The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, January 17, 2018 meeting:

Agenda Title: **Proposal from the Faculty of Arts for a new Bachelor of Arts (BA) in Modern Languages and Cultural Studies (MLCS)**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority, the new Bachelor of Arts (BA) in Modern Languages and Cultural Studies (MLCS), subject to approval of admission/transfer and academic standing by the GFC Academic Standards Committee, as submitted by the Faculty of Arts and as set forth in Attachment 1, to take effect September 2019.

Final Item: 4

FINAL Item No. 4

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for a new Bachelor of Arts (BA) in Modern Languages and Cultural Studies (MLCS), Faculty of Arts**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority, the new Bachelor of Arts (BA) in Modern Languages and Cultural Studies (MLCS), subject to approval of admission/transfer and academic standing by the GFC Academic Standards Committee, as submitted by the Faculty of Arts and as set forth in Attachment 1, to take effect September 2019.

Item

Action Requested	☒Approval ☐Recommendation
Proposed by	Faculty of Arts
Presenter	Carrie Smith-Prei, Chair, Modern Languages and Cultural Studies; Claudia Kost, Associate Chair, Undergraduate Studies, Modern Languages and Cultural Studies

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposed degree in Modern Languages and Cultural Studies (MLCS) is for a single major with two routes. - the language studies route : students focus on one specific language and the literatures and cultures associated with this language; or, gain proficiency in two languages; and - the cross-cultural route : students focus on cultural literacy and study several cultures and languages through an intercultural and comparative lens) - each route consists of *9 general requirements (*3 with MLCS-prefix, *3 gateway course, *3 capstone course) and at least *24 in route-specific courses - the proposal promotes a study abroad (or other language-immersive) component and experiential learning component
The Impact of the Proposal is	The proposed major provides a more interdisciplinary approach to the teaching of languages, literatures, and cultures and makes it easier for students to study multiple languages. A more coherent and clearer structure will offer greater flexibility for students to create their own diverse paths toward global citizenship. This major will contribute to a more streamlined time to degree for our students and help to ensure better allocation of our resources. In addition, suspensions in the Department in 2014 left several faculty members without an association to a program. The proposed MLCS program will provide a home program for these faculty members. Finally, the proposed program will consolidate all currently existing majors into one new major in Modern Languages and Cultural studies. A total of eight specializations will be suspended.
Replaces/Revises (eg, policies, resolutions)	The program replaces existing majors offered by the Department of MLCS. - the Combined major in French and Spanish

	- Honors in Romance Languages - Comparative Literature major, Honors in Comparative Literature, Combined Honors in Comparative Literature - French major, Honors in French, Combined Honors in French - German major, Honors in German, Combined Honors in German - Latin American Studies major, Honors in Spanish and Latin American Studies.
Timeline/Implementation Date	For the 2019/20 academic year, or upon approval by the Ministry of Advanced Education
Estimated Cost and funding source	See attachment for budget information.
Next Steps (ie.: Communications Plan, Implementation plans)	The proposed major will be submitted to the Ministry of Advanced Education for review after approval by GFC APC.
Supplementary Notes and context	The GFC Academic Standards Committee, with delegated authority from GFC, will review suspension of admission to several programs offered by the Department of MLCS on December 14, 2017. The suspensions will be submitted to the Ministry for review subject to approval of this proposed program:

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>	*Those who have been **informed**:* • ASC-SOS for consultation (Nov. 2, 2017)
	*Those who have been **consulted**:* • Arts Faculty Council (May 25, 2017): voted and passed • Students enrolled in the Department of MLCS (surveyed in Feb. and Nov. 2016) • OASIS – The Faculty of Arts Students Association • University of Alberta International • Community Service Learning • Campus Alberta (Augustana Campus, University of Calgary, University of Lethbridge)
	*Those who are actively **participating**:* • MLCS Curriculum Committee • Department of MLCS (proposal Oct./Nov. 2014 passed; course and calendar change request form, Feb. 2017 passed)
Approval Route (Governance) (including meeting dates)	Faculty of Arts Council – May 25, 2017 GFC Academic Standards Committee – January 18, 2018 GFC Academic Planning Committee – January 17, 2018
Final Approver	GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	*For the Public Good:* GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 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.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	**1. Post-Secondary Learning Act (PSLA)**: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (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. These 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. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC's terms of reference provide that "the term 'substantial' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii). Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC)

| | on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv) |
| | **7. GFC Academic Planning Committee (APC) Terms of Reference (Mandate/Establishment/Termination of Academic Programs):** "To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions." |

Attachments (each to be numbered 1 - 2)

1. New Degree Proposal
2. Appendices A - I

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

Alberta ◢ Enterprise and
Advanced Education

New Degree Proposal Template
(Part A: System Coordination Review)

The following template outlines the information required by Advanced Education and Technology to support System Coordination Review, the first of the two stages in the review process for new degree programs and new specializations in existing degree programs. Completed templates are to be submitted electronically through the ministry's Program and Provider Registry System.

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

Given a positive outcome from System Coordination Review, the proposed program will be recommended to the Minister for referral to Campus Alberta Quality Council for quality assessment, the second stage of review. Please refer to the council's publication, CAQC Handbook: Quality Assessment and Assurance, for further information. This publication is available on the Council's website http://caqc.gov.ab.ca .

Basic Information

Institution	**University of Alberta**
Program/specialization title	**Modern Languages and Cultural Studies**
Credential awarded	**Bachelor's Degree**
Proposed Implementation Date	**September 2019**

SECTION 1: PROGRAM OVERVIEW

1.1 Type of Initiative
New degree program; or new specialization(s) in existing program.

This is a new degree program consolidating all currently existing majors into one new major in Modern Languages and Cultural studies. A total of 8 specializations will be suspended (Comparative Literature: major, Honors, combined Honors; French: major, Honors, combined Honors; German: major, Honors, combined Honors; Latin American Studies: major, Honors Spanish/Latin American Studies; Scandinavian Studies: major, combined Honors; Spanish: major, combined Honors; Romance Languages: Honors; and combined major in French/Spanish.

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.

