

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

### Approved Motions

The following Motions and attendant Final Documents were approved by the GFC Academic Planning Committee (APC) at the meeting of Wednesday, June 22, 2011:

#### **Agenda Title: Women and Children's Health Research Institute (WCHRI): Proposed Strategic Direction for WCHRI**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed agreement renewal submitted by the Faculty of Medicine and Dentistry, as set forth in the attached Memorandum of Understanding between Alberta Health Services, the Governors of the University of Alberta, the Stollery Children's Hospital Foundation, and the Royal Alexandra Hospital Foundation dated April 20, 2011, to take effect retroactively to May 1, 2006 through to April 30, 2016.

Final Approved Document: For information on the approved documentation, please contact the Office of the Dean of the Faculty of Medicine and Dentistry.

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#### **Agenda Title: Faculty of Education's Proposed First Year in the Bachelor of Education (BEd) Degree Program**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed introduction of a first year for the Bachelor of Education (BEd) Degree Program, as submitted by the Faculty of Education and as set out in the Outline of Issue and in Attachment 1, to take effect in 2012-13.

Final Approved Document: [Item 5](#)

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#### **Agenda Title: Faculty of Medicine and Dentistry: Revised Membership of the Faculty's Virtual Schools**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed reorganization of the Faculty of Medicine and Dentistry's 'virtual Schools', as submitted by the Office of the Dean of the Faculty of Medicine and Dentistry and as set forth in the material before members, to take effect immediately.

Final Approved Document: [Item 6](#)

**OUTLINE OF ISSUE**

Agenda Title: **Faculty of Education’s Proposed First Year in the Bachelor of Education (BEd) Degree Program**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed introduction of a first year for the Bachelor of Education (BEd) Degree Program, as submitted by the Faculty of Education and as set out in the Outline of Issue and in Attachment 1, to take effect in 2012-13.

**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 Education
Presenters	Colleen Skidmore, Vice-Provost (Academic); Fern Snart, Dean, Faculty of Education; and Clive Hickson, Associate Dean, Faculty of Education
Subject	Proposed Introduction of a First Year to the Bachelor of Education (BEd) Degree Program

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The Faculty of Education is proposing a return of year one to the four-year Bachelor of Education (BEd) degree program.</p> <p>The primary reason for return of year one is to increase the pedagogical strength and comprehensiveness of our four-year undergraduate degree, and the secondary reason is to maintain and increase our recruitment success.</p> <p>Over the past several years, the inability to admit students directly into year one has become an impediment to recruitment in the Faculty, particularly as more post-secondary institutions in Alberta gain teacher education programs. Students wanting a four year BEd express confusion about the path to admission; as transfer students, they can only apply to the Faculty following 24 to 60 transferable credits, and they then must pay an additional application fee.</p> <p>The Faculty of Education at the University of Alberta is one of the top research-intensive Faculties of Education in Canada, and our professors consistently achieve success and acknowledgement through awards in both research and teaching. Our BEd program is currently the largest in Canada, including after-degree and combined degree options in addition to the four-year degree. We feel strongly that our program will maintain its prominence in terms of attracting students, but we do have concerns about our ability to continue to recruit quality students to a 1+3 program. We have seen a concerning drop in applicant numbers to the 1+3 route.</p>
The Impact of the Proposal is	Having our students once again able to enter the program in year one will allow them to identify with the Faculty and the profession at the outset of their program. Pedagogically, we would be able to once again enrich the program meaningfully by having coursework during year one. Importantly as well, this would renew the opportunity for applicants to have access to

	<p>entrance awards (and hence motivate the very top students to apply).</p> <p>At the moment all of our students come to us as transfer students. Approximately 50% of our admissions come from universities, primarily the University of Alberta, and 50% come from provincial colleges. Of those applicants who come from the University of Alberta, approximately 200 students transfer from the Faculty of Arts and approximately 100 – 150 from the Faculty of Science. We have met with these Faculties to discuss the impact of this proposal and, in both cases, we have received their support. We imagine admitting a total of 150 students into year one in 2012-13.</p>
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	2012-2013.
Estimated Cost	Minimal, as existing resources are in place to support this initiative.
Sources of Funding	Reallocation of existing Faculty resources.
Notes	N/A

#### 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 inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> 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 (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>3. <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>4. <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>5. <b>UAPPOL Admissions Policy</b>: “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</p>

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.”

**6. 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.”

**7. 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)).

**8. 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*.”

9. **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.”

10. **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)

11. **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.)

12. **PSLA:** “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)	GFC ASC Subcommittee on Standards – June 2, 2011 (for discussion); Faculty of Arts – Dean, Associate Deans, Assistant Dean – meeting; Faculty of Science – Dean, Associate Dean – meeting; Campus Saint-Jean – Dean – e-mail and telephone conversations; Faculties of Physical Education and Recreation and Agricultural, Life and Environmental Sciences – e-mail; Aboriginal Student Services – TYP (Transition Year Program) – telephone conversations; Office of the Registrar and Student Awards (discussion)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (June 16, 2011) – recommendations on the admission and academic standing criteria to the GFC Academic Planning Committee (June 22, 2011) – for final approval
Final Approver	GFC Academic Planning Committee

- Attachment 1 (pages 1 – 16): Proposed University Calendar Revisions Reflecting the Introduction of a Year One to the Bachelor of Education (BEd) Degree Program (and Letters of Support)

Prepared by: Marlene Lewis, Coordinator, GFC ASC, [marlene.lewis@ualberta.ca](mailto:marlene.lewis@ualberta.ca)

**Faculty of Education Course and Program Changes  
For Implementation in 2012 – 2013**

**Current  
§12.7 Application Deadlines**

Education					
	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
BEd (Elementary, Secondary Routes)					
Fall Term	May 1	June 15	May 1	June 15	
	After Degree — May 1		After Degree — May 1		
Winter Term	No admission		Previous students - November 15	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
(...)					

**Proposed**

Education					
	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
BEd (Elementary, Secondary Routes)					
Fall Term	May 1	External Transfer - June 15	May 1	June 15	
		High School – August 1			
Winter Term	No admission		Previous students - November 15	Not applicable	
Spring/Summer	No admission		Previous students – March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
<u>BEd After Degree</u>					
<u>Fall Term</u>	<u>May 1</u>	<u>June 15</u>	<u>May 1</u>	<u>June 15</u>	
<u>Winter Term</u>	<u>No admission</u>		<u>Previous students - November 15</u>	<u>Not applicable</u>	
<u>Spring/Summer</u>	<u>No admission</u>		<u>Previous students – March 1</u>	<u>Not applicable</u>	
			<u>Previous students contact Faculty office prior to applying.</u>		
(...)					

