

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, December 14, 2016 meeting:

Agenda Title: **Proposal for a new freestanding for-credit University Certificate in Teaching Students with Complex Communication Needs, Faculty of Education**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board Learning and Discovery Committee approve a (new) Freestanding For-Credit University Certificate in Teaching Students with Complex Communication Needs, as submitted by the Faculty of Education, and as set forth in Attachment 1, for implementation in September 2017.

Final Recommended Item: 5

Agenda Title: **Proposal for a Program Expansion to add an Honors program to Operations Management, Faculty of Business**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from the General Faculties Council, the proposed Admission, Transfer and Academic Standing requirements Honors in Operations Management program as submitted by the Faculty of Business and as set forth in Attachment 1, for early implementation in January 2017.

Final Item: 6

Agenda Title: **Proposal to Change the Name of the Major 'Entrepreneurship and Family Enterprise' to 'Entrepreneurship and Innovation', in the Bachelor of Commerce, Faculty of Business**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed Name Change in the Bachelor of Commerce of the major Entrepreneurship and Family Enterprise to Entrepreneurship and Innovation, as set forth in Attachment 1, and as proposed by the Faculty of Business, to take effect upon final approval.

Final Item: 7

Agenda Title: **Proposal to Change the Name of the Major 'Family Ecology' to 'Family Science', in the Bachelor of Science in Human Ecology, Faculty of Agriculture, Life and Environmental Science (ALES)**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed name change of the major Family Ecology to Family Science in the Bachelor of Science in Human Ecology, as proposed by the Faculty of Agricultural, Life and Environmental Science, and as set for the in Attachment 1, to take effect upon final approval.

Final Item: 8

Agenda Title: **Proposed Revisions to the Discrimination, Harassment and Duty to Accommodate Policy and Related Procedures**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to General Faculties Council proposed revisions to the Discrimination, Harassment and Duty to Accommodate Policy and related Procedures as set forth in Attachments 1, 2 and 3, to take effect upon final approval.

Final Recommended Item: 9

Agenda Title: **Proposed Changes to the Helping Individuals at Risk (HIAR) Policy and Procedure**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to General Faculties Council proposed revisions to the Helping Individuals at Risk (HIAR) Policy and Procedure (UAPPOL), as set forth in Attachments 1 and 2, to take effect upon final approval.

Final Recommended Item: 10

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OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Teaching Students with Complex Communication Needs, Faculty of Education**

Motion: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board Learning and Discovery Committee approve a (new) Freestanding For-Credit University Certificate in Teaching Students with Complex Communication Needs, as submitted by the Faculty of Education, and as set forth in Attachment 1, for implementation in September 2017

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Randy Wimmer, Dean (Interim), Faculty of Education
Presenter	Rauno Parrila, Professor, Department of Educational Psychology Lynn McGarvey, Vice Dean, Faculty of Education

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposed 15-credit free-standing University Certificate in Teaching Students with Complex Communication Needs (TSCCN) is a certificate program aimed at practicing teachers, learning coaches, and related professionals with a Bachelor's degree who work on multi-disciplinary teams to support the participation and learning of students with complex communication needs (CCN). TSCCN provides educators with the knowledge and skills required to effectively support students' ongoing growth in communication, language, literacy, and numeracy.
The Impact of the Proposal is	Students with CCN require specialized supports to promote successful participation and learning as they work to access the general education curriculum and to achieve general education standards and their individualized learning goals. Most educators currently teaching students with CCN lack the necessary training and experience to use specialized supports effectively and to successfully teach students with CCN. TSCCN provides then with the necessary training.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September 2017
Estimated Cost and funding source	\$70,000 (Alberta Education \$62,500; JP Das Centre \$7,500) – see proposed budget for estimated cost.
Next Steps (ie.: Communications Plan, Implementation plans)	Advanced Education for approval. The proposal is already shared with Alberta Education, Alberta Teachers Association, School Superintendents, and Regional Collaborative Service Delivery (RCSD) centres who are responsible for services. All are waiting for a go ahead to advertise it as the need for these specialists is urgent.
Supplementary Notes and context	N/A

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> Alberta Education, Alberta Teachers' Association, College of Alberta Superintendents (see letters of support)
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FINAL Item No. 5

<p>proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><i>Those who have been consulted:</i></p> <ul style="list-style-type: none"> • This proposal was developed during 2015-2016 in consultation with Randy Wimmer, Interim Dean of the Faculty of Education, Yvonne Norton, Assistant Dean, Lynn McGarvey, Vice Dean, and Jacqueline Leighton, (former) Department Chair of Educational Psychology. • Nat Kav, Vice-Provost (Programs) and Kate Peters (Office of the Provost and Vice-President (Academic) have been consulted. • GFC ASC Subcommittee on Standards – November 3, 2016
<p>Approval Route (Governance) (including meeting dates)</p>	<p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> • Rauno Parrila, Professor and Director of JP Das Centre on Developmental and Learning Disabilities, and Karen Erickson, the Director of the Center for Literacy and Disability Studies, a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine at the University of North Carolina at Chapel Hill <p>The proposal was accepted by the Department of Educational Psychology Department Council in January 2016.</p> <p>Faculty of Education accepted the proposal in June 2016 through the Undergraduate Academic Affairs Council.</p> <p>GFC Academic Standards Committee – November 17, 2016</p> <p>GFC Academic Planning Committee – December 14, 2016</p> <p>Board Learning and Discovery Committee – February 27, 2016</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>Strategy i: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university's faculty members to the needs of diverse learner communities.</p> <p>Strategy ii: Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional education.</p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>Strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p>
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	<p><i>The 2016 Comprehensive Institution Plan</i> “TEACHING AND LEARNING This is the core activity of the university—supporting undergraduate and graduate students, researchers, and scholars, as well as accomplished members of professions who need to refresh their educations to advance their positions in industry or to advance industry itself.”</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)). 2. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.” 3. 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).” 4. 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.” 5. 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.”

6. GFC Academic Standards Committee Terms of Reference (Mandate):

“G. Certificates (All Faculties): Approval Route

GFC delegated to ASC the authority to approve proposals for the establishment of and termination 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).”

7. GFC Academic Planning Committee Terms of Reference (Mandate):

“8. Establishment/Termination of Academic Programs [...]

d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body).”

8. Board Learning and Discovery Committee Terms of Reference:

“[...] 3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board. Without limiting the generality of the foregoing the Committee shall: [...] c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters ”

Attachments:

1. Attachment 1 TSCCN Certificate proposal; 14 pages
2. Attachment 2 Letters of Support; 18 pages
3. Attachment 3 Calendar Changes; 3 pages

Prepared by: Dr. Rauno Parrila, Professor and Director of JP Das Centre on Developmental and Learning Disabilities; rauno.parrila@ualberta.ca

Proposal Template Diploma, Certificate and Non-credential Programs

The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

Basic Information

Institution	University of Alberta
Program/specialization title	Teaching Students with Complex Communication Needs
Credential awarded	University Certificate in Teaching Students with Complex Communication Needs
Proposed Implementation Date	September, 2017

SECTION 1: PROGRAM OVERVIEW

1.1 Type of Initiative

New freestanding for credit University Certificate in Teaching Students with Complex Communication Needs. (Admission: Bachelor's Degree)

1.2 Program Description

Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.

Students with complex communication needs (CCN) are unable to communicate effectively using speech or signed language alone and benefit from augmentative and alternative communication (AAC) strategies and tools to support communication and learning. They may also have vision impairment, hearing loss, physical challenges, cognitive disabilities or some combination of any number of impairments that impact their learning (Iacono, 2014; Perry, Reilly, Cotton, Bloomberg, & Johnson, 2004). Students with CCN require specialized supports to promote successful participation and learning as they work to access the general education curriculum and to achieve general education standards and their individualized learning goals. Most educators currently teaching students with CCN lack the necessary training and experience to use specialized supports effectively and to successfully teach students with CCN (Costigan & Light, 2010). AAC is a foundational component of instruction for students with CCN, and at present there are no university programs in Canada that focus on teaching students with severe disabilities, such as those typically experienced by this population. The proposed free-standing University Certificate in Teaching Students with Complex Communication Needs (TSCCN) is a certificate program aimed at practicing teachers, learning coaches, and related professionals with a Bachelor's degree who work on multi-disciplinary teams to support the participation and learning of students with CCN. TSCCN builds upon existing courses at the University of Alberta and the professional development courses available at the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. TSCCN's goal is to make this critical content available to all Alberta educators and to educators and related professionals across the globe via online delivery.

TSCCN provides educators with the knowledge and skills required to effectively support students' ongoing growth in communication, language, literacy, and numeracy. TSCCN includes five courses (see Appendix A) that explore the foundational knowledge and research-validated practices in comprehensive language, literacy and numeracy education. The courses will be offered online one at a time in eight to twelve week blocks to allow full-time educators to participate. Educators completing TSCCN will be able to: (1) support development of and teach language skills to students with CCN through the use of AAC strategies and systems; (2) implement comprehensive research-validated literacy instruction to students with CCN; (3) provide research-validated instruction in numeracy to students with CCN; (4) provide instructional leadership in addressing the needs of students with CCN in their respective schools and school districts.

TSCCN is unique in the world in its scope and focus. TSCCN is designed and delivered by a team of experts that includes AAC specialists, literacy specialists, numeracy specialists, special educators, and university researchers committed to promoting quality evidence-based approaches to teaching students with CCN. TSCCN is designed to meet the diverse needs of educators across Alberta and beyond.

1.3 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

To be financially viable and sustainable in terms of instructor resources over a longer period of time, the University Certificate in *Teaching Students with Complex Communication Needs (TSCCN)* will accept new students every two years and will be offered to a cohort of 25 students over two years. The Department of Educational Psychology has offered cohort programs for over 20 years, and recognizes the strengths of the cohort model for completion rate, student experience (Seifert and Mandzuk, 2006), and for building professional learning communities (Lei, Gorelick, Short, Smallwood, and Wright-Porter, 2011) that continue collaborating after completion of the program. For example, the Department of Educational Psychology have experienced high graduation rates for those students who have enrolled in School Counselling and Special Education cohort Master's programs.

TSCCN is designed for part-time online study and all students will be part-time students. The maximum allowable time to complete the program is four years from the date of registration, but most students are expected to complete the program in two years with their respective cohort. Based on our experience with cohort programs, we expect that there will be about 10% attrition due to changing work circumstances and other significant commitments. Students who will not be able to continue with their cohort will be offered an opportunity to complete their program with the next cohort.

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

Ideally, TSCCN will start in January 2017 with one cohort of 25 students, 23 of whom are expected to complete the program in year 2. The second cohort will start in year 3 (2019), and so on. We expect to graduate 23 to 25 students every second year.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

No reallocation of resources is required and as TSCCN does not overlap with existing undergraduate or certificate programs, we don't anticipate it to affect enrolment in other programs. It may increase interest in special education graduate programs across Campus Alberta institutions. It may also increase interest in graduate studies in Rehabilitation Medicine at the University of Alberta.

Proposed Enrolment	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021	Biennial Ongoing
Total head count	0	0	0	0	0	0
• Part-Time Year 1	25	0	25	0	25	25 EVERY SECOND YEAR
• Part-Time Year 2	0	23	0	23	0	23 EVERY SECOND YEAR
Anticipated No. of Graduates	0	23	0	23	0	23 EVERY SECOND YEAR

SECTION 2: DEMAND

2.1 Student Demand Analysis

Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.

The TSCCN certificate proposal has been developed in response to demand from educators across Alberta and North America for formalized instruction in supporting the communication, literacy, and numeracy development of children and youth with CCN. The certificate builds on the professional development work at the Center for Literacy and Disability Studies at the University of North Carolina, Chapel Hill, and on current research, teaching, and professional development initiatives of scholars at the University of Alberta.

As an indication of demand for this type of coursework, in the summer of 2015, 60 teachers, speech language pathologists and occupational therapists attended a 5-day summer course on Communication and Literacy for Students with Significant Disabilities taught by Dr. Karen Erickson, Director Center for Literacy and Disability Studies, University of North Carolina at Chapel Hill, David E. & Dolores (Dee) Yoder Distinguished Professor of Literacy and Disability Studies, Director, Center for Literacy & Disability Studies, University of North Carolina at Chapel Hill, and Dr. David Koppenhaver, Reading Program Director and Professor of Reading Education, Appalachian State University. The course was initially capped at 50 participants, but due to the larger demand for this course 10 seats were added. Even with these additional seats, many interested educators were turned away. In October 2015, 260 educators attended a preconference session with Dr. Erickson held as part of the Alberta Teachers' Association Council for Inclusive Education conference held in Edmonton. Further, CCN Community of Practice supported by Alberta Education and Regional Collaborative Service Delivery agencies has over 200 participants that have attended the limited available professional development opportunities across the province over the past two years.

In addition to the demand for information on teaching students with CCN across Alberta, Drs. Erickson and Koppenhaver do an average of 6 summer courses each year and are booked for trainings two years out. They have done the 5-day courses in Portugal, Australia, and many Canadian provinces.

At present there are no university credit courses that specifically focus on teaching this population of students. This partnership between the JP Das Centre of Developmental and Learning Disabilities at the University of Alberta and the Center for Literacy and Disability Studies at the University of North Carolina will create the first of its kind certificate in the area of CCN where the emphasis is on literacy and numeracy as well as on developing communication skills. Due to the international reputation and reach of the contributors and online delivery, we expect to draw students from around the world.

2.2 Labour Market Analysis

Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/"help wanted" advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.

Students with CCN are identified as a "low-incidence" population. Prevalence data related to the number of students with complex communication needs vary by country, age and type of disability (Beukelman & Mirenda, 2013). Recent estimates of the prevalence of complex communication needs among students receiving special education services in different countries vary from a low of 3% of students receiving special education services

in 54 districts in Connecticut (Worah, 2011) to a high of 40% of students served in a variety of special education programs in Israel (Weiss, Seligman-Wine, Lebel, Arzi, & Yalon-Chamovitz, 2005). Among preschoolers receiving special education services in sites in Pennsylvania the reported prevalence was 12% (Binger & Light, 2006), while 39% of students with severe intellectual disability were reported to have complex communication needs in 19 schools in South Africa (Alant, 1999). Similar studies have not been completed in Alberta but Central Alberta RCSD (see the attached letter of support) currently serves 98 children and assesses about 35 more each year in their limited geographical area, and Calgary and Area RCSD serves over 400 learners with CCN (see the attached letter of support); on the basis of these numbers, we estimate that the overall frequency varies between one and three students per school in typical inclusive education settings.

Despite the apparent low incidence of this population, speech-language pathologists, special education teachers, and occupational therapists are all likely to encounter individuals with complex communication needs who require augmentative and alternative communication (AAC) in clinical and educational practice (Costigan & Light, 2010). Up to 48% of speech-language pathologists working in the U.S. report that they work with students who are non-verbal or use augmentative/alternative communication systems (ASHA, 2014). Similarly, up to 80% of special education teachers reported that they provided services to individuals with CCN (ASHA, 2002; Locke & Mirenda, 1992). The need for educators, particularly special educators, to have knowledge and skills in teaching children with CCN is great. There is also an increasing need for specialized professionals to support general education teachers who have students with CCN in their classrooms. A recent study commissioned by the Alberta Teachers Association to understand the state of inclusion in Alberta classrooms indicates that teachers are dissatisfied with availability of specialized professional supports (ATA, 2015) and this dissatisfaction is expressed with an increase in demand for professional development in the area (see above).

The Government of Alberta recently established the Regional Collaborative Service Delivery (RCSD) model. This model was created to support collaboration across the ministries of Education, Health and Human Services. Children and youth with CCN have been identified as one of the groups specifically targeted through this effort. Extra funding resources are available to regions to provide appropriate supports and services for these students, but there are insufficient numbers of professionals available to provide the supports and services. In a recent survey of the Leadership teams, the need for professional expertise in the area of CCN was strongly indicated. As a result, Alberta Education provided a grant for the development of this certificate and a letter of support (see attached).

2.3 Support

Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.

Letters of support from Alberta Education, the College of Alberta School Superintendents, Alberta Teachers' Association, Center for Literacy & Disability Studies in University of North Carolina at Chapel Hill, nine different Regional Collaborative Service Delivery agencies, and Universities of Athabasca, Calgary and Lethbridge are attached.

2.4 Clinical or Work Experience

If clinical or work experience is an essential part of program delivery:

2.4.1 Provide evidence that the placements will be available when needed.

2.4.2 Describe the student's role in securing placements.

2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?

2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?

The proposed program is in line with the University of Alberta's new Institutional Strategic Plan "For the Public Good" whose mission statement includes benefitting society through teaching and learning, community involvement, and partnerships. Further, TSCCN aligns closely with four of the seven value statements by promoting (1) the equality and dignity of all persons, (2) excellence in teaching that enriches experiences, advances knowledge, and promotes public good, (3) the provision of intellectually rewarding educational experiences to learners at all stages of life, and (4) the diversity, inclusivity and equity among some of the most vulnerable student populations.

More specifically, TSCCN directly serves to materialize Objective 9 of the Plan: Expand access to and engagement in continuing and professional education programs, experiences, and lifelong learning activities. TSCCN provides engaging and critical learning opportunities to professionals by offering them pathways for pursuit of specialized interests, cross-disciplinary learning, and professional and academic development. The certificate is offered as credit courses to allow participating teachers to use university credits for salary increment purposes. Further, TSCCN is designed and delivered by a team of experts that includes AAC specialists, literacy specialists, special educators, and university researchers committed to knowledge-mobilization of research-validated approaches to teaching students with CCN. TSCCN will promote dialogue between university researchers and practicing teachers, and between teachers at different parts of the province and the world. It will help create learning communities focused on the best practices with students with CCN. TSCCN aims to provide exceptional and life-changing experiences to the participants by providing them with the knowledge, skills, and attitudes required to facilitate the research-validated practices in the schools they serve that will promote successful participation and learning of their students with CCN.

3.2 Institutional Programs

Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.

TSCCN is unique and has no overlap with existing certificate, undergraduate or graduate programs, and thus it is not expected to impact these in any manner. Due to its focus on providing quality instruction to a very specific group of learners, TSCCN will provide teachers who complete it an excellent entry-point for graduate studies in psychology, special education, rehabilitation medicine, speech language pathology, and language and literacy studies. Such graduate programs are currently offered in multiple faculties at the University of Alberta (Faculty of Education, Department of Educational Psychology and the Faculty of Rehabilitation Medicine) as well as in other Campus Alberta institutions.

3.3 Internal Review and Approval

Provide a brief description of the internal review and approval process followed in developing the proposal.

This proposal was developed in consultation with Dr. Randy Wimmer, Acting Dean of the Faculty of Education, Yvonne Norton, Assistant Dean, Dr. Lynn McGarvey, Vice Dean, Dr. Jacqueline Leighton, Department Chair of Educational Psychology, Dr. Rauno Parrila, Professor and Director of JP Das Centre on Developmental and Learning Disabilities, and Dr. Karen Erickson, the Director of the Center for Literacy and Disability Studies, a Professor in the Division of Speech and Hearing Sciences, and the Yoder Distinguished Professor in the Department of Allied Health Sciences, School of Medicine at the University of North Carolina at Chapel Hill.

The proposal was presented for review and accepted by the Department of Educational Psychology Department

Council in January 2016. Faculty of Education accepted the proposal in June 2016 through the Undergraduate Academic Affairs Council.

3.4 Campus Alberta Programs/Initiatives

Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.

The proposed program is unique in North America and the world. No other program in Canada focuses on the unique skills and knowledge necessary for teaching students with complex communication needs. The Special Education Master's program at the University of Alberta focuses on Reading, Writing, and Oral Language Disabilities, but particularly considers higher functioning populations. University of Calgary offers a Master's program in Language and Literacy that focuses on cultural and linguistic diversity. University of Lethbridge offers a Master's program in Teaching, Learning and Neuroscience that focuses on brain-based education. Athabasca University offers an Inclusive Education Minor that includes a course in assistive technology; assistive technology courses have also been offered periodically at University of Alberta and University of Calgary and they are the only ones that have some overlapping content with the current certificate.

3.5 Consultation

Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.

No other institutions offer related programs. However, the courses for TSCCN have been developed in collaboration with experts from the University of North Carolina at Chapel Hill. Consultation with outside experts will continue with regards to assessment of the program's impact and its further development, as well as in identifying the best instructors for each course. Letters of support for TSCCN from University of Calgary, University of Lethbridge, and Athabasca University are attached.

3.6 Learner Pathways

3.6.1 Identify potential pathways from work to school (where applicable).

TSCCN participants will be practicing teachers and other professionals (e.g., Speech Language Pathologists) studying part time. We expect that upon completion of the certificate, some will be interested in pursuing further studies at the graduate level either full- or part-time.

3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.

As TSCCN is a free-standing university certificate that requires a Bachelor's Degree for entry, students will not transfer or ladder into TSCCN from other programs. Further, since the admission criteria for university certificates and graduate level degree programs differ, and because the courses taken as part of this certificate may be taken at the undergraduate level, there is no automatic laddering from this certificate to other programs, such as a graduate-level Master's program.

3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?

We expect that about a third of the graduates will consider graduate studies immediately upon completion and about ten percent will pursue graduate studies one to three years subsequent to the completion of the certificate.