The Vision Statement of the Department of Modern Languages & Cultural Studies states: "The Department of Modern Languages & Cultural Studies plays an integral role in promoting multilingual proficiency and intercultural understanding to prepare students for life and work as professionals in a global environment and as citizens in a multicultural society." In order to achieve these goals, the Department of Modern Languages & Cultural Studies proposes to consolidate all currently existing major programs into one single major in Modern Languages and Cultural Studies, with two routes: one language studies route and one cross-cultural studies route. The new major provides a more interdisciplinary approach to the teaching of languages, literatures, and cultures, allows students to engage with more than one area of the department more effectively than they can in the current language-based and compartmentalized majors, and makes it easier for students to study multiple languages. The new single major provides a more coherent and clearer structure while offering greater flexibility for students to create their own diverse paths toward global citizenship. This major will contribute to a more streamlined time to degree for our students, aid in the better allocation of our resources, and result in a sustainable program overall. In the language studies route, the new major will allow students to focus on one specific language (and the literatures and cultures associated with this language), or gain proficiency in two languages. The cross-cultural studies route will allow students to focus on cultural literacy and study several cultures and languages through an intercultural and comparative lens, with half of their coursework conducted in English.

Students completing a Major in Modern Languages and Cultural Studies will achieve the following **Program Learning Outcomes** which align with the expectations for program design and degree-level standards as laid out in the Campus Alberta Quality Council (CAQC) Handbook and the Canadian Degree Qualifications Framework (CDQF) (for a detailed mapping of courses to learning outcomes, please see Template B: 5.1.1):

At the end of the program, students will be able to:
- demonstrate functional language proficiency in at least one foreign language;
- evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization;
- integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research;
- engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.

In alignment with core concepts of the University of Alberta's Institutional Strategic Plan "For the

Public Good" and the Faculty of Arts BA Renewal, this new major will 1) offer **improved opportunities for experiential learning** inside and outside of the classroom, and 2) **emphasize study abroad or other language-immersive options**, while maintaining the same academic rigour and focus as the current departmental majors.

Experiential learning can be described as "learning by doing" and may take different forms inside and outside the classroom. Outside of the classroom, Community Service-Learning, field trips during study abroad, or field work connected to course assignments are good examples that have been used in our department. MLCS is already heavily invested in Community Service-Learning, currently offering approximately eight CSL courses each year. As a recent CSL Annual Report (2015-2016) showed, a third of all CSL-based or CSL-including courses taught in the Faculty of Arts during that academic year (9 out of 29 courses; 31%) was taught in the Department of MLCS, demonstrating our strong commitment to Community Service-Learning. CSL components include assignments such as translation projects for not-for-profit organizations in Edmonton, sending university students to local schools to assist in the classrooms, developing cultural units for the Alberta elementary school curriculum, and conducting ethnographic research with local communities. By volunteering in the community, students not only gain valuable experiences which they connect with the content of a university course, they also start networking with potential future employers and making contacts that may be useful in their personal and professional lives.

Inside the classroom, experiential learning might take the form of project-based learning and simulations which enhance students' learning experiences by allowing them to apply their knowledge to real-life situations. In addition to the already described CSL courses, recent examples include projects such as annotating popular Latin American songs on the public online annotation platform Genius.com, studying community groups using ethnographic research methodology to create promotional materials for a choir, producing and administering surveys of language ideologies among Hispanics in Canada, and simulating the creation of media companies to develop awareness campaigns on various social issues.

The new major also emphasizes the enhancement of language skills and cultural understanding through learning outside the classroom. Students' options in this regard are diverse enough to accommodate financial or familial need. MLCS encourages students to study abroad through its own programs, through those administered by University of Alberta International, and through those supported by other programs and agencies beyond the university. We work together with the Education Abroad Office (http://www.international.ualberta.ca) to find financial support for our students and encourage them to immerse themselves in a foreign language and culture. For many students, studying abroad is a life-changing experience. The language-immersive experience may also take place through local community engagement. Both experiences equip students to live in an increasingly global environment and as citizens in a multicultural society.

1.3 Enrolment Plan

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

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

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

Over the past six years, we have experienced a decline in enrollment numbers, parallel to the decline of majors in the Humanities in the Faculty of Arts overall. By consolidating all of the Department's currently existing majors into one single major in Modern Languages and Cultural Studies, we expect to sustain our current number of majors and hope to see our enrollment numbers revert to what they were in 2011-12. Returning to the previous enrollment will not require new funding, even taking into account the net loss of two faculty members over the past several years. We anticipate that the improved flexibility and transparency of the new program, and the appeal for students of experiential learning and language-immersive experiences (whether abroad or locally), will help us to accomplish this goal.

Once approved, the program will be implemented for Fall 2019. Existing majors will be allowed to finish the degree into which they enrolled, but will be invited to switch to the new program as well. Old programs will be phased out and replaced by this new degree program. The table below includes international student numbers which have risen from 2-17 in the past six years. We anticipate maintaining a similar number of international students in our new major program.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Total head count	123	131	144	152	152	152
● Full-Time Year 1	29	31	34	36	36	36
● Full-Time Year 2	22	23	26	27	27	27
● Full-Time Year 3	28	30	33	35	35	35
● Full-Time Year 4	44	47	51	54	54	54
Total FLE	104	111	119	126	126	126
● FLE Year 1	20	22	23	25	25	25
● FLE Year 2	23	25	27	29	29	29
● FLE Year 3	24	25	27	29	29	29
● FLE Year 4	36	39	41	44	44	44
Anticipated No. of Graduates	36	39	41	44	44	44

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.

In February 2016 and again in November of the same year, the proposed new major in Modern

Languages and Cultural Studies was presented to a total of 882 (362 and 520, respectively) students during class visits (858 students enrolled in 29 different classes, selected to represent a cross-section of all of our programs) and at a special town hall meeting held on February 25, 2016 for all students majoring in our various programs at the time (24 students attended). In both settings, students were given a presentation of the proposed changes, and were offered the opportunity to ask questions and raise concerns. Students' comments at the town hall meeting were recorded on site. In addition, students in both settings were encouraged to complete an online questionnaire about the proposed degree, asking them to comment on what they like about the new MLCS major, and how it could be improved. We also asked them to rate their agreement with the following statement on a five-point scale: "The new MLCS major, as explained to me, would meet my expectations of a university degree in Modern Languages and Cultural Studies" (with one being "strongly disagree" and five indicating "strongly agree"). We received a total of 235 responses to the online questionnaire (26.64% response rate). With respect to the statement above, it received a 3.94 (out of 5) average rating, indicating a high level of support for the proposed major in MLCS.

