

The following Motions and Documents were considered by the GFC Academic Planning Committee at its February 27, 2013 meeting:

Agenda Title: **Faculty of Arts – Proposed Revisions to the Existing Names of Undergraduate Programs Offered by the Department of Women’s and Gender Studies (WGS)**

APPROVED MOTION: THAT GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, a proposal submitted by the Faculty of Arts to revise the names of the Faculty’s Department of Women’s and Gender Studies’ undergraduate degree programs from Bachelor of Arts (BA) (Honors) in Women’s Studies to BA (Honors) in Women’s and Gender Studies and from BA Major/Minor in Women’s Studies to BA Major/Minor in Women’s and Gender Studies, as set forth in Attachment 1, effective Fall Term, 2013.

Final Item: 4

Agenda Title: **Faculty of Graduate Studies and Research and Faculty of Extension – Proposal for a (New) Freestanding For-Credit Post-Baccalaureate Certificate in Sexual Health**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, a proposed (new) freestanding for-credit Post-Baccalaureate Certificate in Sexual Health, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Extension and as set forth in Attachment 1 (as amended), to take effect in September, 2013.

Final Item: 5

Agenda Title: **Admission from Countries That Follow the British Education System – Proposed Changes to Section 17.2.1 of the University Calendar**

APPROVED MOTION: THAT GFC Academic Planning Committee table proposed changes to Section 17.2.1 (Admission from Countries that follow [sic] the British Education System) of the University Calendar, as submitted by the Office of the Registrar and as set forth in Attachment 1, to allow for further revisions to be made by the Office of the Registrar to these changes, as recommended by Committee members.

OUTLINE OF ISSUE

Agenda Title: **Faculty of Arts – Proposed Revisions to the Existing Names of Undergraduate Programs Offered by the Department of Women’s and Gender Studies (WGS)**

Motion: THAT GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, a proposal submitted by the Faculty of Arts to revise the names of the Faculty’s Department of Women’s and Gender Studies’ undergraduate degree programs from Bachelor of Arts (BA) (Honors) in Women’s Studies to BA (Honors) in Women’s and Gender Studies and from BA Major/Minor in Women’s Studies to BA Major/Minor in Women’s and Gender Studies, as set forth in Attachment 1, effective Fall Term, 2013.

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	Lise Gotell, Chair, Department of Women’s and Gender Studies
Subject	Proposed new course designator for Women’s and Gender Studies (WGS) and proposed revisions to the existing names for undergraduate programs offered by the Department of Women’s and Gender Studies

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>(<u>Note:</u> Members of the GFC Academic Planning Committee are asked to consider only the proposed program name changes (as noted herein and in the attached proposal). The changes to the existing course subject name from “Women’s Studies” to “Women’s and Gender Studies” and course prefix from W ST to WGS is within the purview of the GFC Executive Committee to consider and approve, which it did at its meeting of February 4, 2013.)</p> <p>The proposed Calendar changes will:</p> <ul style="list-style-type: none"> • Change the names of our undergraduate degree programs from Bachelor of Arts (BA) (Honors) in Women’s Studies to BA (Honors) in Women’s and Gender Studies and from BA Major/Minor in Women’s Studies to BA Major/Minor in Women’s and Gender Studies (in Section 44.33 of the Calendar). • Change the existing course subject name from “Women’s Studies” to “Women’s and Gender Studies” and course prefix from W ST to WGS (in Section 321.269 of the Calendar). <p>Purposes:</p> <ul style="list-style-type: none"> • These Calendar changes are meant to ensure that the names of our undergraduate programs, as well as the subject and prefix our courses, are consistent with the new name of the teaching department and the name of the new Master of Arts (MA) program. <ul style="list-style-type: none"> ○ Of 47 Canadian undergraduate programs, most have recently been renamed. A plurality of programs (20/47) have been renamed Women’s and Gender Studies. The main scholarly association, formerly the Canadian



	<p>Women’s Studies Association, is now called Women’s and Gender Studies et Recherches Féministes.</p> <ul style="list-style-type: none"> o Intellectual focus has shifted significantly since the establishment of Women’s Studies at the University of Alberta. No longer confined to the exclusive goal of making women’s experiences visible, our course offerings have expanded to include an analysis of gender and sexuality, locally and globally. These shifts in our pedagogical emphasis reflect the discipline’s contemporary focus on gender and sexual diversity, masculinities, and sexuality studies. o Our curriculum currently includes courses that reflect the field’s original focus on women (for example, W ST 101 - “Representations of Girls and Women”), and also those that examine masculinity (for example, W ST 460 - “Masculinities”), gender relations in a global context (for example, W ST 310 - “Gender, Development and Beyond”) and sexuality (for example, W ST 370 - “Feminism and Sexuality”).
The Impact of the Proposal is	Students of all genders are attracted by the unit’s excellent courses in such important and popular areas of the field as masculinities studies and sexuality studies. Yet, some of these students see the designation of our programs (Honors Women’s Studies, BA Major/Minor Women’s Studies) as a barrier to applying to the Honors program or to declaring majors or minors. The re-designation of our programs and courses as Women’s and Gender Studies is tremendously important in attracting future honors students and students to the majors and minors.
Replaces/Revises (eg, policies, resolutions)	Existing courses in W ST.
Timeline/Implementation Date	Fall, 2013.
Estimated Cost	Administrative (staff time) costs to the Department, Faculty, and Office of the Registrar to make the changes to records are minimal.
Sources of Funding	Existing funds.
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver</i> and <i>Dare to Discover</i> values: Enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.
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) : GFC is responsible, generally, for the academic affairs of the University and specifically, for programs of study in Faculties (Sections 26(1) and 26(1) (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



	<p>budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>2. GFC Executive Committee Terms of Reference/Mandate of the Committee: In 1996, GFC delegated its authority to the GFC Executive Committee to ratify new course subject names and their abbreviations (Section 3.14).</p> <p>3. GFC Policy: “Course subject names shall designate broad areas of study (often an entire department) and shall not be used to designate numerous specializations. Faculty Councils shall endeavour to keep the number of subject names in the Faculty to an acceptable minimum. Subject names shall not be added or changed except for strong academic reasons.” (Section 37.2 of the GFC Policy Manual)</p> <p>4. PSLA: 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. GFC Academic Planning Committee Terms of Reference/Mandate: 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>“Existing Undergraduate and Graduate Programs: - 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>6. 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))</p>
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Routing (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Department of Women’s and Gender Studies, 2011-2012; Faculty of Arts Undergraduate Student Services, October, 2012; Faculty of Arts Academic Affairs Committee, October, 2012 (by e-mail); Faculty of Arts Executive Committee, November, 2012</p>
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	Faculty of Arts Council, November, 2012
Approval Route (Governance) (including meeting dates)	Faculty of Arts Council, November, 2012 (for recommendation); GFC Executive Committee, February 4, 2013 (for final approval of the new course designation of WGS); GFC Academic Planning Committee, February 27, 2013 (for final approval of the revised undergraduate academic program names)
Final Approver	See 'Approval Route' above.