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	2017	2018	2019	2020	2021	Annual Ongoing
Revenue						
Tuition and Related Fees ¹	\$120,000	\$73,600	\$122,400	\$75,100	\$124,850	
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	
Other Internal Sources	\$0	\$0	\$0	\$0	\$0	
External (Third Party) Sources	\$0	\$0	\$0	\$0	\$0	
GOA (Identify source)	\$0	\$0	\$0	\$0	\$0	
Other (specify)	\$0	\$0	\$0	\$0	\$0	
Total Revenue	\$120,000	\$73,600	\$122,400	\$75,100	\$124,850	
Operational Costs						
Salaries, Wages and Benefits ²	\$82,354	\$62,223	\$85,682	\$64,736	\$89,140	
Materials and Contracted Services ³	\$1,650	\$1,650	\$1,650	\$1,650	\$1,650	
Other Direct Costs (marketing)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
Indirect Costs ⁴	\$18,000	\$11,040	\$18,360	\$11,261	\$18,727	
Total Operational Costs	\$104,004	\$76,913	\$107,692	\$79,647	\$111,517	

Notes: Tuition increase is expected to be 2% every second year; it will be adjusted to consumer-price index.

1. Tuition is calculated at 25X3X\$1600 for first year; then, to account for attrition 23x2x\$1600 for the second year. It also includes 2% increase every second year as a rough estimate of CPI indexed increases.
2. Salaries include instructor fees at \$10,000 per course plus benefits, 1/4 time program administrator at an initial yearly salary of \$60,000 plus benefits, and one full time PhD GTA per course at an initial cost of \$8,740 plus benefits. Subsequent salaries include 2% yearly increase.
3. Supplies and materials, computer software, telephones
4. 15% of total revenue

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$		
Equipment and IT	\$2,000	JP Das Centre	Administrator's computer and software
Curriculum Development	\$20,000	JP Das Centre	
Course Development	\$50,000	Alberta Education	
Marketing and Promotion	\$200	JP Das Centre	
Faculty Recruitment and Establishment	\$		
Library Enhancements	\$		
Other	\$		

4.2 Impact

4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

There are no comparable programs in Campus Alberta. The tuition is estimated based on delivery costs for online programs being higher than face-to-face programs because of the need for further material development and IT support and maintenance. The proposed tuition is in line with other Education certificate programs under consideration at the University of Alberta. At \$1600 per student/per course (plus future CPI indexed increases), the program is calculated to recover the instructional, administrative, and support costs associated with running it after the first year even if enrolment in a cohort falls to 20 students.

4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The cost for students will be \$1,600 per course (plus future CPI indexed increases), or \$8,000 for the program over the course of two years. We assume that school boards will allow their teachers to use existing professional development funds to support the tuition fees and make tuition supplements available.

4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

Not applicable

SECTION 5: QUALITY ASSESSMENT

5.1 Institutional Capacity

5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.

The TSCCN content has been developed jointly by the JP Das Centre on Developmental and Learning Disabilities at the University of Alberta and the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. The course development is funded by a grant from Alberta Education.

The developers of specific TSCCN courses will be offered an opportunity to teach those courses. When they are not available, they will be asked to identify other experts who can be asked to contribute. Postdoctoral and PhD research fellows at the Center for Literacy and Disability Studies, the JP Das Centre, and the Department of Educational Psychology at the University of Alberta will provide additional sources of expertise to support this certificate.

As topics covered by TSCCN overlap significantly with research interests of the professors involved, currency of the disciplinary expertise will be maintained. Similarly, as all instructors are active instructors in Education or related professions in university settings, currency of teaching skills should not be an issue.

5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.

TSCCN will be supported by graduate teaching assistants (GTAs at the PhD level) and one part-time administrative assistant who is responsible for the technology maintenance and program administration. Costs for these positions are included in the salary and benefits line of the budget above.

5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.

All necessary facilities and equipment exist in the JP Das Centre and the Center for Literacy and Disability Studies; no new facilities are required besides a computer and necessary software for the administrative assistant. The University of Alberta library currently provides all the information resources needed, and the university provides a platform for delivering online instruction (eClass).

5.1.4 Discuss the anticipated impacts of the proposed program on student support services.

No impact is anticipated due to all students being part-time students who take their courses online. All courses include a full-time GTA who will provide the students with technical support.

5.2 Curriculum

The curriculum for the proposed TSCCN program was developed based on the work of the Centre for Literacy and Disability Studies, in particular the professional development series that was created to support the Dynamic Learning Maps Alternative Assessment and the research done at the Center in the area of effective communication and literacy practices for students with CCN.

The curriculum development was further supported by the identification of educators' professional learning needs during the Communication and Literacy Summer Courses and the demand for ongoing professional development by the Alberta Professional Development Consortia and the ATA Inclusive Education Specialist Council.

5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

We want TSSCN certificate be accessible to all teachers who need it. For this reason, the program is offered as a university certificate rather than as a post-baccalaureate certificate that would require the applicants to meet the general admission requirements of the Faculty of Graduate Studies and Research. The admission requirements are as follows:

To be eligible for admission to University Certificate programs applicants must:

- (1) present a three- or four-year degree from an accredited postsecondary institution
- (2) meet the English Language proficiency requirements as specified in §13.3.

Supporting Documents

- (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
- (2) Most recent post-secondary transcripts, if they are from a different institution than (1). (Optional)
- (3) Letter of intent.

Graduation: Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.

Application and Document Deadline: Applications will be submitted directly to the Faculty of Education and are due one month before the next intake. Completed applications will be reviewed by TSSCN Admission Committee.

5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

TSSCN will provide special education teachers and other professionals with advanced knowledge and skills on how to:

- Implement Augmentative and Alternative Communication methods in the context of educational experiences;
- Design and deliver comprehensive literacy instruction for students with CCN;
- Implement research-validated literacy and numeracy instruction and interventions to students with CCN in a variety of educational contexts;
- Work as a part of a multidisciplinary team in planning and delivering instruction to students with CCN; and
- Provide effective leadership in their respective schools.

TSSCN consists of five courses that focus on instructional design and methods, augmentative and alternative communication, emergent literacy, conventional literacy, and numeracy.

The key learning outcomes of each course are explained below.

1. Teaching Students with Complex Communication Needs: Instructional Design and Methods

This course will provide an overview of instructional practices that guide teaching and learning for students with complex communication needs. Upon completion of the course, the participants will be able to:

- Describe principles of Universal Design for Learning and explain how they relate to pedagogy, goal writing, accommodations, and modifications for students with complex communication needs.
- Identify specific collaborative teaching and team teaching approaches that support inclusive education for students with complex communication needs.
- Identify assessment practices and tools that are appropriate for students with complex communication needs.
- Identify evidence-based approaches to instruction for students with complex communication needs and describe their application across different instructional contexts.
- Use Programs of Study/Standards to guide goal setting and instruction.

2. Teaching Students with Complex Communication Needs: Augmentative and Alternative Communication

This course will introduce classroom teachers and educational professionals to the practices, issues and importance of providing augmentative and alternative communication (AAC) strategies and supports to students with complex communication needs. Upon completion of this course, the participants will be able to:

- Understand approaches to assessment of communication abilities in non-verbal students.
- Understand the importance of language and literacy for students with complex communication needs.
- Explore evidence-based practices that can support AAC in the classroom.
- Explore best practices in implementation of AAC in the classroom.
- Understand the issues around providing appropriate AAC for students and youth, including vocabulary selection, access, roles of communication partners, and creating an environment to support communication.
- Explore technological devices that are used to provide voice output for children and youth with complex communication needs.
- Explore and discuss how the tablet technologies and apps have impacted the world of AAC.
- Explore common AAC practices such as Picture Exchange Communication Systems (PECS), Pragmatic Organisation Dynamic Display (PODD), Aided Language Stimulation, Communication and Language Board Displays, and others based on student interests.

3. Teaching Students with Complex Communication Needs: Emergent Literacy

This course will focus on high quality, comprehensive emergent literacy instruction for students with complex communication needs. The course will emphasize the use of symbol supported communication systems and intentionally designed instruction that includes daily opportunities for developing communication and interaction skills, oral language understandings, alphabet knowledge and phonological awareness, understandings of concepts about print, and a positive disposition toward literacy. Upon completion of this course educators will be able to:

- Identify the principles of effective instruction that apply to emergent literacy
- Identify learners who are emerging in their understandings of literacy regardless of age or other individual characteristics
- Describe the concurrent and interrelated relationship in the development of speaking, listening, reading and writing
- Create a comprehensive instructional plan that fosters communication and literacy development for emergent readers and writers with complex communication needs.
- Identify and implement technologies, media, and materials that can positively impact emergent literacy development and demonstrations.

4. Teaching Students with Complex Communication Needs: Conventional Literacy

This course will focus on high quality, comprehensive literacy instruction for students with complex communication needs. The course will emphasize the use of symbol and text based communication systems and systematically designed instruction that includes daily opportunities for developing conventional skills in word reading (decoding and automatic word identification), text comprehension, silent reading fluency, and writing. Upon completion of this course, the participants will be able to:

- Understand the principles of effective, comprehensive, conventional reading and writing instruction.

- Identify learners who are most likely to benefit from comprehensive, conventional reading and writing instruction.
- Describe how to support learning and use of AAC systems throughout conventional literacy instruction.
- Design specific lessons that address word reading, comprehension, silent reading fluency, and writing for students with complex communication needs.
- Determine appropriate tools for individual students with complex motor impairments to use when generating text during instruction in the cognitive acts of writing.
- Create a comprehensive instructional plan that fosters communication and conventional literacy development for students with complex communication needs.
- Use technologies, media, and materials that can positively impact conventional literacy development and demonstrations.
- Identify assessment approaches that are accessible and effective for students with complex communication needs.

5. Teaching Students with Complex Communication Needs: Numeracy

This course focuses on quality instruction in mathematics (including numeracy) and how it can be made accessible to students with complex communication needs. The course will emphasize the use of symbol and text based augmentative and alternative communication systems, accessible instructional materials, and systematically designed instruction to support understandings of number sense; spatial reasoning; principles of geometry, measurement, data, and analytic procedures; and mathematical problem solving including algebra. Upon completion of this course, the participants will be able to:

- Create an instructional environment that supports the learning of mathematics for students with CCN in order to foster conceptual mathematics understanding, application, and enjoyment.
- Select and design mathematics tasks and tools that promote inquiry and problem solving, yet are accessible to students with CCN who often have co-occurring physical impairments.
- Describe the importance of multiple means of representation in teaching mathematical thinking and problem solving.
- With specific attention to the needs of students with complex communication needs describe processes for:
 - developing number sense.
 - teaching counting and cardinality
 - teaching calculation (addition, subtraction, multiplication, division).
 - teaching measurement
 - developing an understanding of basic geometric shapes and their attributes.
- Create a comprehensive instructional plan that fosters communication and the development of mathematics skills and understandings.

5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.

The outcomes for the TSCCN program were developed in consultation with experts in the field of special education, augmentative and alternative communication, and literacy. In specific, the program was developed in collaboration with the Center for Literacy & Disability Studies, University of North Carolina at Chapel Hill (see the attached letter of support).

5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.

Not applicable

5.5 Institutional Quality Assurance

5.5.1 *Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

1. Upon entry to the program, all students will be asked to complete a series of questionnaires assessing their (a) orientation to special education, (b) knowledge of universal design for learning and AAC, (c) knowledge of literacy and numeracy constructs, and (d) self-efficacy as special education teachers.
2. After every course, the students will complete the regular university online USRI evaluation forms.
3. After every course, the students will complete a customized feedback form inquiring what aspects of the course were most useful in improving their instructional practice, what aspects were less useful, and additional content they would like to see included in the course.
4. At the end of the program, all students will be asked to complete the same questionnaires as in the beginning of the program.
5. Once a year, a program advisory committee (described in greater detail in 5.5.2) will examine the impact of the program, student feedback, evaluation results, and recommend changes when and where needed.

5.5.2 *Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.*

Program advisory committee will consist of the Director of the JP Das Centre, the Director of Center for Literacy and Disability Studies, the Chair (or designate) of the Department of Educational Psychology, the Dean (or designate) of the Faculty of Education at the University of Alberta, and one representative of course instructors. The committee task is to examine the impact of the program, student feedback, student evaluation results, and recommend changes when and where needed.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

AR92205

APR 26 2016

Dr. Rauno Parrila
c/o J.P. Das Centre on Developmental and Learning Disabilities
6 - 123C Education North
University of Alberta
Edmonton AB T6G 2G5

Dear Dr. Parrila:

On behalf of Alberta Education, I am writing in support of your proposed university Certificate in Teaching Students with Complex Communication Needs.

The Ministry of Education believes this educational opportunity has the potential to enhance the pedagogy and practice of educators and educational professionals across Alberta.

The certificate supports the goals of Alberta Education's business plan, particularly Desired Outcome One: Every student is successful. In addition, increasing teacher expertise in teaching children and youth with significant disabilities aligns with several policy initiatives currently underway at Alberta Education, including the Inclusive Education Policy (as stated in the 2015/2016 *Guide to Education*), the Learning and Technology Policy Framework and the High School Completion Strategic Framework.

One of the most powerful factors in supporting success for every student, including those with unique learning needs, is a knowledgeable and skilled teacher in the classroom. The Certificate in Teaching Students with Complex Communication Needs program will play an important role in ensuring that students across the province have access to teachers who are skilled at supporting communication, language, literacy and numeracy.

I appreciate the work you and your colleagues are doing to improve the pedagogy of Alberta teachers, and I look forward to continued collaboration with the J.P. Das Centre to help ensure every student in Alberta is provided with an excellent education.

Sincerely,



Lorna Rosen
Deputy Minister



April 14, 2016

Dr. Randy Wimmer, Interim Dean of Education
University of Alberta
845 Education S
11210 - 87 Ave.
Edmonton, AB T6G 2G5
Email – rwimmer@ualberta.ca

Dear Dr. Wimmer:

On behalf of the College of Alberta School Superintendents (CASS), I am writing in support of your proposed University Certificate in Teaching Students with Complex Communication Needs.

The recommendation is based on information and recommendation I have received from Dr. Dianne McConnell, who chairs the CASS Inclusive Education Committee. Dr. McConnell believes the program would be instrumental in developing capacity of Alberta teachers, enabling them to support students that are among the most disadvantaged in our schools.

The certificate program supports Goal 1 of the current CASS Strategic Plan, which states Advocacy for Students is Ongoing and Courageous. The program addresses two objectives within the goal, specifically:

- a) Champion research on educational matters to help inform policy, decision-making, and practice across Alberta's education system; and
- b) Forge strategic alliances to support and enhance the use of research as a tool to improve student engagement, learning, and achievement.

One of the most powerful factors in supporting success for every student, including those with unique learning needs, is a knowledgeable and skilled teacher in the classroom. The Certificate in Teaching Students with Complex Communication Needs will play an important role in ensuring that students across the province have access to teachers who are skilled at supporting communication, language, literacy and numeracy. I appreciate the work you and your colleagues are doing to improve the pedagogy of Alberta teachers.

Sincerely,

Barry Litun
Executive Director

Cc: John Waterhouse, CASS President 2015/16
Dr. Dianne McConnell, Chair CASS Inclusive Education Committee



The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

T 780-447-9400 or 1-800-232-7208

F 780-455-6481

www.teachers.ab.ca

H Mark Ramsankar
President

Greg A Jeffery
Vice-President

Robert J Twerdoclib
Vice-President

Carol D Henderson
Past President

Gordon R Thomas PhD
Executive Secretary

Dennis E Theobald
Associate Executive Secretary

Sharon L Vogrinetz
Assistant Executive Secretary

2016 05 09

Dr Lynn McGarvey
Professor and Vice Dean
845 Education South
Faculty of Education
University of Alberta
Edmonton AB T6G 2G5

Dear Dr McGarvey

Re University Certificate (Undergraduate) in Teaching Students with Complex Communication Needs

Please accept this short correspondence indicating the profession's support for the new University Certificate (Undergraduate) in Teaching Students with Complex Communication Needs. The focus of the program is an identified need of teachers in Alberta.

Upon review of the program the proposed coursework will be of benefit to teachers who enroll in the program. Additionally, offering programs such as this allows teachers to build their level of expertise in order to use specialized supports effectively and successfully to teach students with complex communication needs, while at the same time fulfilling their professional commitment to continuous lifelong learning. The Association's support for such programs can be found within the Alberta Teachers' Association our Teacher Education and Certification Policy 2.A.42 which states:

2.A.42 Alberta universities should provide expanded opportunities for further education in the following ways:

1. Off-site courses
2. Flexible scheduling
3. Modified residency requirements
4. Portability of course credits
5. Extended time limits
6. Alternate delivery

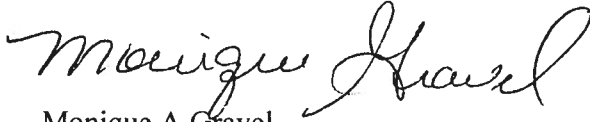
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... continued

McGarvey, 2016 05 09, p 2

Once again, I am pleased to hear the University of Alberta is offering students an opportunity to focus their studies in this area and wish you success in offering this post-graduate certificate.

Sincerely

A handwritten signature in black ink, reading "Monique A. Gravel". The signature is written in a cursive style with a large, looping initial 'M'.

Monique A Gravel
Executive Staff Officer
Professional Development

MAG/ak



The Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill
CB # 7335, Suite 1100 Bondurant Hall
321 S. Columbia Street
Chapel Hill, NC 27599-7335
(919) 966-8828
(919) 843-3250

September 1, 2016

Dear Dr. Parrila,

It is with great enthusiasm that I write this letter of support for the proposed University Certificate in Teaching Students with Complex Communication Needs at the University of Alberta. As the Director of the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill, I understand the significant need for such a program and look forward to working with you to develop and implement the program.

In the summer of 2015, my colleague, David Koppenhaver and I taught a weeklong intensive seminar in literacy and complex communication needs at the University of Alberta. We extended the capacity for the course two times in order to begin to address the need across the province. Even with an enrollment exceeding 60, we barely scratched the surface of interest and need. The proposed certificate program has the potential to much more effectively address the need as the online format will dramatically increase the number of pre-service and in-service educators who can participate.

As a partner on this project, we are excited to work with faculty and staff at the University of Alberta to create the content for the courses in literacy and numeracy. We have already been actively engaged in conceptualizing the program and developing initial course syllabi. As the program moves forward, we look forward to more work creating the courses themselves and teaching them when the program launches.

All the best as you process the program proposal.

Sincerely,

Karen A. Erickson, Ph.D.
Director, Center for Literacy & Disability Studies
David E. & Dolores J. "Dee" Yoder Distinguished Professor
Division of Speech and Hearing Sciences

September 2, 2016

Kathy Look Howery
Educational Psychology
University of Alberta

Dear Kathy;

As the Regional Managers for Aspen Collaborative, Central Alberta, Eastern Edge, Edmonton, Leduc and Area, Parkland, Evergreen and Area and St. Albert/Sturgeon Regional Collaborative Service Delivery, we are aware of your work with the University of Alberta (Educational Psychology Department), the Das Centre for Developmental and Learning Disabilities and Dr. Karen Erickson at the University of North Carolina at Chapel Hill to develop a 5 course post-graduate certificate focusing on *Teaching Students with Complex Communication Needs*. We understand that you are currently at the stage of seeking University approval for this certificate.

We are very supportive of providing this opportunity for teachers and other professionals as we know that we have many children and youth in our regions who require intensive support to have their communication needs met through the use of augmentative and alternative communication. To support the needs of these children and youth, teachers require very specialized training and we understand that this course work will support our teachers in developing those skills.

We were very pleased to hear that this course work is to be delivered online. As a number of our RCSDs are rural, professional will have equal access from across the province to complete this certificate.

In conclusion, we agree that this certification program is need to meet the needs of our children and youth.

Sincerely;

Sandra Zesko
Aspen Collaborative

Cathy Gukert
Central Alberta

Denis Potvin
Eastern Edge

Terry Ramsay
Edmonton

Patti Hill
Leduc and Area
Parkland, Evergreen and Area

Vicki Cooke
St. Albert/Sturgeon



To whom it may concern,

This letter is to express our Northern Lakes Collaborative Services (NLCS) Regional Collaborative Services Delivery (RCS) regional support for the development of the Teaching Students with Complex Communication Needs (CCN) certificate.

As a Northern Alberta RCS region we see great need for and demand for this certificate now and in the future. While the focus is on teachers, there is no doubt that Speech-Language Pathologists, Occupational Therapists and other members of interdisciplinary teams will also be interested in the certificate. The certificate could also lead to an MEd in Special (Inclusive) Education, which may be of interest to some educators.

With the advent of RCS regions were asked to build capacity within schools, families and communities and create resources to successfully support children and youth with CCN. Out of all low-incidence needs CCN is the one with the highest population numbers and it is a challenge to provide adequate services to this population.

Although there is great intent in following this request and also a growing recognition of the numbers of children and youth who have complex communication needs (CCN) this is a very challenging, time consuming and at times frustrating task especially for regions that are remote and have minimal resources at their fingertips. A lack of training and support for teachers who have these children and youths in their classrooms and/or for teachers whose work involved supporting classroom teachers (Learning Support Teachers, Special Educators, etc.) is one of many barriers. Having access to online trainings such as this certificate will allow teachers and service providers from across Alberta to obtain this important, yet very difficult to find, training.

Teachers and service providers in Alberta and other provinces currently do not get the specialized training needed to provide quality instruction, consultative services and supports to children and youth with CCN in their current university programs. Children and youth with CCN provide unique challenges to educators and service providers as they do not have the oral language abilities that are often taken for granted by educators. Their educational needs are further complicated by their needs for augmentative and alternative communication (AAC) devices and supports.

While AAC has been understood to be the domain of Speech Language Pathologists (see SAC position paper for more information (<http://www.sac-oac.ca/professional-resources/resource-library/sac-position-paper-role-speech-language-pathologists-respect>) current research suggests the role of the teacher is critical in educational success of students with CCN (Beukelman & Mirenda, 2013; Loncke, 2014; Soto & Zangari, 2009). And although AAC is an area targeted by Speech-language Pathologists, most



graduates would make use and benefit of a CCN certificate. During recent job interviews it was the number one area being identified by graduating students that they would like to learn more about and would like to have access to additional mentoring to best be able to support the children and youth on their caseloads.

