research (FGSR):</p> <p><b>“Existing Undergraduate and Graduate Programs:</b>  - Extension and/or Substantive Revision of Existing Programs  - Revisions to or Extension of Existing Degree Designations</p> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).  [...]  The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)</p> <p>5. <b>PSLA:</b> “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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**Routing** (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Karsten Mundel, Augustana Faculty (Learning and Abroad Program, Augustana Faculty);  Roger Epp, Dean, Augustana Faculty (see attached letter of support,</p>
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	dated October 8, 2010); Faculty of Arts, Academic Affairs Committee (October 27, 2010); Faculty of Arts, Executive Committee (February 10, 2011)
Approval Route (Governance) (including meeting dates)	Faculty of Arts Council (March 23, 2011) – for recommendation; GFC Academic Planning Committee (April 27, 2011) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments:

Attachment 1: Proposed Changes to the *University Calendar* (pages 1 – 2)

Attachment 2: Supporting Letter from Dean Roger Epp, Augustana Faculty (page 1)

*Prepared by:* Robin A Cowan, Assistant Dean, Faculty of Arts (780-492-7657; robin.cowan@ualberta.ca)

**Faculty of Arts**  
**Course and Program Changes**  
**For Early Implementation, ie, September, 2011**

<p><b>45.1 CERTIFICATE IN COMMUNITY SERVICE-LEARNING</b></p> <p>See §43.3(10) for general information about the Community Service-Learning Program. See §231 for information about CSL-designated courses</p> <p>Students who take part in community-based learning experiences gain specialized expertise in understanding community-based practices, combining academic and non-academic knowledge bases, linking theory and practice, honing research and leadership skills, and activating various forms of citizenship and social change. The Certificate in Community Service-Learning formally designates that a student has significantly integrated community service-learning (CSL) into his or her postsecondary education. The knowledge and experience gained through service-learning are applicable to a wide range of careers, including those in non-governmental organizations, the volunteer sector, business and government, and academic institutions</p> <p>Students wishing to pursue the Certificate in Community Service-Learning must apply through Undergraduate Student Services in the Faculty of Arts by the application deadline for convocation (see §11). The Certificate is granted on the recommendation of the Director of the CSL Program.</p> <p>Students may pursue the Certificate in Community Service-Learning by fulfilling existing requirements for majors, minors, or honors in their respective disciplines and by completing a minimum of *12 credits and one non-credit opportunity as follows:</p> <ol style="list-style-type: none"> <li>(1) At least *3 credits in a CSL-designated course, such as CSL 300 (see §231)</li> <li>(2) *9 credits from the list of academic courses approved each year by the CSL Program Office [list of courses available on the CSL website (<a href="http://www.csl.ualberta.ca">www.csl.ualberta.ca</a>) or from the CSL Program Office]. Students must satisfactorily meet the CSL requirements of each course.</li> <li>(3) Successful completion of one non-credit opportunity. Information about non-credit opportunities that count toward the certificate is available from the CSL Program Office.</li> </ol> <p><b>Note:</b> No more than *6 of the *12 credits may be transfer credits from other postsecondary institutions.</p>	<p><b>45.1 CERTIFICATE IN COMMUNITY <u>ENGAGEMENT AND SERVICE-LEARNING</u></b></p> <p>See §43.3(10) for general information about the Community Service-Learning Program. See §231 for information about CSL-designated courses.</p> <p>Students who take part in community-based learning experiences gain specialized expertise in understanding community-based practices, combining academic and non-academic knowledge bases, linking theory and practice, honing research and leadership skills, and activating various forms of citizenship and social change. The Certificate in Community <u>Engagement and</u> Service-Learning formally designates that a student has significantly integrated community service-learning (CSL) into his or her postsecondary education. The knowledge and experience gained through <u>engagement and</u> service-learning are applicable to a wide range of careers, including those in non-governmental organizations, the volunteer sector, business and government, and academic institutions</p> <p>Students wishing to pursue the Certificate in Community <u>Engagement and</u> Service-Learning must apply through Undergraduate Student Services in the Faculty of Arts by the application deadline for convocation (see §11). The Certificate is granted on the recommendation of the Director of the CSL Program <u>or the Director of Augustana's Learning and Beyond office.</u></p> <p>Students may pursue the Certificate in Community Service-Learning by fulfilling existing requirements for majors, minors, or honors in their respective disciplines and by completing a minimum of *12 credits and one non-credit opportunity as follows:</p> <ol style="list-style-type: none"> <li>(1) At least *3 credits in a CSL-designated course, such as CSL 300 <u>or AUCSL 300</u> (see §231)</li> <li>(2) *9 credits from the list of academic courses approved each year by the CSL Program Office [list of courses available on the CSL website (<a href="http://www.csl.ualberta.ca">www.csl.ualberta.ca</a>) <u>or</u> <a href="http://www.augustana.ualberta.ca/csl">www.augustana.ualberta.ca/csl</a>] or from the CSL Program Office]. Students must satisfactorily meet the CSL requirements of each course.</li> <li>(3) Successful completion of one non-credit opportunity. Information about non-credit opportunities that count toward the certificate is available from the CSL Program Office.</li> </ol> <p><b>Note:</b> No more than *6 of the *12 credits may be transfer credits from other postsecondary institutions.</p>
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OR

by fulfilling existing requirements for majors, minors, or honors in their respective disciplines and by completing a minimum of \*15 credits as follows:

- (1) At least \*3 credits in a CSL-designated course, such as CSL 300 or AUCSL 300 (see §231)
- (2) At least \*12 credits from the list of academic courses approved each year by the CSL Program Office [list of courses available on the CSL website ([www.csl.ualberta.ca](http://www.csl.ualberta.ca)) or [augustana.ualberta.ca/csl](http://augustana.ualberta.ca/csl)) or from the CSL Program Office]. Students must satisfactorily meet the CSL requirements of each course.