While students' written comments were predominantly positive, there were also some concerns about the new major. Some students regarded completing the Community Service-Learning (https://www.ualberta.ca/community-service-learning) and study abroad components (http://www.international.ualberta.ca) of the program as potentially difficult because of other commitments and financial constraints. These requirements of the new major will not impose any mandatory costs on the students. CSL and other experiential learning activities are already incorporated in some courses offered in the Department of Modern Languages and Cultural Studies, with no additional expense to students. We have been in consultation with UAI and received verbal commitments concerning financial aid as well as internship opportunities abroad for MLCS majors. We are currently awaiting the formalization of those agreements. We will make sure that the different options of financial aid are more accessible and visible to the students through appropriate advertising of available grants and additional information sessions.

Another concern related to the name of the proposed program. Some students worried that the specific languages offered in our department might lose visibility, and that there would be no specification of the languages they major in on their parchments. While some students believed the nature of their degree would not be immediately apparent to a potential employer (as opposed to a B.A. in German, for example), other students expressed the idea that the proposed name for the major, "Major in Modern Languages and Cultural Studies," describes the content of the major more accurately and understood that students' transcripts will clearly show which language or area they specialized in. When students apply for jobs, they will send those transcripts and they can further identify in their letter of application and in any reference letters their area of specialization to make their degree more transparent for potential employers.

Students' positive comments were wide-ranging. The majority of the students appreciated the new major's increased flexibility and simplification of requirements in comparison to the current programs, particularly with respect to the new possibilities for combining two languages that cannot currently be combined.

Although our current programs already offer options for Community Service-Learning and study abroad, students believed that the proposed new major better emphasizes these opportunities. They also welcomed the increased presence of experiential learning in the program, and noted that both features allow for immersion opportunities in the language(s) of study, which would make their university degree more applicable to their professional careers.

Students also mentioned the interdisciplinarity of the new program as one of its positive aspects. They applauded the new major for preserving the smaller language areas, and--through the cross-cultural studies route--allowing them to focus on specific areas of interest that are not currently offered as majors. The proposed capstone project in the new program was also perceived as a valuable asset, particularly when applying for graduate studies.

Lastly, students emphasized both that the structure and the name of the proposed major creates a stronger sense of community within MLCS compared to the current isolated majors in different languages or areas, and that the resulting climate of increased interconnectedness within the department will make the degree more appealing.

Responses to the survey carried out among undergraduate students in MLCS courses show an overall high level of support for the proposed new major in MLCS, as indicated by the average rating of almost 4 out of 5, as well as by the large majority of positive comments received. The main aspects of the proposed new major (i.e., flexibility and clarity of program requirements, emphasis on immersive language experiences and experiential learning, interdisciplinarity of the degree, and increased interconnectedness of department areas) are perceived as beneficial and appealing features by the majority of students consulted.

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.

There is little data available on the labour market for graduates with a BA in foreign languages and cultural studies in Canada. However, reports on the employability of students graduating with BA and BA Honors degrees in languages and cultural studies, as well as high rates of placement in a variety of sectors for graduates of the various programs in the Department of Modern Languages and Cultural Studies, consistently speak to the employability of students graduating with the proposed major in MLCS, which combines these various programs under a single major.

Reports on the employability of degree holders in the humanities and liberal arts—including languages and cultural studies—consistently stress the adaptability of graduates from undergraduate programs such as those currently offered by the Department of Modern Languages and Cultural Studies (which will continue to be offered within the proposed major in MLCS), and the extent to which employers seek job applicants with the skills such degrees provide. According to a November 2017 New York Times article,

> the competencies that liberal arts majors emphasize — writing, synthesis, problem solving — are sought after by employers. A 2017 study by David J. Deming, an associate professor of education and economics at Harvard, found jobs requiring both the so-called soft skills and thinking skills have seen the largest growth in employment and pay in the last three decades (https://www.nytimes.com/2017/11/03/education/edlife/choosing-a-college-major.html).

An opinion piece by an astrophysicist written for NPR emphasizes the versatility of degrees in the

humanities, and how in particular the study of diverse cultures and their histories, literatures, and mythologies can prove beneficial regardless of the sector in which the student finds employment (which may not remain static):

> During the course of their lives, students today can expect to move through multiple career phases requiring a wide range of skills. A kid who wants to write screenplays may find she must learn how to build Web content for a movie-related app. That effort is likely to include getting her hands dirty with the technology of protocols and system architecture. Likewise, a kid who started out in programming may find himself working for a video game company that puts a high value on storytelling. Doing his job well may require him to understand more deeply how Norse mythologies represented the relationship between human and animal realms (http://www.npr.org/sections/13.7/2016/02/02/465239105/what-is-the-value-of-an-education-in-the-humanities?).

On the benefits of training in humanities degree programs that focus more specifically on languages and cultural studies, a 2013 report states that "[P]articipation in a global economy requires understanding of diverse cultures and awareness of different perspectives. The humanities and social sciences teach us how to understand, interpret, and respect our commonalities and our differences" (*The heart of the matter*. Cambridge, MA: American Academy of Arts and Sciences, p. 57).

There is also a clear employment benefit for students graduating from degree programs that provide them with competency in a language other than English. According to a 2015 report, the demand for job candidates who are bilingual—particularly in English and French—is high. Edmonton is among "Canada's top twenty cities where the demand for workers with bilingual skills in job postings outpaces the supply of candidates available listing fluency in both English and French in their resumes." The report also stresses: "In many areas, highlighting fluency in both official languages gives candidates a distinct advantage in getting hired. It becomes a question of supply and demand. When the need for a skillset is greater than the supply on the market—opportunities and increased wages follow." While French, as one of the official languages of Canada, is the most highly sought-after in bilingual job postings, there is also a clear demand among employers for job applicants who display competency in a number of the other languages available to students with a BA in the language programs offered in the proposed MLCS major, especially Spanish, Arabic, and Russian, but also Italian and German (https://hiring.workopolis.com/article/vii-languages/).