In Alberta, speech and language services in schools are primarily consultative in nature, leaving the teacher and educational assistants to implement not only educational supports for students with CCN but also AAC supports. In order to do so, teachers require the specialized training that a certificate such as the one under development by the University of Alberta and University of North Carolina at Chapel Hill.

There has been tremendous uptake by teachers and service providers across the province in in-service training that is being offered at both the provincial and regional level. This uptake suggests a great untapped demand for knowledge and skills in this area.

Best regards,

Katrin Sannig, R.SLP
Regional Manager, NLCS
ksannig@hpsd.ca
780-552-3774



*Donna Balas
Regional Manager,
Southeast Regional Collaborative Service Delivery
58 Saamis Close SW
Medicine Hat, Alberta
403-866-3032
donnabalas@me.com*

VIA EMAIL: rauno.parrila@ualberta.ca

September 9, 2016

Dr. Rauno Parrila
Director, Das Centre
Department of Educational Psychology
6-102 Education North
University of Alberta
Edmonton, AB T6G 2G5

Dear Dr. Parrila

On behalf of the Southeast RCSD Leadership Team, I am writing to express our support for the development of a graduate certificate program focusing on teaching students with complex communication needs (CCN).

This letter received the unanimous support of our Leadership Team at our meeting on September 9, 2016.

Our Southeast region is fortunate to have the support of an AADL Level 3 Service Centre through partnership with the SW RCSD and Alberta Health Services. This service has meant that children and youth have access to assessment services and trial devices locally rather than travelling to Alberta Children's Hospital in Calgary. There have been increases in the use of low-tech (ex. PODD books), mid-tech and high-tech (ex. Nova chat) devices. Over the past two years, we have moved from a caseload of about 10 children to serving over 40 in 2015-16. The numbers continue to grow as we expand our identification and understanding of the needs of children with CCN. The increasing number of identified children and youth using communication devices in classrooms has meant that front-line professionals need to increase their knowledge of alternative communication systems and their implementation in school, home, and community environments.

Our SE RCSD has provided funds for professional development of teachers and SLPs in this area. The 5 day course in Edmonton with Dr. Karen Erickson and David Koppenhaver in July 2015, was funded by RCSD and had great impact in expanding our understanding of CCN, in pockets. We need to continue professional


development and continue to expand our understanding of the communication and educational needs of this population across our region.

For the past two years, the Province-wide Low Incidence Team has offered a summer symposium in Lethbridge with one of the sessions focused on complex communication. In both years, the complex communication session has been well attended by teachers, educational assistants, and health professionals seeking to increase their ability to support students using AAC.

We are very interested in the development of a certificate program that would be available to both education and health professionals, especially given the option for distance/virtual delivery. Not unlike other rural communities in the province, finding a way to release staff to attend courses in Edmonton is challenging. The development of an online certificate program available through the University of Alberta is a tremendous opportunity for our professionals working and living in Southeast Alberta communities.

We look forward to hearing more about the program once approved through the University processes.

Sincerely,



Donna Balas
Regional Manager

cc. Heather Cluett, Human Services, Chair SE RCSD
Linda Krochak, CAPE School, Vice-Chair SE RCSD
Kathy Howery, University of Alberta

September 9, 2016

Kathy Look Howery
Educational Psychology
University of Alberta

Dear Kathy:

This letter is written in support of the proposed post-graduate certificate program focusing on *Teaching Students with Complex Communication Needs*. There are, in my opinion, a number of reasons that there is a need for this specialized training for Alberta teachers.

1. With *Action on Inclusion* an increasing number of regular classroom teachers are needing an expanding skill set to support a wide diversity of children's needs- including those with complex communication needs. In our region 98 children have been identified as having complex communication needs and this number is continually growing. Approximately 35 new referrals were made in the 2015-2016 school year.
2. SLPs are clearly the experts in assessing student needs in the areas of complex communication and, in some cases, identifying the appropriate equipment. The SLPs do, of course, support the classroom teacher. However, the level of support that is possible is less than the level of support actually required to assist teachers in helping these children to make the most communication gains. It is estimated that the SLPs in our region typically spend only 2 to 4 hrs in supporting teachers when a teacher who is first encountering this severe need may well need more than double the support. One SLP reports that she typically spends 1 or 2 half day visits to support students with AAC. This often includes addressing OT/PT needs in the same visit and has rarely includes direct time with the classroom teacher.
3. The increasing availability and complexity of AAC devices is making an already complex teaching situation even more demanding for front line staff.
4. There is specialized pedagogy focused on assisting children to transfer the skills used in therapy to more real life situations in the classroom, with friends and with family. This specialized pedagogy is only theory until teachers are trained and implement it.
5. I believe that there is an interest in the field to grow skills in this area. In fall, 2015 CA RCSD offered to sponsor teachers to attend a Caroline Musselwhite workshop "AAC Language Learning: Make it Fun, Make it Interactive." The 40 spots offered were quickly filled.

On behalf of Central Alberta RCSD I wish you success in developing this program. The on-line option is critical to encourage teachers from across the province to become better able to support children and youth with complex needs. In my opinion the need to support a child's "voice" is critical. One child whom I remember had severe behaviour issues- to the extent that his parents couldn't take him out in public. Once he received appropriate support for his communication needs, he became a different child. His first "words" to his mom were "I love you." He became a happy, involved child both at school and at home.

Yours truly,



(Mrs.) Cathy Gukert, Regional Manager, CA RCSD



6220 Lakeview Drive S.W., Calgary, Alberta T3E 5T1
Phone: 403-500-2476 Fax: 403-500-2933

VIA EMAIL: rauno.parrila@ualberta.ca

August 31, 2016

Dr. Rauno Parrila
Director, JP Das Centre on Developmental and Learning Disabilities
Department of Educational Psychology
6-102 Education North, University of Alberta
Edmonton, AB T6G 2G5

Dear Dr. Parrila:

On behalf of the Calgary and Area Regional Collaborative Service Delivery (RCSD), I am writing to express our support for the development of a post graduate certificate program for teachers and health care professionals which will focus on teaching children and youth with complex communication needs.

Our RCSD represents multiple systems including Education – public, private and charter systems, Health - Alberta Health Services, Human Services – Disability Services and Child and Family Services, parent representatives, and community agencies. We are mandated by the provincial government to work collaboratively across levels and systems and share our collective, limited resources and expertise as we support over 400 children and youth with complex learning and communication needs in the Calgary area.

We work closely with our partners to learn about and adopt consistent communication methods and tools across systems. In April we hosted a professional education day which focused on teaching methods for emergent literacy learners using aided language systems. Our partnership also developed an information prescription on complex communication for families and care providers to access vetted resources and first-hand accounts from children, families and care providers working through complex communication challenges.

While research suggests the role of the teacher is critical in the educational success of students with complex communications needs, we know t collaborative approach is well received by children and youth, families and their 'wrap around team' members. In Alberta, speech and language services in schools are primarily consultative in nature, leaving the teacher and educational assistants to implement not only educational supports for students with complex learning needs, but also augmentative and alternative communication (ACC) devices and supports.

We are continually exploring ways to build system capacity and sharing opportunities with our partners, and are very interested in the development of a distance education certificate program that could be made available to all of our partners. Such an approach supports our collaborative approach in working with our children and youth as they learn to communicate with family, peers, and teachers in class, community and home environments.

Being able to access this specialized curriculum online will be well received by our partners who are often separated by geography, program, system, and schedule. We look forward to being able to access and promote this wonderful opportunity in the near future.

Sincerely,

A handwritten signature in blue ink that reads "Janice K. Popp". The signature is written in a cursive, flowing style.

Janice K. Popp, MSW RSW
Regional Manager, Calgary and Area Regional Collaborative Service Delivery

copy Greg Roberts, Director of Learning, Rocky View Schools
and Co-Chair Calgary and Area Regional Leadership Team

Northern Lights Regional Collaborative Service Delivery
C/O Fort Vermilion School Division
9701-105 Avenue
High Level, AB T0H 1Z0
O: 780-841-5657
E: carried@fvds.ab.ca

VIA EMAIL: rauno.parrila@ualberta.ca

August 31, 2016

Dr. Rauno Parrila
Director, Das Centre
Department of Educational Psychology
6-102 Education North
University of Alberta
Edmonton, AB T6G 2G5

Dear Dr. Parrila:

On behalf of the Northern Lights Regional Collaborative Service Delivery Leadership Team, I am writing to express our support for the development of a post graduate certificate program focusing on supporting students with complex communication needs.

The Northern Lights region is limited in our capacity to support children and youth with complex communication needs. We have taken advantage of the opportunities made available through the Province-wide Low Incidence Team. We sent an SLP, Inclusive Education Coordinator and Diverse Learning Coordinator to the 2015 Summer Institute with Karen Erickson, and have ongoing SLP participation in the provincially facilitated CCN Community of Practice.

While these opportunities have provided some ongoing development in the area of CCN, they have not resulted in the development of extensive local expertise in this area. Access to an online certificate program would offer our service providers, teachers, and support staff an opportunity they may not otherwise have to expand their knowledge and enhance their practice. This will directly benefit our children and youth with complex communication needs by decreasing communication frustrations and helping them achieve their highest potential.

In summary, we are very interested in the development of a certificate program that would be available to both education and health professionals, especially the option for distance learning. As a relatively remote area of the province, the time and expense required to attend courses in Edmonton or Calgary is prohibitive.

The development of an online certificate program available through the University of Alberta is a tremendous opportunity for our professionals working and living in Northwest Alberta communities.

We look forward to hearing more about the program once approved.

Sincerely,

Carrie Demkiw
Regional Manager
Northern Lights Regional Collaborative Service Delivery

cc. Kathy Howery, University of Alberta

September 16, 2016

Rauno Parrila, Karen Erickson, Kathy Howery

University of Alberta

Re: Certificate Program for Teaching Students with Complex Communication Needs to be hosted in the Das Centre in association with the Center for Literacy & Disability Studies at the University of North Carolina

Dear Rauno, Karen, and Kathy

You recently sent me information regarding your proposal for a University Certificate with respect to “Teaching Students with Complex Communication Needs” from the University of Alberta to be implemented in September, 2017. This information included a program overview, student demand analysis, institutional and system context, financial viability and funding sources, and quality assessment. In addition, you requested a brief letter of support stating that your proposed program does not duplicate anything the University of Calgary offers.

In regard to the above, I believe that you have proposed an excellent and much needed certificate program within the Province of Alberta and to my knowledge it does not duplicate anything the Werklund School of Education at the University of Calgary offers.

I wish you success with your program.

Yours sincerely

Jac J.W. Andrews, Professor

Chair, School and Applied Child Psychology Program

Werklund School of Education

University of Calgary

Phone: 403-220-7503

E-mail: jandrews@ucalgary.ca

October 3, 2016

Dr. Rauno Parilla
Professor, Department of Educational Psychology
Director, JP Das Centre on Developmental and Learning Disabilities
Department of Educational Psychology
6-102 Education North
University of Alberta
11210 - 87 Avenue
Edmonton, AB T6G 2G5

Dear Dr. Parilla,

I was most interested to hear about your proposal for a new University Certificate *Teaching Students with Complex Communication Needs*, which will be implemented by September, 2017. After reviewing the documentation that was provided, I can confirm that the Faculty of Education at the University of Lethbridge does not offer a program that would duplicate any of the content to be covered in this Certificate.

I believe that you and your colleagues, Kathy Howery and Karen Erickson, have proposed an excellent program which will provide an opportunity for professional development to many. I fully support your efforts and wish you much success in the future.

Best regards,

Nancy C. Grigg, PhD

Assistant Dean, Student Program Services
Faculty of Education, University of Lethbridge
4401 University Drive
Lethbridge, Alberta T1K 3M4

email: nancy.grigg@uleth.ca

phone: 403 329-2257



Rauno Parrila <rparrila@ualberta.ca>

certificate proposal

Dr. Linda Chmiliar <lindac@athabascau.ca>
To: Rauno Parrila <rauno.parrila@ualberta.ca>

Sat, Sep 17, 2016 at 9:55 AM

Rauno

Your proposed TSCCN Certificate does not duplicate our current Diploma in Inclusive Education. There is some overlap with one of the courses and our course in Assistive Technology although the focus is a little different.

Linda Chmiliar

Chair, Centre for Social Sciences

Coordinator, Diploma in Inclusive Education

Associate Professor

Athabasca University

From: Rauno Parrila <rauno.parrila@ualberta.ca>
Sent: Friday, September 16, 2016 9:58:11 AM
To: Dr. Linda Chmiliar
Subject: certificate proposal

[Quoted text hidden]

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FACULTY OF EDUCATION
COURSE AND PROGRAM CHANGES
PROPOSED CALENDAR CHANGE (2016-2017)
CALENDAR SECTION

CURRENT Calendar Section Number (§) Course Listings	PROPOSED Calendar Section Number (§) Course Listings
New Course	<p>EDPY 481 Teaching Students with Complex Communication Needs: Instructional Design and Methods</p> <p>★3 (fi 6) (either term, 3-0-0). This course builds on the principles of Universal Design for Learning and provides an overview of (1) teaching approaches that support inclusive education for students with complex communication needs, (2) assessment practices and tools that are appropriate for students with complex communication needs, (3) how to use local educational standards documents to guide goal setting and instruction. Restricted to students in the TSCCN Certificate program.</p>
New Course	<p>EDPY 482 Teaching Students with Complex Communication Needs: Augmentative and Alternative Communication</p> <p>★3 (fi 6) (either term, 3-0-0). This course will introduce classroom teachers and educational professionals to the practices, issues and importance of providing augmentative and alternative communication (AAC) strategies and supports to students with complex communication needs. The course will focus on implementation of AAC systems to support students' communication, language development and meaningful participation in all aspects of learning experiences. Restricted to students in the TSCCN Certificate program.</p>
New Course	<p>EDPY 483 Teaching Students with Complex Communication Needs: Emergent Literacy</p> <p>★3 (fi 6) (either term, 3-0-0). This course will focus on quality, comprehensive emergent literacy instruction for students with complex communication needs. The course will emphasize the use of symbol supported communication systems and intentionally designed instruction that includes daily opportunities for developing communication and interaction skills, oral language understandings, alphabet knowledge and phonological awareness, understandings of concepts about print, and a positive disposition toward literacy. Restricted to students in the TSCCN Certificate program.</p>

<p>New Course</p>	<p>EDPY 484 Teaching Students with Complex Communication Needs: Conventional Literacy ★3 (fi 6) (either term, 3-0-0). This course will focus on quality, comprehensive literacy instruction for students with complex communication needs. The course will emphasize the use of symbol and text based communication systems and systematically designed instruction that includes daily opportunities for developing conventional skills in word reading (decoding and automatic word identification), text comprehension, silent reading fluency, and writing. Restricted to students in the TSCCN Certificate program.</p>
<p>New Course</p>	<p>EDPY 485 Teaching Students with Complex Communication Needs: Numeracy ★3 (fi 6) (either term, 3-0-0). This course focuses on quality instruction in mathematics (including numeracy) for students with complex communication needs. The course will emphasize the use of symbol and text based communication systems and systematically designed instruction to support understandings of number sense; spatial reasoning; principles of geometry, measurement, data, and analytic procedures; and mathematical problem solving, including algebra. Restricted to students in the TSCCN Certificate program.</p>

<p style="text-align: center;">CURRENT Online Calendar</p>	<p style="text-align: center;">New PROPOSED</p>
<p>>The Faculties >Faculty of Education >General Information >Certificates</p> <p><i>No changes until...</i></p> <p>New Free Standing University Certificate</p>	<p>>The Faculties >Faculty of Education >General Information >Certificates</p> <p><i>No changes until...</i></p> <p><u>Teaching Students with Complex Communication Needs (*15)</u> <u>*3 EDPY 481 Teaching Students with Complex Communication Needs: Instructional Design and Methods</u> <u>*3 EDPY 482 Teaching Students with Complex Communication Needs: Augmentative and Alternative Communication</u> <u>*3 EDPY 483 Teaching Students with Complex Communication Needs: Emergent Literacy</u> <u>*3 EDPY 484 Teaching Students with Complex Communication Needs: Conventional Literacy</u> <u>*3 EDPY 485 Teaching Students with Complex Communication Needs: Numeracy</u> <u>For more information contact J.P. Das Centre on Developmental and Learning Disabilities within the Department of Educational Psychology or visit dascentre.educ.ualberta.ca/tscn.</u></p>

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for a Program Expansion to add an Honors program to Operations Management, Faculty of Business**

Motion: THAT the GFC Academic Planning Committee approve, under delegated authority from the General Faculties Council, the proposed Honors in Operations Management program as submitted by the Faculty of Business and as set forth in Attachment 1, for implementation in January 2017

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Elaine Geddes, Associate Dean – Undergraduate, Faculty of Business
Presenter	Elaine Geddes, Associate Dean – Undergraduate, Faculty of Business

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve the proposed new program in Honors in Operations Management
The Impact of the Proposal is	To provide students with an option to pursue a Bachelor of Commerce Honors Operations Management program in the Department of Accounting, Operations and Information Systems
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	January, 2017
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	There is currently 1 student in the Honors program in Management Science who will be transferred to the Honors program in Operations Management if this proposal is approved.
Supplementary Notes and context	The proposed program is an extension of the current Major in Operations Management.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> •
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Nat Kav, Vice-Provost (Programs) • Department of Financial and Statistical Analysis and the Department of Accounting, Operations and Information Systems, Fall of 2015 (discussed and approved) • Faculty of Business Undergraduate Studies Policy (USPC) Committee – September 23, 2016 (discussed and approved)
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	Business Faculty Council – September 28, 2016 GFC Academic Standards Committee – November 17, 2016

	GFC Academic Planning Committee – December 14, 2016
Final Approver	GFC Academic Planning Committee

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning.</p> <p>Strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (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). 2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC). 3. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 4. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)). 5. UAPPOL Admissions Policy: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission

requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty

Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

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). [...]

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. 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.”

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.

9. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate):

“B. Admission and Transfer, Academic Standing [...]

i. All proposals from the Faculties or Administration related to admission and transfer, to the academic standing of students [...] are submitted to the Provost and Vice-President (Academic)(or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.”

10. GFC Academic Planning Committee Terms of Reference (Mandate):

“13. Existing Undergraduate and Graduate Programs:

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

FINAL Item No. 6

	<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). [...]</p> <p>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. [...]"</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 5) Internal Program Approval Template Honors in Operations Management

Prepared by: Kate Peters, Portfolio Initiatives Manager peters3@ualberta.ca

University of Alberta Internal Program Approval Template

This template is used for the vetting and approval of proposals to create or modify programs when such proposals do not require approval by the Minister of Innovation and Advanced Education. Proposals using this template should be accompanied by appropriate supporting documentation including draft calendar changes, letters of support, etc.

Proposals requiring Ministerial approval should be presented on the appropriate government template. Faculties and Departments pursuing program proposals are encouraged to consult with the Portfolio Initiatives Manager in the Office of the Provost and Vice-President (Academic) (peters3@ualberta.ca) on the appropriate template and process. Graduate proposers should also consult with the Dean of Graduate Studies (fgsrgov@ualberta.ca).

This Template is used for the following:

- Graduate specialization title changes (e.g. History to Historical Studies).
- Creation of a new graduate specialization (e.g. MSc in the Department of Swedish Fisheries to MSc in the Department of Swedish Fisheries with Specialization in Trout Fishing) – requires the enrolment appendix.
- Suspension/Termination of a graduate specialization.
- The addition of an Honours/Specialization stream to an existing undergraduate program.

Basic Information

1. Title of the Program: Honors in Operations Management
2. Proposed effective date: January 2017
3. Length of the program (years): 4 years
4. Faculty and Academic Unit: Faculty of Business, Department of Accounting, Operations and Information Systems
5. Collaborating partners at other institutions (if any): None
6. Contact person, with telephone number and e-mail address: Elaine Geddes, Associate Dean, Undergraduate Programs, Faculty of Business, 780-492-5142, egeddes@ualberta.ca
7. Statement indicating completion of departmental and/or Faculty approval processes.

This proposal went through both the Department of Financial and Statistical Analysis and the Department of Accounting, Operations and Information Systems in the Fall of 2015 and was approved by both Departments. It was submitted to the Faculty of Business Undergraduate Studies Policy (USPC) Committee on January 14, 2016, and approved at that time. It then went to Faculty of Business Council on January 27, 2016, and was approved. The initial approval was for a change of name to an existing Honors program. University Governance advised that the change of name was not the appropriate pathway to create the new program and so the new program was resubmitted to USPC on September 23, 2016 and approved. It was submitted to Business Council on September 28, 2016 and approved.

8. Attach proposed Calendar program and/or course changes.
Attached as Appendix B.
9. Attach letter of support from the Dean of the Faculty (for graduate specialization proposals).
N/A

Program Impact and Rationale

10. What is the rationale for the program proposal?

When the Honors program in Management Science was first created in 2003, the academic area of Management Science was located within the Department of Finance and Management Science. This area was always a mixture of academics primarily involved in Statistics and those primarily involved in Operations Management. The Honors program in Management Science had always followed the general course requirements for the Operations Management Major, with the addition of some additional Honors program requirements. There never was a Management Science major.

In 2011, the Management Science group split into two, with the Operations Management group moving to the newly re-named Department of Accounting, Operations and Information Systems. Responsibility for the Operations Management major also moved to the new Department.

Until the fall of 2015, there had never been a student in the Honors program in Management Science. The program had not been looked at in some time and the inconsistency inherent in its title was not noticed. However, when the student applied to the program, it became apparent that her interest was in Operations Management and that the academic staff member most able to supervise the program was in Operations Management. The courses already required were mainly Operations Management courses, and only a small amount of adjustment was needed to create an enriched program for this student. Both Departments involved readily agreed that the name change made sense and that the Honors program should be renamed and housed in the same Department that housed Operations Management.