**Note:** No more than \*6 of the \*15 credits may be transfer credits from other postsecondary institutions.



Dr. Sara Dorow  
Director, Community Service-Learning  
University of Alberta  
11039 Saskatchewan Drive  
Edmonton, AB T6G 2B4

8 October 2010

Dear Dr. Dorow:

I am writing you this letter to support your proposed changes to the Certificate in Community Service-Learning. The modifications you propose reflect the ways in which our students at Augustana participate in this endeavour. We support these changes for two key reasons.

First, Augustana is very supportive of the suggested inclusion of an optional fifth CSL course in place of the non-credit opportunity (45.1.3). There seems to be considerable uptake of this certificate on our campus and giving our staff more options to present to students is an important way for us to manage the workload issues of implementing and monitoring this certificate.

Second, the proposed change of name to Certificate in Community Engagement and Service-Learning better captures the students' skills acquired and activities undertaken when taking courses that meet the Certificate requirements. The addition of the term engagement is also better understood by potential employers of our graduates and more completely reflects the total experience of students enrolled in the Certificate.

Because of this issue of workload we also support the request for early implementation of these changes. It would be ideal for us to be able to graduate students in the summer 2011 convocation using the revised guidelines for this certificate.

Sincerely,



Roger Epp  
Dean

c: Lesley Cormack, Dean, Faculty of Arts  
Karsten Mundel, Director, Office of Learning and Beyond, Augustana Campus



**OUTLINE OF ISSUE**

**Agenda Title: University of Alberta (Alberta School of Business and Faculty of Graduate Studies and Research) and Nagoya University of Commerce and Business Overlapping Dual Graduate Degree Program Proposal**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, a proposal for an overlapping dual graduate degree program between the Alberta School of Business and Nagoya University of Commerce and Business (NUCB), submitted jointly by the Alberta School of Business and the Faculty of Graduate Studies and Research and as set forth in Attachment 1, to take effect upon final approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Tom Scott, Vice-Dean, School of Business; and Joan White, Associate Dean, School of Business
Presenters	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research (or Delegate), and Joan White, Associate Dean; School of Business
Subject	Dual Graduate Degree Program between the Alberta School of Business and Nagoya University of Commerce and Business (NUCB)

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To offer a dual graduate degree option (based on the existing Alberta School of Business' Master of Business Administration (MBA) program) through an Agreement with Nagoya University of Commerce and Business (NUCB).
The Impact of the Proposal is	To contribute to the internationalization of the Alberta MBA programs through collaboration with Nagoya University of Commerce and Business (NUCB).
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Upon final approval.
Estimated Cost	N/A
Sources of Funding	Reciprocal Exchange Program subject to approval of the Provost.
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>Dare to Discover:</i> Through Connecting Communities cornerstone enhances relationships with an international partner thereby enriching the educational environment; <i>Dare to Deliver</i> engaging communities near and far: "Increase the number, attractiveness and affordability of genuine joint programs, semesters abroad, bilateral exchange programs...Support new academic programs with a global perspective."</p> <p><i>Academic Plan,</i> under Connecting Communities: "Collaborative programs: Creating more internationally collaborative models of course delivery, such as dual and joint degrees for undergraduate and graduate programs"</p>
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Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)

1. **Post-Secondary Learning Act (PSLA):** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Sections 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).

2. **PSLA:** GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).

3. **PSLA:** The *PSLA* gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

4. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

5. **UAPPOL Shared Credentials Policy** is available for review at: [https://www.conman.ualberta.ca/stellent/groups/public/@academic/documents/policy/pp\\_cmp\\_071730.hcsp](https://www.conman.ualberta.ca/stellent/groups/public/@academic/documents/policy/pp_cmp_071730.hcsp)

6. **UAPPOL Overlapping Programs Proposal Procedure** is available for review at: [https://www.conman.ualberta.ca/stellent/groups/public/@academic/documents/procedure/pp\\_cmp\\_071731.hcsp](https://www.conman.ualberta.ca/stellent/groups/public/@academic/documents/procedure/pp_cmp_071731.hcsp)

7. **GFC APC’s Terms of Reference (Mandate):** GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:

**“Existing Undergraduate and Graduate Programs:**  
**- Extension and/or Substantive Revision of Existing Programs**  
**- Revisions to or Extension of Existing Degree Designations**  
 All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).  
 [...]
 The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)

	8. <b>PSLA:</b> “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Alberta School of Business Council; Approved: Faculty of Graduate Studies and Research Council February 16, 2011
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies and Research Council (February 16, 2011) – for recommendation; GFC Academic Planning Committee (April 27, 2011) – for recommendation
Final Approver	GFC Academic Planning Committee

**Attachments:**

- Attachment 1 (pages 1 – 17): Proposal for the Establishment of a University of Alberta (Alberta School of Business and Faculty of Graduate Studies and Research) and Nagoya University of Commerce and Business Overlapping Dual Graduate Degree Program

*Prepared by:* Heather Hogg, (Former) Assistant Dean, Faculty of Graduate Studies and Research, and Joan White, Associate Dean, School of Business, [jwhite@ualberta.ca](mailto:jwhite@ualberta.ca)



**Proposal for An Overlapping Program between the Alberta School of Business, University of Alberta and the Nagoya University of Commerce & Business**