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

Attachment 1 (pages 1 – 4): Proposal Regarding Revised Names for Undergraduate Academic Programs Offered by the Faculty of Arts' Department of Women's and Gender Studies

Prepared by: Robin A Cowan, Faculty of Arts Undergraduate Student Services, robin.cowan@ualberta.ca

Proposal Template: Program/Specialization Name Changes

This template is for the presentation of proposals to change the title of an existing program or specialization within an existing program. Name change proposals for degree programs are subject to review by the Campus Alberta Quality Council.

Basic Information

Institution	University Of Alberta
Current program/specialization title	Women’s Studies
Credential awarded	BA major, BA minor, BA Honors major
Proposed Implementation Date	Fall 2013

1. Proposed new name.

Women’s & Gender Studies

2. Describe the institution’s internal approval process for the proposed change.

The name change was proposed and approved by the Department of Women’s & Gender Studies Council (previously the Women’s Studies Program) on December 13, 2010. The proposal to change the name of the unit and the degree program was approved by the Arts Faculty Executive Committee on February 9, 2012 and Faculty of Arts Council on April 11, 2012. After Faculty approval was obtained, the proposal was provided to University of Alberta Central Governance unit for consideration by the General Faculty Council Academic Planning Committee.

3. Rationale for the change (for example, changes in industry and/or post-secondary system norms for nomenclature, in technology, in curriculum, etc.). Include a survey of current nomenclature for similar programs offered across Campus Alberta and, where relevant, further afield.

On January 1, 2013, the Women’s Studies Program became the new Department of Women’s and Gender Studies. Changing the name of our degree programs will allow the Department of Women’s and Gender Studies to respond to an expansion and shift in the academic field.

This name change will ensure that the names of our undergraduate programs are consistent with the new name of the teaching department and the name of the proposed new MA program (currently under review by Alberta Enterprise and Advanced Learning).

- o Of 47 Canadian undergraduate programs, most have recently renamed. A plurality of programs (20/47) have been renamed Women’s and Gender Studies. For example, the University of Toronto and the University of British Columbia (Vancouver) offer BA degree programs in “Women’s and Gender Studies,” while

York University offers BA degree programs in “Gender and Women’s Studies.” In Alberta, the University of Lethbridge and Athabasca offer BA degree programs in “Women’s and Gender Studies.” The University of Calgary and Mount Royal University (minor concentration only) still offer BA degree programs in “Women’s Studies,” though both are also in the process of renaming.

- The main scholarly association, formerly the Canadian Women’s Studies Association, is now called the Canadian Women’s and Gender Studies et Recherches Féministes.
- The intellectual focus of the field has shifted significantly since the establishment of Women’s Studies at the University of Alberta. No longer confined to the exclusive goal of making women’s experiences visible, our course offerings have expanded to include an analysis of gender and sexuality, locally and globally. These shifts in our pedagogical emphasis reflect the discipline’s contemporary focus on gender and sexual diversity, masculinities and sexuality studies.
- Our curriculum currently includes courses that reflect the field’s original focus on women (for example, W ST 101 “Representations of Girls and Women”), and also those that examine masculinity (for example, W ST 460 “Masculinities”), gender relations in a global context (for example, W ST 310 “Gender, Development and Beyond”) and sexuality (for example, W ST 370 “Feminism and Sexuality”). *Please note there is a concurrent proposal to change the abbreviation for courses from W ST to WGS.*

4. Impacts on students (active, stop-outs, graduates) and plans to ameliorate these impacts. Include evidence of consultation with students, as well as plans to allow active students the opportunity to graduate with the established credential (should they wish), and plans to deal with graduates of the program coming forward to request an exchange of their credential for the new.

Students of all genders are attracted by the unit’s excellent courses in such important and popular areas of the field as masculinities studies and sexuality studies. Yet some of these students see the name of our degree programs (Honors Women’s Studies, BA Major/Minor Women’s Studies) as a barrier to applying to do honors or to declaring majors or minors. The re-designation of our programs and courses as Women’s and Gender Studies is tremendously important in attracting future honors students, majors and minors.

The Women’s Studies Undergraduate Association has enthusiastically endorsed the proposed new name of our degree programs (see appended letter).

Ada Schmude, Associate Registrar, has confirmed that if this proposal is approved effective Fall 2013, Registrar’s Office staff will be able to make the changes to current as records for continuing students, though it will be incumbent upon the Department and Faculty to communicate this change to the students. There are currently 70 majors and minors in Women’s Studies, many of whom have already been engaged in this process. Notification of the change will not be onerous or difficult.

This means the name change will not be applied retroactively; however, the Department and Faculty are prepared to provide a letter to interested students, upon request, explaining that the name of the program has changed, but due to implementation date,

previous students received a degree in Women's Studies, the credential name in existence at the time they graduated.

5. Provide evidence of consultation with relevant external stakeholders, for instance employers, professional/regulatory organizations or other post-secondary institutions. Identify anticipated impacts on stakeholder groups (if any) and outline plans to ameliorate impacts.

See information in 3. above. There is no regulatory organization related to this field and the main scholarly association has already added the term "Gender" into its name. The anticipated impacts for stakeholder groups is minimal. The Department of Women's and Gender Studies conducted consultations with Alberta non-profit groups (in particular with women's groups) on its related proposals to establish an MA degree program in Women's **and Gender Studies** and to create a Department of Women's and Gender Studies. These proposals include the new name "Women's and Gender Studies" and received strong support, including from Pearl Bennett, President (on behalf of Board and Membership), Caribbean Women's Network for Support and Learning, Patricia Garrett, Director, Wings of Providence Shelter, -Jan Reimer, Provincial Coordinator, Alberta Council of Women's Shelters, Jennifer Tamaszewski, Chair, Women's Legal Education and Action Fund, Laurie Kehler, Volunteer Coordinator, Lurana Shelter Society.

6. Identify anticipated impacts on relevant units within the institution (e.g. Registrar's Office, Communications) and summarize the implications of the proposed change for institutional resources.

As mentioned above, the Faculty has consulted with Ada Schmude, Associate Registrar and she has confirmed that from their perspective, the impact on resources will be minimal. The initial effort required will be to complete all changes in operating systems, the Calendar, Viewbooks, and any electronic systems (e.g. the web). Some of this is already underway and can be accomplished quickly. Other changes will take longer, but can be accommodated as part of normal activities for the Registrar's Office, the Faculty of Arts Faculty Office and the Department of Women's and Gender Studies.



1-15 Assiniboia Hall
University of Alberta
Edmonton, AB T6G 2E7
wsua@ualberta.ca

To whom this may concern,

The Women's Studies Undergraduate Association fully supports the Women's Studies Program's endeavour to become the Department of Women's and Gender Studies. As students, we think that this change would better serve the needs of the staff and students. By becoming a department, students with an interest in Women's and Gender Studies will have the option to continue with their education in the form of a M.A. The change will encourage more students to declare majors or minors in the field and allow for the continuance of high quality teaching and research.