<p><b>CURRENT</b></p> <p>Calendar Section Number (§)</p> <p><i>(use strike out for <b>all</b> changes and deletions)</i></p>	<p><b>PROPOSED</b></p> <p>Calendar Section Number (§)</p> <p><i>(Underline <b>all</b> changes)</i></p>
<p><b>13.1 Programs of Study</b></p> <p>Faculty of Education</p> <p>BEd (Elementary or Secondary route) <del>(one preprofessional year plus) 3</del></p> <p>BEd (After Degree) 2</p> <p>BEd (Adult Education route) <del>(one preprofessional year plus) 3</del></p>	<p><b>13.1 Programs of Study</b></p> <p>Faculty of Education</p> <p>BEd (Elementary or Secondary route) <u>4</u></p> <p>BEd (After Degree) 2</p> <p>BEd (Adult Education route) <u>4</u></p>
<p><b>CURRENT</b></p> <p>Calendar Section Number (§)</p> <p><i>(use strike out for <b>all</b> changes and deletions)</i></p>	<p><b>PROPOSED</b></p> <p>Calendar Section Number (§)</p> <p><i>(Underline <b>all</b> changes)</i></p>
<p><b>15.6 Faculty of Education</b></p> <p><b>All Applicants to the Faculty of Education</b></p> <p>Applicants to all routes of the Bachelor of Education should seek experience in work or service with children or youth before admission. Such experience may assist applicants in confirming their choice of education as a career.</p> <p>Because there are more applicants to the Faculty of Education than there are places, enrolment management is in effect for all undergraduate degree programs. Under enrolment management, an overall target for the Faculty is set each year. The number of new students admitted to any particular program or year of a program may vary depending on the number of available places and the promotion, departure, or graduation of continuing students.</p> <p><del>While the minimum average for application is 2.0, all admissions are competitive and the actual admission averages may be higher.</del></p>	<p><b>15.6 Faculty of Education</b></p> <p><b>All Applicants to the Faculty of Education</b></p> <p>Applicants to all routes of the Bachelor of Education should seek experience in work or service with children or youth before admission. Such experience may assist applicants in confirming their choice of education as a career.</p> <p>Because there are more applicants to the Faculty of Education than there are places, enrolment management is in effect for all undergraduate degree programs. Under enrolment management, an overall target for the Faculty is set each year. The number of new students admitted to any particular program or year of a program may vary from year to year depending on the number of available places and the promotion, departure, or graduation of continuing students.</p> <p><u>While the minimum admission average is 70% for high school applicants, and a minimum GPA of 2.0 for postsecondary applicants, all admissions are competitive and the actual admission averages may be higher than the minimum.</u></p>



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**15.6.1 Bachelor of Education in Elementary, Secondary, and Adult Education Routes**

**Introduction**

For admission purposes, *new* applicants for degree programs only are placed into one of **two** categories:

**Transfer Applicants:** Those students who have not yet completed a degree

**After Degree Applicants:** ~~Those students who have already completed a degree program at an accredited postsecondary institution~~

**15.6.1 Bachelor of Education in Elementary, Secondary, and Adult Education Routes**

**Introduction**

For admission purposes, *new* applicants for degree programs only are placed into one of **four** categories:

**High School Applicants:** Those students applying directly from high school.

**Transfer Applicants:** Those students who have not yet completed a degree

**After Degree Applicants:** Those students who have already completed a degree program, or will have completed a degree program prior to attendance, at an accredited postsecondary institution.

**Non-Matriculated Applicants.** refer to §14.3

**I. High School Applicants**

High school applicants will be considered for admission based on their average on five subjects noted below.

**Subject Requirements**

English Language Arts 30-1

Four subjects from Group A, B and/or C. A Maximum of one Group B may be presented for admission. In order to maximize their future program and subject choices, all students are encouraged to present a broad range of subjects across Group A and C.

Mathematics 30-2 may be used for admission to the Faculty of Education although Pure Mathematics 30 or Mathematics 30-1 are prerequisites for some required courses in Mathematics/Science majors and minors (see note below)

For general high school admission requirements refer to §14.4.2

**Notes**

For a major/minor in Mathematics/Science in Secondary/Elementary Education students must present Pure Mathematics 30 or Mathematics 30-1 and a 30-level Science subject. Pure Mathematics 30, Mathematics 30-1, and a 30-level Science subject do not have to be included in the five 30-level subjects used for admission, but are required for the Mathematics/Science major/minor courses for which Pure Mathematics 30 or Mathematics 30-1, and a 30-level Science are prerequisites.

The Faculty of Education accepts proficiency in an Aboriginal language recognized in Canada (e.g., Cree, Slavey, etc.) to meet a Group A admission requirement. Proficiency is

	<p><u>measured either by a test, administered by the University if such can be arranged, or by boards of examiners appointed by the University. Candidates having passed the required test of an Aboriginal language have their averages calculated on the remaining four matriculation subjects.</u></p> <p><u>Applicants who do not present the high school requirements or the required admission average may be considered for admission if they successfully complete, at an accredited postsecondary institution *24 or more of course work transferable to the BEd program.</u></p>
<p><b>I. Transfer Applicants (1+3-Year Program)</b></p> <p><del>(1) <b>General Requirements:</b> One year of preprofessional study is required for admission to the Bachelor of Education program. Applicants must present</del></p> <p><del>a. successful completion of at least *24 transferable course weight applicable to the specific degree program for which they have applied;</del></p> <p><del>b. <b>satisfactory</b> standing in the Faculty or postsecondary institution from which they wish to transfer;</del></p> <p><del>c. <b>an</b> AGPA of at least 2.0. (See §14.2.1 for information about the calculation of the AGPA.)</del></p> <p>Notes</p> <p>...</p> <p><del>(2) <b>Recommended Courses for the Preprofessional Year:</b> Applicants should present those postsecondary courses relevant to the specific route in which they plan to enrol.</del></p> <p><del>Note: <b>Students taking their Preprofessional Year in another Faculty or program are expected to choose courses consistent with the program in which they are currently enrolled.</b></del></p> <p>...</p> <p><b>II. After-Degree Applicants</b></p> <p>...</p>	<p><b>II. Transfer Applicants</b></p> <p><b><u>(1) General Requirements:</u></b></p> <p><u>a. Applicants must present successful completion of at least *24 transferable course weight applicable to the specific degree program for which they have applied... Those applicants who do not present at least *24, are considered as High School Applicants.. See 15.6.1 - I. <b>High School Applicants</b> for admission information..</u></p> <p>b. <u>Satisfactory</u> standing in the Faculty or postsecondary institution from which they wish to transfer;</p> <p>c. <u>An</u> AGPA of at least 2.0. (See §14.2.1 for information about the calculation of the AGPA.)</p> <p>Notes</p> <p>...</p> <p>(2) <u>Recommended Courses for the first year(s) of study:</u> Applicants should present those postsecondary courses relevant to the specific route in which they plan to enrol.</p> <p><u>Note: <b>Students taking courses in another Faculty or program are expected to choose courses consistent with the program in which they are currently enrolled.</b></u></p> <p>...</p> <p><b>III. After-Degree Applicants</b></p> <p>...</p> <p><b><u>IV. Non-Matriculated Applicants</u></b></p> <p><b><u>Subject Requirements:</u></b></p> <p><u>(1) English I language Arts 30-1 or *6 in transferable English at the 100-level.</u></p> <p><u>(2) Another 30-level subject from Group A, B, or C (or equivalent).</u></p> <p><u>(3) Presentation of Faculty minimum average on (1) and (2), and a competitive AGPA if any postsecondary-level course work is presented.</u></p> <p><u>(4) Presentation of no more than *21 of postsecondary-level course work.</u></p> <p><u>Any applicant who has successfully completed *24 or more at the postsecondary level will be considered a transfer applicant. (See</u></p>

[§§15.6.1 and 14.2.1.\)](#)