Preamble

The Alberta School of Business has been in discussion with the Nagoya University of Commerce & Business (NUCB) for some time to enter into a dual degree arrangement. Both institutions are very interested in this partnership. Nagoya University of Commerce & Business was established in Japan in 1953 by Dr. Yuichi Kurimoto, who was the first Japanese person to graduate from the Faculty of Arts at the University of Alberta in 1930. NUCB is an AACSB accredited institution and well ranked among Japanese institutions. NUCB has double degree and study abroad opportunities with more than 35 international partner business schools including Queen's and McMaster in Canada. A dual degree program with NUCB would have a number of benefits. It would further internationalize our MBA program. Currently we are able to attract only one Japanese student to our program approximately every four to five years primarily due to language issues. As the program in NUCB is delivered in English and international exchanges are encouraged at NUCB, we anticipate attracting approximately two students each year which would add to the diversity that we value in our program. The admission requirements at NUCB are very similar to those at the University of Alberta, therefore we anticipate that students exchanged will meet the high standards of both institutions. The dual degree program would allow U of A students the opportunity for expanding international opportunities. We currently have one MBA student completing a single term exchange at NUCB. From a faculty perspective, we anticipate increased opportunities for faculty to engage in international research collaborations. One U of A faculty member currently teaches a course in International Finance at NUCB. This program aligns well with our School's goal to further internationalize our programs. It also aligns well with the goals outlined in Dare to Discover: "We are committed to internationalization in every aspect of our development."

1. How many students (annually and in total) are expected to be admitted into this program by the home Department/Faculty? Describe the current student demand for the program.

**We anticipate between one and three NUCB students being admitted to the University of Alberta each year and approximately the same number of University of Alberta students are expected to attend NUCB.**

2. What is the expected nature of the students' experience at the partner institution(s) (for example, taking courses, research opportunities, joint supervision, etc.)? Indicate this separately for the students whose home institution is the University of Alberta and those whose home is at a partner institution.

**Both programs are course-based. NUCB students will complete 39 credits at the University of Alberta which will include specialization requirements (their choice of specialization), elective courses, and the MBA capstone course. University of Alberta students will complete a minimum of 10 courses (equivalent to 30 U of A credits) at NUCB.**

3. How are the course requirements of the University of Alberta Program being met? Indicate this separately for the students whose home institution is the University of Alberta and those whose home is at a partner institution.

**U of A students will complete 11 courses (33 credits) at the University of Alberta in the first year and a minimum of 10 courses (30 U of A equivalent credits) at NUCB during the second year. Of the courses completed at NUCB, 24 U of A equivalent credits will be applied to meet their U of A MBA degree (57 credits).**

**NUCB students will complete a minimum of 10 courses (30 equivalent U of A credits) at NUCB and 13 courses (39 U of A credits) at the University of Alberta.**

4. How are the non-course-related residency requirements of the University of Alberta program being met (i.e. length of stay on University of Alberta campuses, total University of Alberta fees paid)? Indicate this separately for the students whose home institution is the University of Alberta and those whose home is at a partner institution. Note that together with #3, all the requirements of the University of Alberta degree must be met by those students who expect to receive a University of Alberta degree (a possible exception is noted below in #10).

**The U of A MBA and the NUCB MBA are course-based, non-thesis programs. Students from either program will spend no more than one year completing the course requirements at the partner institution. U of A and NUCB students will pay tuition and non-instructional fees at their home institutions. NUCB students will pay the graduate studies application fee, as well as U-Pass and UAHIP fees.**

5. Specify the components of the degree that will be examined and used by every partner institution in fulfillment of their degree requirements (for example, a thesis).

**Course work will be examined and used by each partner in fulfillment of their degree requirements.**

6. If the proposed program requires practicum or other forms of professional experience or certification, what arrangements have been made for completion of these components?

**There is no requirement for a practicum or other forms of professional experience or certification in either program.**

7. Does the proposed program require approval by accrediting or other professional bodies?

**The proposed program does not require approval by an accrediting or other professional body.**

8. Are there any restrictions on what is accessible to the students while at the partner institution(s) (for example, course selection)?

**Students must satisfy pre-requisite requirements and specific degree requirements.**

9. Is the outcome of the proposed program a single degree/parchment or multiple degrees/parchments? What is the reason for selecting this particular outcome?

**The outcome of the proposed program is a double degree, i.e., multiple parchments. We have been offering double degree programs with a number of partners over the past ten years. Multiple parchments appear to be the standard approach for the majority of institutions offering double degree programs. Multiple parchments allow each institution the ability to preserve the integrity of their graduate program. The University of Alberta parchment will have the same standard format and wording used for all University of Alberta MBA degrees.**

10. If the outcome is multiple parchments, explain which of the degree requirements for a University of Alberta degree the students at partner institutions are expected to meet.

**NUCB students are required to meet all of the University of Alberta degree requirements (see #3, above).**

11. Are any of the admission requirements to be modified or waived? The default arrangement is that the student must meet the admission requirements of all the partner institutions.

**Students must meet the admission requirements at both institutions.**

12. What are the tuition and fee-payment arrangements while at a partner institution? The default arrangement is that the student pays appropriate tuition and other fees to the host institution, and only nominal fees (to be specified in the agreement) to the home institution.

**Students will pay appropriate tuition and non-instructional fees to their home institution.**

13. Outline the process by which those students who are unsuccessful in meeting the requirements of the shared-credential program will be returned to a regular degree program.