Sincerely,

Tessa Murphy and Nicole Ritchie
Co-Presidents
Women's Studies Undergraduate Association (WSUA)

OUTLINE OF ISSUE

Agenda Title: Faculty of Graduate Studies and Research and Faculty of Extension – Proposal for a (New) Freestanding For-Credit Post-Baccalaureate Certificate in Sexual Health

Motion: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, a proposed (new) freestanding for-credit Post-Baccalaureate Certificate in Sexual Health, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Extension and as set forth in Attachment 1 (as amended), to take effect in September, 2013.

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; Katy Campbell, Dean, Faculty of Extension
Presenters	Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Walter Archer, Professor and former Associate Dean (Engaged Learning), Faculty of Extension; Corey Wentzell, Executive Director, Professional Programs and Government Studies, Faculty of Extension
Subject	Freestanding For-Credit Post-Baccalaureate Certificate in Sexual Health, Faculty of Extension

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The goal of this program is to provide participants with the knowledge, skills, and attributes necessary to succeed in the emerging field of sexual health. Drawing on theory and the best field practices through case studies, simulations, and group projects, participants will critically apply the conceptual, theoretical, and practical frameworks necessary to address the common challenges associated with comprehensive sexual health education. The impact of personal bias will be explored with respect to different cultures, lifestyles, and values. The proposal for the Post-Baccalaureate Certificate (PBC) in Sexual Health was developed in collaboration with the Faculty of Rehabilitation Medicine.</p> <p>The proposed 12-credit free-standing PBC contains three required courses and one elective. A total of six new courses will be developed for adult learners primarily in the health and education sectors.</p> <p>The Department of Occupational Therapy in the Faculty of Rehabilitation Medicine first identified a need for educational programming in sexual health through the inquiries they received from allied health students and practitioners in Alberta and other provinces. Initially, a series of workshops was sufficient to address the need. However, as interest continued over the years, practitioners and prospective students requested credit courses in the area.</p>
The Impact of the Proposal is	<p>Extensive consultations with professionals in the health and education sectors identified a need for this proposed PBC in Sexual Health. The impact of this proposal for continued education of professionals includes the following:</p> <ul style="list-style-type: none"> • Increased community interest and capacity in the field of sexual



	<p>health</p> <ul style="list-style-type: none"> • Increased experience and capacity in sexual health education • Increased interest in clinical and educational research related to the field <p>From the perspective of the University of Alberta, this proposed PBC in Sexual Health will further the University's desire to increase the number of certificate programs available to students and alumni. It will increase the University's capacity to offer "theme-based and skill specific certificates, enabling students to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning" (<i>Dare to Deliver</i>, p. 7). The nature of the proposed program currently relies on the collaboration of two Faculties, Extension and Rehabilitation Medicine, furthering the experience of working across disciplines. There are no other programs of this nature in Alberta.</p> <p>It will be important to ensure that coursework links to recent research in the field of sexual health. It is anticipated that most of the courses will be taught by instructors at the University of Alberta with experience in the field of sexual health. Given the changing nature and understanding of this work, it will be necessary to review the curriculum regularly. An advisory committee has been identified to assist with this work.</p>
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September, 2013 (preferred) or January, 2014.
Estimated Cost	See attached proposal.
Sources of Funding	This new program will be funded internally by the Faculty of Extension through reallocation of existing resources.
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver</i>; <i>Dare to Discover Values</i>: "[E]nrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change[.]"
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): 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 (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>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</p>



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 Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria [*sic*] 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.”

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

	<p>intake for the admitting Faculty.”</p> <p>7. 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.”</p> <p>8. 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.</p> <p>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.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p> <p>9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): GFC delegated authority to ASC to approve “proposals for the establishment of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC).” (3.G.).</p> <p>10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate): Following GFC ASC’s recommendation to GFC APC, APC’s Mandate states that “APC, in turn, would have the GFC-delegated authority to give final approval....” (3.8.d.)</p> <p>11. 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))</p>
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Routing (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Discussions about the program were held with faculty members and students representing the Faculties of: Arts, Education, Medicine and Dentistry, Nursing, and Rehabilitation Medicine. Other individuals with professional expertise in the field who have been consulted include: Dr Brian Parker and Dr Larry Brockman (Options Sexual Health Association); Ms Karen Saganiuk (Health Canada); and Ms Helen Legg</p>
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	(Alberta Health and Wellness). GFC ASC Subcommittee on Standards (February 7, 2013) – for review/advice
Approval Route (Governance) (including meeting dates)	Faculty of Extension Council (November 15, 2012) – for recommendation; Faculty of Extension Executive Planning Committee – for recommendation on the program budget; Faculty of Graduate Studies and Research Council (January 16, 2012) – for recommendation; GFC Academic Standards Committee (February 21, 2013) – for recommendation on the (proposed) admission and academic standing criteria (as highlighted in yellow in the attached proposal); GFC Academic Planning Committee (February 27, 2013) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments:

1. Attachment 1 (pages 1 – 20): Proposal for a Freestanding For-Credit Post-Baccalaureate Certificate (PBC) in Sexual Health
2. Attachment 2 (pages 1 – 2): Letter from the Faculty of Extension Regarding Revision to the Course Fees for the PBC in Sexual Health

Prepared by: Heather McRae, Associate Dean (Engaged Learning), Faculty of Extension, hamcrae@ualberta.ca, and René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research, rene.poliquin@ualberta.ca

**Program Approval Template
Free-Standing Credit Certificates and Diplomas**

This template is to be used for proposals calling for the establishment of new University of Alberta free-standing credit certificates and diplomas. Free-standing credit certificates and diplomas are not offered as a part of any degree program at the University of Alberta. Students in free-standing credit certificate and diploma programs are not required to be current University of Alberta students in order to gain admission. (Example: Certificate in Stroke Rehabilitation offered by the Faculty of Rehabilitation Medicine)

Governance: Free-standing credit certificates and diplomas are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC, GFC APC and the Minister of Advanced Education and Technology.

All free-standing credit certificate and diploma programs at the University of Alberta have a cost-recovery fee structure. Proposed fees are approved by the Provost and Vice-President (Academic) after review by the Registrar's Advisory Committee on Fees (RACF). This approval process is separate from the program approval process outlined above.