~~III.~~ Admission of Aboriginal Applicants

~~IV.~~ Readmission After an Absence of 12 Months or Longer

~~V.~~ Special Students

~~VI.~~ Visiting Students

~~VII.~~ Applicants Who Have Previously Been Required to Withdraw

~~V.~~ Admission of Aboriginal Applicants

~~VI.~~ Readmission After an Absence of 12 Months or Longer

~~VII.~~ Special Students

~~VIII.~~ Visiting Students

~~IX.~~ Applicants Who Have Previously Been Required to Withdraw

<p style="text-align: center;"><b>CURRENT</b> Calendar Section Number (§) <i>(use strike out for <b>all</b> changes and deletions)</i></p>	<p style="text-align: center;"><b>PROPOSED</b> Calendar Section Number (§) <i>(Underline <b>all</b> changes)</i></p>
<p><b>75.1 Degree of BEd</b></p> <p>...</p> <p>(4) The Bachelor of Education degree consists of a minimum of *120, <del>of which at least *24 are taken before admission to the Faculty of Education.</del></p> <p><b>75.3.2 Components of the Program</b></p> <p>All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. This degree consists of *120 <del>overall of which *30 are normally taken in a preprofessional year. Students planning to enter the Elementary Route are strongly encouraged to take the Non-Education elements in the Preprofessional Year.</del></p>	<p><b>75.1 Degree of BEd</b></p> <p>...</p> <p>(4) The Bachelor of Education degree consists of a minimum of *120.</p> <p><b>75.3.2 Components of the Program</b></p> <p>All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. <u>This degree consists of *120. Students entering the Elementary Route are strongly encouraged in their first year(s) of study to take prerequisite and foundational courses that are required for the senior level coursework in the latter part of their program. Students should consult the program sheet provided at admission and seek advice from the Faculty of Education Undergraduate Student Services Office.</u></p>
<p><b>(7) Minor Courses (*18–21)</b></p> <p>All Elementary Route students must select a Minor to help develop further competence in an area of school instruction, or integrate knowledge from several disciplines. Some Minors may be completed more efficiently by taking specific courses in the <del>Preprofessional Year</del>. Students should examine the specific course requirements of each Minor when considering their choices. <del>Full-year courses should be taken during students' first year in the Faculty of Education.</del> Minors offered may vary each year. Minors currently offered are outlined in Education Chart 1.</p>	<p><b>(7) Minor Courses (*18–21)</b></p> <p>All Elementary Route students must select a Minor to help develop further competence in an area of school instruction, or integrate knowledge from several disciplines. Some Minors may be completed more efficiently by taking specific courses in the <u>first year(s) of study</u>. Students should examine the specific course requirements of each Minor when considering their choices. <u>Full-year courses should be taken during students' first year(s) of study.</u> Minors offered may vary each year. Minors currently offered are outlined in Education Chart 1.</p>

<p><b>75.4.2 Components of the Program</b></p> <p>All students in the Secondary Route must choose a Major teaching subject (*36) and a Minor teaching subject (*18) which prepares them for teaching in specific subjects of school instruction. Available Majors are listed in Education Chart 2, and available Minors are listed in Education Chart 3. Students planning to enter the Secondary Route are strongly encouraged to take as part of their <del>Preprofessional Year *6 in Language/Literature, *3 in Computing (EDIT 202 is recommended), *12 in the Major teaching subject, *6 in the Minor teaching subject.</del></p>	<p><b>75.4.2 Components of the Program</b></p> <p>All students in the Secondary Route must choose a Major teaching subject (*36) and a Minor teaching subject (*18) which prepares them for teaching in specific subjects of school instruction. Available Majors are listed in Education Chart 2, and available Minors are listed in Education Chart 3. Students planning to enter the Secondary Route are strongly encouraged to take as part of their <u>first year(s) of study *6 in Language/Literature, *3 in Computing (EDIT 202 is recommended), at least *12 in the Major teaching subject, at least *6 in the Minor teaching subject, and educational foundational courses required for later professional terms.</u></p>
<p>...</p> <p><b>(8) Major Courses (*36)</b> Some Majors may be completed more efficiently by taking specific courses in the <del>Preprofessional Year</del>. Students should examine the specific course requirements of each Major when considering their choices. Students should complete the remaining required courses for their Major teaching subject as Outlined in Education Chart 2.</p> <p><b>(9) Minor Courses (*18)</b> Some Minors may be completed more efficiently by taking specific courses in the <del>Preprofessional Year</del>. Students should examine the specific course requirements of each Minor when considering their choices. Students should complete the remaining required courses for their Minor teaching subject as outlined in Education Chart 3.</p>	<p>...</p> <p><b>(8) Major Courses (*36)</b> Some Majors may be completed more efficiently by taking specific courses in the <u>first year(s) of study</u>. Students should examine the specific course requirements of each Major when considering their choices. Students should complete the remaining required courses for their Major teaching subject as outlined in Education Chart 2.</p> <p><b>(9) Minor Courses (*18)</b> Some Minors may be completed more efficiently by taking specific courses in the <u>first year(s) of study</u>. Students should examine the specific course requirements of each Minor when considering their choices. Students should complete the remaining required courses for their Minor teaching subject as outlined in Education Chart 3.</p>

CURRENT	PROPOSED
<p><b>Education Chart 1 Requirements for Minors in the Elementary Route</b></p> <p><b>Music (*21)</b>  Non-Education (*15)  1. MUSIC 151, 155, 156, 207, 230.  Education (*6)  2. EDEL 328, 425, 427 (see Note 2).  Notes  (1) MUSIC101, 102, or 103 should be taken in the <b>Preprofessional Year</b>.  (2) EDEL 328 must be taken in lieu of EDEL 325 in Education Core II.  (3) EDEL 427 has a pre or corequisite of MUSIC 207 or consent of Department.  (4) EDEL 428 has a prerequisite of EDEL 328 and 427.  (5) EDEL 328 has a prerequisite of the IPT Term.  (6) EDEL 425 has a prerequisite of MUSIC 230 or consent of Department.</p>	<p><b>Education Chart 1 Requirements for Minors in the Elementary Route</b></p> <p><b>Music (*21)</b>  Non-Education (*15)  1. MUSIC 151, 155, 156, 207, 230.  Education (*6)  2. EDEL 328, 425, 427 (see Note 2).  Notes  (1) MUSIC101, 102, or 103 should be taken in <b>the first year(s) of study</b>.  (2) EDEL 328 must be taken in lieu of EDEL 325 in Education Core II.  (3) EDEL 427 has a pre or corequisite of MUSIC 207 or consent of Department.  (4) EDEL 428 has a prerequisite of EDEL 328 and 427.  (5) EDEL 328 has a prerequisite of the IPT Term.  (6) EDEL 425 has a prerequisite of MUSIC 230 or consent of Department.</p>
<p><b>Education Chart 2 Requirements for Major Teaching Subject in the Secondary Education Route</b></p> <p><b>Biological Sciences (*36)</b>  1. *6 BIOL 107/108  2. *6 BIOL 207/208  3. *3 BOT 205  4. *3 to *6 chosen from PHYSL 212, 214; ZOOL 241, 242  5. *3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352, CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350  6. *9 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.  Students must take EDSE 352 during the IPT*, which is normally offered in both the Fall and Winter Terms.  Students must take EDSE 452 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.  Notes  (1) Introductory Biology courses should be taken in the <b>Preprofessional Year</b>.  (2) Mathematics 153, 160, 253, and 260 are not eligible courses.  (3) Because of the nature of school sciences, courses in Chemistry and Physics are recommended.</p>	<p><b>Education Chart 2 Requirements for Major Teaching Subject in the Secondary Education Route</b></p> <p><b>Biological Sciences (*36)</b>  1. *6 BIOL 107/108  2. *6 BIOL 207/208  3. *3 BOT 205  4. *3 to *6 chosen from PHYSL 212, 214; ZOOL 241, 242  5. *3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352, CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350  6. *9 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.  Students must take EDSE 352 during the IPT*, which is normally offered in both the Fall and Winter Terms.  Students must take EDSE 452 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.  Notes  (1) Introductory Biology courses should be taken in the <b>first year(s) of study</b>.  (2) Mathematics 153, 160, 253, and 260 are not eligible courses.  (3) Because of the nature of school sciences, courses in Chemistry and Physics are recommended.</p>
<p><b>Chemistry (*36)</b>  1. *6 CHEM 101/102  2. *3 CHEM 261  3. *3 CHEM 263</p>	<p><b>Chemistry (*36)</b>  1. *6 CHEM 101/102  2. *3 CHEM 261  3. *3 CHEM 263</p>