**Students who are unsuccessful in meeting the requirements of the double degree program can either return to the home institution to complete the degree requirements of the home institution and/or can transfer credits from courses completed at the partner institution to fulfil the degree requirements of the home institution.**

14. What are the Central resources expected of the University of Alberta? Examples include waivers, access to University of Alberta Library and/or Computing facilities by individuals who are not students, direct funding support, etc.

**Similar to other reciprocal exchange programs, NUCB students will not be required to pay University of Alberta tuition fees. This is a course-based program and direct funding support is not provided to students.**

## UNIVERSITY OF ALBERTA - UNOFFICIAL RECORD

**Student Name:** Joqoeq Jo  
(Surname last)

**ID Number:** 1253543

**Month and Day of Birth:** June 03

**Date of Issue:** 25-FEB-2011

**Degrees**

Confer Date: November 18, 2010  
Degree: Master of Business Administration  
Natural Resources, Energy and Environment  
In the Name of: Joqoeq Jo

September, 2009: Admitted to the Faculty of Graduate Studies and Research, Master of Business Administration program, Business, on the basis of a BEcon, 2006 from Shanghai University, China; and work completed 2007-2008 at Nagoya University of Commerce and Business, Japan.

**Fall Term 2009** **MBA (Crse)**  
**Business**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
B LAW 628	NATRL RESRCE AND ENVRNMNTL LAW	B	3.0	3.0	9.00	3.3	15
BUS 686	SELECTED TOPICS IN BUSINESS Ethics & Corp Social Resp with Communications	A-	3.0	3.0	11.10	3.6	44
FIN 654	RISK MANAGEMENT	B	3.0	3.0	9.00	3.5	23
SMO 641	BUSINESS STRATEGY	B	3.0	3.0	9.00	3.7	39
SMO 652	LEADERSHIP SKILLS	B	3.0	3.0	9.00	3.4	43
TOTALS			15.0	15.0	47.10		

**Winter Term 2010** **MBA (Crse)**  
**Business**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
B LAW 658	INTELLCTL PROP LAW&TECH COMMRC	A-	3.0	3.0	11.10	3.7	14
BUEC 563	ENERGY INDUSTRIES & MARKETS	A	3.0	3.0	12.00	3.8	33
BUEC 564	ENVIRONMENTAL MANAGEMENT	B+	3.0	3.0	9.90	3.7	30
BUEC 663	NATURAL RES & ENERGY CAPSTONE	B	3.0	3.0	9.00	3.4	9
SMO 642	INTL FAMILY ENTERPRISE	A-	3.0	3.0	11.10	3.7	9
SMO 686	BEHAVIORAL SCIENCE Management Consulting	B+	3.0	3.0	9.90	3.8	28
TOTALS			18.0	18.0	63.00		

GPA: 110.10 grade points / 33.0 units taken = 3.3

**Spring Term 2010** **MBA (Crse)**  
**Business**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
MGTSC 502	OPERATIONS MANAGEMENT	A-	3.0	3.0	11.10	3.8	30
MGTSC 604	BARGAINING & NEGOTN	B+	3.0	3.0	9.90	3.9	34
TOTALS			6.0	6.0	21.00		

GPA: 21.00 grade points / 6.0 units taken = 3.5

August 01, 2010: Academic Integrity & Ethics Training Component met  
Master of Business Administration

August 31, 2010: Graduate Program Completed  
Master of Business Administration

## UNIVERSITY OF ALBERTA - UNOFFICIAL RECORD

Student Name: Pofketg Q B Rafm  
(Surname last)

ID Number: 1217209

Month and Day of Birth: May 05

Date of Issue: 25-FEB-2011

September, 2008: Admitted to the Faculty of Graduate Studies and Research, Master of Business Administration program, Business, on the basis of a BIntBus(Hons), 2001 from Carleton University, Ottawa, ON.

**Fall Term 2008** **MBA (Crse)**  
**Business**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
ACCTG 501	INTRO FIN REPORTING & ANALY	A-	3.0	3.0	11.10	3.3	49
BUEC 503	ECONOMIC FOUNDATIONS	A+	3.0	3.0	12.00	3.6	49
BUS 501	BUSINESS SKILLS ORIENTATION	CR	0.0	0.0	0.00	XXX	111
BUS 502	ETHICS & CORPORATE SOCIAL RESP	A-	1.5	1.5	5.55	3.6	51
BUS 503	EFFECTIVE CORPORATE COMM	A-	1.5	1.5	5.55	3.7	53
BUS 504	CAREER MGMNT SKILLS	CR	0.0	0.0	0.00	0.0	50
MGTSC 501	DATA ANLYS & DECISION MAKING	A+	3.0	3.0	12.00	3.5	48
SMO 500	MANAGING PEOPLE	A	3.0	3.0	12.00	3.4	49
SMO 652	LEADERSHIP SKILLS	A+	3.0	3.0	12.00	3.5	53
TOTALS			18.0	18.0	70.20		

**Winter Term 2009** **MBA (Crse)**  
**Business**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
ACCTG 523	ACCTG INFO & INTERNL DEC MAKNG	A	3.0	3.0	12.00	3.3	47
BUEC 542	INTERNATIONAL BUSINESS	A	3.0	3.0	12.00	3.7	29
FIN 501	FINANCIAL VALUATION/MGMNT	A-	3.0	3.0	11.10	3.0	46
MARK 502	PRINCIPLES OF MARKETING MGMNT	B+	3.0	3.0	9.90	3.5	48
MGTSC 686	TOPICS-MGTSC Measure & Assess Natnl Econ	A+	3.0	3.0	12.00	3.9	4
TOTALS			15.0	15.0	57.00		