It is difficult to compare this nomenclature as Honors programs are not common in Undergraduate Business degrees. But the subject matter of the program is well accepted throughout Canada as "Operations Management".

11. Provide the expected enrolment (or other) impact on the academic unit(s) offering the program and other affected units if applicable. Include information on the current enrolment.

There is expected to be only minimal impact on the Department given that it is anticipated that the number of students in this program will always remain small. There is currently 1 student in the Honors program in management Science who will be transferred to the Honors program in Operations Management if this proposal is approved. It is likely that the program would attract only one new student per year entering into Year Three, and a total of two students at steady state which is well within the capacity of the Department.

12. Do you anticipate an enrolment (or other) impact on programs at other institutions or regulatory bodies? Describe any consultations that have occurred with other institutions and professional organizations.

The new program is not expected to have any adverse effects or impact on any external stakeholders. Employers are substantially more familiar with the title "Operations Management" than they are with Management Science. Other post-secondary institutions that might consider a graduate from an Honors program for graduate work will be very familiar with this terminology and it will more accurately describe the student's program. There have been no consultations with any external organizations.

13. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, space, student services, administrative services (eg, FGSR, Registrar's Office, or IST), as applicable) for the proposed change? If so, please provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

The new program is not expected to have any major effects on any relevant units within the University of Alberta. There may be a minor impact on the Office of the Registrar. There will be no resource implications for any unit. The Registrar's Office has reviewed the material and has no concerns.

The only impact on students will be on the single student currently in the program. We are requesting that this be implemented for January 2017 to allow this single student to graduate with this designation. There has never been another student in the program. One of the student members on USPC is an Operations Management major and declared herself "very excited" by this change, feeling it would make the area more relevant to students.

Appendix A– Sample Enrolment Table

Proposed Enrolment	2016-17	2017-18	2018-19	2019-20	Annual Ongoing
• Total Full-Time head count	1	1	2	2	2
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0
• Full-Time Year 3	0	1	1	1	1
• Full-Time Year 4	1	0	1	1	1
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1	0	0	0	0	0
• Part-Time Year 2	0	0	0	0	0
• Part-Time Year 3	0	0	0	0	0
• Part-Time Year 4	0	0	0	0	0
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1	0	0	0	0	0
• Work Experience Year 2	0	0	0	0	0
• Work Experience Year 3	0	0	0	0	0
• Work Experience Year 4	0	0	0	0	0
• Anticipated Number of Graduates	1	1	1	1	1

Appendix B – Calendar Copy

PROPOSED
<p>BCom Honors Program Honors programs in Business are available in several areas (see BCom Honors Accounting, BCom Honors Finance and Honors in <u>Operations Management</u>). Application to the Honors program is normally made immediately prior to or during Year Three of the BCom program. However, qualified students in any year are encouraged to apply. Acceptance may depend on whether the students have room in their programs to complete Honors requirements. Prospective students must be currently in the BCom program, or have been accepted for admission to the BCom program. Students must normally present a minimum GPA of 3.7. Admission decisions will be made jointly by the Undergraduate Office in Business and the Department responsible for administering the particular Honors program to which the student is applying.</p>
<p>III Honors in Operations Management 1. Students must normally present a <u>minimum GPA of 3.7.</u> 2. Students will normally have received a <u>grade of A- or higher in ECON 101, ECON 102, MATH 113 or MATH 114 and STAT 151, or have otherwise demonstrated excellence in their academic Program.</u></p>
<p><u>Honors in Operations Management [Business]</u> <u>Program</u> <u>The BCom Honors in Operations Management program follows the same general program of studies as the BCom Major in Operations Management. Additional required courses are MATH 115, 125, the OM Honors Essay course and one 700-level MGTSC or OM course, and STAT 265. Various streams such as Optimization, Statistics, Stochastic Modeling and Decision and Game Theory are possible. Please contact the Department for suggested streams.</u></p>
<p><u>Sequence of Courses</u> <u>Year Two—Fall</u> <u>ACCTG 311 - Introduction to Accounting for Financial Performance</u> <u>BUS 201 - Introduction to Canadian Business</u> <u>MARK 301 - Introduction to Marketing</u> <u>MGTSC 312 - Probability and Statistics for Business</u> <u>★3 in electives outside Business (See Note 1)</u></p>
<p><u>Year Two—Winter</u> <u>FIN 301 - Introduction to Finance</u> <u>MATH 115 - Elementary Calculus II (See Note 2)</u> <u>OM 352 - Operations Management</u> <u>SMO 310 - Introduction to Management</u> <u>★3 in electives outside Business (See Note 1)</u></p>
<p><u>Year Three</u> <u>B LAW 301 - Legal Foundations of the Canadian Economy</u> <u>ECON 281 - Intermediate Microeconomic Theory I (See Note 5)</u> <u>MATH 125 - Linear Algebra I (See Note 3)</u> <u>MIS 311 - Management Information Systems</u> <u>STAT 265 - Statistics I (See Note 3)</u> <u>★12 chosen from Operations Management Honors required courses (See Notes 4 and 5)</u> <u>★3 in electives outside Business (See Note 1)</u></p>

Year Four

★3 in MGTSC or OM at the 700-level

OM 480 - Honors Essay in Operations Management

★15 chosen from Operations Management Honors required courses (See Notes 4 and 5)

★9 in free electives (See Note 1)

Notes

1. See Policy on Elective Courses.

2. Generally, MATH 115 should be taken prior to entry to the Honors program.

3. Recommended to be taken in Fall Term.

4. Operations Management Honors courses may be chosen from any 400-level OM courses and from a list of additional approved courses available from the Department of Accounting, Operations and Information Systems. At least six of the nine courses must be chosen from 400-level OM courses, MGTSC 405 and 455.

5. ECON courses used to satisfy the requirements of this major may not also be used to satisfy the requirements for coursework outside the Faculty of Business.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal to Change the Name of the Major ‘Entrepreneurship and Family Enterprise’ to ‘Entrepreneurship and Innovation’, in the Bachelor of Commerce, Faculty of Business**

Motion: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed Name Change in the Bachelor of Commerce of the major Entrepreneurship and Family Enterprise to Entrepreneurship and Innovation, as set forth in Attachment 1, and as proposed by the Faculty of Business, to take effect upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Elaine F. Geddes, Associate Dean, Undergraduate Programs, Faculty of Business
Presenter	Elaine F. Geddes, Associate Dean, Undergraduate Programs, Faculty of Business

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the (proposed) Program/Specialization Name Change of the Bachelor of Commerce in Entrepreneurship and Family Enterprise to the Bachelor of Commerce in Entrepreneurship and Innovation.
The Impact of the Proposal is	The change in nomenclature stems from the increasing importance of innovation in entrepreneurship. Emphasizing innovation is reflective of changes in scholarship and practice in the area of entrepreneurship. This proposal supports the increased student interest in entrepreneurship and innovation which has grown dramatically.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Effective for the 2018-2019 <i>University Calendar</i>
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The Name Change will be submitted to Alberta Advanced Education for approval.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u>Those who have been informed:</u> •
	<u>Those who have been consulted:</u> • Department of Strategic Management and Organization on September 4, 2015 • Faculty of Business Undergraduate Studies Policy Committee on January 14, 2016, • Faculty of Business Council on January 27, 2016

	<u><i>Those who are actively participating:</i></u> •
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – December 14, 2016
Final Approver	GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	<i>For the Public Good</i> BUILD 1. OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. <i>Post-Secondary Learning Act (PSLA)</i> . “26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university” 2. <i>PSLA</i> Section 29(1) “A faculty council may (a) determine the programs of study for which the faculty is established [] (c) provide for the admission of students to the faculty [] (e) authorize the granting of degrees, subject to any conditions or restrictions that are imposed by the general faculties council.” 3. GFC Academic Planning Committee Terms of Reference (Mandate) “13. Existing Undergraduate and Graduate Academic 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 advisers will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC.”

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 2) Proposal for Name Change from Entrepreneurship and Family Enterprise to Entrepreneurship and Innovation
2. Attachment 2 (page(s) 1 - 6) Calendar Changes for Name Change from Entrepreneurship and Family Enterprise to Entrepreneurship and Innovation

Prepared by: Kate Peters, Portfolio Initiatives Manager (peters3@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	Entrepreneurship and Family Enterprise
Credential awarded	Bachelor of Commerce
Proposed Implementation Date	January 2017

1. Proposed new name. Entrepreneurship and Innovation
2. Describe the institution's internal approval process for the proposed change.

This proposal was approved by the

- Department of Strategic Management and Organization on September 4, 2015
- Faculty of Business Undergraduate Studies Policy Committee on January 14, 2016,
- Faculty of Business Council on January 27, 2016
- General Faculties Council Academic Planning Committee December 14, 2016

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.

Innovation has become much more of a central part to what is meant by "Entrepreneurship". Emphasizing innovation is more reflective of changes in scholarship and practice in the area of entrepreneurship. In recent years, student interest in entrepreneurship and innovation has grown dramatically. This has dovetailed with key strategic initiatives of the School of Business to bolster our curricular and co-curricular offerings in entrepreneurship and innovation. This includes our launch of entrepreneurship HUB (eHUB) last year.

We also have aggressively sought to build out our entrepreneurship and innovation offerings to serve the broader campus. eHUB is now supported by Central administration and we service students from faculties across campus (arts, science, medicine, ALES, engineering etc.). We have also launched cross-campus student courses -- entrepreneurship 101 -- and this coming year, women's entrepreneurship. While students interested in family enterprise will still be able to take family business courses in the context of our proposed

revised major, the revised major will better reflect the demands of students and more properly signal the content of what we aim to deliver through our curricular and co-curricular suite of initiatives.

Students members in the Faculty of Business Faculty Council spoke and voted in favour of this change.

The University of Calgary calls its concentration in this area “Entrepreneurship and Innovation”. Mount Royal University has an “Innovation and Entrepreneurship” minor. MacEwan and Lethbridge Universities both teach entrepreneurial courses that emphasize innovation.

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.

There is almost no adverse effect on students. There is no change to the content of the major. Any student currently in the program with the existing name will be permitted the choice of whether to graduate with the existing named major or take the new name until 2020. As of August 2016, there are 26 students in the major, and so it will be possible to individually counsel all of them if there are any concerns. Note that students have been reported under the Business specialisation (BUS) to present.

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.

This proposal was developed in consultation with the Centre for Entrepreneurship and Family Enterprise, eHUB, and the Alberta Business Family Institute. The name change is not expected to have any adverse effects or impact on any external stakeholders.

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.

The name change is not expected to have any major effects on any relevant units within the University of Alberta. There may be a minor impact on the Office of the Registrar. There will be no resource implications for any unit.

Faculty of Business
Bachelor of Commerce
Calendar Change Request Form

Department: Strategic Management and Organization

Implementation: Normal (effective 2017-2018) Early

Type of Change: Course Deletion Course Change New Course
 Major Change New Major Program Change
 Calendar Change (Other)

CURRENT	PROPOSED
Major in Entrepreneurship and Family Enterprise [Business]	Major in Entrepreneurship and <u>Innovation</u> [Business]
<p>Description of Field —Entrepreneurial activity is vital to economic development and societal well-being. All progressive societies have economic systems that create new firms as well as encourage entrepreneurial renewal in existing firms. Family enterprises are important economic entities, representing the predominant form of business organization around the globe (between 65% and 80% of the world's businesses are controlled by families). This specialization aims to help students develop the attitudes, knowledge and skills needed to work effectively in a start-up or collaboratively with others in existing firms. Two streams are available—the general entrepreneurship stream and the family enterprise stream. Depending upon their emphasis, students will learn how to:</p> <p>(1)Identify and evaluate business opportunities, mobilize resources, and create an organization; (2)Manage the transition from an entrepreneurial start-up to a more complex business entity; (3)Interact with family enterprises more</p>	<p>Description of Field <u>Entrepreneurship and innovation are vital to economic development, wealth creation, and societal well-being. Dynamic socio-economic systems encourage and support the creation of new businesses and social enterprises, as well as the entrepreneurial renewal of and innovation in existing organizations. The Entrepreneurship and Innovation major aims to help students develop an entrepreneurial mindset--the cultivation of attitudes, knowledge and skills needed to transform ideas into products or services, solve challenging social problems, create and work effectively in new enterprises, as well as spur collaborative innovation efforts in existing organizations. Our curriculum is complemented with co-curricular activities organized via entrepreneurship HUB (eHUB). Students will learn how to:</u></p> <p>(1) Identify and evaluate entrepreneurial opportunities, mobilize resources, and create organizations; (2) Manage the transition from an entrepreneurial start-up to a more complex</p>

<p>effectively, through enhanced understanding of the unique challenges facing such organizations in different regions of the world; and/or,</p> <p>(4) Integrate family members into a business venture, take over leadership of a family enterprise, pass a business onto the next generation, and manage the trans-generational transfer of wealth.</p>	<p>business entity;</p> <p><u>(3) Understand how entrepreneurship can spur economic growth, as well as help solve social problems and revitalize existing organizations (from for-profit, to non-profit and governmental)</u></p>
<p>II. Career Opportunities</p> <p>The highs, lows, and personal rewards of founding or owning a business are well-documented in the media. A number of exciting, challenging, and rewarding careers are available to students who specialize in Entrepreneurship and Family Enterprise.</p> <p>Three distinct career paths include:</p> <p>(1) Creating, owning and/or managing a business venture (either immediately upon graduation or after obtaining experience in other firms);</p> <p>(2) Becoming the next-generation leader of an existing family enterprise (whether that enterprise is operated by one's own family or someone else's);</p> <p>(3) Becoming a professional advisor (such as an accountant, financial services provider, management consultant, or lawyer) who specializes in entrepreneurial and/or family-controlled enterprises.</p> <p>By specializing in Entrepreneurship and Family Enterprise, students will also develop more informed answers to such career-defining questions as, "Do I have what it takes to become an entrepreneur?", "Do I want to launch a business with family members or join a family enterprise?", and/or, "Do I want to market myself as an advisor to entrepreneurial and family-controlled firms?"</p>	<p>II. Career Opportunities</p> <p>The highs, lows, and personal rewards of entrepreneurship are well-documented in the media. A number of exciting, challenging, and rewarding careers are available to students who specialize in Entrepreneurship. Three distinct career paths include:</p> <p><u>(1) Creating, owning and/or managing a business venture or social enterprise (either immediately upon graduation or after obtaining experience in other firms);</u></p> <p><u>(2) Becoming an innovative member of an existing start-up, family business, large firm, social enterprise, non-profit or government agency.</u></p> <p><u>(3) Facilitating entrepreneurship and innovation as a management consultant or service provider (e.g., technology transfer agency, accelerator, government agency)</u></p> <p>By specializing in Entrepreneurship and <u>Innovation</u>, students will also develop more informed answers to such career-defining questions as, "Do I have what it takes to become an entrepreneur?", <u>"Do I want to launch a new venture to solve a major social or economic problem?"</u>, "How do I create and build a new entrepreneurial organization?", and/or, "How do I foster an entrepreneurial orientation within a new or existing firm?"</p>
<p>Sequence of Courses</p> <p>Both streams</p> <p>ACCTG 311 - Introduction to Accounting for Financial Performance</p> <p>BUS 201 - Introduction to Canadian</p>	<p>Sequence of Courses</p> <p>Year Two—Fall</p> <p>ACCTG 311 - Introduction to Accounting for Financial Performance</p> <p>BUS 201 - Introduction to Canadian</p>

<p>Business MGTSC 312 - Probability and Statistics for Business MARK 301 - Introduction to Marketing ★3 in electives outside Business (See Note 1) Year Two—Winter ACCTG 322 - Introduction to Accounting for Management Decision Making FIN 301 - Introduction to Finance SMO 310 - Introduction to Management ★3 in electives outside Business (See Note 1) ★3 in free electives (See Note 1)</p>	<p>Business MGTSC 312 - Probability and Statistics for Business MARK 301 - Introduction to Marketing *3 in electives outside Business (See Note 1) Year Two—Winter ACCTG 322 - Introduction to Accounting for Management Decision Making FIN 301 - Introduction to Finance SMO 310 - Introduction to Management *3 in electives outside Business (See Note 1) *3 in free electives (See Note 1)</p>
<p>Year Three—General Entrepreneurship Stream B LAW 301— Legal Foundations of the Canadian Economy (See Note 2) MIS 311— Management Information Systems (See Note 3) SMO 430— Introduction to Small Business Management (See Note 2) SMO 431— New Venture Creation and Organization (See Note 3) OM 352— Operations Management (See Note 3) ★6 in SMO electives (See Note 4) ★3 in senior Business electives outside SMO ★6 in free electives (See Note 1) Year Three—Family Enterprise Stream B LAW 301— Legal Foundations of the Canadian Economy MIS 311— Management Information Systems SMO 428— Managing Family Enterprise (See Note 2) SMO 442— International Family Enterprise (See Note 3) ★6 in SMO electives (See Note 4) ★3 in HECOL/SOC electives (See Note 5) ★3 in senior Business electives outside SMO (See Note 6) ★6 in free electives (See Note 1)</p>	<p>Year Three <u>B LAW 301 - Legal Foundations of the Canadian Economy-(See Note 2)</u> <u>MIS 311 - Management Information Systems (See Note 3)</u> <u>SMO 430 - Introduction to Small Business Management</u> <u>SMO 431 - New Venture Creation and Organization (See Note 3)</u> <u>OM 352 - Operations Management (See Note 3)</u> <u>*9 in SMO electives (See Note 4)</u> <u>*3 in senior Business electives outside SMO</u> <u>*3 in free electives (See Note 1)</u></p>
<p>Year Four—General Entrepreneurship Stream</p>	<p>Year Four <u>ACCTG 412 - Financial Reporting for</u></p>

<p>ACCTG 412 – Financial Reporting for Managers and Analysts (See Note 3) B LAW 402 – Business Contracts OR B LAW 422 – Law of Business Organizations (See Note 3) SMO 441 – Business Strategy ★6 in SMO electives (See Note 4) ★3 in 300- or 400-level MARK ★3 in senior Business electives outside SMO ★9 in free electives (See Note 1)Year Four – Family Enterprise Stream B LAW 402 – Business Contracts OR B LAW 422 – Law of Business Organizations (See Note 3) SMO 427 – Advising Family Business (See Note 2) SMO 441 – Business Strategy (See Note 2) ★3 in SMO 430 – Introduction to Small Business Management OR SMO 431 – New Venture Creation and Organization ★3 in SMO electives (See Note 4) ★6 in senior Business electives outside SMO ★9 in free electives (See Note 1)</p>	<p>Managers and Analysts (See Note 3) <u>B LAW 402 - Business Contracts OR B LAW 422 - Law of Business Organizations (See Note 3) SMO 441 - Business Strategy (See Note 2) *3 in SMO electives (See Note 4) *3 in 300- or 400-level MARK *3 in senior Business electives outside SMO *12 in free electives (See Note 1)</u></p>
<p>Notes (1) See Policy on Elective Courses and Free Electives. Entrepreneurship and Family Enterprise students are encouraged to take SOC 100. (2) This course can be taken in either term. (3) This course can be taken in either term in either Year Three or Year Four. (4) Designated SMO electives: SMO 402, 404, 411, 412, 433, 434, and 435. SMO 427, 428 and 442 are recommended electives for General entrepreneurship stream students. (5) Designated HECOL/SOC electives: SOC 271; HECOL 200, 210, 310, 313 and 321. (6) Students are encouraged to take ACCTG 412, OM 352 or 300- or 400-level MARK)</p>	<p>Notes (1) See Policy on Elective Courses and Free Electives. Entrepreneurship and Family Enterprise students are encouraged to take SOC 100. (2) This course can be taken in either term. (3) This course can be taken in either term in either Year Three or Year Four, <u>but should be taken after SMO 430.</u> (4) Designated SMO electives: • <u>Family enterprise (SMO 427, 428, 442, BUEC 444 - European Study Tour)</u> • <u>Social entrepreneurship/sustainability (SMO 438, 445, 488 – Business & Sustainability)</u> • <u>Organizational Behaviour/Leadership (SMO 402, 404, 405, 406, 407, 411, 412, 416, 423, 430, 433, 435, 437)</u></p>
<p>IV. Minors</p>	<p>IV. Minors</p>

<p>(1) Students with a declared major in Entrepreneurship and Family Enterprise may choose to do a minor in any subject area of Business. See §64.1.5. Minors are not required.</p> <p>(2) Students with a declared major in another area may complete a minor in Entrepreneurship and Family Enterprise by completing either Option A or Option B, below:</p> <p>Option A General Entrepreneurship Minor SMO 430 Introduction to Small Business Management SMO 431 New Venture Creation and Organization ★6 of SMO 427 Advising Family Business SMO 428 Managing Family Enterprise SMO 441 Business Strategy SMO 442 International Family Enterprise OR SMO 450 Option B Family Enterprise Minor SMO 428 Managing Family Enterprise ★3 of SMO 427 Advising Family Business OR SMO 442 International Family Enterprise AND ★6 of SMO 430 Introduction to Small Business Management SMO 431 New Venture Creation and Organization SMO 441 Business Strategy OR SMO 450V.</p> <p>Recommended Courses for Specific Career Paths Students who are considering the following career paths are encouraged to include the following courses when designing their program of studies: (1) Students who are interested in starting their own business: SMO 430, 431, and 441; HECOL 321. If they will be starting a business with a (current or potential) family</p>	<p>(1) Students with a declared major in Entrepreneurship and <u>Innovation</u> may choose to do a minor in any subject area of Business. See §64.1.5. Minors are not required.</p> <p>(2) Students with a declared major in another area may complete a minor in Entrepreneurship and <u>Innovation as specified below</u>:</p> <p><u>Entrepreneurship and Innovation Minor:</u> <u>SMO 430, SMO 431 and 6 of SMO 427, 428, 441, 442, 445, or 488 – Business and Sustainability).</u></p>
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<p>member: Add HECOL 210 or 310.</p> <p>(2)Students who are interested in joining a family business (their own or someone else's): SMO 427 and 428; HECOL 310 or 313. If they will be working in or with an international family business: Add SMO 442 and 435.</p> <p>(3)Students who are interested in becoming a professional advisor to family enterprises: SMO 427, 428, and 434; and HECOL 313. If they will be advising family enterprises internationally: Add SMO 442 and 435.</p>	
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Rationale: In recent years, student interest in entrepreneurship and innovation has grown dramatically. This has dovetailed with key strategic initiatives of the School of Business to bolster our curricular and co-curricular offerings in entrepreneurship and innovation. This includes our launch of entrepreneurship HUB (eHUB) last year. We also have aggressively sought to build out our entrepreneurship and innovation offerings to serve the broader campus. eHUB is now supported by Central administration and we service students from faculties across campus (arts, science, medicine, ALES, engineering etc.). We have also launched cross-campus student courses -- entrepreneurship 101 -- and this coming year, women's entrepreneurship. While students interested in family enterprise will still be able to take family business courses in the context of our proposed revised major, the revised major will better reflect the demands of students and more properly signal the content of what we aim to deliver through our curricular and co-curricular suite of initiatives. This proposal eliminates the separate stream for Family Enterprise and simplifies the overall requirements.