<p>4. *6 in senior Chemistry or Biochemistry</p> <p>5. *3 to *6 chosen from ANTHR 230; BIOL 315; CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200; SOC 462; W ST 350.</p> <p>6. *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and 460 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Chemistry courses should be taken in the <b>Preprofessional year</b>.</p> <p>(2) Mathematics 153, 160, 253, and 260 are not eligible Mathematics courses.</p> <p>(3) Because of the nature of school sciences, courses in Biology and Physics are recommended.</p>	<p>4. *6 in senior Chemistry or Biochemistry</p> <p>5. *3 to *6 chosen from ANTHR 230; BIOL 315; CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200; SOC 462; W ST 350.</p> <p>6. *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics. Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and 460 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Chemistry courses should be taken in the <b>first year(s) of study</b>.</p> <p>(2) Mathematics 153, 160, 253, and 260 are not eligible Mathematics courses.</p> <p>(3) Because of the nature of school sciences, courses in Biology and Physics are recommended.</p>
<p><b>English Language Arts (*36)</b></p> <p>1. *6 ENGL 121, 122, 123, 124, 125 or equivalent</p> <p>2. *6 in senior level English (not 212 or 299)</p> <p>3. *6 in Composition and Language chosen from ENGL 212, 299, 300; LING; WRITE; or EDSE 430</p> <p>4. *3 in Canadian Literature chosen from Comparative Literature or senior English</p> <p>5. *6 Literature prior to 1900 (ENGL 320-354)</p> <p>6. *3 chosen from CHRTC 341, C LIT 228, 342, 352, any FS course, SOC 344 or 346</p> <p>7. *6 chosen from senior Comparative Literature, English, or Writing courses; or CLASS 102, 221, 321, 322; DRAMA 149, 247, 249, 331, 409; EDSE 429, 430; any FS course; LIS 403</p> <p>Students must take EDSE 327 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 427 and 451 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Students in the <b>Preprofessional Year</b> should register in *6 from ENGL 121, 122, 123, 124 or 125 and may also register in *3 or *6 from CLASS 102; C LIT 171 or 172; LING 101, 102.</p> <p>(2) No more than *12 in this Major may be taken at the 100-level and no more than *6 of the *12 credits in 100 level English.</p>	<p><b>English Language Arts (*36)</b></p> <p>1. *6 ENGL 121, 122, 123, 124, 125 or equivalent</p> <p>2. *6 in senior level English (not 212 or 299)</p> <p>3. *6 in Composition and Language chosen from ENGL 212, 299, 300; LING; WRITE; or EDSE 430</p> <p>4. *3 in Canadian Literature chosen from Comparative Literature or senior English</p> <p>5. *6 Literature prior to 1900 (ENGL 320-354)</p> <p>6. *3 chosen from CHRTC 341, C LIT 228, 342, 352, any FS course, SOC 344 or 346</p> <p>7. *6 chosen from senior Comparative Literature, English, or Writing courses; or CLASS 102, 221, 321, 322; DRAMA 149, 247, 249, 331, 409; EDSE 429, 430; any FS course; LIS 403</p> <p>Students must take EDSE 327 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 427 and 451 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Students in the <b>first year(s) of study</b> should register in *6 from ENGL 121, 122, 123, 124 or 125 and may also register in *3 or *6 from CLASS 102; C LIT 171 or 172; LING 101, 102.</p> <p>(2) No more than *12 in this Major may be taken at the 100-level and no more than *6 of the *12 credits in 100 level English.</p>
<p><b>General Sciences (*36)</b></p> <p>1. *6 BIOL 107/108</p> <p>2. *6 CHEM 101/102</p> <p>3. *6 PHYS 124/126 or 144/146</p> <p>4. *3 to *6 chosen from ANTHR 230; BIOL 315; CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200; SOC 462; W ST 350.</p> <p>5. *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences,</p>	<p><b>General Sciences (*36)</b></p> <p>1. *6 BIOL 107/108</p> <p>2. *6 CHEM 101/102</p> <p>3. *6 PHYS 124/126 or 144/146</p> <p>4. *3 to *6 chosen from ANTHR 230; BIOL 315; CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200; SOC 462; W ST 350.</p> <p>5. *12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences, (including</p>

<p>(including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.</p> <p>Students must take EDSE 360 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 456 and 451 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory science courses should be taken in the <b>Preprofessional year</b>.</p> <p>(2) Mathematics 153, 160, 253, and 260 are not eligible Mathematics courses.</p>	<p>Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.</p> <p>Students must take EDSE 360 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 456 and 451 during the APT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory science courses should be taken in the <b>first year(s) of study</b>.</p> <p>(2) Mathematics 153, 160, 253, and 260 are not eligible Mathematics courses.</p>
<p><b>Music: Wind Band (*36)</b></p> <ol style="list-style-type: none"> <li>*3 MUSIC 101</li> <li>*3 MUSIC 126</li> <li>*3 MUSIC 141 (see Note 5)</li> <li>*3 MUSIC 151</li> <li>*3 MUSIC 155</li> <li>*3 MUSIC 156</li> <li>*3 MUSIC 213</li> <li>*3 MUSIC 214</li> <li>*3 MUSIC 215</li> <li>*3 MUSIC 315</li> <li>*3 MUSIC 431</li> <li>*3 MUSIC XXX (any music course)</li> </ol> <p>Students must take EDSE 343 during the IPT*, which is normally offered in the Fall Term only. Students must take EDSE 443 and 451 during the APT*, which is normally offered in the Winter Term only.</p> <p>Notes</p> <p>(1) MUSIC 126, 151, 155, 156 are normally taken in the <b>Preprofessional Year</b></p> <p>...</p>	<p><b>Music: Wind Band (*36)</b></p> <ol style="list-style-type: none"> <li>*3 MUSIC 101</li> <li>*3 MUSIC 126</li> <li>*3 MUSIC 141 (see Note 5)</li> <li>*3 MUSIC 151</li> <li>*3 MUSIC 155</li> <li>*3 MUSIC 156</li> <li>*3 MUSIC 213</li> <li>*3 MUSIC 214</li> <li>*3 MUSIC 215</li> <li>*3 MUSIC 315</li> <li>*3 MUSIC 431</li> <li>*3 MUSIC XXX (any music course)</li> </ol> <p>Students must take EDSE 343 during the IPT*, which is normally offered in the Fall Term only. Students must take EDSE 443 and 451 during the APT*, which is normally offered in the Winter Term only.</p> <p>Notes</p> <p>(1) MUSIC 126, 151, 155, 156 are normally taken in the <b>first year(s) of study</b></p> <p>...</p>
<p><b>Physical Sciences (*36)</b></p> <ol style="list-style-type: none"> <li>*6 CHEM 101/102</li> <li>*6 PHYS 124/126 or 144/146</li> <li>*6 in senior Chemistry (CHEM 261/263 recommended)</li> <li>*6 chosen from PHYS 208, 261, 271, 294, 297</li> <li>*3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350.</li> <li>*6 to *9 but no more than *9 in each Astronomy, Biochemistry, Biological Sciences, (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.</li> </ol> <p>Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 460 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Chemistry and Physics courses should</p>	<p><b>Physical Sciences (*36)</b></p> <ol style="list-style-type: none"> <li>*6 CHEM 101/102</li> <li>*6 PHYS 124/126 or 144/146</li> <li>*6 in senior Chemistry (CHEM 261/263 recommended)</li> <li>*6 chosen from PHYS 208, 261, 271, 294, 297</li> <li>*3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350.</li> <li>*6 to *9 but no more than *9 in each Astronomy, Biochemistry, Biological Sciences, (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.</li> </ol> <p>Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 460 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Chemistry and Physics courses should</p>