Section A: Basics		
Program Name	Post-Baccalaureate Certificate in Sexual Health	
Credential Select one. (See definitions below)	<input type="checkbox"/> University Certificate (Admission requirement: high school) <input type="checkbox"/> University Certificate (Admission requirement: baccalaureate degree) <input type="checkbox"/> University Diploma (Admission requirement: high school) <input type="checkbox"/> University Diploma (Admission requirement: baccalaureate degree) <input checked="" type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Post-Master's Certificate <input type="checkbox"/> Post-Doctoral Certificate	
Sponsoring Faculty/ Academic Unit	Faculty of Extension, Professional Programs and Government Studies and the Faculty of Graduate Studies	
Contact information	Name and Title	Dr. Corey Wentzell, Executive Director Professional Programs and Government Studies
	Phone	780-248-1660
	Email	corey.wentzell@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	N/A	
Program length – years	The proposed PBC in Sexual Health is designed for part-time study. The maximum time permitted for completion of the program will be four years from the date of registration. Ideally the program will start in September 2013.	
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	In proposing the PBC in Sexual Health, the Faculty of Extension in collaboration with the Faculty of Rehabilitation Medicine, is responding to the need for practitioners in health related fields to develop greater awareness and skills in the areas of sexual health; sexuality, illness, and disability; and sexual health education. The Pan American Health Organization, the World Health Organization and the World Association for Sexology (2000) identify the characteristics of a sexually healthy society as including access to age appropriate, comprehensive sexuality	

	<p>education and the provision of training programs for professionals to specialize in sexual health.¹ These themes were restated at the 17th World Congress of Sexology held in Montreal in 2005. In an article in the <i>Canadian Journal of Human Sexuality</i>, Maticka-Tyndale (2001) calls for greater collaboration and networking amongst health professionals in order to ensure approaches to sexual health education are reflective of needs and interests in Canada, instead of relying on research findings and practices from other countries.²</p> <p>The proposed 12-credit program contains three required courses and one elective. A total of six new courses will be developed with the requirements of adult learners across the health and education sectors in mind. (See Appendix A for program details, admission requirements, and course descriptions.) It is in line with the University of Alberta's strategic plan (<i>Dare to Deliver 2011-2015</i>) where the establishment of certificate programs, theme-based and skill-specific, is viewed as one way of enabling students and alumni to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning (p. 7).</p> <p>This proposed stand alone certificate program will be of interest to those who are working in clinics, health and social service departments, and the not-for-profit sector. The target student body includes: health care practitioners and health educators; practicing professionals in Counselling Psychology, Education (health education teachers in K-12 schools), Educational Psychology, Human Ecology, Nursing, Rehabilitation Medicine, and Social Work and other professionals seeking to broaden their expertise in the field of sexual health.</p> <p>It is expected that there will be interest beyond the University of Alberta. However, the initial course offerings will be face-to-face with blended learning being developed as interest warrants. (See Appendix F for a summary of the market strategy analysis.) It is anticipated that courses completed as part of the proposed PBC will enable graduates with the necessary professional credentials to apply for higher degrees in their fields.</p>
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<p>Provider Comments Include information about brokering arrangements, status of program accreditation or approval by an outside body, etc.</p>	<p>N/A</p>
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Section B: Detailed System Coordination Analysis

<p>Relationship to existing programs at the institution How does the proposed program fit with other programs at the</p>	<p>The Department of Occupational Therapy in the Faculty of Rehabilitation Medicine first identified a need for educational programming in sexual health through the inquiries they received from allied health students and practitioners in Alberta and other provinces. Initially a series of workshops was sufficient to address the need.</p>
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¹ Pan American Health Organization, World Health Organization & World Association for Sexology. (2000). Promotion of sexual health: Recommendations for action. Proceedings of a Regional Consultation, Antigua, Guatemala, May 19-22, 2000. Retrieved August 27, 2012 from <http://www.worldsexualhealth.org/sites/default/files/PromotionSexualHealth.pdf>

² Maticka-Tyndale, E. (2001). Sexual health and Canadian youth: How do we measure up? *The Canadian Journal of Human Sexuality*, 10(1-2) 1-17.

<p>institution, in terms of program type, student mix, and instructional expertise? What are the anticipated impacts (positive or negative) on existing programs?</p>	<p>However, as interest continued over the years, practitioners and prospective students requested credit courses in the area. Currently there is:</p> <ul style="list-style-type: none"> • An undergraduate course offered through the Department of Human Ecology, in the Faculty of Agricultural, Life and Environmental Studies (HECOL 211 <i>Human Sexuality</i>), coordinated by Dr. Shaniff Esmail from the Faculty of Rehabilitation Medicine, which regularly attracts enrolments of 100-150 students from the health science and education faculties. • The Faculty of Education offers Health Education as one of a large number of minor teaching subjects in Secondary Education. The minor contains a series of undergraduate courses that address personal health and wellbeing (HE ED 110), health promotion (HE ED 320, 321), special topics (HE ED 497) and the opportunity for directed study (HE ED 499). Graduates with this minor would be well positioned for the PBC in Sexual Health. <p>A total of six graduate courses need to be developed for the proposed PBC in Sexual Health and individuals from the following departments/agencies will be involved in designing and teaching the material:</p> <p>Dr. Shaniff Esmail Associate Professor, Department of Occupational Therapy, Faculty of Rehabilitation Medicine Dr. Lili Liu, Professor & Chair, Department of Occupational Therapy, Faculty of Rehabilitation Medicine Dr. Brian Parker, Options Sexual Health Association Dr. Liz Taylor, Associate Dean, Faculty of Rehabilitation Medicine Ms. Karen Saganiuk, Co-ordinator, Blood-Borne Pathogens/Sexually Transmitted Infections Prevention Program, Health Canada Ms. Helen Legg, Project Manager, Public Health Strategic Policy and Planning Branch, Community and Population Health Division, Alberta Health and Wellness. Dr. Billy Strean, Professor, Faculty of Extension</p> <p>Currently there are no specific programs in Sexual Health offered at the University of Alberta or at other Campus Alberta institutions. Students with an interest in this area pursue professional programs in related fields such as the ones mentioned previously in Section A. However, the only avenue for pursuing studies in Sexual Health is via continuing education offered by various professional associations. The proposed PBC in Sexual Health will enable practitioners to enter formal study at a graduate level a positive impact on this important aspect of health and education.</p>
<p>Similarity or relationship to other programs 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?</p>	<p>The proposed PBC in Sexual Health complements existing health and education programs within Campus Alberta by enabling participants to enhance their knowledge and skills through “graduate-level coursework, without committing to a master’s degree” (AET February, 2009). Successful completion will enhance graduates chances of entering higher level degrees should they wish to do so. The proposed PBC is not in competition with or replicated by existing programs offered within Campus Alberta. The interdisciplinary nature of the proposed program, its part-time delivery, and the focus on adult learners with practice experience are among its unique features.</p> <p>Post-baccalaureate and graduate degree programs in sexual health are offered in the United Kingdom at the University of Central Lancashire and the London School of Hygiene and Tropical Medicine, and in Australia at Curtin University. This provides opportunities in the future for laddering, student exchange or program collaboration.</p>

<p>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?</p>	<p>There are currently no programs of this nature in Alberta. As a result, there is the potential for linking with other post-secondary institutions in Campus Alberta and beyond should the student demand warrant.</p>
<p>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?</p>	<p>Extensive consultations with professionals in the health and education sectors identified a need for the proposed PBC in Sexual Health. The Faculty of Extension, in collaboration with the Faculty of Rehabilitation Medicine, is well positioned to develop and offer the proposed program. Potential benefits include:</p> <ul style="list-style-type: none"> • Increased community interest and capacity in the field of sexual health • Increased experience and capacity in sexual health education • Increased interest in clinical and educational research related to the field <p>(See Appendix E for further information about program development)</p>