A number of active job ads seek applicants with the kinds of skills students gain through a major in MLCS, especially bilingualism, critical and analytical thinking, and cultural literacy. The Government of Alberta's Arts and Tourism division is presently seeking a Cultural Industries Program Consultant, who will be "responsible for providing advice, consultation, and information services to internal and external stakeholders on all cultural industry grants under the Alberta Media Fund." A post-secondary degree in Arts is among those degrees listed under job requirements, as are analysis skills, "systems thinking," and experience in project management (https://www.hrextcg.alberta.ca/psc/HREXTCG_AC/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL?Page=HRS_CE_JOB_DTL&Action=A&JobOpeningId=1045818&SiteId=1&PostingSeq=). The Canadian Security Intelligence Service is seeking an Intelligence Officer, and requires a candidate who is "mature and self confident, flexible," who "excels at analysis, research, and investigative work,"

who has "strong oral and written communication skills," and is "French/English bilingual." The job ad stresses that knowledge of a language other than English is an asset (https://www.indeed.ca/cmp/Canadian-Security-IntelligenceService/jobs/Intelligence-Officer-06a32c293c3cba72?sjdu=nIrb7AebH_vzAvu5A0xmsGToU4lILtVLnb_sIX-EZs94N28cWz53rdvWKojdDW1jqIwXyEGw7hGtr2jPVwF0WA). Students with bilingual proficiency are also eligible to apply for translation positions, such as those currently advertised by Language in Motion (http://www.languagesim.com/employment-opportunities/project-management/) and Tundra Technical (https://www.indeed.ca/cmp/Tundra-Technical/jobs/Translator-d463e1c396a22a0c?q=translator)

There is a high rate of career placement for students graduating with a BA or BA Honours in the various programs offered within the Department of Modern Languages and Cultural Studies. Of those students who graduated within the past 10 years, some have moved into the not-for-profit sector, while others have found work in federal, provincial, or municipal governments. Some have become teachers of French, Spanish, Arabic, German, Ukrainian, and ASL in elementary, middle, and secondary schools across Alberta. Many of our graduates take the LSAT admissions exam and enter law school, eventually to become lawyers in Canada and abroad, putting to important practical use the language and cultural studies skills they obtained through our diverse program offerings; others have gone on to attend medical school and have become physicians, where knowledge of diverse languages and cultures is critical in treatment and care.

Many graduates of MLCS's current degree programs have drawn on their writing and analytic skills to work as communications experts for a variety of organizations, especially those with an international presence or culture-specific focus. Others have also gone on to attend graduate programs in Canada, the United States, and abroad. Some have entered successful careers as translators, transcriptionists, and interpreters. Examples of organizations that have hired students graduating from the University of Alberta with a BA or BA Honors in the various programs within MLCS include:

- Amnesty International
- Canadian Lawyers for International Human Rights (CLAIHR)
- Brand Hinge (a public relations and communications company in Vancouver)
- Women Building Futures
- Canada-Alberta Job Grant Program
- ATB Financial
- Art Gallery of Alberta
- Alberta Machine Intelligence Institute
- Master Merchant Systems
- Youth Challenge International
- Canada Food Inspection Agency
- Suncor Energy
- IKEA

2.3 Support

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

Letter of support attached:

- University of Alberta, Faculty of Arts, Community-Service Learning: David Peacock (Executive Director)

- University of Alberta, Faculty of Arts, Department of East Asian Studies: Christopher Lupke (Chair)

- University of Alberta, University of Alberta International: Doug Weir (Executive Director, Student Programs and Service)

- University of Calgary, Faculty of Arts, School of Languages, Linguistics, Literatures and Cultures: Cheryl Dueck (Division Chair, German, Russian & Arabic)

- University of Lethbridge, Faculty of Arts & Science, Department of Modern Languages: Stephen Urquhart (Chair)

- University of Alberta, Faculty of Arts: OASIS (Organization for Arts Students and Interdisciplinary Studies)

- University of Alberta, Augustana Campus: Karsten Mündel (Associate Dean, Academic)

- Art Gallery of Alberta: Evelyn Liesner (Interim Head, Education & Learning)

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.*

The Community Service-Learning (CSL) office in the Faculty of Arts at UAlberta has created and sustained partnerships with Edmonton area community based organizations since 2004. Each year CSL works with approximately 150 partners to match community projects with course*s*.

2.4.2 *Describe the student's role in securing placements.*

Very early in the term students choose their specific community partner and project from among a pre-arranged group of choices managed by the CSL Partnership Coordinators, in dialogue with the course instructors. This happens both online and after presentations in class from community partners. In some cases, student capacities and interests are assessed by the instructor for appropriate matching with partners.

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

In CSL at the University of Alberta, each community partner must provide a mentor for the students to provide regular oversight and troubleshoot concerns. CSL staff also check in with community partners mid-term to proactively assess student progress in their work. Finally, students ask their community partners to sign a Completion Form attesting to hours worked, which is also signed by the instructor. This form also asks for summary reflections on learning experiences to accompany reflections/essays/presentations made throughout the course.

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

Students participating in CSL activities, when formally registered with the CSL office, are covered/protected under the Alberta Workers' Compensation Act. They are considered in these activities as Government of Alberta workers. The University also has its own insurances.

For more detail, see the Worker Fact Sheet: Student Coverage from the Workers' Compensation Board Alberta (WCB): "Students registered in and attending a *post-secondary institution*, as outlined in section 7 of the General Regulations to the *Alberta Workers' Compensation Act*, who are enrolled in a vocational or academic program which is a current academic requisite or required as part of the course of study in which the student is registered, are considered workers of the Government of Alberta. This coverage also extends to students placed with Alberta employers to gain practical knowledge related to their studies.

In both cases, students will be provided workers' compensation coverage under the Government of Alberta's account, pursuant to a Board Order issued in accordance with Section 7(1) of the General Regulations to the *Alberta Workers' Compensation Act*."
https://www.wcb.ab.ca/assets/pdfs/workers/WFS_Student_coverage.pdf

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 aligns well with the University of Alberta's strategic priorities as laid out in the Institutional Strategic Plan, "For the Public Good," approved June 2016. Both the proposed program and the Institutional Strategic Plan represent the University of Alberta's commitment to being at the forefront of curricular innovation for students in Alberta and across Canada, now and in the future. Like "For the Public Good," our program strives to achieve the five strategic goals: build, experience, excel, engage, and sustain. Central to our proposed program's innovation is the pairing of cultural and linguistic diversity with experiential learning through the local community (Community Service-Learning) and through global inquiry. The program thus heeds the call in "For the Public Good" not only to build but also sustain a culture and community of inclusivity and diversity that is essential for positive student impact on their world, learning firsthand how knowledge of world cultures translates into action for the true public good. Further, the proposed program structurally allows for learning opportunities that are "diverse and rewarding" and that "inspire us, nurture our talents, expand our knowledge and skills and enable our success," as stated in the Strategic Plan. Throughout the program students are encouraged to use the connections gained to pursue creative and innovative research, culminating in a capstone course, MLCS 410, which brings together learning across disciplines and languages, connecting the talents of our students as well as their knowledge and skills gained throughout the course of their studies to the outside world. Students will be encouraged throughout their studies to develop individual and unique research interests and career goals while also developing these collaboratively. The program will thus support students to "excel as individuals, and together,