be taken in the <b>Preprofessional Year.</b> ...	be taken in the <b>first year(s) of study.</b> ...
<p><b>Physics (*36)</b></p> <ol style="list-style-type: none"> <li>*6 PHYS 124/126 or 144/146</li> <li>*12 in senior level Physics (PHYS 208 or 271 and any of 261, 294, 297 recommended)</li> <li>*3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350</li> <li>*12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.</li> </ol> <p>Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 460 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Physics courses should be taken in the <b>Preprofessional Year.</b></p> <p>...</p>	<p><b>Physics (*36)</b></p> <ol style="list-style-type: none"> <li>*6 PHYS 124/126 or 144/146</li> <li>*12 in senior level Physics (PHYS 208 or 271 and any of 261, 294, 297 recommended)</li> <li>*3 to *6 chosen from ANTHR 230; BIOL 315, CHRTC 350, 352; CLASS 294; HIST 294, 391, 394, 396, 397, 398, 496; PHIL 217, 265, 317, 375; PHYS 261; STS 200, SOC 462, W ST 350</li> <li>*12 to *15 but with no more than *9 in each of Astronomy, Biochemistry, Biological Sciences (including Botany, Forestry, Genetics, Microbiology, Soils and Zoology), Chemistry, Environmental Sciences (EAS [Faculty of Science], ENCS, REN R), Mathematics, Physics.</li> </ol> <p>Students must take EDSE 364 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 460 and 451 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>Notes</p> <p>(1) Introductory Physics courses should be taken in the <b>first year(s) of study.</b></p> <p>...</p>
<p><b>Education Chart 3 Requirements for Minor Teaching Subject in the Secondary Education Route</b></p>	<p><b>Education Chart 3 Requirements for Minor Teaching Subject in the Secondary Education Route</b></p>
<p><b>Second Languages: Arabic (*18)</b></p> <ol style="list-style-type: none"> <li>*9 in Language courses chosen from ARAB 111, 112, 211, 212</li> <li>*9 in Literature/Culture chosen from ARAB 499; HIST 117, 243, 245; POL S 380, 477; RELIG 220, 320, 322, 422.</li> </ol> <p>Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Note: ARAB 111 and 112 should be taken in the <b>Preprofessional Year.</b></p> <p>...</p>	<p><b>Second Languages: Arabic (*18)</b></p> <ol style="list-style-type: none"> <li>*9 in Language courses chosen from ARAB 111, 112, 211, 212</li> <li>*9 in Literature/Culture chosen from ARAB 499; HIST 117, 243, 245; POL S 380, 477; RELIG 220, 320, 322, 422.</li> </ol> <p>Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Note: ARAB 111 and 112 should be taken in the <b>first year(s) of study.</b></p> <p>...</p>
<p><b>Second Languages: French (*18)</b></p> <ol style="list-style-type: none"> <li>*12 to *15 in Language courses chosen from FREN 211, 212; 297 and 298, 254, 310, 354, 355, 371, 372, 454, 473.</li> <li>*3 to *6 in Literature/Culture chosen from FREN 301, 311, 312, 313, 314, 315, 316, 333, 346, 399, 445, 463, 465, 466, 467, 468, 499.</li> </ol> <p>Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in</p>	<p><b>Second Languages: French (*18)</b></p> <ol style="list-style-type: none"> <li>*12 to *15 in Language courses chosen from FREN 211, 212; 297 and 298, 254, 310, 354, 355, 371, 372, 454, 473.</li> <li>*3 to *6 in Literature/Culture chosen from FREN 301, 311, 312, 313, 314, 315, 316, 333, 346, 399, 445, 463, 465, 466, 467, 468, 499.</li> </ol> <p>Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in</p>

<p>EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Notes</p> <p>(1) Students who have credit in French 30 should register in FREN 211, 212. All others consult the subject area advisor.</p> <p>(2) FREN 211, 212 should be taken in the <b>Preprofessional Year</b>.</p> <p>(3) Many courses offered by Faculté Saint-Jean may be credited toward the program. Consult the subject area advisor.</p>	<p>EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Notes</p> <p>(1) Students who have credit in French 30 should register in FREN 211, 212. All others consult the subject area advisor.</p> <p>(2) FREN 211, 212 should be taken in the <b>first year(s) of study</b>.</p> <p>(3) Many courses offered by Faculté Saint-Jean may be credited toward the program. Consult the subject area advisor.</p>
<p><b>Second Languages: Mandarin (*18)</b></p> <p>1. *12 to *15 in Language courses chosen from CHINA 101, 102, 201, 202, 208, 211, 212, 301, 302, 308, 341, 342, 401, 402, 407, 428, 438</p> <p>2. *3 to *6 in Literature/Culture chosen from CHINA 240, 321, 322, 337, 376, 410, 414, 420, 421, 425, 455. Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Note: CHINA 101/102 should be taken in the <b>Preprofessional year</b></p>	<p><b>Second Languages: Mandarin (*18)</b></p> <p>1. *12 to *15 in Language courses chosen from CHINA 101, 102, 201, 202, 208, 211, 212, 301, 302, 308, 341, 342, 401, 402, 407, 428, 438</p> <p>2. *3 to *6 in Literature/Culture chosen from CHINA 240, 321, 322, 337, 376, 410, 414, 420, 421, 425, 455. Students must take EDSE 370 during the term that falls between the IPT* and APT**. It is normally offered in the Fall Term only.</p> <p>EDSE 370 is not open to students whose major is a Second Language. These students must register in EDSE 305, which is normally offered in both the Fall and Winter Terms, or they can register for another EDSE (Minor) provided they meet the course prerequisites.</p> <p>Note: CHINA 101/102 should be taken in the <b>first year(s) of study</b></p>

June 16, 2011

6-33 Humanities Centre  
Edmonton, Alberta, Canada T6G 2E5  
Tel: 780.492.ARTS  
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Dear Dean Snart:

The Faculty of Arts has studied the proposal presented by the Faculty of Education to revitalize their four year BEd degree program, with its variety of primary and secondary routes. This is a practical move for Education and creates a first year entry to the Education degree routes not currently available at the University of Alberta, or anywhere else in the Northern Alberta region.