Submitted By: Yoni Reshef, Chair SMO

Date: January 14, 2016

Department Chair: _____
(signature)

Date: _____

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal to Change the Name of the Major ‘Family Ecology to ‘Family Science’, in the Bachelor of Science in Human Ecology, Faculty of Agriculture, Life and Environmental Science (ALES).**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposed name change of the major Family Ecology to Family Science in the Bachelor of Science in Human Ecology, as proposed by the Faculty of Agricultural, Life and Environmental Science, and as set for the in Attachment 1, to take effect upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Stanford Blade, Dean, Faculty of Agricultural, Life and Environmental Sciences Deanna Williamson, Chair, Department of Human Ecology
Presenter	Rhonda Breitkreuz, Human Ecology Program Chair, Faculty of Agricultural, Life and Environmental Sciences Scott Jeffrey, Associate Dean Undergraduate, Faculty of Agricultural, Life and Environmental Sciences

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve the proposed Program Name Change in the Bachelor of Science in Human Ecology, from the Family Ecology Major to the Family Science Major
The Impact of the Proposal is	To align with the shift in the discipline of family ecology nomenclature as recognized by the National Council of Family Relations. This change is supported by peer institutions looking to promote common branding of the discipline. “Family science” is broad enough to encompass the key content of the discipline, and “science” denotes scientifically rigorous and engaged scholarship.
Replaces/Revises (eg, policies, resolutions)	B.Sc. in Human Ecology with a major in Family Ecology
Timeline/Implementation Date	July 1, 2017 (Effective for the 2017-2018 <i>University Calendar</i>)
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Minor coding changes for Campus Solutions will be requested. Recruitment literature and websites will be updated. All sections of the Calendar that mention the major are will be updated.
Supplementary Notes and context	The 2017-2018 Calendar changes were circulated June 14, 2016 and approved

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the	<u>Those who have been informed:</u> •
	<u>Those who have been consulted:</u> • HECOL 440 Class, informal discussion, March 2016. • Department of Human Ecology, endorsed, March 2016. • Email to all undergraduate Human Ecology students, April 2016.

FINAL Item No. 8

Governance Toolkit section Student Participation Protocol >	<ul style="list-style-type: none"> Human Ecology Student Associate, letter of support (attached) ALES Faculty Council, approved, October 3, 2016 Faculty of Science, consulted, November 2016
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none">
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – December 14, 2016
Final Approver	GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>BUILD</p> <p>1.OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p>
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). “26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university”</p> <p>2. PSLA Section 29(1) “A faculty council may (a) determine the programs of study for which the faculty is established [] (c) provide for the admission of students to the faculty [] (e) authorize the granting of degrees, subject to any conditions or restrictions that are imposed by the general faculties council.”</p> <p>3. GFC Academic Planning Committee Terms of Reference (Mandate)</p> <p>“13. Existing Undergraduate and Graduate Academic 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 advisers will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC.”</p>

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - 5) Proposal for Name Change from Family Ecology to Family Science
- Attachment 2 (page(s) 1 - 1) Letter of support from the Human Ecology Students’ Association (HESA)

Prepared by: Kate Peters, Portfolio Initiatives Manager (peters3@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	Family Ecology Major
Credential awarded	Bachelor of Science in Human Ecology
Proposed Implementation Date	July 1, 2017

- Proposed new name.
BSc in Human Ecology, Family Science Major
- Describe the institution's internal approval process for the proposed change.
 - Human Ecology Department Council, Faculty of Agricultural, Life and Environmental Sciences (ALES) March, 2016
 - Academic Coordinating Committee, ALES Faculty Council, October 3, 2016
 - General Faculties Council Academic Planning Committee December 14, 2016
- 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.

In 2015, the Department of Human Ecology Undergraduate Program Committee discussed the merits of changing the name of the Family Ecology Major to the Family Science Major. In March, 2016, the Department of Human Ecology Department Council approved this change, in conjunction with recommendations for changes to the University of Alberta Calendar.

The impetus for this change came from discussions organized by the National Council of Family Relations (NCFR). NCFR, established in 1938, is the organization developed to catalyze research, theory, and practice related to families. It has 3200 members worldwide. Annually, it organizes an international conference, and houses three top-tier family science journals.

In August 2014, NCFR published findings from a task force assigned with examining the future of the discipline of family science. One of the key issues that surfaced from task force consultations and reviews was the concern about the "identity crisis" of the discipline of family science. One of the reasons identified for the difficulty in branding family science

effectively was the differences in names for departments and family related degrees: family studies, human development, family ecology, family and human development, etc.

There is now convergence around the notion that “family science” is a name that should be used to promote common branding of the discipline. The term “family” is broad enough to encompass the key content of the discipline, and “science” denotes a scientifically rigorous and engaged scholarship within the discipline. Moreover, graduates of the major receive a Bachelor of Science degree (BSc in Human Ecology). In line with this thinking, Faculty Members in the Human Ecology Department agree that it is time to change the name of our major to reflect the general shift in the discipline of family science as recognized by the National Council of Family Relations.

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.

There are no expected impacts on students as this is a simple name change. Once approved, students will be admitted into the Family Science Major and will graduate with that major. Students previously admitted will graduate from the Family Ecology Major (the major to which they were admitted). Students in the Family Ecology Major who wish to graduate with a Family Science Major will be permitted to transfer to the Family Science major. There are no curricular changes resulting from the name change, so no students will be disadvantaged by the change.

Consultations with students included:

- In March 2016, 25 students in a senior level Family Ecology course (HECOL 440) were invited to discuss the proposed name change in class. A few students noted that they saw the measure as enhancing the profile of the discipline in Canada. Nobody raised any objections.
 - In April 2016, an email was sent to all students in the Human Ecology program in April 2016. The email explained the proposed change and solicited student feedback. Of the 168 students who received the email, three replied with positive reactions. There were no negative comments received.
 - Students were present as voting members when the proposal was approved at meetings of the Human Ecology Undergraduate Program Committee, the Human Ecology Department Council, the ALES Faculty Council. There were no dissenting votes or comments.
 - The Human Ecology Students Association, which represents the interests of all Human Ecology students, was consulted and supports the change (see attached letter of support).
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.

NCFR discussions have involved stakeholder groups, including other post-secondary institutions, professional/regulatory bodies and employers. There are no anticipated impacts on stakeholder groups.

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.

There will be limited impact on other units. Minor coding changes for Campus Solutions will be requested. Recruitment literature is updated annually, so the name change will be easily adopted. ALES will ensure that all sections of the Calendar that mention the major are updated.

APPENDIX 1: Proposed Calendar Change

current	proposed
<p>BSc Human Ecology</p> <p>...</p> <p>Notes</p> <hr/> <ol style="list-style-type: none"> 1. Professional Designation: To meet the educational requirements for Professional Human Ecologist designation, students must present ★36 in Human Ecology, Nutrition and Food Science, or Nutrition, including HECOL 100, plus ★12 in course work closely related to their specialization. 2. A course may be used for credit only once in a program. 3. SOC 210 is recommended for the Family Ecology major. 4. PSYCO 104 is required for the Family Ecology major. ... 5. SOC 100 and PSYCO 105 are required for Family Ecology major. Social Sciences/Humanities courses are selected from Agricultural and Resource Economics (AREC), any course offered by the Faculty of Arts, Native Studies (NS, except NS 100), Rural Sociology (R SOC), and Theology (CHRTC or CHRTP). ... <p>Practicum Program</p> <p>...</p> <p>BSc Major Requirements Family Ecology Major</p>	<p>BSc Human Ecology</p> <p>...</p> <p>Notes</p> <hr/> <ol style="list-style-type: none"> 1. Professional Designation: To meet the educational requirements for Professional Human Ecologist designation, students must present ★36 in Human Ecology, Nutrition and Food Science, or Nutrition, including HECOL 100, plus ★12 in course work closely related to their specialization. 2. A course may be used for credit only once in a program. 3. SOC 210 is recommended for the Family Science major. 4. PSYCO 104 is required for the Family Science major. ... 5. SOC 100 and PSYCO 105 are required for Family Science major. Social Sciences/Humanities courses are selected from Agricultural and Resource Economics (AREC), any course offered by the Faculty of Arts, Native Studies (NS, except NS 100), Rural Sociology (R SOC), and Theology (CHRTC or CHRTP). ... <p>Practicum Program</p> <p>...</p> <p>BSc Major Requirements Family Science Major</p>

Proposed by: R. Breitkreuz, HE
Rationale for Change: Updating major name to reflect scientific approaches to studying families and relationships.

Family Ecology Major [ALES]

The Family Ecology major provides students with the opportunity to learn about family strengths, issues, prevention and intervention techniques across the life span. Some areas that will be covered are parent-child relationships, family relations, community diversity, community development, sexuality, family challenges, aging, and family finances. Graduates will work in jobs such as program coordinators, career counselors, family support workers, credit counselors, retirement planners, life skills educators, and community programmers.

...

Family Science Major [ALES]

The Family Science major provides students with the opportunity to learn about family strengths, issues, prevention and intervention techniques across the life span. Some areas that will be covered are parent-child relationships, family relations, community diversity, community development, sexuality, family challenges, aging, and family finances. Graduates will work in jobs such as program coordinators, career counselors, family support workers, credit counselors, retirement planners, life skills educators, and community programmers.

...

Proposed by: R. Breitkreuz, HE
Rationale for Change: Updating major name to reflect scientific approaches to studying families and relationships.

October 19, 2016

RE: FAMILY SCIENCE NAME CHANGE

The Human Ecology Students' Association (HESA) is managed by undergraduate students within the Department of Human Ecology at the University of Alberta. Executive Members provide networking opportunities with the professional community for existing and newly-admitted undergraduate students. HESA also serves as a formal means for addressing student concerns within the department. HESA has weekly membership meetings, organizes four annual events, and currently has nineteen members. Representatives from HESA attend Department Council meetings and are also on the Undergraduate Program Committee. We are an active student group that is very involved in our department and university community.

HESA supports the proposed change for the Family Ecology major to be renamed Family Science. Students were consulted about the name change and had the opportunity to provide feedback in-person and via e-mail. We think this change will better align our program with the broader field of Family Science, better positioning our graduates to be recognized within this field and the labor market.

Sincerely,



Emily Hendsbee
HESA Co-President



Nadine Lai
HESA Co-President

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Revisions to the Discrimination, Harassment and Duty to Accommodate Policy and Related Procedures**

Motion: THAT the GFC Academic Planning Committee recommend to General Faculties Council proposed revisions to the Discrimination, Harassment and Duty to Accommodate Policy and related Procedures as set forth in Attachments 1, 2 and 3, to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Vice-President (Finance and Administration) Provost and Vice-President (Academic)
Presenter	Logan Mardhani-Bayne (Initiatives Manager, Audit and Analysis) Wade King (Senior Advisor, Office of Safe Disclosure and Human Rights)

Details

Responsibility	Vice-President (Finance and Administration) Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To update the Policy and related Procedures as follows: <ul style="list-style-type: none"> • Update definitions and text to account for amendments to Alberta Human Rights Act • Update names, descriptions and responsibilities of campus services to reflect current names and functions • Clarify status of post-doctoral fellows under this policy by referencing applicable policy already in place • Transfer procedural information from Policy to Procedure and merge existing Discrimination and Harassment Procedures to comply with standard university practice and for clarity • Update Related Links to reflect current resources • Apply other minor textual edits for clarity and to reflect current practice
The Impact of the Proposal is	To bring the Policy into alignment with the Alberta Human Rights Act and to improve clarity to users of the policy.
Replaces/Revises (eg, policies, resolutions)	Discrimination, Harassment and Duty to Accommodate Policy Duty to Accommodate Procedure Discrimination and Harassment – Allegations Against Staff Procedure Discrimination and Harassment – Allegations Against Students Procedure
Timeline/Implementation Date	Upon final approval
Estimated Cost /funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Following governance approval, revised policy and procedures will be communicated through outreach activities of the Office of Safe Disclosure and Human Rights
Supplementary Notes and context	See Policy and Procedures (redline versions) and Summary of Input from NASA.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Office of the Provost (Initiatives Manager and SAO) • Advancement (SAO) • University Relations (SAO) • Research (SAO) • Finance and Administration (SAO and VP) • Facilities and Operations (SAO) • Student Conduct and Accountability (Director, Student Judicial Affairs) • Students' Union (President) • Graduate Students' Association (President) • Human Resource Services (OHE, Faculty Relations) • Student Accessibility Services and Student Success Centre • UAPS (Director) • Sexual Assault Centre (Director) • General Counsel (Senior Counsel) • AASUA • NASA • Vice-Provosts' Council (Oct. 17) • President's Executive Committee – Operations (Oct. 27) <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Office of Safe Disclosure and Human Rights (Senior Advisor)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – December 14, 2016 GFC Executive Committee – January 16, 2017 General Faculties Council – January 30, 2017 Board Human Resources and Compensation Committee – Feb 28, 2017 Board Safety, Health and Environment Committee – March 1, 2017 Board of Governors – March 17, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>Goal: BUILD</p> <p>Objective 2, Strategy ii: Review, improve, and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.</p> <p>Objective 3, Strategy ii: Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.</p>
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Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)

1. **Post-Secondary Learning Act.** The Post-Secondary Learning Act (PSLA) gives the Board of Governors the authority to “develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta” (Section 60(1)).

Further, the Board of Governors “must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for [...] any other activities the board considers necessary or advantageous” (Section 19(e)).

2. **Post-Secondary Learning Act.** The PSLA gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and over student affairs (Section 31), including authority concerning "student discipline."

3. **Alberta Human Rights Act:**

“4 No person shall ...

(b) discriminate against any person or class of persons with respect to any goods, services, accommodation or facilities that are customarily available to the public, because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons or of any other person or class of persons.

7(1) No employer shall ...

(b) discriminate against any person with regard to employment or any term or condition of employment, because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or of any other person.”

4. **GFC Academic Planning Committee** Terms of Reference (Mandate):

“The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...] [T]he President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC. APC is also responsible to GFC for promoting an optimal learning environment for students and excellence in teaching, research, and graduate studies.”

5. **GFC Executive Committee** Terms of Reference

“5. Agendas of General Faculties Council

GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...]

When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.”

	<p>6. General Faculties Council Terms of Reference (Mandate) “The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: • high level strategic and stewardship policy issues or matters of significant risk to the University”</p> <p>7. Board Human Resources and Compensation Committee (BHRCC) Terms of Reference: “3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to, and the Board delegates to the Committee responsibility and authority for, all policies and procedures affecting staff working conditions at the University and matters for collective bargaining and related service contracts. The Committee shall also consider any other matter delegated to the Committee by the Board. Without limiting the generality of the foregoing the Committee shall: [...] c) review and approve material changes to personnel policies of the University that are outside the regular collective bargaining process and consider trends affecting such policies;”</p> <p>8. Board Safety, Health and Environment Committee (BSHEC) Terms of Reference: “3. Mandate of the Committee Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all matters concerning environmental health and the protection of the health, safety and security of the University community and the general public at the University as well as University student health and wellness. The Committee shall also consider any other matter delegated to the Committee by the Board. Without limiting the generality of the foregoing the Committee shall: a) provide oversight regarding the environmental health, safety and security of the University community: (i) approve University policies and procedures relating to environmental health, safety, and security issues and compliance therewith; b) provide oversight regarding student health and wellness initiatives and strategies on campus: (i) review and approve University policies and procedures relating to student health and wellness issues;”</p>
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Attachments:

1. Discrimination, Harassment and Duty to Accommodate Policy (pages 1 - 10)
2. Discrimination and Harassment Complaint Procedure (pages 1 - 6)
3. Duty to Accommodate Procedure (pages 1-8)
4. Summary of Input from the Non-Academic Staff Association (pages 1 - 3)

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Original Approval Date: May 11, 2012

Most Recent Approval:

Discrimination, Harassment and Duty to Accommodate Policy

Office of Accountability:	Provost and Vice-President (Academic) Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice-Provost & Associate Vice-President, Human Resources
Approver:	Board of Governors (Board Human Resources and Compensation Committee) General Faculties Council (GFC Executive Committee)
Scope:	Compliance with this University policy extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Overview

As a leading teaching and research institution whose work is local, national, and international, the University of Alberta is responsive to the needs of a diverse student population and workforce, as well as to the urban, rural, francophone, Aboriginal, and multicultural communities in which it does its work. The University is enriched by diversity, and it welcomes and seeks to include many voices, including those that have been under-represented or excluded.

This policy is guided by the following principles:

1. Equity

Equity is about fairness: in access – to education, to employment – and in opportunity to succeed in these domains. As a guiding principle of this policy, equity reflects an understanding that the University of Alberta is an increasingly diverse community and that it will respect and value the differences of its members.

2. Responsibility

Responsibility for achieving a work, study, and living environment free of harassment and discrimination falls on ~~every member of the University community~~ **individual to whom this Policy applies**. All members can reasonably expect to pursue their work and studies in a safe and respectful environment. Neither the University nor any ~~members of the University community~~ **associated individual** shall practice or condone any discriminatory or harassing conduct that adversely affects the pursuit of work and study or life on campus. ~~Members of the University community~~ **Individuals** who are aware of acts of discrimination or harassment are encouraged to take appropriate steps to stop the discriminatory or harassing behavior. Advice and assistance may be sought from anyone in a position of authority, such as a supervisor, instructor or administrator. More formal advice and assistance may be sought from the Office of Safe Disclosure and Human Rights (OSDHR),

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~~Student Ombud Service (SOS)~~ **Office of the Student Ombuds (OSO)**, the Association of Academic Staff University of Alberta (AASUA), the Non-Academic Staff Association (NASA), ~~Health Promotion and Worklife Services (HPaWS)~~ **Human Resource Services (HRS) and Organizational Health and Effectiveness (OHE)**, the Office of the Dean of Students and ~~Specialized Support and Disability Services (SSDS)~~ **Student Accessibility Services (SAS)**.

3. Academic Freedom

The University of Alberta's motto, *Quaecumque Vera* (whatsoever things are true) declares the University's commitment to academic freedom and freedom of speech. As an institution of higher learning and research, the University is devoted to discovery, debate, difference of opinion, and the careful and public weighing of ideas and actions. Members of the University have the right to pursue the truth in their research and publications, artistic creations, teaching, learning, service, and public debate. This includes the right to question and criticize the status quo. Academic freedom, however, is not without limits. It is not, for example, a justification or license for discrimination or harassment ~~or for preventing the lawful exercise of free speech.~~

Purpose

The purpose of this policy is to foster and protect a **respectful environment** for work, study, and living that supports ~~the dignity and equality of~~ **equity for** all members of the University of Alberta. This policy expresses the University's commitment to a work, study, and living environment that is free of **discrimination** and **harassment**, and it ensures that the University of Alberta will meet both its obligations under law and its ethical responsibilities as an institution of higher learning. These legal and ethical responsibilities include the **duty to accommodate** and the provision of opportunities to persons who require **accommodation** based on a **protected ground**.

POLICY

1. DISCRIMINATION OR HARASSMENT

It is the policy of the University of Alberta that acts of discrimination or harassment committed by any **individual to whom this policy applies** ~~member of the University community~~ are strictly prohibited. Discrimination and harassment in the work, study and living environment includes, but is not limited to, discrimination and harassment on University of Alberta property, at University-related functions, in the course of work or study assignments outside the University, at work or study-related conferences or training sessions, during work or study-related travel, or by phone, computer, or other electronic means.

Individuals affected by discrimination or harassment will be provided with a process for making and resolving complaints. Complaints relating to sexual violence will be addressed under the *Sexual Violence Policy*. Complaints of discrimination or harassment will be addressed and resolved in a timely manner, whenever possible. **When a complaint of discrimination or harassment is established, appropriate action is taken, regardless of the authority or seniority of the offender.** Individuals who engage in harassing or discriminatory behaviours may be subject to disciplinary action.

The University has an overriding institutional interest in maintaining an environment free from discrimination and harassment and may therefore itself initiate an investigation, or become a complainant, or continue with a complaint withdrawn by a complainant.

Retaliation or reprisal against a person who has made a complaint, or against witnesses to a complaint, are similarly prohibited. Individuals who engage in retaliation may be subject to disciplinary action.