sustain a culture that fosters and champions distinction and distinctiveness [...].” Moreover, in the proposed program's focus on the interplay between local and global communities as well as cross-cultural flows and influences, it addresses the Institutional Strategic Plan's fourth goal: “Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.” It does so by connecting diverse communities to the research of the students, allowing students to experience firsthand the impact that their work has beyond the classroom. The final goal, which is to “sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all,” is also the main goal of the proposed program. The program will nurture and maintain the excellence of the people, work, and environment that make up the linguistic and culturally diverse fabric of the Department of Modern Languages and Cultural Studies, the Faculty of Arts, and the University of Alberta as a whole. It also sees sustainability to be the outcome of the student learning experience. The program will do its part to sustain this diversity by nurturing students' awareness of their roles in the community, society, and world, making transparent how language and culture help students understand their part in building a more sustainable and conscientious world.

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.

There are no other programs with which this program would compete. Instead, it complements multiple existing language- and culture-focussed programs (such as in East Asian Studies, Linguistics, and English and Film Studies) without duplicating them. Proposing a single major in Modern Languages and Cultural Studies, while suspending the 8 current language-based and compartmentalized majors housed in the department, offers greater flexibility for students, contributes to a streamlined time to degree, allows for better allocation of resources and will result in a more sustainable program.

The clear focus on experiential learning allows for students to incorporate knowledge gained in other departments and faculties into the learning process. The knowledge gathered in other programs is celebrated and encouraged, and becomes part of the student's research program, thereby allowing the program in MLCS to act as a hub where these connections germinate. At the same time, the cultural capacities and linguistic knowledges gained will open new understandings in other disciplines, including those in faculties with which MLCS traditionally has had connections, such as Education, and allowing new connections to be forged, perhaps with the School of Business, for example. Thus a key positive area for impact is on interdisciplinary transnational connections (See “For the Public Good”). Even within the department, the flexibility of the new program allows for more cross-cultural and cross-linguistic connections, producing more creative thinking across disciplines and within disciplines. This commitment takes shape in our capstone course MLCS 410, in particular.

3.3 Internal Review and Approval

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

The departmental Curriculum Committee presented the new major to the MLCS Department for review and input.

The MLCS Department provided feedback.

The MLCS Departmental Council voted on 3 separate motions:

1. replace all existing majors with one single major (passed Oct. 10, 2014)
2. reorganize our offerings into three pathways within a consolidated major in MLCS (passed Nov. 28, 2014)
3. adopt a mechanism for selecting which language areas can sustain each pathway (passed Nov. 28, 2014)

Based on consultations with the Faculty of Arts (Dean's office, Academic Affairs Committee) in 2015/2016, a Course and Calendar Change Request Form was completed in Winter 2017 and brought to vote in MLCS Departmental Council on Feb. 12, 2017. It Passed. (Report on MLCS governance process attached, Appendix B).

The new MLCS proposal (including Government Templates A and B, Course and Calendar Change Request Form, letters of support, and suspension templates for all currently existing majors) was discussed and voted on at Arts Faculty Council on May 25, 2017, where it passed. (Minutes attached, Appendix B).

The suspension templates were submitted to ASC-SOS for consultation at its November 2 meeting. The subcommittee recommended submission to ASC for its December 14 meeting. The proposal will then be submitted to APC.

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.

There is no program within Campus Alberta that resembles the one proposed here.

Our biggest competitor traditionally has been the University of Calgary which has a "School of Languages, Linguistics, Literatures and Cultures", including the following areas: French, Arabic language & Muslim cultures, Chinese, East Asian language studies, East Asian studies, German, Italian, Japanese, Linguistics, Linguistics and Language, Russian, and Spanish. This department continues to offer distinct degree programs built around specific languages or area studies. Our proposed program instead places the emphasis on interdisciplinary collaboration also across languages and cultures. There is therefore no duplication. By adopting this proposal, we differentiate ourselves from other Modern Language programs at institutions across the province. We intend to invite collaboration and encourage the flexibility to allow students to transfer in from other schools or transfer out to the remaining more traditional programs at other institutions.

Transfer into our proposed major from other universities or colleges, or from our major into programs at other institutions, is possible under existing transfer agreements (see Appendix C). If equivalence of courses completed at other institutions is established, students will be able to transfer those courses into our proposed major.

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.

See 2.3 Support

3.6 Learner Pathways

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

n/a

3.6.2 *Identify potential opportunities for transfer/laddering <u>into</u> the proposed program from other institutions or other programs within the institution; and for transfer/laddering <u>from</u> 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.*

see Appendix C for current transfer agreements between the University of Alberta and other institutions within Campus Alberta

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?*

An estimated 10-15% of our graduates apply for graduate studies directly after graduation or within four years of graduating. They most likely pursue a graduate degree in a field related to their undergraduate degree. The capstone course in the proposed major prepares students to complete an extended research project which is valuable when applying for graduate studies.

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.

There should be no change in our budget or funding due to consolidating several existing programs into one single major. If anything, this will create efficiencies in the department.

(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.)*

MLCS Program Change	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURES					
Academic Salaries (including benefits)					
Professoriate	1,345,352	1,345,352	1,345,352	1,345,352	1,345,352
Faculty Service Officers	-	-	-	-	-
Administrative Professional Officers	26,215	26,215	26,215	26,215	26,215
Total Academic Costs	**1,371,567**	**1,371,567**	**1,371,567**	**1,371,567**	**1,371,567**
Service Teaching Costs (including benefits)					
Service Teaching Costs	1,325,400	1,325,400	1,325,400	1,325,400	1,325,400
Total Service Teaching Costs	**1,325,400**	**1,325,400**	**1,325,400**	**1,325,400**	**1,325,400**
Graduate Assistants (including benefits)					
Other Academic Staff	248,285	248,285	248,285	248,285	248,285
Total GA Costs	**248,285**	**248,285**	**248,285**	**248,285**	**248,285**
Non-Academic Salaries (including benefits)					
Support Staff	120,974	248,285	248,285	248,285	248,285
Total Non-Academic Costs	**120,974**	**120,974**	**120,974**	**120,974**	**120,974**
Non-Salary Costs					
Non-Salary Costs (supplies, sundries, communications, etc.)	16,859	16,859	16,859	16,859	16,859
Total Non-Salary Costs	**16,859**	**16,859**	**16,859**	**16,859**	**16,859**
Other Operating Costs					
Faculty Overhead (accounting, HR, communication etc.)	40,231	40,231	40,231	40,231	40,231
Institutional Space Costs	-	-	-	-	-
Institutional Costs (central finance and HR, registrar, libraries, facility costs, etc.)	1,133,764	1,133,764	1,133,764	1,133,764	1,133,764
Total Other Costs	**1,173,995**	**1,173,995**	**1,173,995**	**1,173,995**	**1,173,995**
Gross Operating Costs	**4,257,081**	**4,257,081**	**4,257,081**	**4,257,081**	**4,257,081**
REVENUES					
Annual Domestic Tuition	2,362,251	2,375,675	2,441,238	2,502,548	2,502,548
Annual International Tuition	1,036,045	1,045,799	1,082,321	1,111,615	1,113,077
Other : Grants	-	-	-	-	-
Other: Endowment Proceeds	-	-	-	-	-
Internal Reallocation of Campus Alberta Operating Grant	858,785	835,607	733,523	642,918	641,456
Total Revenues	**4,257,081**	**4,257,081**	**4,257,081**	**4,257,081**	**4,257,081**