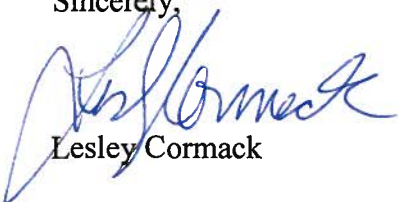
The pedagogical reasons that have come forth are strong motivators for accepting and facilitating the re-creation of this program. Reasons such as:

- 1) Creating an environment for a first year cohort of students that will allow them to recognize and establish themselves as a distinct group on campus within their discipline routes; and
- 2) Allowing the Faculty of Education to develop future course offerings available to this cohort that will be available early in their university careers.

While Arts support this proposal, we continue to recognize that there may be ongoing concerns about its effect on registrations in the Faculty of Arts which are not obvious at this time. We hope that the Faculty of Education, in collaboration with the Faculty of Arts and Central Administration will continue to monitor and neutralize any negative impact. We also confirm our understanding that many of the content area courses will still be taken in the Faculty of Arts, as has been the case in the past.

We recognize the undertaking of time and expertise that has been invested by the Faculty of Education in their efforts to redevelop and re-establish a viable entry level, 4 year degree program. This is good news for Education in the province and provides Alberta students with choice in their university programs and campuses.

Sincerely,



Lesley Cormack

Professor and Dean  
Faculty of Arts  
University of Alberta  
6-33 Humanities Centre  
Edmonton, AB  
Canada T6G 2E5  
[Lesley.Cormack@Ualberta.ca](mailto:Lesley.Cormack@Ualberta.ca)

Cc: G Bodnar, Director of GFC Services

**From:** [Fern Snart](#)  
**To:** [Bodnar, Garry](#)  
**Subject:** Comments of support - Augustana  
**Date:** June 18, 2011 10:08:14 AM

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>Date: Fri, 17 Jun 2011 23:37:13 -0600  
>From: "Roger Epp" <roger.epp@ualberta.ca>  
>To: fern.snart@ualberta.ca  
>Cc: hprest@augustana.ca  
>Subject: BEd direct entry  
>  
>Dear Fern,  
>  
>Thank you for the opportunity to comment on the Faculty of Education's  
>proposal to reintroduce a year one, direct-entry stream into your  
>undergraduate program. The rationale as outlined makes good sense for  
>Education and, I think, the University of Alberta as a whole. While  
>the current number of students who move from Augustana to Education on  
>the 1 + 3 model is low, as you suggest, I anticipate that the  
>direct-entry model would create new possibilities for joint  
>recruitment especially in rural schools for BEd students who could  
>spend one or two years on our campus. We'll stand ready to work with  
>your Faculty should the proposal be approved.  
>  
>Sincerely,  
>  
>Roger  
>  
>Dr. Roger Epp  
>Dean  
>Augustana Campus  
>University of Alberta  
>4901-46 Ave.  
>Camrose, Alberta, CANADA T4V 2R3  
>Phone 780-679-1103  
>roger.epp@ualberta.ca  
>  
>  
>

Fern Snart, Dean  
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Tel: 780.492.4757  
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gregory.taylor@ualberta.ca  
www.science.ualberta.ca

Date: Tuesday, June 14, 2011

To: Fern Snart, Dean  
Faculty of Education

From: Gregory Taylor, Dean  
Faculty of Science

Re: **Science Letter of Support for the Four Year Bachelor of Education Degree**

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Dear Fern,

I am writing to express support from the Faculty of Science for your proposed reintroduction of year one to the four year Bachelor of Education degree. While our faculty will feel some impact on high school admissions into our first year program, the rationale for the change, from both the pedagogical and recruitment perspectives, certainly outweighs the relatively small impact on our admissions. Of course, this change will help your faculty to attract strong students from across the province and provide those students with the benefits of a program offered through one of the top research intensive Faculties of Education in Canada and anything that helps this institution attract top students is viewed as a positive by the Faculty of Science. As well, while benefits will be realized for those students who have decided before they leave high school that they want to pursue a career in education, we remain convinced that many students enter university without firm career plans in place and we look forward to playing a role in the educational foundation that may eventually lead them to your faculty and the teaching profession. We value the strong relationship that exists between our two faculties and hope that your renewed efforts at recruitment into Education programs will also serve to attract students to our combined BSc/BEd program.

Sincerely,

Dr. Gregory Taylor,  
Dean of Science

GJT/rb

From: Marc Arnal <marc.arnal@ualberta.ca>  
Subject: Re: Year one returned to the BEd  
Date: June 3, 2011 4:03:12 PM MDT  
To: Fern Snart <fern.snart@ualberta.ca>  
Cc: Dolorèse Nolette <dnolette@csj.ualberta.ca>, "Claude C. Couture" <claudio.couture@ualberta.ca>

Dear Fern ,

Thank you for this memo and your telephone call earlier today. As I mentioned to you on the call, and as this note will confirm, we are in full support of this change and we will likely be following suit in fairly short order. This is not a gratuitous declaration unsupported within our Faculty, but rather it is the result of months of work by a committee of key persons within the Campus, chaired by Dr. Claude Couture and Dolorèse Nolette, approved by our executive and council, which sought to review and consolidate the common bases and the specificities of our various programs of study. The report of the Comité de synthèse recommended a list of basic/core competencies to be included in every student's experience on our Campus. The document also outlines a full reform of our programs based on a few key principles which are consistent with those in Dare to Deliver II, among which greater flexibility, greater differentiation, and in the case of education a possibility of direct entry into a four-year education experience allowing students access to required professional competencies, but also to our basic/core competencies. I am excited by your offer to share your Faculty's work with us and I promise to reciprocate as we have been doing in technology and evaluation (through CRAME). I feel that this will be an excellent opportunity to explore pathways between our two Faculties and entail specificities in both our Faculties (in your case I expect that ATEP and other programs have led to differentiation). So we approach the next few months with open minds and hearts, in a spirit of collegiality with the intention of reworking our Program to better meet its objectives but with an eye towards enhancing collaborations with our excellent sister Faculty of Education. Best to you Fern and à bientôt.

Marc  
On 2011-06-02, at 12:09 PM, Fern Snart wrote:

Dear Marc,

I have to begin with a sincere apology that this has not been a discussion with you previously - sometimes the amount of "stuff" and speed just becomes consuming - but truly no excuse. The Faculty is beginning the process of proposing the return of year one to the BEd degree - and our reasons are multiple; pedagogical, to do with identity with the profession and Faculty, pragmatic (our recruitment would be assisted greatly if we had direct entry, especially since we now have several more competitors, who do have direct entry), and it would allow students to apply for all entrance awards etc. We have support from Carl and Dru, and I have met with Arts and Science and they are planning to be supportive.

I believe that students at Campus Saint Jean do feel much more like a community, and that you may not have the same issues, but I wanted to ask two things;

1. Is this something that would make sense for you as well - and if so we could perhaps assist with the process?
2. Might it be possible to have even an e-mail comment from you that you think this is a good thing to do (for us - if you do!). As I say I'd be extremely happy to talk about your thoughts or wishes as to your own program as well.