The University also recognizes the serious nature of allegations of discrimination and harassment that are made in bad faith, and it may take disciplinary action should allegations of discrimination or harassment be shown to be malicious, frivolous, fraudulent, or vexatious. Submitting a complaint in good faith, even when the complaint cannot be ~~proven~~ **established**, is not a violation of this policy.

Procedures on reporting and resolving discrimination or harassment complaints are published under this policy.

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2. DUTY TO ACCOMMODATE

To ~~assist~~ **enable** members of the University **community** to make their full contributions, the University of Alberta will take reasonable steps to accommodate individuals who are disadvantaged by employment, tenancy, or educational rules, standards, policies, or practices related to protected grounds to the point of **undue hardship**, or as required by law.

The University is committed to academic excellence. Accommodation ~~of students with disabilities~~ neither requires nor implies that the University lower its academic **or professional** standards. Nor does accommodation relieve ~~the students~~ of the responsibility to **develop demonstrate** the essential skills and competencies required by programs, **or relieve staff of the responsibility to meet the performance requirements of a position in which they are accommodated.**

Accommodation of members of the University community requires the University to take ~~appropriate~~ **reasonable** steps to eliminate discrimination resulting from a rule, practice or barrier that has a negative effect on a person **by reason of a protected ground.** ~~with a need for accommodation.~~ The University's duty to accommodate is far-reaching. However, the law recognizes that, in certain circumstances, a limitation on individual rights may be reasonable and justifiable if the University can show that the discriminatory practice, standard, decision or rule is a "bona fide requirement" (BFR) or a "bona fide occupational requirement" (BFOR) **and/or that accommodation would impose undue hardship on the University.**

The University will apply current legal requirements in making such determinations. ~~Currently,~~ ~~to~~ justify a practice, standard, decision or rule as a BFR or BFOR, the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:

- a) was adopted for a rational purpose connected to the performance of the job or the provision of the service;
- b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service;
- c) is reasonable and necessary to the fulfillment of the job or service.

To show that the practice, standard, decision or rule is reasonable and necessary, the University must demonstrate that accommodation of the employee or student would impose undue hardship on the University.

Procedures on requesting and ~~dealing with~~ **addressing** accommodation issues are published under this policy and include examples of accommodation measures and **assessing** ~~ments~~ **of** undue hardship.

3. GENERAL RESPONSIBILITIES

~~While~~ It is a guiding principle of this policy that all members of the University community – **including the Board of Governors and General Faculties Council** – share responsibility for creating and maintaining a work, study, and living environment **that supports the dignity of and equity for all persons, accommodates individuals based on protected grounds and is** free of discrimination and harassment. As such, the University recognizes its **institutional responsibility to:** ~~the following particular responsibilities.~~

- implement effective policy and procedures ~~on~~ to address discrimination and harassment and for resolving complaints of discrimination and harassment informally and formally
- where a discrimination or harassment complaint has been established, take appropriate regardless of the authority or seniority of the offender and consider whether a **remedy** may be offered to the person who experienced discrimination or harassment.
- implement effective policy and procedures to reasonably **accommodate members of the University community**, when and to the extent required by law ~~to members of the University community.~~
- promote awareness of this policy and its related procedures as well as relevant support services on campus
- maintain a safe, confidential and neutral mechanism for members of the University community to report concerns and/or make inquiries related to this policy
- ensure that requests for accommodation are addressed in accordance with any applicable employment agreements, student policies and this policy and related procedure

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Additionally, all senior leaders, including the President, Vice-Presidents, Deans, Directors and Chairs and other officers of the University ~~exercise~~ **have** administrative responsibility to implement this policy and associated ~~related~~ **related** procedures ~~and to give effect to the guiding principles of this policy~~, including by creating, supporting and maintaining a work environment that supports dignity and equity for all members of the University community, ~~accommodates in identified protected grounds and is free of discrimination and harassment~~. Specific ~~administrative~~ **administrative** responsibilities are ~~enumerated~~ **set out** in the procedures published under this policy.

All members of the University community are responsible for understanding discrimination, harassment, and duty to accommodate issues, working towards ensuring respectful work and learning spaces, promoting awareness about these issues and creating work and learning spaces in which members of the University community can raise questions about discrimination and harassment without fear of reprisal.

~~a. Board of Governors, General Faculties Council and President~~

~~Through its Board of Governors, General Faculties Council and President, the University of Alberta is responsible, in particular, for:~~

- ~~i. Providing effective policy and procedures on discrimination and harassment, including those for **informal resolution** and **formal resolution**.~~
- ~~ii. Providing effective policy and procedures for reasonable accommodation, when and to the extent required by law, to members of the University community.~~
- ~~iii. Providing for review of this policy from time to time and as required.~~

~~b. The University of Alberta~~

~~The University has an overriding interest in maintaining an environment free from discrimination and harassment and may therefore itself initiate an investigation, or become a complainant, or continue with a complaint withdrawn by a complainant. The University of Alberta is responsible for:~~

- ~~i. Ensuring that accommodation options are investigated in a respectful and timely manner with persons applying for accommodation.~~
- ~~ii. Ensuring that requests for accommodation are addressed as appropriate pursuant to any applicable negotiated employment agreements, student policies and the terms of this policy.~~
- ~~iii. Ensuring that when a complaint of discrimination or harassment is upheld, appropriate action is taken, regardless of the authority or seniority of the offender.~~
- ~~iv. Considering whether a **remedy** may be offered to a member of the University community who has experienced discrimination or harassment.~~
- ~~v. Ensuring that, through the Office of Safe Disclosure and Human Rights (OSDHR), education about, and information to create awareness of this policy are made available to all members of the University community.~~
- ~~vi. Ensuring that, through OSDHR, easily accessible information on discrimination, harassment and the duty to accommodate can be found on the University website and that the information clearly outlines issues, describes the process for both **complainant** and **respondent** and for persons requesting accommodation and provides information about relevant support services on-campus.~~
- ~~vii. Ensuring that the University provides information to members of the University community regarding their right to seek accommodation.~~

~~c. Vice-Presidents, Deans, Directors and Chairs~~

~~Under this policy, Vice-Presidents, Deans, Directors, Department Chairs and other officers of the University have an administrative responsibility to uphold the University's policy on discrimination, harassment, and duty to accommodate. They are responsible within their portfolios for creating, supporting, and maintaining a work environment that is free of discrimination and harassment. This administrative responsibility includes, but is not limited to:~~

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- ~~i. Working to inform themselves and members of the University community for whom they are responsible of the provisions of this Policy and supporting awareness about discrimination, harassment, and duty to accommodate issues.~~
- ~~ii. Promoting and supporting the educational efforts of the University to make its members aware of discrimination, harassment, and duty to accommodate issues and of their responsibility under this policy.~~
- ~~iii. Supporting, participating in, and ensuring that within their portfolios, reasonable accommodation is provided when and to the extent required by law. If the need for accommodation is evident, responsibility for providing it may exist even if the person requiring it does not self-identify. Vice-Presidents have specific responsibility for authorizing and providing funds to assess accommodation options and have them implemented.~~
- ~~iv. Participating in processes aimed at resolving complaints of discrimination and harassment and supporting the determined remedy as appropriate under the agreed-upon terms.~~
- ~~v. Ensuring proper collection, retention of and access to accommodation records, which respects the privacy interests of the individual and the University's need for sufficient information to assess and implement accommodations.~~

~~d. Supervisory Staff, Instructors and Students~~

~~Supervisory staff, instructors and students are responsible for:~~

- ~~i. Recognizing the responsibility of all members of the University community to understand discrimination, harassment, and duty to accommodate issues;~~
- ~~ii. Working in partnership towards ensuring respectful work and learning spaces and promoting awareness about issues related to discrimination, harassment, and duty to accommodate.~~
- ~~iii. Creating work and learning spaces in which members of the University community can raise questions about discrimination and harassment without fear of reprisal.~~

~~e. Office of Safe Disclosure and Human Rights (OSDHR)~~

~~The University employs a Safe Disclosure and Human Rights Advisor ["the Advisor"]. The Advisor's responsibilities include:~~

- ~~i. Maintaining a safe, confidential and neutral space where members of the University can report concerns and/or make inquiries related to this Policy.~~
- ~~ii. Providing advice and information on policies and procedures relating to discrimination, harassment, and duty to accommodate to complainants, respondents, applicants for accommodation and members of the University community.~~
- ~~iii. Providing advice and/or referral services (including, but not limited to AASUA, NASA, Student OmbudService, Sexual Assault Centre, Specialized Support and Disability Services and Health Promotion and Worklife Services (HPaWS)) to any member of the University community who asks for help with a discrimination or harassment problem or with an application for accommodation.~~
- ~~iv. Developing and implementing an educational framework focused on preventing discrimination and harassment as well as informing or training members of the University community of the provisions of this Policy. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.~~
- ~~v. Monitoring, where possible, resolution processes undertaken to resolve matters that arise under this policy to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.~~
- ~~vi. Reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.~~

~~f. Specialized Support and Disability Services (SSDS)~~

~~i. For Students~~

~~SSDS, the office responsible for providing specialized support and disability services, is guided by the mandate of the University of Alberta's Policy for Students with Disabilities of~~

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~~“attracting and retaining qualified students with disabilities”. The office serves prospective and current students whose permanent disabilities involve conditions affecting mobility, vision, hearing, and physical and mental health. It coordinates the process of accommodating students with disabilities in cooperation with faculties, departments, and appropriate units by:~~

- ~~i. Evaluating the impact of the disability (based on formal documentation of disability and student information) in the context of meeting academic program requirements on a case by case basis.~~
 - ~~ii. Making recommendations, and coordinating implementation of, reasonable accommodation without compromising academic standards and in keeping with the University’s policies and human rights legislation.~~
 - ~~iii. Promoting and advising on universal design and access to all areas of university life in which students with disabilities participate (such as classroom, lab and field experience learning, housing, recreation, electronic instruction and communication and university events).~~
 - ~~iv. Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.~~
- ~~ii. For Faculty and Staff~~
- ~~SSDS works in close liaison with the Student OmbudService, HPaWS, faculties, departments, and various other administrative units throughout the University to promote an inclusive and accessible teaching, research, and work environment for employees with disabilities and to advance recruitment initiatives consistent with the University’s employment equity plan. To that end, the office:~~
- ~~i. Promotes barrier-free workspaces and inclusive practices that accommodate disability.~~
 - ~~ii. Guides departments/units in understanding equity issues and the accommodation process.~~
 - ~~iii. Recommends specific accommodations which promote the individual’s ability to meet work and professional competencies while diminishing impact of disability.~~
 - ~~iv. Facilitates or supports reasonable accommodation efforts and provides support to employees with disabilities and their supervisors and units.~~
 - ~~v. Provides consultation to, or referral of, faculty and staff members who experience difficulty meeting professional or work-related responsibilities due to disability.~~
 - ~~vi. Provides direct services such as communication support for deaf and hard of hearing employees, evaluation, training, and technical support with adaptive technology, access to materials in alternate format, loan of ergonomic furniture and equipment, and adaptive technology and software.~~
 - ~~vii. Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.~~
 - ~~viii. Works closely with the offices that provide human resource services, environmental health and safety services, safe disclosure and human rights services, and specific units in supporting faculty and staff members with disabilities.~~

~~g. Additional Resources~~

~~A large variety of additional specialized support services, such as the Sexual Assault Centre, the Aboriginal Student Services Centre, Student Legal Services and the Chaplain’s Association, can provide information, counseling, and support to persons involved in issues of discrimination, harassment, and accommodation. Those seeking advice or information as it pertains to University policy are encouraged to contact the Office of Safe Disclosure and Human Rights or the Student OmbudService which can also provide referrals to the support service units.~~

~~As part of its commitment to provide a work, study, and living environment free from discrimination and harassment, the University will review from time to time the resources needed to carry out this Policy.~~

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DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲Top	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Respectful Environment	The respectful environment is characterized by a shared commitment to civility and human dignity. It values and respects academic freedom and it welcomes a diversity of perspectives. It recognizes and rejects activities that are harmful to mutual respect and is committed to educating members of the University about respect in work, study, and living environments. The work, study and living environment extends beyond the University's campuses and properties and includes, but is not limited to, University-related functions, work or study assignments outside the University, work or study-related conferences or training sessions, work or study-related travel, and communication by phone, computer, or other electronic means.
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the protected grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.
Harassment	<p>Conduct or comment, either one-time or repeated that:</p> <ul style="list-style-type: none"> a) is demeaning, intimidating, threatening, or abusive; and b) is not trivial or fleeting in nature; and c) causes offence and should have reasonably been expected to offend; and d) serves no legitimate purpose for the work, study or living environment, and e) undermines authority or respect in the work, study or living environment, or impairs work or learning performance, or limits opportunities for advancement or the pursuit of education or research, or creates an intimidating, hostile or offensive work or learning environment. <p>Harassment includes <u>bullying</u>, which is a form of aggression that may include physical, verbal, or emotional abuse. Bullying poisons the work, study or living environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior, abuse of power, and/or unfair sanctions which make the individual feel threatened, humiliated, and/or vulnerable.</p> <p><u>Sexual Harassment</u> may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the person who is the target of the harassment.</p> <p>It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.</p>

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	<p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p><u>Racial Harassment</u> involves unwanted or unwelcome comments, conduct or behavior that humiliates, intimidates, excludes or isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.</p>
Duty to Accommodate	<p>The duty to accommodate obligates the University to make reasonable adjustments, to the point of undue hardship or as required by law, to the delivery of services (including teaching and the method of evaluation) and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the protected grounds.</p>
Accommodation	<p>Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to alleviate any adverse impacts on persons that result from the application of reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, due to which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the protected grounds. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual. The process requires reasonable accommodation, not instant or perfect accommodation. The recipients of accommodation (e.g. students, faculty and staff) may be required to try different accommodation options. The University is required to provide reasonable accommodation up to the point of undue hardship.</p> <p>Accommodation neither requires nor implies that the University lower its academic or professional standards. Nor does accommodation relieve students of the responsibility to demonstrate the essential skills and competencies required by programs or staff of the responsibility to meet the performance requirements of a position in which they are accommodated.</p>
Bona fide requirement (BFR) / Bona fide occupational requirement (BFOR)	<p>A limitation on individual rights may be reasonable and justifiable if the University can show that a discriminatory practice, standard, decision or rule is a “bona fide requirement” (BFR) or “bona fide occupational requirement” (BFOR). To justify such a determination Currently, to establish a BFR or BFOR, , the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:</p> <ol style="list-style-type: none"> a) was adopted for a rational purpose connected to the performance of the job or the provision of the service; b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service; c) is reasonable and necessary to the fulfillment of the job or service.
Protected Grounds	<p>Discrimination is prohibited based on the following protected grounds:</p> <ol style="list-style-type: none"> a) race

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	<ul style="list-style-type: none"> b) colour c) ancestry d) place of origin e) religious beliefs f) gender, gender identity and gender expression (including pregnancy and gender identity) g) physical disability h) mental disability i) marital status j) family status k) source of income l) sexual orientation m) age n) political beliefs; <p>or any other groups as amended from time to time.</p>
<p>Undue Hardship</p>	<p>The University has a duty to take reasonable steps to accommodate individual needs to the point of undue hardship. Undue hardship occurs when accommodation would create onerous conditions for the University. While undue hardship will be decided in the circumstances of each case, onerous conditions may include, but are not limited to, the following. When the proposed accommodation would: including but not limited to the following, should be considered:</p> <ul style="list-style-type: none"> a) pose when there is a risk to the safety of others or a substantive risk of personal injury to the person seeking accommodation, b) entail unreasonable financial cost such that a program or service would cease to exist, or otherwise be unreasonable for the University to bear the costs of accommodation, c) effectively lower academic and/or when accommodation alternatives would result in lowering performance standards or result in substantive job requirements being unmet, d) unduly disrupt or interfere with when the accommodation would be unduly disruptive to an academic staff or collective agreement or cause substantial detrimental effects on other employees, e) When an educational accommodation would result in essential elements of an educational service or program not being offered to other students, or cause a detrimental effect on other students. as a result of accommodating an individual or a group of students. <p>All students are bound by the Code of Student Behaviour.</p>
<p>Informal Resolution</p>	<p>Informal resolutions are those that achieve remedies agreeable to complainants and respondents, but do not invoke formal resolution procedures. Informal resolutions involve the relevant parties, and may include coaching, counseling, supporting, mediating, or otherwise facilitating the resolution of the complaint. See procedures linked to this Policy.</p>
<p>Formal Resolution</p>	<p>Formal resolutions are effected through procedures described in the University's academic staff and collective agreements with AASUA and NASA, in the Code of Student Behaviour, in the Postdoctoral Fellows Policy or in the procedures linked to the Discrimination, Harassment and Duty to Accommodate Policy.</p>
<p>Remedy</p>	<p>The general purposes of a remedy are:</p> <ul style="list-style-type: none"> a) to restore, as closely as possible, to a person whose complaint of discrimination or harassment has been sustained, the position she or he would have been in had the discrimination or harassment not occurred; and b) To prevent further acts of discrimination or harassment.

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	A remedy will be appropriate to the individual case and severity of the finding of discrimination or harassment. It may include, but is not limited to, an apology, the creation of a policy, a promise or requirement to cease the behaviour, or a transfer.
Complainant	A complainant is a person who alleges s/he has experienced believes he or she has been a victim of discrimination and/or harassment and initiates a complaint against a member of the University community or other individual covered under this Policy.
Respondent	A respondent is a member of the University community who has been accused of discrimination or harassment by a complainant.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [[▲Top](#)]

Administrative and Professional Officer Agreement (University of Alberta)
Alberta Human Rights Act (Government of Alberta)
Code of Student Behaviour (University of Alberta)
Discrimination and Harassment Complaint Guidelines for Students (University of Alberta)
Employment Equity and Human Rights (Government of Alberta and Canada)
Ethical Conduct and Safe Disclosure Policy (University of Alberta)
Faculty Agreement (University of Alberta)
Faculty Service Officer Agreement (University of Alberta)
Federal Contractors Program (Government of Canada)
Helping Individuals at Risk Policy (University of Alberta)
Human Resource Services (University of Alberta)
Librarian Agreement (University of Alberta)
Office of the Student Ombuds (University of Alberta)
NASA Collective Agreement (University of Alberta)
Office of Safe Disclosure and Human Rights (University of Alberta)
Postdoctoral Fellows Policy (University of Alberta)
Sessional Agreement (University of Alberta)
~~Specialized Support and Disability Services~~ **Student Accessibility Services** (University of Alberta)
University of Alberta Protective Services (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

Duty to Accommodate Procedure
Discrimination and Harassment Complaint Procedure
~~Discrimination and Harassment—Allegations Against Students Procedure~~
~~Discrimination and Harassment—Allegations Against Staff Procedure~~

U of A Policies and Procedures On-Line (UAPPOL)

Original Approval Date: May 11, 2012

Most Recent Approval:

Discrimination and Harassment – Allegations Against Staff Complaint Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice-Provost & Associate Vice-President, Human Resources
Approver:	Vice-Provost and Associate Vice-President (Human Resources) Vice Provost and Dean of Students
Scope:	Compliance with this University procedure extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Purpose

This Procedure establishes general responsibilities related to **discrimination** and **harassment** and specific procedures which apply where a complaint of discrimination or harassment is brought against a faculty or staff member, **student or post-doctoral fellow (PDF)** at the University of Alberta. This procedure also provides guidance for any party involved in such a complaint. The procedure for cases in which a complaint of discrimination or harassment is brought against a student can be found in the **Discrimination and Harassment – Allegations Against Students Procedure**.

~~Informal resolution and formal resolution procedures for complaints of discrimination and harassment are described in order to ensure an established process for the management and resolution of complaints.~~

~~Informal and formal resolution and formal resolution procedures will be applied according to the University of Alberta's negotiated investigative, disciplinary, or grievance procedures as contained in its agreements with the Association of Academic Staff at the University of Alberta (AASUA), the Non-Academic Staff Association (NASA), the Code of Student Behaviour, *Postdoctoral Fellows Dispute Resolution Procedure* and other applicable contracts or policies.~~

~~This procedure is guided by the principles of **natural justice** and by the principles that all parties will act in good faith, that the confidentiality contemplated by the process will be maintained and that no complainant or respondent will coerce another party. Examples of coercive behavior include threats and intimidation.~~

PROCEDURE

This procedure is guided by the principles of **natural justice** and by the principles that the parties involved in a complaint will act in good faith, that the confidentiality contemplated by resolution processes will be maintained and that no complainant or respondent will retaliate against the other party. Examples of retaliation include threats and intimidation.

RESPONSIBILITIES[1]:

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The following parties have specific responsibilities under this procedure.

President, Vice-Presidents, Deans, Directors and Chairs are responsible for:

- informing themselves and **members of the University community** for whom they are responsible of the provisions of the *Discrimination, Harassment and Duty to Accommodate Policy* and associated Procedures and supporting awareness about discrimination and harassment issues.
- participating in processes aimed at resolving complaints of discrimination and harassment and supporting the determined remedy as appropriate under agreed-upon terms.

The Office of Safe Disclosure and Human Rights (OSDHR) is responsible for:

- providing advice and information on policies and procedures relating to discrimination and harassment to complainants, respondents and members of the University community.
- providing advice and/or referral services (including, but not limited to AASUA, NASA, Office of the Student Ombuds (OSO), Sexual Assault Centre, Student Accessibility Services (SAS), Human Resource Services (HRS) and Organizational Health and Effectiveness (OHE) to any member of the University community who asks for help with a discrimination or harassment problem.
- developing and implementing an educational framework focused on preventing discrimination and harassment as well as informing or training members of the University community of the provisions of this Procedure. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.
- monitoring, where possible, the resolution processes engaged under this Procedure to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.
- reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.