<p>Section C: Marketability Assessment</p>	
<p>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?</p>	<p>It is anticipated that the program will attract recent graduates from the University of Alberta as well as professionals. Therefore, discussions about the program were held with faculty members and students representing the faculties of: Education, Medicine and Dentistry, Nursing, and Rehabilitation Medicine. Other individuals with professional expertise in the field who have been consulted include: Dr. Brian Parker and Dr. Larry Brockman (Options Sexual Health Association), Ms. Karen Saganiuk (Health Canada), Ms. Helen Legg (Alberta Health and Wellness).</p> <p>Recruitment for the proposed PBC will be undertaken by the marketing unit within the Faculty of Extension. This will include: sending promotional materials to recent graduates of relevant U of A degree programs, use of social media and faculty websites, and tapping into the Faculty of Extension's links with relevant organizations in the public, private, and non-profit sectors. The Faculty of Rehabilitation Medicine will recruit potential students through their alumni, relevant professional organizations, agencies, and programs.</p> <p>Student admission requirements are outlined in Appendix A. The proposed Advisory Committee is listed in Appendix B. Appendix C outlines the projected student enrolment. A market strategy analysis is provided in Appendix F.</p>
<p>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?</p>	<p>Given that sexual health is a relative new field of study, there is limited data relating to economic demand. However, it is expected that this program will expand the range of expertise of graduates in the program and provide them further job options within their current employment, as well as opportunities for consultative work.</p> <p>There is no specific employment information relating to careers in sexual health; however, the <i>Alberta Labour Market Outlook</i> identifies that employment within the</p>

<p>If the program does not lead directly to employment, what are the long-term economic benefits for graduates?</p>	<p>category of Health Care and Social Assistance (NAICS – 6200) is the second largest in the province, preceded only by retail trade. Jobs in health care are predicted to grow by 2.5% between 2011 and 2015.³ Employment in manager level positions is expected to exceed 2.7% by 2015.⁴</p> <p>According to their website, graduates from Curtin University’s graduate degree in Sexology “are gaining work in related fields in Australia and other countries with over 80% of graduates gaining such employment within 6 months after graduating” (Retrieved from http://healthsciences.curtin.edu.au/teaching/soph_sexology.cfm).</p>
<p>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?</p>	<p>The following representatives of local health and education communities, as well as key individuals from the University of Alberta community, have expressed support for establishing a Post-Baccalaureate Certificate in Sexual Health.</p> <ul style="list-style-type: none"> • Dr. Liz Taylor, Associate Dean, Faculty of Rehabilitation Medicine, University of Alberta • Dr. Lili Liu, Chair, Department of Occupational Therapy, Faculty of Rehabilitation Medicine, University of Alberta • Dr. Shaniff Esmail, Associate Chair, Department of Occupational Therapy, Faculty of Rehabilitation Medicine, University of Alberta • Dr. Sheila Hughes, Associate Professor, Department of Family Medicine, Faculty of Medicine and Dentistry, University of Alberta • Dr. Donald Morrish, Division of Endocrinology and Metabolism, University of Alberta** • Dr. Larry Brockman, Executive Director, Options Sexual Health Association** • Dr. Brian Parker, Options Sexual Health Association • Ms. Heather Cobb, President, Alberta Society for the Promotion of Sexual Health** • Ms. Karen Saganiuk, Co-ordinator, Blood-Borne Pathogens/Sexually Transmitted Infections Prevention Program, Health Canada • Ms. Helen Legg, Project Manager, Public Health Strategic Policy and Planning Branch, Community and Population Health Division, Alberta Health and Wellness • Dr. Wadieh Yacoub, Ms. Ruth Richardson, and Ms. Karen Saganiuk, Health Canada, First Nations and Inuit Health Branch, Alberta Region** <p>** indicates letter of support (see Appendix G)</p> <p>Community service experience or additional work experience are not part of the proposed program.</p>

Section D: Demonstration of Financial Viability

³ Government of Alberta, Human Services. (2012, March). *Alberta labour market outlook*. Retrieved from <http://www.employment.alberta.ca/documents/Labour-Market-Outlook.pdf>

⁴ Alberta. (2012, June). *Industry profiles: Health care and social assistance industry*. Retrieved from <http://www.employment.alberta.ca/documents/industry-profile-health-care-and-social-assistance.pdf>

<p>Annual Budget and funding sources Provide detailed budget information in the Funding section. If necessary, use this section to include additional information.</p>	<p>The proposed PBC in Sexual Health will be a total cost recovery program. A detailed budget is provided in Appendix H.</p>
<p>Anticipated impact on internal resources 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>	<p>The impact on internal resources may include:</p> <ul style="list-style-type: none"> • Initial courses would be taught by instructors at the University of Alberta who are trained in the field of sexual health. Other instructors would be contracted externally, if necessary. • Another possible source of instructor expertise would be to invite a visiting scholar recognized in the field to be a term instructor; this would serve additionally to raise the profile of the program. • Initial course content has been drafted. However, there will be costs associated with keeping learning materials up to date. • There would be an impact on classroom needs, and the support needed to maintain them, within the space occupied by the Faculty of Extension. This need would be reviewed on an ongoing basis.
<p>Anticipated financial impact on students and Students Finance 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>Proposed tuition fees of \$1,200 per course are reflective of the costs associated with offering this program.</p>

<p>Section E: Additional Questions – University of Alberta</p>	
<p>Vision and Academic Plan How does the proposed program connect to the University’s vision <i>Dare to Discover</i>? How does the program further the University’s Academic Plan?</p>	<p>The proposed Post-Baccalaureate Certificate in Sexual Health will further the University’s desire to increase the number of certificate programs available to students and alumni. It will increase the University’s capacity to offer “theme-based and skill specific certificates, enabling students to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning (<i>Dare to Deliver</i>, p. 7). The nature of the proposed program currently relies on collaboration between two faculties: Extension and Rehabilitation Medicine. Future development of the proposed program could include other sectors within Campus Alberta and beyond. (See Appendix D - Strategic Direction of the proposed program)</p>
<p>Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student</p>	<p>Applications will be handled by the program registration office in the Faculty of Extension. It is anticipated that initially there will be limited impact on Computing and Network Services (e.g., Campus Computing IDs, access to library resources etc) given the number of students in the proposed program (N=30). However, as the program develops the numbers of courses offered could increase.</p> <p>Library impact statement has been completed; student contribution to the library is included in the budget.</p>

Services, etc.	
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Appendices	
<p>Appendix A – curriculum and program structure List course names, numbers, credits/hours; practicum credits/hours; course descriptions; and total instructional hours. Include draft content for the University Calendar.</p>	<p>The proposed PBC in Sexual Health is a 12-credit program designed for adult learners in part-time study. Six new 3-credit courses, each of 39 hours duration, will need to be developed: EXT 5XX Sexual Health: Issues and Perspectives EXT 5XX Sexuality: Illness and Disability EXT 5XX Sex Positivity: Theory and Practice EXT 5XX Sexual Health Education EXT 5XX Sexual Health Education: Practical Strategies for Educators EXT 5XX Leadership and Professionalism</p> <p>(See Appendix A for detailed course descriptions and proposed calendar copy.)</p>
<p>Appendix B – H Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	<p>Appendix B: Academic Oversight Appendix C: Projected Student Enrolment Appendix D: Strategic Direction Appendix E: Developing the Program Appendix F: Market Strategy Analysis Appendix G: Letters of Support Appendix H: Budget: Proforma Budget for New Program Proposal</p>