I'm very sorry this is last minute; it seems the way of life these days - but I would never want to do it to you! Thanks Marc, for any thoughts or input. Sincerely, Fern

Fern Snart, Dean  
Faculty of Education  
845 Education South  
University of Alberta  
Edmonton, Alberta, T6G 2G5

Telephone: 780-492-3751  
Fax: 780-492-0236

**OUTLINE OF ISSUE**

Agenda Title: **Faculty of Medicine and Dentistry: Revised Membership of the Faculty's Virtual Schools**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed reorganization of the Faculty of Medicine and Dentistry's 'virtual Schools', as submitted by the Office of the Dean of the Faculty of Medicine and Dentistry and as set forth in the material before members, to take effect immediately.

**Item**

Action Requested	<input type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input checked="" type="checkbox"/> Discussion/Advice <input checked="" type="checkbox"/> Information
Proposed by	Office of the Dean, Faculty of Medicine and Dentistry
Presenters	Carl Amrhein, Provost and Vice-President (Academic) and a Representative of the Office of the Dean, Faculty of Medicine and Dentistry
Subject	Revised Membership in the Virtual Schools of the Faculty of Medicine and Dentistry

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To set out for formal approval the recent changes made to the 'Virtual' School membership in the Faculty of Medicine and Dentistry.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Provides for some revision to the current membership of the Virtual Schools with the Faculty of Medicine and Dentistry.
Timeline/Implementation Date	Immediate.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	At its October 28, 2009 meeting, GFC APC approved, under a delegation provided within the <i>UAPPOL Centres and Institutes Policy</i> (and related <i>Procedures</i> ), a proposal from the Faculty of Medicine and Dentistry to reshape the Faculty to better enhance strategic planning capacity to further the University's academic plan by creating eight virtual "schools of thought" by clustering existing Departments around a common interest to increase cross-discipline and cross-departmental collaborations and target strategic initiatives to further <i>Dare to Discover</i> . Recently, the Faculty of Medicine and Dentistry initiated some revisions to the existing School structure, as set out in the attached material.

**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 quote legislation and include identifying section numbers)	1. <b>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>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 <i>University of Alberta's Centres and Institutes Policy</i>.</p> <p>"1. ACADEMIC CENTRES AND INSTITUTES</p> <p>The University of Alberta shall create academic centres and institutes which will engage in scholarship and carry forward the mission of the University through specific attention to an area of study or research.</p> <p>Each academic centre or institute will report to a Dean, except in exceptional circumstances and at the discretion of the Provost when an academic centre or institute may report directly to a Vice-President.</p> <p>The Provost and Vice-President (Academic) shall have final authority in determining whether an academic centre or institute falls under this policy.</p> <p>Academic centres and institutes shall highlight a department's, a Faculty's, and/or the University's expertise in an area."</p> <p>It should be noted the Provost had determined the originally-proposed Schools for the Faculty of Medicine and Dentistry, for organizational and governance purposes, fell under this policy and its attendant procedures.</p> <p><b>3. UAPPOL: Academic Centres and Institutes Operation Procedure:</b> – "[...]"</p> <p><b>3. PROPOSALS FOR MAJOR CHANGES TO ACADEMIC CENTRES OR INSTITUTES</b></p> <p>All proposals for the renaming of an academic centre or institute, or change in legal status, affiliation or substantial change to strategic direction of a centre or institute shall be submitted to the Academic Planning Committee (APC) for approval."</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Provost and Vice-President (Academic); Deputy Provost; Faculty of Medicine and Dentistry representatives; Vice-Provosts Meeting
Approval Route (Governance) (including meeting dates)	Faculty of Medicine and Dentistry Council (for recommendation) – May 18, 2011; GFC Academic Planning Committee (for final approval) – June 22, 2011
Final Approver	GFC Academic Planning Committee



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

1. Attachment 1 (pages 1 – 6): Documentation Regarding the Modification of the Existing Virtual School Structure in the Faculty of Medicine and Dentistry

*Prepared by:* Vivien Wulff, Chief Operating Officer, Faculty of Medicine and Dentistry (with assistance from University Governance)

# **School of Neuroscience Faculty of Medicine & Dentistry**

In September 2009, the Faculty of Medicine & Dentistry, grouped clusters of existing departments, divisions, centres and research units into “virtual schools of thought”, structures meant to facilitate research within the faculty, to result in greater cross-discipline and -departmental collaborations and allow the targeting of strategic initiatives.

The Neurosciences at the University of Alberta are broadly distributed over the U of A, but the greatest concentration is within the FoMD. While some Schools within the FoMD have enjoyed success in part because of their intrinsic disciplinary focus, the Neurosciences are now split across multiple schools. This fragmentation forms a barrier to achieving the recommendations of the external review committee for the ‘Research Assessment Exercise’, where it was proposed to move toward “a unified approach” in Neuroscience, with a “visible and highly developed theme in the Faculty” (P. 14, RAE external committee report).

Concentration of the groups below into a single School would bring together all of the Neuroscientists from within the FoMD, and facilitate their interactions with like-minded researchers across the U of A. The principals of these entities will constitute a key part the School Executive Committee. In consultation with the Dean, the Vice Dean Research, and the relevant Department Chairs and Divisional Directors, we propose that the following basic and clinical entities form the foundation of a new School of Neuroscience within the Faculty.

Department of Ophthalmology	Division of Neurosurgery
Department of Pharmacology	Division of Physical Medicine and Rehabilitation
Department of Psychiatry	Centre for Neuroscience
Department of Physiology	Centre for Prions and Protein Folding Diseases
Division of Neurology	Rehabilitation Neuroscience Group

The Primary Objectives of the proposed School of Neuroscience would be to:

1. facilitate basic discovery in neuroscience, accelerate the translation to clinical practice, and provide a platform for the assessment of treatment outcomes.
2. enhance training programs in clinical and basic neuroscience
3. help attract highly qualified clinical and basic neuroscientists to the University of Alberta and academic hospitals in Northern Alberta

The benefits of forming a School of Neuroscience would include:

1. Promotion of collaborative research across the 4 pillars
2. Increases in the numbers of collaborative research grants
3. An environment attractive to highly-qualified research and clinical trainees
4. Generation of comprehensive approaches to understanding and alleviating the significant burden of neuroscience-related health issues
5. Increases in clinical trials based on ideas generated by investigators, i.e., translation of ideas to practice.
6. Provision of a single entry point to initiate and support research collaborations within Alberta, across Canada and worldwide, and to initiate and attract financial support of efforts in the Neurosciences.

At the University of Alberta over 200 faculty members have clinical and/or research interests in neuroscience. Annual funding from the Canadian Institutes for Health Research for research in

neuroscience at the University of Alberta now stands at approximately \$4.5M and dedicated infrastructure lies in excess of \$50M. Substantial funding has also been obtained for clinical trials in neuroscience and special initiatives related to neuroscience research. As a measure of the relative strength of Neurosciences here, **7 of the 19 CIHR operating grants awarded to the U of A in January 2011 were to Neuroscientists within the FoMD.**

A School of Neuroscience would benefit the Faculty of Medicine & Dentistry, the University and the community with: a) enhanced clinical and basic research efforts and recruitment by providing a structure to promote communication and relations between neuroscientists; b) enhanced clinical training by providing the means to create novel interrelated residency courses combining all elements relevant to disorders of the brain and spinal cord; and c) enhanced service delivery through better training and exchange of knowledge between subspecialists treating disorders of the brain and spinal cord.