GPA: 127.20 grade points / 33.0 units taken = 3.9

**Fall Term 2009** **MBA (Crse)**  
**Business**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
EXCH 805	EXCHANGE PROGRAM Location: Nagoya University of Commerce and Business, Japan	CR	0.0	0.0	0.00	XXX	2

**Winter Term 2010** **MBA (Crse)**  
**Business**

Course	Description	Grade Remark	Units Taken	Units Passed	Grade Points	Class Avg	Class Enrl
EXCH 805	EXCHANGE PROGRAM Location: Nagoya University of Commerce and Business, Japan	CR	0.0	0.0	0.00	XXX	2

May 10, 2010: Granted credit in courses (units) Business 500-Level Option (12.00), Business 500-Level Option (12.00) for work completed at Nagoya University of Commerce and Business, Japan, 2009-2010. Total units 24.00.

August 01, 2010: Academic Integrity & Ethics Training Component met  
Master of Business Administration

August 31, 2010: Graduate Program Completed  
Master of Business Administration

## Appendix B: Sample Fees/Registration

### MBA Dual Degree with Nagoya University of Commerce and Business University of Alberta typical registration/fees assessment pattern

	<b>UofA MBA Student A</b> <i>(from UofA)</i>
Year 1: 2 terms at UofA	At UofA campus: -Registered in MBA courses -Assessed regular on-campus Instructional MBA fees -Assessed regular on-campus Non-instructional Fees <a href="http://www.gradstudies.ualberta.ca/regfees/fees/MBA.htm">http://www.gradstudies.ualberta.ca/regfees/fees/MBA.htm</a>
Year 2: 2 terms at Partner Institution	At Partner Institution campus: -Registered F/T in EXCH 804 -Assessed regular F/T Instructional (MBA Program) Fees -Assessed regular off-campus Non-instructional Fees <a href="http://www.gradstudies.ualberta.ca/regfees/fees/canadian.htm">www.gradstudies.ualberta.ca/regfees/fees/canadian.htm</a>

	<b>UofA MBA Student B</b> <i>(from partner institution)</i>
2 terms at UofA	At UofA campus (Already spent a year in Partner Institution degree program): -Registered F/T in courses -No Instructional Fees assessed ( <i>waived in accordance with approved MOU reciprocal Exchange Program; tuition is paid at the partner institution</i> )* -Non-instructional fees assessed ( <i>at rate assessed for "Incoming Exchange" programs, ie, only UAHIP<sup>1</sup> and UPass<sup>2</sup> in compliance with approved reciprocal exchange programs</i> )*

<sup>1</sup> Students registered at the University of Alberta for less than 12 months (exchange or visiting students), will be automatically enrolled in the University of Alberta Health Insurance Plan (UAHIP). Participation in this plan is mandatory for students who do not qualify for Alberta Health Care Insurance.

[http://www.international.ualberta.ca/current/uahip.cfm#Shorter\\_periods\\_of\\_study](http://www.international.ualberta.ca/current/uahip.cfm#Shorter_periods_of_study): UAHIP

<sup>2</sup> <http://www.uofaweb.ualberta.ca/u-pass/>

\*subject to official approval of Memorandum of Understanding (MOU) of reciprocal exchange program

## DOUBLE DEGREE AGREEMENT

**THIS AGREEMENT** made as of the [●] day of [●] 2011 (the “Effective Date”);

**BETWEEN:**

**THE NAGOYA UNIVERSITY OF COMMERCE & BUSINESS**  
(hereinafter called “NUCB”)

- and -

**THE GOVERNORS OF THE UNIVERSITY OF ALBERTA**  
(hereinafter called “UOA”)

**WHEREAS:**

- A. The parties are desirous of cooperating to develop a double degree program whereby students can, by attending both institutions and meeting the program requirements as set out herein, achieve a master in business administration degree from each of UOA and NUCB;
- B. The parties wish to set out the terms and conditions upon which they will cooperate to achieve the foregoing objective;

**NOW THEREFORE IN CONSIDERATION** of the premises and mutual promises, covenants, and conditions hereinafter set forth, the parties hereto agree as follows:

### **ARTICLE 1 DESCRIPTION OF PROGRAM**

- 1.1 Pursuant to the terms and conditions of this Agreement, the parties have agreed to establish the double master of business administration program (the “Program”) such that upon successful completion by a student of the requirements set out in Schedule “A” hereto, and subject to the terms of this Agreement, each of NUCB and UOA will confer a master of business administration degree on such student.
- 1.2 Subject to the Program requirements set out in Schedule “A” hereto, the parties agree that the “host institution” reserves the right to require visiting students to take courses other than those normally prescribed for the second year of a master of business administration (“MBA”) program by the “home institution”.
- 1.3 For the purposes of this Agreement, the term “home institution” shall mean that institution (whether UOA or NUCB) where a student originates from and the term “host institution” shall mean that institution (whether UOA or NUCB) where a student travels to complete the Program.