Appendix A – Calendar Copy

CURRENT	PROPOSED
New program	<p>96.5 Sexual Health The Post-Baccalaureate Certificate in Sexual Health provides participants with the knowledge, skills, and attributes necessary to succeed in the emerging field of sexual health. Drawing on theory and the best field practices through case studies, simulations, and group projects, participants will critically apply the conceptual, theoretical, and practical frameworks necessary to address the common challenges associated with comprehensive sexual health education. The impact of personal bias will be explored with respect to different cultures, lifestyles, and values. The Post-Baccalaureate Certificate in Sexual Health is offered in collaboration with the Faculty of Rehabilitation Medicine.</p> <p>Refer to 20X.XX for more information and visit the program’s website at www.pbcsh.ca, email pbcs@ualberta.ca or telephone (780) XXX-XXXX. For course listings see 231 under Extension (EXT).</p> <p>20X.XX Sexual Health Faculty of Extension University of Alberta Enterprise Square 10230 Jasper Avenue Edmonton, Alberta T6J 4P6 E-mail pbsh@ualberta.ca www.pbshualberta.ca</p>
New program	<p>20X.XX.X General Information The Post-Baccalaureate Certificate in Sexual Health is offered in collaboration with the Faculty of Rehabilitation Medicine. It is designed to provide participants with the knowledge, skills, and attributes necessary to succeed in the emerging field of sexual health. Drawing on theory and the best field practices through case studies, simulations, and group projects, participants will critically apply the conceptual, theoretical, and practical frameworks necessary to address the common challenges associated with comprehensive sexual health education. The impact of personal bias will be explored with respect to different cultures, lifestyles, and values.</p> <p>Entrance Requirements The minimum admission requirements are those set out in the minimum acceptable standards in the Faculty of Graduate Studies and Research. These include a</p>

baccalaureate degree or its academic equivalent in a relevant field from an academic institution recognized by the University of Alberta, with a grade point average of at least 3.0 on the 4-point scale over the last *60 credits; preference will be given to those with community-based experience; and if required (see 203.24) a minimum overall score on an approved English language examination as described below. PTE Academic score of at least 59; a minimum acceptable TOEFL score of 580 (paper-based) or a total score of 92 with a score of at least 20 on each of the individual skill areas (internet-based); or a minimum overall band score of 7.0, with at least 6 on each test band, on the IELTS. Applicants should arrange for their English language test results to be sent directly to the Faculty of Extension. Applicants are required to provide

1. A current curriculum vitae identifying a minimum of two years of community-based experience in health care, sexual health education, rehabilitation medicine, or counselling or in a combination of health related fields
2. Two letters of reference
3. A letter of not more than 800 words that outlines the applicant's background, motivation and career goals.

Program Requirements

Students must complete the following:

- (1) **Required courses (*9):** 5XX Sexual Health: Issues and Perspectives; 5XX Sexual Health Education; 5XX Leadership and Professionalism
- (2) **Elective (*3):** 5XX Sexuality, Illness and Disability; 5XX Sex Positivity: Theory and Practice; 5XX Sexual Health Education: Practical Strategies for Educators.

Length of Program

The Post-Baccalaureate Certificate in Sexual Health is designed for part-time study. The maximum time permitted for completion of the program is two years from the date of registration.

20X.XX.X Graduate Courses

Graduate course can be found in 231, Course Listings, under the subject heading Extension (EXT).

231.133 Extension, EXT

Faculty of Extension

Graduate Courses

EXT 5XX: Sexual Health: Issues and Perspectives

*3 (*fi 6*) (either term, 0-3s-0). An overview of the basic anatomy, physiology, psychosocial, developmental and

sexual health issues. The strategies and skills that service providers use when dealing with sexual health issues will be examined. A required course for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX Sexual Health Education

*3 (*fi 6*) (either term, 0-3s-0). Designed to provide students with an understanding of sexual health education, philosophy, and pedagogy. Students will develop an appreciation of the common challenges associated with comprehensive sexual health education. The impact of personal bias with respect for cultural differences, lifestyles and values will be examined. A required course for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX: Leadership and Professionalism

*3 (*fi 6*) (either term, 0-3s-0). A critique of professional practice leadership models focussing on issues and approaches relating to ethics, problem-solving and decision-making, identity and culture, and the measurement of outcomes and impacts. A required course for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX Sexuality: Illness and Disability

*3 (*fi 6*) (either term, 0-3s-0). An examination of physical and cognitive changes associated with an illness, injury, or disability as it affects sexual health adjustment. The impact of disability and illness on sexual identity and functioning, as well as specific sexual dysfunctions, will be covered. Practical guidelines for dealing with specific sexual health concerns expressed by clients and their partners will be reviewed. An elective for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX Sex Positivity: Theory and Practice

*3 (*fi 6*) (either term, 0-3s-0). Students will gain an understanding of the importance of using a sex-positive approach with clients through an exploration of sexual morals, values, and beliefs. The impact of religion, culture, media, and law on sexuality will be examined. Students will gain an understanding of their sexual attitudes and the strategies that characterise best practice in the field. An elective for students in the XXX program; others interested must seek consent of the instructor.

EXT 5XX Sexual Health Education: Practical Strategies for Educators

*3 (*fi 6*) (either term, 0-3s-0). Examines sex health education with emphasis on teaching and learning, curriculum development, and resource utilization. Students will review Health Canada's Guidelines for Teaching Sexual Health Education and provincial learning outcomes, develop lesson

plans for comprehensive sexual health education, and gain a greater understanding of the current challenges faced by practitioners. An elective for students in the XXX program; others interested must seek consent of the instructor.