NET PROFIT/LOSS	-	-	-	-	-

Notes:

1. *Financial resources reallocated from existing programs of instruction should be estimated based on the recent cost experience of the source program(s).*
2. *Identify the source and duration of internal funding.*
3. *Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada.*

Government of Alberta sources might include future Advanced Education and Technology grant support or commitments (assumed or actual) from other departments.

Budget Assumptions:
- 0% inflation
- Growth in tuition due to student enrollments projected to return to 2011-12 levels.
- Per student tuition:
  - Tuition costs paid by MLCS undergraduate majors is based on FLEs and the number of MLCS courses required over 4 year broken out by domestic vs. international students (14%)
  - Non-Instructional Fees paid by MLCS undergraduate majors student based on headcount
  - Service teaching of non-MLCS students and non-Faculty of Arts student enrollments with assumption that 10% are international students.
- Internal reallocation of Campus Alberta Grant from resources allocated to the current MLCS programs to be redirected to the proposed new program.
- Faculty salary assumption 50% of salary is for research and 50% is for teaching (including service in both parts) in the program of which is split 50/50 between undergraduate and graduate teaching.
- Proportion of administrative positions based on assumption of 50% allocation to teaching of which 50% is for undergraduate students
- Indirect faculty costs were easily identified as the Faculty of Arts maintains separate departments that relate to the provision of faculty wide services (student services, HR, finance, etc.).
- Indirect faculty costs for student services allocated based on the proportion of undergraduate MLCS students to the total undergraduate FLEs in the Faculty of Arts.
- Indirect faculty costs (HR, Fin, Communication, Advancement, Governance) based on assumption that 5% total administrative faculty overhead is dedicated to undergraduate students proportion of undergraduate MLCS students of total undergraduate FLEs in the Faculty of Arts.
- Institutional overhead is calculated as 36.3% of total costs in the Department and Faculty

One-time expenditures	Amount	Revenue Source	Details
Facilities	$0		
Equipment and IT	$0		
Curriculum Development	$0		
Marketing and Promotion	$0		

Faculty Recruitment and Establishment	$0		
Library Enhancements	$0		see Appendix I: Library Impact Statement
Other	$0		

4.2 Impact

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

Institution	Cost per 3 credit course	Total per term, including mandatory fees (2017-18 estimates)
University of Alberta	$532	$3460
Macewan University	$462	$2858
University of Calgary	$538	$3302
University of Lethbridge	unavailable	$3069

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.

No mandatory additional costs will be imposed on students as a result of this proposal. Community Service-Learning and other experiential learning activities are already incorporated in some courses offered in the Department of Modern Languages and Cultural Studies, with no additional expense to students. Any new such course components that arise as a result of this proposal will be offered on the same no-cost basis. Study abroad does generally come at an additional cost to students, but it is important to note that this is an optional feature of the proposed program. No student is currently required to incur the expense of studying abroad, and this will remain true under the new program. For those opting to study abroad, current programs offered by the University of Alberta that offer at least six credits range in cost from approximately $3,000 (La Rochelle, Cortona) to approximately $5,000 (e3 in Berlin).

In the case of both study abroad and experiential learning activities in Edmonton, students will benefit from enhanced earning potential. If a student incurs debt to study abroad, this burden will be more than offset by the enhanced future earning potential that comes with the linguistic and cultural competence accrued through immersion in an unfamiliar language and culture. Similarly, Community Service-Learning and other experiential learning course components should result in enhanced earning potential for students, since such activities explicitly focus on the development of skills that will be useful to students as they pursue careers upon program completion.

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

Internal reallocation is from current resources used to support the existing programs in MLCS. The impact of this reallocation on the institution's operations and overall financial position should be negligible. The increase back to the 2011-12 enrollment levels will result in an additional 20 FLEs in year 5 but this is not through net new enrollments to the institution or the Faculty but rather from existing enrolled Arts students who have not declared a major.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

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.

Appendix A: Degree Requirement Details

Major in Modern Languages and Cultural Studies
This new major will consolidate all existing undergraduate majors in the Department of Modern Languages and Cultural Studies. The program will consist of nine credits in general requirements that will be common to all students, and of two 24-credit options that each represents a different route to the major and a different area of emphasis.

General Requirements—9 Credits:
-- MLCS 210 (*3): this course will function as a gateway to our major. Emphasizing breadth, it will serve to give students a strong theoretical foundation, and will also introduce students to various applications of the theories studied. The course will give students the basic critical tools that will be necessary in later coursework. It will be taken no later than the second year. Participation in the course will also mark the starting point of the process of advising students into the routes that best suits their interests.
-- MLCS 410 (*3): all students pursuing a major in MLCS will take this new course in the final year. Honors students will take it in the semester immediately prior to the thesis semester. We anticipate that the class will be offered in both semesters and will meet once a week for three hours. The objective of the course is for the students to synthesize knowledge and skills acquired through the major, and to present those in a capping project under the supervision of a faculty mentor. During the course, students will accomplish a series of individual as well as group projects that will culminate in their capstone project. The final project may take different forms such as creative work, scholarly research, translation, or exhibition, and will be presented publicly. The course will help students in the honors program to identify and develop a thesis topic for MLCS 495. [new course]
-- 3 additional credits in courses with the MLCS prefix.