**ARTICLE 2  
APPLICATION PROCESS**

- 2.1 A home institution will nominate students for the Program who have successfully completed one year of their MBA program at the home institution, are otherwise in good academic standing at their home institution and meet all other requirements for participation in the Program as provided for herein.
- 2.2 Nominated students who are interested in completing the Program must then submit a formal application to the liaison officer of the home institution no later than the May 1 proceeding the academic year in which the Program is to start (unless the parties otherwise agree) and otherwise meet exchange student requirements of their home institution. Documents will not be accepted after the deadline.
- 2.3 The liaison officer of the home institution will forward the application documents to the liaison officer at the host institution no later than the host institution's published deadline.
- 2.3.1 Nominated student applications from the NUCB must be received by the UOA no later than April 15 for students intending to commence studies at the UOA in the following Fall Term.
- 2.3.2 Nominated student applications from the UOA must be received by the NUCB no later than May 1 for students intending to commence studies at the NUCB in the following Fall Semester, or December 1 for students intending to commence studies at the NUCB in the following Spring Semester.
- 2.4 The number of places available at each of the UOA and NUCB will be decided by mutual agreement each year as part of the annual review as provided for herein, however the parties agree that beginning in the 2011/2012 academic year, the participation in the Program will be 2 students per year from each of UOA and NUCB and this rate of participation will continue until such time as the parties agree otherwise as part of the annual review process as provided for herein.
- 2.5 A host institution shall be required to make a final decision on the admission of a student whom it has received an application for by the June 30 proceeding the academic year in which the Program is to start for such student.
- 2.6 The parties acknowledge and agree that the decision as to whether or not a student is admitted into the Program lies solely with the host institution in their sole and unfettered discretion.

**ARTICLE 3  
ANNUAL REVIEW**

- 3.1 Notwithstanding anything else in this Agreement, the parties agree to meet (either by phone or in person) on an annual basis before December 31 of each year, to review and consider the following:
- 3.1.1 the number of participating students in the Program;
- 3.1.2 the requirements for admission into the Program;



- 3.1.3 language proficiency requirements;
- 3.1.4 a general evaluation of the Program and whether, any changes are required; and
- 3.1.5 any other matter pertaining to the Program and its administration or operation;

To the extent that any such discussions necessitate changes to this Agreement the parties agree that such changes will not be effective until agreed to in writing.

#### **ARTICLE 4 AWARD OF DOUBLE DEGREE**

- 4.1 While attending a host institution, the parties agree that participating students will be evaluated in accordance with the policies and procedures of the host institution and any marks will need to be validated by both the home and host institutions.
- 4.2 Students shall have one calendar year in which to complete the final year of the Program at the host institution; provided always however that an extension to such time may be granted by the parties in the event of exceptional or special circumstances which are determined to exist in the sole and unfettered discretion of the parties.
- 4.3 Prior to the conferment of the double degree from each of NUCB and UOA the following procedure must be strictly followed:
  - 4.3.1 The host institution will send official transcripts of the students' marks to the home institution; and
  - 4.3.2 The host institution will provide the home institution with a statement indicating whether a student has met the requirements for the conferment of the degree of the host institution.

Once a student has met the requirements for the awarding of the degree of the host institution and the home institution is in receipt of the statements referred to in Sections 4.3.1 and 4.3.2 above, the home institution shall be free to award its own degree and it shall inform the host institution of this decision in writing. In making its decision the home institution shall have regard to the requirements of the Program set out in Schedule "A" hereof. Under no circumstances shall the host institution confer its degree until and unless the home institution has made the decision to award its degree to the student and such decision has been communicated to the host institution.

- 4.4 Notwithstanding anything else in this Agreement, in the event a student has failed to meet the requirements of the Program at the host institution, it is in the home institution's sole and unfettered discretion as to whether or not to award its degree to such student.

#### **ARTICLE 5 FINANCIAL TERMS**

- 5.1 The following financial provisions apply to all students on an exchange programme within the meaning of Article 1, subject to any contrary arrangement specified in the Annual Agreement:

- 5.1.2 Students in the Program must have personal funds sufficient to cover and are solely

responsible for any expenses incurred while at a host institution that are not otherwise covered by the home or host institution.

- 5.1.2 Students in the Program shall be solely responsible for paying the full tuition and other required fees for the Program at the home institution in accordance with the fee payment schedules, policies and procedures of the home institution;
- 5.1.3 Students in the Program will have all normal tuition and non-instructional fees at the host institution waived for the period of their Program. At both NUCB and UOA, these include instructional fees, registration fees, and fees for Library & Computing Services, Students' Union and Athletic & Recreation Services.
- 5.1.4 At UOA, incoming graduate students will be required to pay the one-time graduate studies application fee charged to all students participating in graduate level studies at the UOA.
- 5.1.5 All students registered at the University of Alberta Edmonton Campuses will be assessed a fee once per term for a Universal Transit Pass (U-Pass), which provides unlimited use of all Edmonton area public transportation. Students are automatically enrolled in the mandatory U-Pass service and must pay the required fees to the UOA at the beginning of each term;
- 5.1.6 No other fees which are not mandatory for any other student participating in the second year of the MBA program at either institution will be charged to students in the Program by the host institution, unless agreed upon in writing in advance by both parties or noted within this agreement.

## **ARTICLE 6 INSURANCE**

- 6.1 Students from NUCB participating in the Program at the UOA for less than 12 months and who are not Canadian citizens or permanent residents and who therefore do not have Alberta Health Care Insurance are required to participate in the UOA Health Insurance Program ("UAHIP") and to pay the required premiums to the UOA for this health insurance. Upon confirmation of registration in the Program at the UOA, students from NUCB will automatically be enrolled in UAHIP.
- 6.2 In all other respects students shall be solely responsible for making arrangements with respect to securing insurance and full health and medical coverage while attending at a host institution which coverage includes but is not limited to coverage for the following types of risks:

- 6.2.1 life;
  - 6.2.2 health;
  - 6.2.3 international transit;
  - 6.2.4 civil liability;
  - 6.2.5 occupational health and safety; and
  - 6.2.6 non-work related accidents.
- 6.3 Notwithstanding anything else in this Agreement, the parties hereby acknowledge and agree that neither party shall bear any responsibility for a student's general safety or well-being while they are at the respective host institution and, in particular and without limitation, are not responsible for:
- 6.3.1 providing medical/health or travel insurance with respect to any of the students (except as provided for herein respecting UAHIP);
  - 6.3.2 any risks or hazards that a student may encounter including without limitation, those related to terrain and travel, weather, flooding, institution locations, insects, reptiles or other animals, equipment, political violence, terrorism, state/government actions or any other risks or hazards of any nature whatsoever.
- 6.4 Students from NUCB will be required to execute the UOA's form of Release of Liability, Waiver of Claims and Assumption of Risks and Indemnity Agreement (as set out in Schedule "B" hereto) prior to being accepted into the Program.