## **School of Cardiac Sciences Faculty of Medicine & Dentistry**

In September 2009, the Faculty of Medicine & Dentistry grouped clusters of existing departments, divisions, centres and research units into “virtual schools of thought”; structures meant to facilitate research within the faculty to result in greater cross-discipline and -departmental collaborations and allow for targeting of strategic initiatives.

One of the major research, clinical, and educational interests in the FoMD is the Cardiac Sciences. Formation of a School of Cardiac Sciences will help to further facilitate cross-discipline and cross-departmental collaboration in this important area. The 2010 Research Assessment Exercise revealed the breadth and depth of cardiac research within the FoMD. However, it also identified that a good proportion of these researchers were unaware of this. The creation of a School of Cardiac Sciences will leverage and increase the internal and external profile of the existing cardiovascular divisions and groups. The following entities are proposed to form the foundation of a new School of Cardiac Sciences:

### **The Mazankowski Alberta Heart Institute**

**Division of Cardiology\***

**Division of Cardiac Surgery\***

**Division of Pediatric Cardiology\***

**Departments of Physiology**

**Department of Pharmacology**

**\*designates secondary affiliation (primary affiliation remains with home department – see Q&A for clarification)**

The Primary Objectives of the proposed School of Cardiac Sciences would be to:

1. Improve the integration of the FoMD cardiac research activities across CIHR’s 4 pillars of research: basic, clinical, population health and outcomes, and health services and delivery;
2. Improve the cardiac research culture at the Mazankowski Alberta Heart Institute (Maz) and the FoMD by consolidating seminar series and other scholarly activities under a single entity of the School of Cardiac Sciences;
3. Better align research activities of various research groups and departments within the FoMD participating in cardiac research;
4. Strengthen undergraduate and graduate training in cardiovascular research and provide a venue for possible expansion of a pilot training program for knowledge translation within the School of Cardiac Sciences and the Clinical Access Program for the Translation and Utilization of Research Expertise (CAPTURE);
5. Better align the cardiac sciences faculty to access new interdisciplinary team funding opportunities at AIHS and CIHR through creation of new collaborations initiated by a consolidated cardiovascular research enterprise within the FoMD;
6. Better position the FoMD with the Government of Alberta’s Health Research and Innovation Strategy strategic research priority for chronic diseases. A School of Cardiac Sciences will

provide a more integrated approach by the cardiac research community within the FoMD to identify areas of excellence and better formulate strategic research directions for cardiac sciences;

7. Provide a foundation for integration with the Government of Alberta's Campus Alberta, similar to the neurosciences, which has created joint partnerships between the University of Alberta, University of Calgary and University of Lethbridge;
8. Leverage the knowledge translation activities at the Maz through better integration of clinical (AHS) and research (FoMD) enterprises;
9. Increase faculty access to funding opportunities through the Maz and its funding partners, such as the University Hospital Foundation.

Cardiac research has a major footprint within the FoMD, with approximately 100 faculty members actively involved in studying heart disease and stroke. Combined, these researchers brought in close to \$120 million of research funding and published over 2000 papers in the past 5 years. For cardiac sciences to transition from being recognized internationally to being recognized as excellent internationally will require alignment of the approximately 100 faculty members into a single school within the FoMD.

Creation of a School of Cardiac Sciences will benefit the FoMD faculty and students in the following way:

1. The School of Cardiac Sciences under the same administrative leadership will allow strategic planning for collaborative research, key recruitment and Chair Naming and endowment, crossing all 4 CIHR Pillars. Collaboration within and without the School becomes a deliverable and a metric for all members of the School.
2. As a School, an Education Lead will be appointed and be responsible for establishing a subcommittee/working group to obtain input on educational matters from key stakeholders within the School of Cardiac sciences. This Education lead will represent the school on the Faculty Learning Committee, which advises the FoMD Vice Dean Education on education initiatives.
3. A Research Lead will be established to sit on the Faculty Research Committee (FRC). The School of Cardiac Sciences Research Lead will be responsible for establishing a sub-committee and working groups representing the School's departmental and existing research groups and stakeholders.
4. A Faculty Affairs Lead for the School of Cardiac Sciences will sit on the Faculty Affairs committee whose mandate consists of the development and promotion of faculty wide processes including: mentorship, professionalism, leadership, faculty career development, etc.

The formation of this School will not replace the current departmental structures. Departments will continue to maintain their customary responsibilities, such as academic alternative relationship governance, budgets, appointments and faculty evaluation. As such, the formation of a School of Cardiac Sciences in the FoMD will represent a collection of common research, education, and clinical interests rather than an administrative unit.

Preservation of the Departmental structures, matrixed with the School structure, will allow Cardiac Sciences to reach across several other Schools to maintain and further develop research and educational initiatives and collaborations.

## **APPENDIX 1: Proposed School Membership**

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- 1) CANCER, IMAGING & ENGINEERING SCIENCES:
  - a. Department of Oncology
  - b. Department of Biomedical Engineering
  - c. Department of Radiology & Diagnostic Imaging
  
- 2) CARDIAC SCIENCE:
  - a. The Mazankowski Alberta Heart Institute (MAHI)
  - b. Department of Physiology
  - c. Department of Pharmacology
  - d. Division of Cardiology\*
  - e. Division of Cardiac Surgery\*
  - f. Division of Pediatric Cardiology\*
  
- 3) COMMUNITY-BASED MEDICINE:
  - a. Department of Emergency Medicine
  - b. Department of Family Medicine
  - c. Division of Community Medicine/Occupational Health\*
  - d. Division of Geriatric Medicine\*
  
- 4) DENTISTRY:
  - a. Department of Dentistry
  
- 5) HUMAN DEVELOPMENT:
  - a. Department of Medical Genetics
  - b. Department of Obstetrics & Gynecology
  - c. Department of Pediatrics
  - d. Women's and Children's Health Research Institute (WCHRI)
  
- 6) TRANSLATIONAL MEDICINE:
  - a. Department of Medicine
  - b. Department of Laboratory Medicine & Pathology
  - c. Department of Biochemistry
  - d. Alberta Transplant Applied Genomics Centre
  - e. Institute of Health Outcomes Research
  
- 7) NEUROSCIENCE:
  - a. Department of Ophthalmology
  - b. Department of Psychiatry
  - c. Department of Physiology

- d. Department of Pharmacology
- e. Division of Neurology\*
- f. Division of Neurosurgery\*
- g. Division of Pediatric Neurology\*
- h. Division of Rehabilitation Medicine
- i. Centre for Neuroscience

8) SURGERY, ANESTHESIOLOGY AND TRANSPLANTATION SCIENCE (Name to be determined):

- a. Department of Anesthesiology & Pain Medicine
- b. Department of Surgery
- c. Division of Anatomy
- d. Division of Critical Care Medicine
- e. Institute for Reconstructive Sciences in Medicine (iRSM)
- f. Alberta Diabetes Institute

9) MOLECULAR MEDICINE:

- a. Department of Cell Biology
- b. Department of Medical Microbiology & Immunology
- c. Division of Infectious Disease\*
- d. Li Ka Shing Institute of Virology

\*These are secondary affiliations; the primary affiliation is with the home Department