Routes
Students will choose between two routes within the major program: language studies or cross-cultural studies.
Students will formally select their chosen route no later than the end of the third year.

Language studies route - 24 credits:
-- A minimum of 24 credits at the senior level in one language OR split between two languages taught in the Department of MLCS. If the credits are split between two languages, at least six credits must be in the second language. At least six credits must be taken at the 400-level.
-- At least six of the credits earned in this route must be earned in a study abroad experience or in Francophone areas of Canada outside of the Edmonton Capital Region OR in courses that have a language-immersive Community Service-Learning component.

Cross-cultural studies route - 24 credits:
-- A minimum of 12 credits at the senior level in one language OR 6 in each of two languages taught in the Department of MLCS. For students intending to fulfill the rest of their credits in C LIT only, languages taught by the Department of East Asian Studies, the Faculty of Native Studies, or the Department of History and Classics will be accepted for this requirement.

-- A minimum of 12 credits in a single area (prefix) of the Department of MLCS taught in English and related to the language(s) studied (LA ST, SCAND, SLAV) or in C LIT or MLCS. At least six credits must be taken at the 400-level.

-- At least six of the credits in this route must be earned in courses that include experiential learning components appropriate to the area of study.

Honors

In addition to the *9 general requirements, students in the honors program take the following additional credits at the senior level including:

--MLCS 495 (*3)-- thesis

--A minimum of 6 additional credits in any area of the Department of MLCS or in other departments at the discretion of the Honors Advisor.

--A minimum of 36 credits in the chosen route, either language studies or cross-cultural studies:

Language studies:

-- A minimum of 36 credits at the senior level in one language OR split between two languages taught in the Department of MLCS. If the credits are split between two languages, at least twelve credits must be in the second language. At least six credits must be taken at the 400-level.

-- At least six of the credits earned in this route must be earned in a study abroad experience or in Francophone areas of Canada outside of the Edmonton Capital Region OR in courses that have a language-immersive Community Service-Learning component.

Cross-cultural studies:

-- A minimum of 18 credits at the senior level in one language OR nine in each of two languages taught in the Department of MLCS. For students intending to fulfill the rest of their credits in C LIT only, languages taught by the Department of East Asian Studies, the Faculty of Native Studies, or the Department of History and Classics will be accepted for this requirement.

-- A minimum of 18 credits in a single area (prefix) of the Department of MLCS taught in English and related to the language(s) studied (LA ST, SCAND, SLAV) or in C LIT or MLCS.

-- At least six credits must be taken at the 400-level.

-- At least six of the credits in this route must be earned in courses that include experiential learning components appropriate to the area of study.

Combined Honors

Student can combine an honors degree in MLCS with another honors degree from outside the department by fulfilling the honors requirements for Combined Honors set out in both departments. In addition to the *9 general requirements, students in the honors program take the following additional credits at the senior level including:

--InterD 520—thesis course (*6)

--A minimum of 24 credits in the chosen route, either language studies or cross-cultural studies:

Language studies:

-- A minimum of 24 credits at the senior level in one language OR split between two languages taught in the Department of MLCS. If the credits are split between two languages, at least six credits must be in the second language. At least six credits must be taken at the 400-level.

-- At least six of the credits earned in this route must be earned in a study abroad experience or in Francophone areas of Canada outside of the Edmonton Capital Region OR in courses that have a language-immersive Community Service-Learning component.

Cross-cultural studies:

-- A minimum of 12 credits at the senior level in one language OR six in each of two languages taught in the Department of MLCS. For students intending to fulfill the rest of their credits in C LIT only, languages taught by the Department of East Asian Studies, the Faculty of Native Studies, or the Department of History and Classics will be accepted for this requirement.

-- A minimum of 12 credits in a single area (prefix) of the Department of MLCS taught in English and related to the language(s) studied (LA ST, SCAND, SLAV) or in C LIT or MLCS.

-- At least six credits must be taken at the 400-level.

-- At least six of the credits in this route must be earned in courses that include experiential learning components appropriate to the area of study.

List of new courses

MLCS 410 (as described above) has been developed for this new major.

Part B: Campus Alberta Quality Council Review

As noted at the beginning of Part A, given a positive outcome from the System Coordination Review, the Minister may refer the proposed program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how Council's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to Council. Building on the information provided in Part A, the program proposal that is sent to Council should contain the following additional information. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

SECTION 5: PROGRAM SPECIFICS

5.1 Program Structure and Learning Outcomes

5.1.1   *Describe the program's learning outcomes and how they were established. How will the achievement of the learning outcomes be evaluated? Providing a mapping of the courses to the learning outcomes, particularly in professional programs, is helpful.*

The following program learning outcomes were developed by the MLCS Curriculum Committee and passed as part of the larger proposal by our Departmental Council. The achievement of these learning outcomes will be evaluated through common assessment tools during course work, such as receiving passing marks on assignments (tests, papers, etc.), as well as in the capstone course at the end of course work.

Students completing a Major in Modern Languages and Cultural Studies will achieve the following **Program Learning Outcomes** which align with the expectations for program design and degree-level standards as laid out in the Campus Alberta Quality Council (CAQC) Handbook and the Canadian Degree Qualifications Framework (CDQF):

At the end of the program, students will be able to:
- demonstrate functional language proficiency in at least one foreign language;
- evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization;
- integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research;
- engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.

Mapping of courses to learning outcomes

➔ Language Studies Route

Learning Outcomes	Courses contributing to discipline-specific learning outcomes	Courses contributing to preparation for further study or employment
Students will be able to demonstrate advanced language proficiency in one foreign language or functional language proficiency in two foreign languages in all skills: ● Reading ● Writing ● Speaking ● Listening ● Cultural Literacy	ARAB 111, 112, 113, 114, 211, 212 ASL 111, 112, 211, 212 FREN 111, 112, 211, 212, 297, 298 GERM 111, 112, 211, 212, 303, 304 ITAL 111, 112, 211, 212, 300 NORW 111, 112, 211, 212 POLSH 111, 112, 211, 212, 303, 304 PORT 111, 112, 211, 212, 221, 222 RUSS 111, 112, 211, 212, 303, 304 SPAN 111, 112, 211, 212, 300, 306 SWED 111, 112, 211, 212 UKR 111, 112, 211, 212, 300, 308, 309	
Students will be able to interpret and analyze language within its social, political, and historical	Introductory applied linguistic and translation courses: FREN 254, 310, 354, 371, 372, 399	