## **ARTICLE 7 STUDENT MATTERS**

- 7.1 Students in the Program will be generally integrated into their host institution as regular students. They will be provided reasonable assistance by the host institution in finding a place in a university residence or other suitable accommodation; provided always however that accommodation shall ultimately be the sole responsibility of the student.
- 7.2 Visiting students shall respect and comply with all the rules, regulations, policies and procedures of the host institution including, without limitation, those relating to disciplinary matters.

**ARTICLE 8  
LIAISON OFFICERS**

8.1 The designated liaison officers for this Agreement are:

For NUCB:

Kyoko Hayakawa  
Managing Director  
NUCB Graduate School  
1-20-1 Nishiki, Naka-ku  
Nagoya, Aichi  
Japan 460-0003

Tel: 052-203-8111  
Fax: 052-221-5221  
e-mail: h\_kyoko@nucba.ac.jp

for UOA:

Edy Wong  
Associate Dean (International)  
3-21B Business Building  
University of Alberta  
Edmonton, AB, Canada T6G-2R6

Tel: (780) 492-8137  
Fax: (780) 492-0280  
e-mail: edy@ualberta.ca

8.2 The parties agree that either party may change its designated liaison officers by notifying the other party of such change in writing.

8.3 Without limiting anything else in this Agreement, the parties agree that the liaison officers will:

- 8.3.1 coordinate activities respecting the Program;
- 8.3.2 be responsible for coordinating nominations of students and receiving application forms from students for the Program and submitting such applications to the host institution in accordance with the timelines set out in this Agreement;
- 8.3.3 receive application forms from a home institution and facilitate a decision with respect to such applicants in accordance with the timelines set out in this Agreement;
- 8.3.4 establish procedures with respect to the Program which are not inconsistent with this Agreement;
- 8.3.5 conduct regular Program assessment and evaluation and participate, where necessary, in any annual review contemplated pursuant to this Agreement;
- 8.3.6 make determinations respecting Program requirements and standards in consultation with the parties;
- 8.3.7 subject to the terms of this Agreement, determine administrative and operational matters pertaining to the Program;
- 8.3.8 assist with any other matters relating to the Program or the terms of this Agreement as may be determined by the parties from time to time.

**ARTICLE 9  
TERM AND TERMINATION**

- 9.1 This Agreement shall commence on the [●] day of [●], 2011 and, subject to earlier termination in accordance with the terms hereof, continue for a term of five (5) years expiring on the [●] day of [●], 2016. Notwithstanding the foregoing, the parties hereto may, upon mutual agreement, extend the term of this Agreement for a term beyond five (5) years for such further period as they may agree.
- 9.2 Notwithstanding the provisions of Clause 9.1, either party may terminate this Agreement without cause, upon the giving of two (2) years prior written notice to the other party.

**ARTICLE 10  
GENERAL**

- 10.1 Any notice required to be given under this Agreement may be given to the respective liaison officers at the addresses noted above.
- 10.2 Neither party may add to, delete, vary, amend or extend the terms of this Agreement unless an agreement in writing has been executed by the parties hereto effecting such addition, deletion, variation, amendment or extension.
- 10.3 Unless the context otherwise requires, any reference to "this Agreement" means this instrument and all of the Schedules attached to it and any reference to any section or subsection by number is a reference to the appropriate section or subsection in this Agreement. If there is any discrepancy between this Agreement and any Schedule, this Agreement governs to the extent of the inconsistency.
- 10.4 The headings or captions in this Agreement are inserted for convenience only and do not form a part of this Agreement and in no way define, limit, alter or enlarge the scope or meaning of any provision of this Agreement.
- 10.5 This Agreement constitutes the entire agreement between the parties and no understandings, representations or agreements, oral or otherwise, exist between the parties with respect to the subject matter of this Agreement except as expressly set out in this Agreement.
- 10.6 Each of the parties will, upon the reasonable request of the other, make, do, execute or cause to be made, done or executed all further and other lawful acts, deeds, things, devices, documents, instruments and assurances whatever for the better or more perfect and absolute performance of the terms and conditions of this Agreement.
- 10.7 If any provision of this Agreement or the application thereof to any person or circumstance is invalid or unenforceable to any extent, the remainder of this Agreement and the application of such provision to any other person or circumstance will not be affected or impaired thereby and will be valid and enforceable to the extent permitted by law.
- 10.8 No waiver by either party of a breach or default by the other party in the observance, performance or compliance of any of its obligations under this Agreement will be effective

unless it is in writing, and no such waiver will be deemed or construed to be a waiver of any other breach or default, and failure or delay on the part of either party to complain of an act or failure of the other party or to declare such other party in default, irrespective of how long such failure or delay continues, will not constitute a waiver by such party of any of its rights against the other party.