INFORMAL RESOLUTION^[2]

The informal resolution processes referred to above allow the participants a greater measure of control in the process and in the outcomes than is afforded by formal resolution processes. Depending on the nature of a specific case, informal procedures may not be an appropriate option for parties to pursue. Resolution resulting from an informal process may take many forms but the following aspects of the outcome of the process are consistent:

- a. all parties agree to the resolution;
 - b. the resolution is documented in writing; AND
 - c. the parties take ownership for the resolution and self-enforce the agreement. The following list of resources may provide assistance with informal resolution of a discrimination or harassment complaint.
- The Office of Safe Disclosure and Human Rights
 - Office of the Student Ombuds (OSO)
 - Faculty and Staff Relations
 - Human Resource Services
 - A department Chair or graduate Chair, or other official in a department or a Dean or Associate Dean, in the case of a Faculty without department Chairs
 - Graduate Student Assistance Program
 - University Health Centre
 - Counseling and Clinical Services
 - Sexual Assault Centre
 - University of Alberta Protective Services
 - Student Success Centre
 - Student Accessibility Services
 - International Student Services
 - Student Legal Services
 - Aboriginal Student Services Centre
 - Chaplains' Association
 - Association of Academic Staff University of Alberta (AASUA)
 - Non-Academic Staff Association (NASA)

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FORMAL RESOLUTION

Any party may choose to engage a formal resolution process for a discrimination or harassment complaint at any time without repercussion. Under no circumstances will the lack of willingness to engage in an informal process or failure to reach an informal agreement be held against any party in a formal resolution. A formal resolution process may also be engaged when a resolution reached through an informal process fails.[3]

ALLEGATIONS AGAINST FACULTY AND STAFF

1. ALLEGATIONS AGAINST SUPPORT STAFF COMPLAINTS

- a. Resolution procedures for support staff complaints, where the **complainant** and/or the **respondent** are both ~~is~~ a NASA members, are found in Article 18 “*Discrimination and Harassment Complaints*” of the Common Provisions of the NASA Collective Agreement.

2. ALLEGATIONS AGAINST ACADEMIC STAFF COMPLAINTS

- a. Resolution procedures for academic staff complaints, where the respondent is an AASUA member, are found in Article 16 “*Discipline*” of the AASUA Faculty Agreement, the Administrative and Professional Officer Agreement, the Faculty Service Officer Agreement, the Librarian Agreement, and in Article 13 “*Discipline*” of the Sessional and Other Temporary Staff Agreement, Article 14 of the Contract Academic Teaching Staff Agreement and Article 16 of the Trust/Research Academic Staff Agreement

~~3. STUDENT COMPLAINTS~~

- ~~a. When the complainant is a student and the respondent is an AASUA or a NASA member, resolution procedures are found in Article 16 “*Discipline*” of the AASUA Faculty Agreement, the Administrative and Professional Officer Agreement, the Faculty Service Officer Agreement, the Librarian Agreement, and in Article 13 “*Discipline*” of the Sessional and Other Temporary Staff Agreement, Article 14 of the Contract Academic Teaching Staff Agreement, Article 16 of the Trust/Research Academic Staff Agreement, and Article 18 “*Discrimination and Harassment Complaints*” of the NASA Collective Agreement.~~
- ~~b. When the complainant and respondent are both students, refer to the *Discrimination and Harassment – Allegations Against Students Procedure*.~~
- ~~c. When the complainant is an AASUA or NASA member and a student is the respondent, the Code of Student Behaviour will apply.~~

3. ALLEGATIONS AGAINST STUDENTS

- a. Resolution procedures ~~The Code of Student Behaviour~~ is the formal resolution mechanism for complaints of discrimination or harassment raised against a student at the University of Alberta, whether that complaint is raised by another student or by any member of the University community, **are found in the Code of Student Behaviour.**
- b. Resolution procedures for complaints against an academically employed graduate student acting in that capacity, **are found in the provisions of the Graduate Student Assistantship Collective Agreement.**

For further information on both the informal and formal resolution processes, refer to the Discrimination and Harassment Complaint Guideline for Students.

4. ALLEGATIONS AGAINST POSTDOCTORAL FELLOWS (PDFs)

- a. Resolution procedures for complaints against postdoctoral fellows are found in the *Postdoctoral Fellows Discipline Procedure*.

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DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top](#)

Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.
Harassment	<p>Conduct or comment, either one-time or repeated that:</p> <ul style="list-style-type: none"> a) is demeaning, intimidating, threatening, or abusive; and b) is not trivial or fleeting in nature; and c) causes offence and should have reasonably been expected to offend; and d) serves no legitimate purpose for the work, study or living environment, and e) undermines authority or respect in the work, study or living environment, or impairs work or learning performance, or limits opportunities for advancement or the pursuit of education or research, or creates an intimidating, hostile or offensive work or learning environment. <p>Harassment includes <u>bullying</u>, which is a form of aggression that may include physical, verbal, or emotional abuse. Bullying poisons the work, study or living environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior, abuse of power, and/or unfair sanctions which make the individual feel threatened, humiliated, and/or vulnerable.</p> <p><u>Sexual Harassment</u> may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the target of the harassment.</p> <p>It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.</p> <p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p><u>Racial Harassment</u> involves unwanted or unwelcome comments, conduct</p>

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	or behavior that humiliates, intimidates, excludes or isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.
Informal Resolution	Those resolutions that achieve remedies agreeable to respondents and complainants, but do not invoke formal resolution procedures. Informal resolutions involve the relevant parties and many include coaching, counseling, supporting, mediating or otherwise facilitating the resolution of the complaint.
Formal Resolution	Resolutions effected through procedures described in the disciplinary clauses or grievance procedures of the University's academic staff agreements or collective agreement or with AASUA and NASA, in the Code of Student Behaviour, in the Postdoctoral Fellows Policy, or in other procedures linked to the Discrimination, Harassment and Duty to Accommodate Policy.
Natural Justice	<p>The University of Alberta strives to ensure that the principles of natural justice, as summarized below, apply to the adjudication of disputes between persons or organizations. For a full outline of the principles and how they are applied, employees should consult their applicable collective or academic staff agreement and students should consult the <i>Code of Student Behaviour</i>.</p> <p>The principles of natural justice include:</p> <ol style="list-style-type: none"> a) members of the University are entitled to representation by the Association to which they belong (AAS:UA, NASA, GSA, SU) or, in the case of students, to receive advice from by the Student OmbudService Office of the Student Ombuds (OSO), Student Legal Services or other student advisors during any stage of the process. b) respondents have the right to know the identity of the complainant and details of a complaint, c) investigations will normally be completed in a timely manner, d) complainants, respondents and witnesses will have protection from reprisals, e) complainants and respondents will have the opportunity to present information in support of their positions and to defend themselves against allegations, and f) complainants and respondents have the right to receive clarification of the investigator's findings, if needed. <p>Unless otherwise noted in the applicable collective or academic staff agreement or the <i>Code of Student Behaviour</i>, this policy does not confer any rights upon complainants or respondents to examine or cross-examine witnesses.</p>
Complainant	<ol style="list-style-type: none"> a. A person who believes they or another person have experienced been a victim of discrimination or harassment and initiates a complaint, or b. The Union or the Employer when making a complaint under Article 18 of the NASA agreement
Respondent	<ol style="list-style-type: none"> a. A person who has been accused of discrimination or harassment by a complainant, or b. The Union or the Employer under Article 18 of the NASA agreement

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [[▲Top](#)]

NASA Collective Agreement (University of Alberta)

Faculty Agreement (University of Alberta)

Administrative and Professional Officer Agreement (University of Alberta)

Faculty Service Officer Agreement (University of Alberta)

Librarian Agreement (University of Alberta)

Sessional Agreement (University of Alberta)

[Graduate Student Assistantship Collective Agreement \(University of Alberta\)](#)

[Contract Academic Staff: Teaching Agreement \(University of Alberta\)](#)

[Sessional and Other Temporary Staff Agreement \(University of Alberta\)](#)

[Trust/Research Academic Staff Agreement \(University of Alberta\)](#)

[Code of Student Behaviour \(University of Alberta\)](#)

U of A Policies and Procedures On-Line (UAPPOL)

Original Approval Date: May 11, 2012

Most Recent Approval:

Duty to Accommodate Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice-Provost & Associate Vice-President, Human Resources
Approver:	Provost and Vice-President (Academic)
Scope:	Compliance with this University procedure extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Overview

The *Alberta Human Rights Act* (the "Act") prohibits discriminatory conduct against, or effects on, individuals who would, because of a characteristic that falls within a **protected ground**, experience discrimination in the **protected areas** of employment, tenancy and access to goods, services, accommodations and facilities customarily available to members of the public. **Members of the University community**, who would experience discrimination because of a characteristic that falls within a protected ground, have the right to be reasonably accommodated.

The provision of reasonable accommodations gives effect to the inherent dignity of each individual and enables individuals to equitably participate in those protected areas, including services related to post-secondary education. Some of these services include, but are not limited to, participation in or access to course work, practicum and clinical placements, co-op placements, employment, graduate internships, library services, athletic services, school teams, cafeteria services, parking and transport services, computing services, health services, counseling services and others. The University is required to provide reasonable accommodation up to the point of undue hardship, except in cases where the University can show that the discriminatory practice, standard, decision or rule is a "**bona fide requirement**" (BFR) or a "**bona fide occupational requirement**" (BFOR). Examples of accommodation measures and assessing undue hardship information can be found in a link at the end of this procedure.

Purpose

~~Accommodation enables equitable participation in the areas of employment, tenancy, education, and access to other goods and services.~~

~~Accommodation should be provided in a manner that respects the dignity of the individual, meets the needs of that particular individual, promotes integration and full participation, and respects confidentiality.~~

~~Academic accommodation aims to ensure that members of the University community who would experience discrimination based on any of the protected grounds have reasonably equal access to services provided by post-secondary education. These services include but are not limited to course work, practicum and clinical placements, co-op placements, graduate internships, library services, athletic services, school teams, cafeteria services, parking and transport services, computing services, health services, counseling services and others.~~

~~The University is required to provide accommodation up to the point of **undue hardship**.~~

The purpose of this procedure is to set out:

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- the general responsibilities that various University units have to fulfil the duty to accommodate
- the process to request and implement reasonable accommodations and the more specific responsibilities that each party has in the search for reasonable accommodations
- the appeal process in the event there is an alleged failure to reasonably accommodate a member of the University community
- information related to privacy and document retention.

PROCEDURE

GENERAL RESPONSIBILITIES

The **duty to accommodate** is an institutional obligation and a shared responsibility between the University and the member of the University community requiring accommodation. Any department or unit may be called upon to implement accommodation and the primary responsibility for considering and effecting an accommodation, up to the point of undue hardship, rests with the department or unit.

The following parties have additional responsibilities for supporting the duty to accommodate on campus:

President, Vice-Presidents, Deans, Directors and Chairs are responsible for:

- Working to inform themselves and members of the University community for whom they are responsible of the provisions of this Policy and Procedure and supporting awareness about duty to accommodate issues.
- Supporting, participating in, and ensuring that within their portfolios, reasonable accommodation is provided ~~when and to the extent required by law~~. If the need for accommodation is evident, responsibility for providing it may exist even if the person requiring it does not self-identify. Vice-Presidents have specific responsibility for authorizing and providing funds to assess accommodation options and have them implemented.
- Ensuring proper collection, retention of and access to accommodation records, which respects the privacy interests of the individual and the University's need for sufficient information to assess and implement accommodations.

The Office of Safe Disclosure and Human Rights (OSDHR) is responsible for:

- Providing advice and information on policies and procedures relating to the duty to accommodate to complainants, respondents, those requesting accommodation and members of the University community.
- Providing advice and/or referral services to any member of the University community who asks for help in relation to a request for accommodation, including, but not limited to AASUA, NASA, Office of the Student Ombuds (OSO), Student Accessibility Services (SAS) and Human Resource Services (specifically Organizational Health and Effectiveness – OHE).
- Developing and implementing an educational framework focused on informing or training members of the University community ~~of the provisions of~~ about this Procedure. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.
- Monitoring, where possible, resolution processes undertaken to resolve matters that arise under this Procedure to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.
- Reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.

Student Accessibility Services (SAS), the office responsible for providing specialized support and accessibility services, is guided by the mandate of the University of Alberta's *Policy for Students with Disabilities* of "attracting and retaining qualified students with disabilities". SAS ~~The office serves~~ prospective and current students whose ~~permanent disabilities involve conditions~~ affecting mobility, vision, hearing, and physical and mental health. It coordinates the process of accommodating students with disabilities in cooperation with faculties, departments, and appropriate units by:

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- Evaluating the impact of barriers in the environment and of the disability (based on formal documentation of disability and student information) in the context of meeting academic program requirements on a case by case basis.
~~● Making~~ Recommending and coordinating the implementation of reasonable accommodations while maintaining academic standards ~~and in keeping with the University's policies and human rights legislation.~~
- Promoting and advising on universal design and access to all areas of university life in which students with disabilities participate (such as classroom, lab and field experience learning, housing, recreation, electronic instruction and communication and university events).
- Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.
- Guiding departments/units in understanding equity issues and the accommodation process to mitigate accessibility barriers for students with disabilities.
- Working closely with the offices that provide services to students, environmental health and safety services, safe disclosure and human rights services, and specific units in supporting students with disabilities.

Human Resource Services (HRS) has primary responsibility for disability management and ~~permanent~~ accommodation due to physical or mental disability for faculty and staff. HRS works in close liaison with faculties, departments, and other administrative units to promote an inclusive and accessible teaching, research, and work environment for employees with disabilities and to advance recruitment initiatives consistent with the University's employment equity plan. To that end, HRS:

- Promotes barrier-free workspaces and inclusive practices that accommodate disability.
- Recommends and facilitates specific accommodations which promote the individual's ability to meet work and professional competencies ~~while diminishing impact of disability.~~
- Facilitates reasonable accommodation efforts and provides support to employees with disabilities and their supervisors and units.
- Provides consultation to, or referral of, faculty and staff members who experience difficulty meeting professional or work-related responsibilities due to disability.
- Provides advice and assistance to staff members and departments regarding adaptive technology and software, communication support for deaf and hard of hearing employees and ergonomic furniture and equipment, and administers the University's Reasonable Accommodation Fund.
- Works closely with University Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.

A large variety of additional specialized support services can provide information, counseling, and support to persons involved in issues of discrimination, harassment, and accommodation. Those seeking advice or information as it pertains to University policy are encouraged to contact the Office of Safe Disclosure and Human Rights or the Office of the Student Ombuds (OSO), which can also provide referrals to the support service units.

ACCOMMODATION PROCESS

At all stages of the ~~accommodation~~ process, ~~responses should be timely and constructive.~~ ~~of providing accommodation, timeliness is critical.~~ Requests for accommodation will be considered on a case by case basis, and decisions will be made within a timeframe that is respectful of both individual needs and operational realities. ~~Examples of accommodation measures and assessing undue hardship information can be found in a link at the end of this procedure.~~

Both the person seeking accommodation and the University have rights and responsibilities in the accommodation process. These are generally outlined below.

1. THE PERSON ~~REQUIRING~~ REQUESTING ACCOMMODATION IS RESPONSIBLE FOR:

- a. Reviewing the University's policy regarding accommodation, and in the case of an employee, the relevant provisions of any applicable collective or academic staff agreement;

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- b. Making ~~his or her~~ **their** needs known to the best of ~~his or her~~ **their** ability, preferably in writing, so that the person responsible for assessing and implementing accommodation may engage in a dialogue about possible accommodations;
- c. Making timely disclosure of the request for accommodation, preferably before adverse consequences are experienced;
- d. Answering questions or providing information about relevant restrictions or limitations, including information from health care professionals, where appropriate, and as needed;
- e. Participating in discussions about possible accommodation solutions;
- f. Cooperating with any experts whose assistance is required to manage the accommodation process;
- g. Meeting agreed upon performance standards once accommodation is provided;
- h. Working with the accommodation provider in an ongoing manner to manage the accommodation process.
- i. **If the individual is a student, making application for provincial and federal grants to defray the cost of accommodation.**

2. THE UNIVERSITY IS RESPONSIBLE FOR:

~~Responding to a request for accommodation in a timely and constructive way.~~ The duty to accommodate is triggered when ~~the~~ **an** individual ~~requiring~~ **requests** accommodation ~~makes the request,~~ or **where** ~~in the case of an unreported disability,~~ when the University should reasonably have known that ~~the~~ **an** individual ~~suffered from~~ **has** a disability requiring accommodation.

Once aware that accommodation is, or may be, required, the appropriate University representative is responsible for:

- a. Requesting from the individual in need of accommodation whatever medical or other information is reasonably necessary to assess the need for accommodation and to identify sufficiently that individual's specific needs. Assistance may be requested from offices including but not limited to:
 - i. ~~For student queries— Student OmbudService (SOS)~~ **Office of the Student Ombuds (OSO)** or **Specialized Support and Disability Services (SSDS)** **Student Accessibility Services (SAS)** for student queries
 - ii. ~~For academic and support staff queries—~~ **Organizational Health and Effectiveness (OHE)** for academic and support staff queries
 - iii. **If Office of Safe Disclosure and Human Rights (OSDHR), if unsure of the appropriate body to address the query** ~~for initial queries for members of the University community.~~
- b. Considering the specific needs of the individual, in consultation with ~~SSDS, HPaWS~~ **SAS, OHE** and/or OSDHR as appropriate, determine what accommodation (short of undue hardship) can be made in order to **remove barriers to** allow the individual to continue in employment, studies, research or other activities and to access the facilities and services of the University.
- c. If the accommodation under consideration may impinge upon or conflict with:
 - i. the terms of the staff agreements for **Administrative and Professional Officers**, Librarians, Sessional or Other Temporary Staff, Trust/Research Academics, agreements for excluded support staff or the NASA collective agreement, then ~~the Employee Relations unit (in Human Resource Services)~~ should be consulted for advice, assistance or input.
 - ii. the terms of the agreements with postdoctoral fellows, graduate teaching/research assistants, AASUA Faculty, Contract Academic Staff, Teaching or Faculty Service Officers, then the Faculty and Staff Relations office (in the Office of the Provost & Vice-President Academic) should be consulted for advice, assistance or input.

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iii. the **academic or employment** qualifications, educational program requirements or performance standards set by the University's governing bodies, then the Office of the Dean (or delegate) for the Faculty should be consulted for advice, assistance or input.

d. Doing what is required to provide accommodation to support an individual affected by discrimination, to the extent required by the law. For example, exceptions will be made for certain types of permissible discrimination recognized under the Alberta Human Rights Act such as age and marital status discrimination permitted for pension plans.

3. ALTERNATE AVENUES OF COMPLAINT

~~If it is determined that other avenues of complaint/appeal may be more appropriate, guidance will be provided to the complainant by SOS, SSDS, HPaWS or OSDHR as to the options available for consideration.~~

3. APPEALS^[2]

When efforts to arrange accommodation **for students or staff** at the Department or Unit level are unsuccessful, a review may be conducted by the Dean (or delegate) of the relevant Faculty **or equivalent authority within an administrative department**, and **by** the offices of administrative responsibility for this policy (see page 1 of this procedure). Seeking such advice as is necessary, they will determine whether **reasonable** accommodation can be made at an institutional level.

If it is determined that other avenues of complaint/appeal would be more appropriate, guidance will be available from the Office of Safe Disclosure and Human Rights or ~~Student OmbudService Office of the Student Ombuds (OSO)~~ on any internal or external options.

4^[3]. PRIVACY

The University will respect the individual's dignity and privacy throughout the accommodation process, subject to such reasonable exceptions as are necessary to assess and implement accommodation. ~~Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law.~~ The University will provide details of the accommodation to those who need to know, and will ~~consult with~~ **notify** the individual who has sought accommodation about those disclosures. **Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law, or otherwise in accordance with the Freedom of Information and Protection of Privacy Act.**

4- 5. DOCUMENT RETENTION

- a. When produced, the University, through the offices of ~~SSDS or HPaWS~~ **SAS or OHE** or the employee's home department or unit, will retain written records **produced in the accommodation process**, according to the University's retention schedule and ~~in accordance with~~ **any applicable** legislation, of the:
- ~~request for accommodation, and the date~~ **required the request was made**,
 - options considered,
 - form of accommodation offered to the affected individual, **if any**, and ~~her or his~~ **their** response, and
 - date the accommodation request was concluded, if applicable.

5. PRIVACY

~~The University will respect the individual's dignity and privacy throughout the accommodation process, subject to such reasonable exceptions as are necessary to assess and implement accommodation. Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law. The University will provide details of the accommodation to those who need to know, and will consult with the individual who has sought accommodation about those disclosures.~~

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6. APPEALS

When efforts to arrange accommodation at the Department or Unit level are unsuccessful, a review may be conducted by the Dean (or delegate) of the relevant Faculty and the offices of administrative responsibility for this policy (see page 1 of this procedure). Seeking such advice as is necessary, they will determine whether accommodation can be made at an institutional level.