Appendix B – Academic Oversight

Prospective Academic Advisory Committee Members for the Post-Baccalaureate Certificate in Sexual Health

NAME	AFFILIATION	CONTACT INFO	E-mail
Dr. Sheila Hughes	Faculty of Medicine and Dentistry		Sheila.hughes@ualberta.ca
Ms. Melanie Anderson	Alberta Society for the Promotion of Sexual Health		asps@shaw.ca
Dr. Brian Parker	Options Sexual Health Association		brian@optionssexualhealth.ca
Mr. Larry Brockman	Options Sexual Health Association		larry@optionssexualhealth.ca
Dr. Liz Taylor	Faculty of Rehabilitation Medicine		Elizabeth.taylor@ualberta.ca
Ms. Helen Legg	Alberta Health and Wellness		Helen.legg@gov.ab.ca
Ms. Hailey Hough	Health Canada		Hailey_Hough@hc-sc.gc.ca
Ms. Karen Saganiuk	First Nations Inuit, Health Canada		Karen_Saganiuk@hc-sc.gc.ca
Mr. Keith Turton	Sexual Health Educator,		Mcleod22@telus.net
Dr. Don Morrish	Alberta Society for the Promotion of Sexual Health		dmorrish@gpu.srv.ualberta.ca
Dr. Shaniff Esmail	Department of Occupational Therapy		Shaniff.esmail@ualberta.ca
Dr. Billy Strean	Faculty of Extension		wstrean@ualberta.ca
Dr. Corey Wentzell	Faculty of Extension		Wentzell@ualberta.ca
Student (TBD)			

Appendix C – Projected Student Enrolment

The student body is expected to consist principally of current or aspiring professional leaders, ranging in age mainly from 22 to 55. The initial projected enrolment is 15 students and anticipated to come from a variety of market segments, including:

- Faculty of Rehabilitation Medicine recent graduates
- Faculty of Nursing recent graduates
- Nursing professionals
- Professionals in the fields of counselling and sexual health and well-being
- K-12 educators who have a mandate for instruction in the field of sex education
- Counselling psychology students interested in developing expertise in the field of sexual health
- Health-care practitioners seeking to broaden their areas of expertise

The initial applicant pool is expected to be 60 to 95 people, of which an initial 15 students will be selected (Appendix F).

Ongoing enrolments are forecast to be at least 30 individual course registrations per year, reaching 90 total course registrations by the third year the program is offered.

Projected ongoing enrolment

	2013/4	2014/5	2015/6	Ongoing
Number of projected registrations	30	60	75	75
Number of projected courses to be offered	2	4	5	5

Appendix D – Strategic Direction

Short-term objectives:

- Partner with University of Alberta faculties and schools to provide outstanding lifelong-learning programs of significant community, career, and professional value
- Provide educational opportunities for students in the field of sexual health
- Provide a curriculum that offers contemporary and relevant knowledge
- Increase enrolment, including the enrolment of “after-market” professionals and graduates
- Provide professional practitioners with regular opportunities to continue their education in sexual health and in associated areas of academic inquiry and professional leadership
- Identify the best emerging sexual health approaches and incorporate these new practices into the program on a regular basis

Long-term objectives:

- Establish a tiered program with the possibility of developing an advanced degree in the field
- Continuously increase the Faculty of Extension’s reputation as the supplier of choice for formal, interdisciplinary education and professional development for professionals in a variety of settings and disciplines, including sexual health
- Integrate original research conducted at the University of Alberta and other institutions into sexual health program content
- Establish a system in which core courses may receive credit from post-secondary institutions beyond Campus Alberta
- Generate a sufficient number of high-quality graduates to promote program recognition and support
- Provide educational expertise in the field of sexual health

Appendix E – Developing the Program

Phase 1 (Years 1 – 2)

- (a) In consultation with the Faculty of Rehabilitation Medicine, design the PBC courses
- (b) Deliver courses in accordance with the input received from experts on the Advisory Committee
- (c) Promote the program, not only in Alberta, but as one of interest and value across Canada and beyond
- (d) Offer instruction to promote best-practice learning through case studies, problem-based learning practices, challenge-based learning, and a variety of associated learning methodologies
- (e) Promote both content- and context-structured learning initially through face-to-face instruction.

Phase 2 (Years 2 – 3)

- (a) Continue to integrate more value-added learning tools to the program
- (b) Increase the breadth and scope of stakeholder consultation to ensure the program addresses the needs and interests of professionals engaged in the field of sexual health
- (c) Partner with other faculties and experts at the University of Alberta, where there is interest, to offer sexual health courses through part-time studies at the Faculty of Extension
- (d) Continue to identify and recruit leading experts in the field to instruct our courses and program

Phase 3 (Ongoing)

- (a) Construct and submit academic and business cases to expand program offerings based on market demand and stakeholder needs and interests
- (b) Recommend new programs that would offer credentials of value to the Faculty of Extension, stakeholders, and the market
- (c) Update and revise program content and instructional practices to maintain currency in the field of sexual health

Appendix F – Market Strategy Analysis

Post-Baccalaureate Certificate in Sexual Health

Market Segments and Initial Applicant Pool	Key Values / Needs	Academic Collaborations	Community Collaborations and Engagements	Promotions and Awareness
Recent (within five years) baccalaureate graduates from the University of Alberta: 30 – 40	<ul style="list-style-type: none"> • Enter Professional Practice in the field of Sexual Health • Career advancement • Upward mobility • Advancement of personal brand and brand identity 	<ul style="list-style-type: none"> • Faculty of Rehabilitation Medicine • Other post-secondary institutions in Canada 	<ul style="list-style-type: none"> • Sexual Health Association • Government of Alberta related Services • Nursing • Consultants in the field • Alberta Society for the Promotion of Sexual Health Alberta Health & Wellness 	Efforts to promote the program and increase awareness will be made through: <ul style="list-style-type: none"> • University of Alberta Calendar • University of Alberta Alumni Affairs Department • Social Media • Professional associations • Media coverage through print, social media and possibly television • Industry newsletters • Professional journals • Existing programs offered by the Faculty of Extension at the University of Alberta • Other faculties at the University of Alberta • Other post-secondary institutions in Alberta
Baccalaureate graduates from other post-secondary institutions: 15 – 20	<ul style="list-style-type: none"> • Enter Professional Practice in the field of Sexual Health • Accessibility for all students across the province and beyond • Career advancement • Upward mobility • Advancement of personal brand and brand identity 			
Current Employees - Not-for-profit sector, education, health care, other service entities: 20 – 25	<ul style="list-style-type: none"> • Advancement in the emerging professional field of Sexual Health • Career advancement (to be promoted to management within the Government of Alberta, staff must have a degree) • Upward mobility • Advancement of personal brand and brand identity 			
Aboriginal communities & International students: 5 – 10	<ul style="list-style-type: none"> • Ability to anticipate and solve problems at a higher level • Career advancement • Upward mobility • Advancement of personal brand and brand identity 			

Appendix G: Letters of Support

- Options Sexual Health Association
- Alberta Society for the Promotion of Sexual Health
- University of Alberta
- Health Canada

June 19, 2012

To whom it may concern:

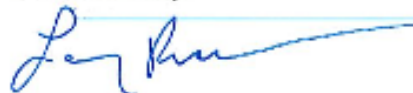
Re: Support for the Post Baccalaureate Certificate in Sexual Health

I am pleased to write in support for the proposed Post Baccalaureate Certificate in Sexual Health. The University of Alberta manifests a vision which places a emphasis on linking learning, research and discovery. For the past 22 years I have worked in the field of Sexual Health Education. For the last 12 years I have been in the role of CEO of a Sexual Health organization and it has been an ongoing challenge to attract staff with suitable training and experience. In general those who have directly relevant training have be trained in foreign post-secondary institutions. Having qualified persons trained from the Canadian context would be a tremendous leap forward.

A research-intensive university has the unique ability to advance fundamental knowledge and scholarship to make those new advancements, methodologies, and implications a defining feature of a student's experience. OPTIONS is looking forward to collaborating in this undertaking and we expect to be able to provide Certificate participants with community based opportunities for practicums and projects.