- 10.9 The rights and obligations of the parties hereunder shall not be assigned or assignable, in whole or in part, by either party. The terms of this Agreement shall endure to the benefit and be binding upon the successors of each of the parties.
- 10.10 This Agreement shall be interpreted under and governed by the laws in force in the Province of Alberta, the courts of the Province of Alberta have exclusive jurisdiction over any legal proceedings arising from this Agreement and the parties attorn to the jurisdiction of such courts.
- 10.11 Nothing in this Agreement shall make the relationship between the UOA and the NUCB one of partnership, joint venture or employment. Nothing in this Agreement constitutes authority for one party to make commitments which bind the other party or to otherwise act on behalf of such other party.
- 10.12 Neither party will use, nor shall it permit any person employed by it to use, identifying marks of the other party, other than with the prior written consent of such other party, which may be arbitrarily withheld.
- 10.13 Terms, provisions, covenants and conditions contained in this Agreement which, by their nature or the terms thereof, require their performance by the parties after the expiration or termination of this Agreement shall continue in full force and effect following such expiry or termination.
- 10.14 For purposes of this Agreement “Confidential Information” means all documents, information, data, financial information, knowledge, student information and any other information provided by or received from one party to the other in connection with the performance of this Agreement. Except as required by law, neither the UOA nor NUCB shall disclose, nor permit any person employed by it to disclose any Confidential Information. The foregoing obligations of confidentiality will extend until such time as the Confidential Information becomes public knowledge through no fault of either of the parties or through no fault of any other person who is obligated to maintain the Confidential Information in confidence. Notwithstanding the foregoing, NUCB acknowledges that the UOA cannot guarantee the confidentiality of Confidential Information in light of the application of the *Freedom of Information and Protection of Privacy Act* (Alberta). In this respect, NUCB acknowledges that all records prepared by the UOA in the performance of this Agreement are in the custody and control of the UOA and, notwithstanding anything else in this Agreement, the UOA is or will be subject to the access and privacy provisions of the *Freedom of Information and Protection of Privacy Act* (Alberta), which creates a right of access to records under the custody and control of public bodies subject to specific, limited exceptions.
- 10.15 Notwithstanding anything to the contrary expressed or implied in this Agreement, neither party shall be liable to the other for any indirect or consequential damages or any economic losses of any kind, regardless of whether the liability to which such damages relate arises in Agreement, tort or otherwise in law.

In witness whereof, the parties hereto have offered their signatures:

*for The Nagoya University of Commerce &  
Business*

*for The Governors of the University of  
Alberta*

\_\_\_\_\_  
Hiroshi Kurimoto  
President

\_\_\_\_\_  
Carl G. Amrhein, PhD  
Provost and Vice-President (Academic)

\_\_\_\_\_  
Akira Kobashi  
Dean, NUCB Graduate School

\_\_\_\_\_  
Dr. Mike Percy  
Dean, School of Business

\_\_\_\_\_  
Dr. Mazi Shirvani  
Dean, Faculty of Graduate Studies &  
Research

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## SCHEDULE “A”

### University of Alberta MBA Double Degree Program Requirements

A. MBA double degree students from The Nagoya University of Commerce & Business are required to fulfill the following program courses requirements during their second year of MBA studies at the University of Alberta:

- 1) Three (3) credits in Business Strategy (SMO 641);
- 2) Three (3) credits in Leadership Skills (SMO 652);
- 3) Three (3) credits in Ethics, Corporate Social Responsibility with Communications (BUS 505);
- 4) Thirty (30) credits in second year business electives. Students may choose to complete one of the specializations offered provided entry requirements to the specialization have been met. The current specializations offered include: Finance, Technology Commercialization, International Business, Public Policy and Management, and Natural Resources, Energy and Environment.

Total number of credits required: 39

Maximum program length: 12 months

All applicants to the University of Alberta MBA Program are expected to meet the relevant minimum grade requirement of 75% for individuals with an undergraduate degree from Japan. For double degree applicants, the minimum TOEFL (iBT) score of 88 (100 is preferred), or equivalent, and the minimum GMAT score of 550, or equivalent, are required for admission.

B. MBA double degree students from the University of Alberta must complete the following requirements prior to participating in the second year of their MBA studies at The Nagoya University of Commerce & Business:

- 1) Thirty (30) credits in first year core MBA courses. Students completing the International Business Specialization must ensure that the appropriate core elective has been completed.
- 2) Three (3) credits in an MBA elective.

Total number of credits required: 33



## **The Nagoya University of Commerce & Business MBA Double Degree Program Requirements**

A. MBA double degree students from The University of Alberta are required to fulfill the following program courses requirements during their second year of MBA studies at the Nagoya University of Commerce and Business:

- 1) Twelve (12) credits in MBA Core courses;
- 2) Four (4) credits in Case Writing tutored by a NUCB professor. Students need to complete a graded Case with a consulting note, and conduct the oral presentation of their Case after submission.
- 3) Twenty four (24) credits in electives
- 4) Maximum Ten (10) credits for work at UOA could be transferred to the required credits at NUCB.
- 5) The grade of all the courses should be A, B or C to receive the degree at NUCB.

Total number of credits required: 40

Maximum program length: 12 months

B. MBA double degree students from the The University of Alberta must complete the following requirements prior to participating in the second year of their MBA studies at NUCB.

- 1) Students have to complete their first year at The University of Alberta
- 2) All the credits which could be transferred from the University of Alberta MBA Program to NUCB MBA Program are expected to meet the relevant minimum grade requirement of 70% (Grade C).

Total number of credits required: 10