If it is determined that other avenues of complaint/appeal would be more appropriate, guidance will be available from the Office of Safe Disclosure and Human Rights or Student OmbudService on any internal or external options.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲Top	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Accommodation	<p>Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the Protected Grounds. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual. The process requires reasonable accommodation, not instant or perfect accommodation. The recipients of accommodation (e.g. students and staff) may be required to try different accommodation options. The University is required to provide reasonable accommodation up to the point of undue hardship.</p> <p>Accommodation of students neither requires nor implies that the University lower its academic standards. Nor does accommodation relieve the student of that student's responsibility to develop the essential skills and competencies required by programs. Accommodation neither requires nor implies that the University lower its academic or professional standards. Nor does accommodation relieve students of the responsibility to demonstrate the essential skills and competencies required by programs or staff of the responsibility to meet the performance requirements of a position in which they are accommodated.</p>
Undue Hardship	<p>The University has a duty to take reasonable steps to accommodate individual needs to the point of undue hardship. Undue hardship occurs when accommodation would create onerous conditions for the University.</p> <p>While undue hardship will be decided in the circumstances of each case, onerous conditions, including but not limited to the following, should be considered:</p> <ol style="list-style-type: none"> a) when there is a risk to the safety of others or a substantive risk of personal injury to the person seeking accommodation. b) when financial cost is such that a program or service would cease to exist due to the financial burden of the accommodation, or other circumstances where it would be unreasonable to expect the University to bear the costs of accommodation. c) When accommodation alternatives would result in lowering performance standards or in substantive job requirements being

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	<p>unmet.</p> <p>d) When the accommodation would be unduly disruptive to an academic staff or collective agreement or cause substantial detrimental effect on other employees.</p> <p>e) When an educational accommodation would result in essential elements of a service or a program not being offered to other students, or cause a detrimental effect on other students, as a result of accommodating an individual or a group of students.</p> <p>All students are bound by the Code of Student Behaviour. Accommodation of students neither requires nor implies that the University lower its standards nor does accommodation relieve the student of their responsibility to develop the essential skills and competencies required by programs.</p>
<p>Bona fide requirement (BFR) / Bona fide occupational requirement (BFOR)</p>	<p>A limitation on individual rights may be reasonable and justifiable if the university can show that a discriminatory practice, standard, decision or rule is a “bona fide requirement” (BFR) or “bona fide occupational requirement” (BFOR). To justify such a determination, the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:</p> <ul style="list-style-type: none"> a) was adopted for a rational purpose connected to the performance of the job or the provision of the service; b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service; c) is reasonable and necessary to the fulfillment of the job or service.
<p>Duty to Accommodate</p>	<p>The duty to accommodate obligates the University to make reasonable adjustments, to the point of undue hardship or as required by law, to the delivery of services (including teaching and the method of evaluation) and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the Protected Grounds.</p>
<p>Protected Grounds</p>	<p>Discrimination is prohibited based on the following protected grounds:</p> <ul style="list-style-type: none"> a) race b) colour c) ancestry d) place of origin e) religious beliefs f) gender, gender expression and gender identity (including pregnancy and gender identity) g) physical disability h) mental disability i) marital status j) family status k) source of income l) sexual orientation m) age n) political beliefs; <p>or any other groups as amended from time to time.</p>
<p>Protected Areas</p>	<p>Discrimination is prohibited in the following protected areas:</p> <ul style="list-style-type: none"> a) employment b) tenancy c) access to goods and services d) access to accommodations or facilities customarily available to

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	members of the public
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [[▲Top](#)]

Alberta Human Rights Act (Government of Alberta)

Sample Form – Notification of Need for Accommodation, Clarification of Need and Outcome of Accommodation Request (Canadian Human Rights Commission)

Reasonable Accommodation Fund (University of Alberta)

Financial Resources (University of Alberta)

[Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate](#)

[Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate Students with Disabilities in Post-Secondary Educational Institutions \(Alberta Human Rights Commission\)](#)

Consultation on Updates to the Discrimination, Harassment and Duty to Accommodate Policy

Summary of Input from the Non-Academic Staff Association Meeting of October 18, 2016

Discrimination, Harassment and Duty to Accommodate Policy	
<p>Overview, 2. Responsibility</p> <ul style="list-style-type: none"> - Revise references to “university community” to match Policy’s revised Scope statement 	Implemented wherever relevant
<p>Policy, 1. Discrimination or Harassment</p> <ul style="list-style-type: none"> - Third paragraph, strengthen language to clarify that if a complaint is upheld, appropriate action will be taken regardless of the seniority of the offender 	Implemented
<p>Policy, 2. Duty to Accommodate</p> <ul style="list-style-type: none"> - Retain description of BFOR within the body of the policy 	Implemented, preceded by the following statement: “The University will apply current relevant legal requirements in making such a determination.” This statement is intended to convey that should the test outlined in the policy be superseded by changes in case law, the University will observe legal requirements.
<p>Policy, 3. General Responsibility</p> <ul style="list-style-type: none"> - First paragraph, change “accommodates” to “accommodation - In statement of institutional responsibility, clarify that this applies to the Board of Governors and General Faculties Council - Bulleted list, second bullet: reorganize sentence for clarity - Retain the statement that the university will review the resources needed to carry out this policy 	<p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>On review with General Counsel, this commitment is believed to be implied in the institutional responsibilities outlined in the Policy – i.e., the University is already obligated under the Policy to provide resources sufficient to fulfill its obligations.</p>
<p>Definitions</p> <ul style="list-style-type: none"> - Respectful Environment: add reference to electronic communication to match the statement contained in the body of the policy - Undue hardship: remove reference to Code of Student Behaviour 	<p>Implemented</p> <p>Implemented</p>

Discrimination and Harassment Procedure	
Formal Resolution, 1. Allegations against support staff, a. <ul style="list-style-type: none"> - Change “respondent is a NASA member” to “complainant and/or respondent is a NASA member” 	Implemented
Informal Resolution <ul style="list-style-type: none"> - Add AASUA and NASA to bulleted list 	Implemented
Duty to Accommodate Procedure	
Overview <ul style="list-style-type: none"> - First paragraph, final sentence: change “may have the right...” to “have the right” 	Implemented
Procedure, General Responsibilities <ul style="list-style-type: none"> - In description of Human Resource Services, correct second sentence to read “HRS works in close liaison with faculties” 	Implemented
Procedure, Accommodation Process, Preamble <ul style="list-style-type: none"> - Clarify that response should be both timely and constructive 	Implemented
Procedure, Accommodation Process, 2. The University if Responsible for <ul style="list-style-type: none"> - c. Change “HR Partnerships Unit” to “HRS” 	Implemented
Procedure, Accommodation Process, 3. Appeals <ul style="list-style-type: none"> - Add reference to the possibility of review by the head of an administrative department 	Implemented
Procedure, Accommodation Process, 4. Privacy <ul style="list-style-type: none"> - Clarify which party is empowered to determine when consultation will unduly compromise safety or timeliness 	Removed text in question In preceding sentence, changed “consult with” to “notify” for greater specificity concerning the university’s obligation to inform the individual requesting accommodation Moved sentence beginning “Exceptions to...” to the end of the paragraph and added “or otherwise in accordance with the Freedom on Information and Protection of Privacy Act”
Definitions <ul style="list-style-type: none"> - Undue Hardship: remove reference to Code of Student Behaviour 	Implemented
Related Links <ul style="list-style-type: none"> - Add Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate 	Implemented

Other items discussed:

- The Procedures do not provide a process for dealing with allegations against persons other than staff, students and postdoctoral fellows. This may require future consideration.
- Additional communication may be required to clarify that protections for pregnancy remain in place under the protected grounds of gender, gender identity and gender expression.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to the Helping Individuals at Risk (HIAR) Policy and Procedure**

Motion: THAT the GFC Academic Planning Committee recommend to General Faculties Council proposed revisions to the Helping Individuals at Risk (HIAR) Policy and Procedure (UAPPOL), as set forth in Attachments 1 and 2, to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic); Vice-President (Finance and Administration)
Presenter	André Costopolous, Vice-Provost and Dean of Students and Wayne Patterson, Executive Director and Acting Associate Vice-President (Human Resources)

Details

Responsibility	Provost and Vice-President (Academic); Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	The Helping Individuals at Risk (HIAR) Policy and Procedure (UAPPOL) was approved in 2010. The policy requires that a review of the suite be conducted after three years. Consultations on these changes began in 2013. The proposed changes remove many of the operational directives and details which were included when approved in 2010 which were intended to guide the program implementation. Friendly edits to names of support units and departments and to gendered language have also been made.
The Impact of the Proposal is	The revised policy and procedure have improved clarity and preserve the intent of the documents as approved in 2010.
Replaces/Revises (eg, policies, resolutions)	Helping Individuals at Risk Policy (approved March 26, 2010) Helping Individuals at Risk Procedure (approved March 26, 2010)
Timeline/Implementation Date	Upon final approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A
Supplementary Notes and context	A substantive change to include <i>Academically At Risk</i> as a criteria for assessing individuals at risk was included in early consultations. This change is not included in the final proposed changes.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><i>Those who have been informed:</i></u>
	•
<For further information see the link posted on the Governance Toolkit section	<u><i>Those who have been consulted:</i></u>
	<ul style="list-style-type: none"> • Dean's Council, December 2013 • HR – Organizational Health and Effectiveness (Gerry McCune), February 2013 • Vice-Provost and Dean, Faculty of Graduate Studies and

Final Item No. 10

<p>Student Participation Protocol></p>	<p>Research (Mazi Shirvani and Heather Zwicker), October 2014, February 2015</p> <ul style="list-style-type: none"> • HR Consulting Services (Dan Charlton) November, 2014 • Provost's Advisory Committee of Chairs (PACC) , December, 2014 • AASUA, NASA Meeting, November 2014 • Students' Union, Graduate Students' Association Meeting, November 2014 • Vice-Provost (Learning Initiatives) (July, 2015) • Vice-Provost (Programs) (July, 2015) • Vice-Provost (Programs), January 11, 2016 • Information and Privacy Office (Diane Alguire), February 2, 2016 • PSO Policy Champs Working Group, February 2016 • Residence Services, September 28, 2016 • AASUA, March 2016 (no comments) • GFC Campus Law Review Committee – October 27, 2016 <p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> • Vice-Provost and Dean of Students (Robin Everall and André Costopoulos) • Associate Vice-President (Internal Audit Services) (Mary Person) • University General Counsel (Brad Hamdon) • Director, Helping individuals at Risk Program (Kris Fowler) • Wayne Patterson, Executive Director and Acting Associate Vice-President (Human Resources)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – December 14, 2016 GFC Executive Committee – January 16, 2017 General Faculties Council – January 30, 2017 Board Human Resources and Compensation Committee – February 28, 2017 Board Safety, Health and Environment Committee – March 1, 2017 Board of Governors – March 17, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN Our success as an institution will be determined by our support for our people...</p> <p>OBJECTIVE 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</p> <p>Strategy i: Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health and wellness resources, programs, and services, and promotes resilience and work-life balance.</p> <p>Strategy ii: Bolster resources for and increase access to mental health programs that provide support to students, faculty, and staff.</p> <p>Strategy iii: Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses.</p>
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	<p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Strategy ii: Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): Alberta’s Post-Secondary Learning Act (PSLA) gives the Board of Governors the authority to “develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta” (Section 60(1)). Further, the Board of Governors “must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for [...] any other activities the board considers necessary or advantageous.” (Section 19(c)) 2. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). 3. Campus Law Review Committee (CLRC) Terms of Reference “E. Other GFC Regulations 1. From time to time the Chair of GFC CLRC will bring forward to GFC CLRC items where the Office of the Provost and Vice-President (Academic), in consultation with other units or officers of the University, is seeking the advice of the committee. These matters may include, but are not limited to, rules and regulations, other than discipline codes.” 4. GFC Academic Planning Committee Terms of Reference (Mandate): “The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...] [T]he President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC. APC is also responsible to GFC for promoting an optimal learning environment for students and excellence in teaching, research, and graduate studies.” “APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [...]” 15. Other a. To recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its general responsibility. 4. GFC Executive Committee Terms of Reference (3. Mandate) “GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...]”

Final Item No. 10

	<p>When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.”</p> <p>5. General Faculties Council Terms of Reference (Mandate) “The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: • high level strategic and stewardship policy issues or matters of significant risk to the University”</p>
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Attachments

1. Helping Individuals At Risk Policy (pages 1 - 2)
2. Helping Individuals At Risk Procedure (pages 1 - 3)

Prepared by: Kate Peters, Portfolio Initiatives Manager, peters3@ualberta.ca

Approval Date: March 26, 2010
Most Recent Approval:

Helping Individuals at Risk Policy

Office of Accountability:	Provost and Vice-President (Academic) / Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students Office / Vice-Provost & Associate Vice-President, Human Resources
Approver:	Board of Governors
Scope:	Compliance with University policy extends to all members of the University community. <u>Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); and third party contractors, visiting speakers, volunteers, Emeriti, undergraduate students, graduate students, Postdoctoral Fellows and Visitors to Campus.</u>

Overview

The University is committed to supporting a healthy academic and work environment. Recognizing **At Risk Behaviour** and responding with interest and concern are critical factors in preventing potential violence (including harm to self, others and University property). The objective of this Policy is to create a system that will allow for the gathering of reports of At Risk Behaviour from across the University in order to facilitate a “connecting of the dots” of what could otherwise be viewed as isolated and less urgent incidents. If the connection between those incidents leads to the conclusion that an individual is in need of assistance, the existing support systems in place for members of the University community would work with the **Individual at Risk** in an effort to provide that individual with the assistance required and therefore minimize the possibility of a situation escalating.

It is important to recognize that the University also has systems in place for dealing with disciplinary matters (e.g. The Code of Student Behaviour and the various collective agreements), and for dealing with cases of imminent danger (e.g. The Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (GFC Policy 91) and the Emergency Management ~~Plan~~Office).

Purpose

The purpose of this policy is to facilitate early identification of At Risk Behaviour and create a system designed to receive and consolidate reports of At Risk Behaviour. Consolidating reports of At Risk Behaviour will enable ~~a team to identify~~identification of situations in which seemingly isolated incidents are, in fact, connected so that the At Risk Behaviour can be properly assessed and the Individual At Risk offered assistance when deemed appropriate. Doing so should result in increased mental wellness and/or a decreased risk of violence and at the same time reduce the likelihood of matters escalating.

This policy also offers an opportunity for concerned members of the University Community to report At Risk Behaviour.

POLICY

1. ~~The University will have an **Individuals at Risk Case Team**. Its mandate is to promote early identification of At Risk Behaviour, encourage reporting of such behaviour to the appropriate **Support Unit** or the **Case Team Coordinator**, receive and consolidate those reports, and, if help is not already being provided, refer the matter to the appropriate Support Unit.~~ The University will have a system for identifying Individuals At Risk.
2. ~~The **Individuals At Risk Case Team** is responsible for the education of the community.~~ University will work proactively to educate students, staff, faculty and post-doctoral fellows on recognizing and supporting Individuals at Risk, and on this policy and related procedure. This mandate would include providing specialized training to key positions in the Support Units.
3. ~~The **Individuals at Risk Case Team** will develop and maintain record~~ Record retention protocols ~~which are~~ in alignment with the *Freedom of Information and Protection of Privacy (FOIPP) Act* and existing University policies will be maintained.
4. When information gathered in the course of administration of this Policy is more appropriately addressed through the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct, the information will be referred to the appropriate party as set out in the ~~Protocol~~ General Faculty Council Manual Protocol 91. The files under this policy and procedure will not be used in any other University process except the Protocol.
5. ~~The **Individuals at Risk Case Team**~~ University shall protect the identity of the person making the report to the extent possible under government legislation, University policies, and collective agreements. The person or persons who originated the report and/or brought it to the attention of the ~~**Individuals at Risk Case Team**~~ University can waive that protection to the extent that it applies to them.
6. The University will not tolerate any reprisal, directly or indirectly, against anyone who, in good faith and based on reasonable belief, makes a report. Reports shall not be malicious, frivolous or vexatious.
7. All individuals about whom a report is made will maintain the rights, privileges and protections afforded to them through the *Freedom of Information and Protection of Privacy (FOIPP) Act* and other applicable government legislation, University policies, and collective agreements.
8. Anonymous reports will normally not be acted upon under this Policy without corroborating information.
9. The Case Team Coordinator will report annually to General Faculties Council and to the Board of Governors after each year of operation, subject to privacy concerns, ~~with a formal review of the policy and procedure to occur after three years of operation.~~

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲ Top](#)

At Risk Behaviour	A person's words or conduct that, while not indicative of a clear immediate threat, give rise to a reasonable apprehension that he or she they may engage in conduct injurious to others or himself or herself themselves in the future.
Individual at Risk	A member of the University community <u>as defined in the Scope section</u> who has exhibited At Risk Behaviour.
Individuals at Risk Case Team	A team involved in the assessment of and response to concerns about an Individual at Risk.



Support Unit	A unit or department at the University that, as part of its regular duties, provides assistance to students or staff. Examples include a faculty or department, Human Resource Services (e.g., Health Promotion and Worklife Services) and University Student Services (e.g. Student Counselling Services or Residence Services).
Case Team Coordinator	The individual who chairs, and has general administrative responsibility for, the Individuals at Risk Case Team.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [[▲ Top](#)]

There are no related links for this policy.

PUBLISHED PROCEDURES OF THIS POLICY

[Helping Individuals at Risk Procedure](#)

Approval Date: March 26, 2010

Most Recent Approval:

Parent Policy: [Helping Individuals at Risk Policy](#)

Helping Individuals at Risk Procedure

Office of Administrative Responsibility:	Vice-Provost and Dean of Students Office / Vice-Provost & Associate Vice-President, Human Resources
Approver:	Board Safety Health and Environment Committee
Scope:	Compliance with University procedure extends to all members of the University community. Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); and third party contractors, visiting speakers, volunteers, Emeriti, undergraduate students, graduate students, Postdoctoral Fellows and Visitors to Campus.

Overview

The Helping Individuals at Risk Policy provides a framework for the creation of a system in which seemingly isolated incidents of **At Risk Behaviour** are connected. The consolidation of such reports will ~~enable the Individuals at Risk Case Team to~~ ensure that appropriate assessment and referral for assistance take place. It is expected that **Support Units** will continue to be the main contact and service provider to an **Individual at Risk**.

Purpose

The purpose of the Procedure is to provide details on the processes to be followed to connect and respond to incidents of At Risk Behaviour, ~~including the formation of the Individuals at Risk Case Team.~~

PROCEDURE

1. Any ~~individual on campus~~ person who observes At Risk Behaviour should report that behaviour to the Helping Individuals at Risk Office in accordance with this Procedure ~~and the Reporting Protocols [see attached Info-Doc]~~ in order to ensure that the Individual At Risk is offered appropriate help.
2. ~~The Individuals at Risk Case Team~~ Key internal stakeholders will be ~~chaired by a Case Team Coordinator and engaged as needed to address reported At Risk Behaviours. This will include representation from, as appropriate,~~ the Dean of Students Office, Residence Services, Human Resource Services/Faculty and Staff Relations, ~~Campus Security Services and, if the Case Team Coordinator concludes that it is appropriate, a senior academic administrator from the faculty and University of Alberta Protective Services. A representative from the Faculty(ies) or faculties administrative unit involved. The Individuals at Risk Case Team may call on the expertise of, and~~ internal or external advisors.
3. ~~Reporting At Risk Behaviour to the local Support Unit is the preferred approach. However, reports,~~ may also be submitted to the Case Team Coordinator called upon to assist.
4. If a **Support Unit** receives a report of At Risk Behaviour, it must advise the ~~Case Team Coordinator~~ Helping Individuals At Risk Office as soon as possible. However, it is recognized that service providers working within the Support Units ~~are~~ may be subject to legal, professional and ethical standards relating to client confidentiality which this policy and procedure do not usurp. Service providers are to apply their best professional judgment and expertise to

each situation and make decisions about reporting and disclosure that balance their responsibilities under this policy and procedure with their professional obligations.

~~5. The Case Team Coordinator will receive reports, seek further information or clarification as needed, determine whether there might be a relationship between seemingly unrelated incidents, and gather the Individuals at Risk Case Team, as appropriate. Every effort will be made to work with the Support Unit(s) from which the report(s) originated.~~

~~6. The Individuals at Risk Case Team will meet at such times as the Case Team Coordinator deems necessary to develop an appropriate action plan.~~

~~7. The Individuals at Risk Case Team will provide or facilitate coordinated assessment of available information and appropriate responses and appropriate follow up where Individuals at Risk are identified.~~

~~8. The Individuals at Risk Case Team will refer cases~~4. Cases of At Risk Behaviour that ~~it deems~~are deemed to require intervention will be referred to the appropriate Support Unit(s).

~~9. The Individuals at Risk Case Team will, subject~~5. Subject to protection of privacy considerations, ~~follow up with~~ the person who brought the concern ~~to them to provide~~forward will be provided information on the steps that have been taken.

~~10. This Policy and Procedure do not apply to individuals exhibiting At Risk Behaviour who are not members of the University community. If the Case Team Coordinator receives a report about such an individual, the Case Team Coordinator can refer the matter to Campus Security Services or to the relevant Support Unit,~~

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [[▲Top](#)]

At Risk Behaviour	A person's words or conduct that, while not indicative of a clear immediate threat, give rise to a reasonable apprehension that he or she <u>they</u> may engage in conduct injurious to others or himself or herself <u>themselves</u> in the future.
Individual at Risk	A member of the University community who has exhibited At Risk Behaviour.
<u>Helping Individuals at Risk Case Team Office</u>	A team involved in <u>The office with responsibility to receive reports and coordinate</u> the assessment of and <u>At Risk Behaviour and to support a response</u> to concerns about an Individual at Risk where required.
Support Unit	A unit or department at the University that, as part of its regular duties, provides assistance to students, <u>faculty</u> or staff. Examples include a faculty or department, Human Resource Services (e.g., Organizational Health Promotion and Worklife Services) <u>Effectiveness, HR Partnerships, Faculty and Staff Relations</u> , and University Student Services (e.g. Student Counseling and Clinical <u>Services</u> or Residence Services).

~~**Case Team Coordinator** The individual who chairs, and has general administrative responsibility for, the Individuals at Risk Case Team.~~

FORMS

There are no forms for this Procedure. [[▲Top](#)]



U of A Policies and Procedures On-Line (UAPPOL)

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [[▲ Top](#)]

~~[Helping Individuals at Risk Reporting Protocols \(University of Alberta\)](#)~~