I believe that the Post-Baccalaureate Certificate program that the University of Alberta is proposing to offer is a program that I support. It is an important new educational offering in the Province of Alberta and I believe this will draw professionals from across Canada as well as globally. OPTIONS has identified that there is a need not only in Alberta but nationally. We are looking forward to the day when we can access the graduates of this certificate program. Students interested in this field have limited options both within the Province of Alberta and nationally.

Yours sincerely,



Larry Brockman,
Executive Director
OPTIONS Sexual Health Association

Healthy Sexuality
Throughout The
Lifespan



June 19, 2012

To whom it may concern:

Re: Support for the Post Baccalaureate Certificate in Sexual Health

The proposed Post Baccalaureate Certificate in Sexual Health marks a unique opportunity for the field of Sexual Health. This Certificate Program emulates a vision that places emphasis on linking learning, research and discovery within the classroom. In my work in the field of Sexual Health it has been an ongoing challenge to attract staff with suitable training and experience. Having qualified persons trained from the Canadian context would be a tremendous leap forward.

A research-intensive university has the unique ability to advance fundamental knowledge and scholarship to make those new advancements, methodologies, and implications a defining feature of a student's experience. ASPSH provides online in-service and training to support Sexual Health practitioners remain current in their practice. ASPSH is looking forward to collaborating in this undertaking. Through our online training we are in contact with a network of sexual health practitioners who have expressed interest in certification. Additionally we expect to be able to provide Certificate participants with community based opportunities for practicums and projects.

The Post-Baccalaureate Certificate program that the University of Alberta is proposing to offer is a program that ASPSH supports. It is an important new educational offering in the Province of Alberta and I believe this will draw professionals from across Canada and globally. There is a need and interest in the marketplace for such a program. Participants in our online workshops have inquired about a comprehensive certification program. Students interested in this field have limited options both within the Province of Alberta and nationally. ASPSH anticipates using its networks developed through our online training to promote the Certificate program in the field.

We are hopeful that this program will move forward without delay.

Yours sincerely,

Heather Cobb,
President
Alberta Society for the Promotion of Sexual Health



August 15, 2012

To Whom It May Concern

RE: Post- Baccalaureate Certificate in Sexual Health

I am pleased to write in support for the proposed Post- Baccalaureate Certificate in Sexual Health. The University of Alberta's *The Vibrant Academy* vision places a central emphasis on linking learning, research and discovery within the classroom. A research-intensive university has the unique ability to advance fundamental knowledge and scholarship to make those new advancements, methodologies, and implications a defining feature of a student's experience.

I believe that the Post-Baccalaureate Certificate program that the University of Alberta is proposing to offer is a program that I strongly support and is an important new educational offering in the Province of Alberta. It would indeed be unique in Alberta and one of the few programs on such a subject in Canada. There is definitely a need for qualified practitioners as well as researchers in this area of health, as sexual health concerns form a significant section of health visits. Students interested in this field currently have limited options within Alberta for obtaining further training in this area, and there is no advanced degree program, thus making this program available will be very important.

Yours sincerely,

Donald W Morrish, MD, PhD, FRCPC

Division of Endocrinology and Metabolism

University of Alberta

First Nations and Inuit Health Branch
Alberta Region
9700 Jasper Avenue, Suite 730
Edmonton, Alberta T5J 4C3
www.hc-sc.gc.ca

Direction générale de la santé des Premières nations et
des Inuits
Région de l'Alberta
9700 avenue Jasper, pièce 730
Edmonton (Alberta) T5J 4C3
www.sc-hc.gc.ca

June 18, 2012

To whom it may concern

Re: University of Alberta proposed 'Post-Baccalaureate Certificate in Sexual Health'

We are pleased to provide our support for the proposed Post-Baccalaureate Certificate in Sexual Health, especially in the context of the Vibrant Academy vision of linking learning, research and discovery within the classroom. This particular focus will enable students to develop an advanced fundamental knowledge in the Sexual Health area – an area of study that currently has limited options in Alberta.

Given the burden of STI in Alberta and Canada, this is a timely proposal with the potential for significant contribution towards addressing an important and current public health issue. There is a need for professionals who have sound, research-based knowledge that are associated with an accredited faculty, especially as there are many individuals calling themselves 'experts' or 'consultants' without any basis.

We believe that the Post-Baccalaureate Certificate in Sexual Health program that the University of Alberta is proposing to offer is an important new educational offering in Alberta.

Sincerely,



Wadieh R. Yacoub, M.B., B. Ch., M.Sc., FRCP(C)
Medical Officer of Health
Director, Health Protection
Health Assessment and Surveillance
FNIHB, AB Region



Ruth Richardson, RN, BScN
Regional CDC Nurse Manager
FNIHB, AB Region



Karen Saganiuk RN, BScN
BBP/STI Prevention Program Coordinator
FNIHB, AB Region

Enterprise Square
10230 Jasper Avenue NW
Edmonton, Alberta, Canada T5J 4P6
Tel: 780.492.2611
Fax: 780.492.6735
Heather.mcrae@ualberta.ca
www.extension.ualberta.ca

March 18, 2013

Dr. Martin Ferguson-Pell
Acting Provost & VP (Academic)
2-36 South Academic Building
Edmonton, AB
Canada T6G 2G7

Reference: *Fees review of the Post Baccalaureate Certificate (PBC) in Sexual Health as presented by the Faculty of Extension to the Registrar's Advisory Committee on Fees*

Dear Dr. Ferguson-Pell,

At the February 26, 2013 Meeting of the Registrar's Advisory Committee on Fees, Dr. Heather McRae and I presented the proposed fee for the PBC in Sexual Health. The fee that was proposed, at that meeting, was \$1,200 per course, for all courses to be offered within the program.

The proposed fee of \$1,200 was based on a cost to benefits analysis which was conducted on the assumption of generating a net margin of 20% on each course offered anticipating an average class size of 15. The precise calculation was that to generate a 20% net margin on the identified assumptions and parameters that the fee should be \$1,246 per course.

Upon review, members of the Registrar's Advisory Committee on Fees indicated that the degree of price elasticity within the target learning group for the program allowed for sufficient room for fee rounding to occur upwards rather than downwards, thereby resulting in less financial risk to the program. In line with this recommendation the fee per course was approved at \$1,300 per course.

New fee proposed for the PBC in Sexual Health (\$1,300 per course) –

In accordance with the outcomes from the Registrar's Advisory Committee on Fees Meeting on February 26, 2013, our revised fee, per course, for each course in the PBC in Sexual Program, is being submitted as \$1,300, rather than the originally submitted fee of \$1,200.

Please accept our sincere appreciation for your consideration of this request.

Yours truly,

Dr. Corey Wentzell
Executive Director, Faculty of Extension

Dr. Heather McRae
Associate Dean, Faculty of Extension

cc. Garry Bodnar, Director of GFC Services, University Governance, 3-04 South Academic Building
Dr. Katy Campbell, Dean, Faculty of Extension