context, and will be able to analyze major issues in language acquisition based on the key concepts, research methodologies, and theoretical approaches in their field of specialization.	GERM 306, 316, 317, 342, 399 SPAN 370, 373, 399	
Students will be able to interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, film, political, sociological and historical documents, rituals and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization.	Introductory literature, cultural studies, and business language courses: FREN 301, 311, 312, 313, 314, 315, 316, 333, 399 GERM 225, 274, 320, 340, 343, 345, 353, 399 ITAL 205, 340, 363 RUSS 325, 326 SPAN 314, 315, 320, 321, 323, 325, 326, 332, 333, 335, 341, 399 UKR 306, 324, 327	
Based on more specialized knowledge, students will be able to critically analyze and evaluate language within its social, political, and historical context, as well as major issues in language acquisition based on the key concepts, research methodologies, and theoretical approaches in their field of specialization, using and producing substantial pieces of research.	Advanced applied linguistic and translation courses: FREN 454, 499 GERM 402, 409, 416, 417, 443, 444, 499 ITAL 415, 419, 425 POLSH 443, 444 RUSS 443, 499 SPAN 405, 406, 407, 475, 476, 499 UKR 411, 413, 499	
Based on more specialized knowledge, students will be able to critically analyze, evaluate, and assign meaning to numerous types of linguistic and cultural production, including literary texts, film, political,	Advanced literature, cultural studies, and business language courses: FREN 445, 462, 463, 464, 465, 467, 468, 481, 499 GERM 404, 450, 451, 452, 453, 454, 455, 499 ITAL 415, 419	

sociological and historical documents, rituals and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization, using and producing substantial pieces of research.	POLSH 407 RUSS 403, 445, 499 SPAN 425, 426, 428, 440, 441, 444, 450, 460 UKR 475	
Students will be able to engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.		All 300- and 400-level courses
Students will be able to integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning (locally and abroad) to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research.		All 300- and 400-level courses

➜ Cross-Cultural Studies Route

Learning Outcomes	Courses contributing to discipline-specific learning outcomes	Courses contributing to preparation for employment or further

		study
Demonstrate functional language proficiency in one foreign language or basic proficiency in two foreign languages in all skills: ● Reading ● Writing ● Speaking ● Listening ● Cultural Literacy	ARAB 111, 112, 113, 114, 211, 212 ASL 111, 112, 211, 212 FREN 111, 112, 211, 212, 297, 298 GERM 111, 112, 211, 212, 303, 304 ITAL 111, 112, 211, 212, 300 NORW 111, 112, 211, 212 POLSH 111, 112, 211, 212, 303, 304 PORT 111, 112, 211, 212, 221, 222 RUSS 111, 112, 211, 212, 303, 304 SPAN 111, 112, 211, 212, 300, 306 SWED 111, 112, 211, 212 UKR 111, 112, 211, 212, 300, 308, 309	
Students will be able to identify basic problems in their field of study and apply their acquired fundamental knowledge of key concepts, basic methodologies, and approaches to interpret numerous types of cultural production.	Introductory overview courses: C LIT 101, 102, 206, 207, 210, 220, 228, 230, 242, 243, 266, 290 LA ST 205, 210 MLCS 199, 204, 205, 210, 231, 299 SLAV 204, 299	
Students will be able to interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, film, political, sociological and historical documents, rituals and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization.	Intermediate literature and cultural studies courses: C LIT 347, 352, 358 LA ST 310, 311, 313, 330, 399 MLCS 300, 305, 399 SCAND 326, 328, 341, 342, 343, 356, 399 SLAV 375, 399	
Based on more specialized knowledge, students will be able to critically analyze, evaluate, and assign meaning to numerous types of linguistic and cultural production, including literary	Advanced literature and cultural studies courses: C LIT 425, 426, 440, 448, 460, 464, 497 LA ST 414, 415, 499 MLCS 400, 405, 473, 475, 499	

texts, film, political, sociological and historical documents, rituals and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization, using and producing substantial pieces of research.	SCAND 499 SLAV 475, 499	
Students will be able to engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.		All 300- and 400-level courses
Students will be able to integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning (locally and abroad) to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research.		All 300- and 400-level courses

5.1.2 *Students are expected to demonstrate independent scholarly activity applicable to the degree level and expectations of its graduates (see the CDQF). Describe the academic culture that will nurture and support student scholarly and creative activity.*

At the beginning of their studies, students majoring in Modern Languages and Cultural studies are required to take the course MLCS 210 Language(s) of Culture. Emphasizing breadth, it serves as an introduction to the major issues within the discipline of Cultural Studies from an international perspective, and provides the necessary terminology and theoretical tools for examining general topics and case studies with emphasis on the question of languages. The course offers students a strong

theoretical foundation and introduces them to various applications of the theories studied.

In their last year of the program, students are required to complete the capstone course MLCS 410. The objective of the course is for the students to synthesize knowledge and skills acquired through the major and to present those in a capping project under the supervision of a faculty mentor, demonstrating depth of knowledge gained through the program. These mentors are tenured (or tenure-track), research-intensive faculty members with active research programs in their discipline. During the course, students will accomplish a series of individual as well as group projects that culminates in their capstone project. The final project may take different forms such as creative work, scholarly research, translation, or exhibition, and will be presented publicly. By completing a capstone project under the supervision of a faculty member, students will demonstrate their capacity for independent intellectual work.

5.1.3 *For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the relevant section of CAQC's Expectations for Design and Structure of Undergraduate Degrees.*

Expectations for Design and Structure of Undergraduate Degrees as stated in the Campus Alberta Quality Council (CAQC) Handbook and outlined in the Canadian Degree Qualifications Framework (CDQF)

A. Description of Degree Categories

Description	Bachelor's Degree (quoted/shortened from CAQC Handbook Appendix B)	Major in Modern Languages and Cultural Studies
Program Design and Outcome Emphasis	The credential awarded for the bachelor's degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture the capacity for independent work in the discipline/disciplines and field of practice.	The major in MLCS provides breadth and depth of knowledge in a specific discipline, and requires independent research.
Preparation for Employment and Further Study	In addition to providing personal and intellectual growth, bachelor's programs, in varying degrees, may prepare students for entry into graduate study in the field, second-entry professional degree programs, or employment in one or more fields.	The major in MLCS prepares students to pursue graduate studies in their field or to find employment in a variety of fields in which linguistic and cultural competencies provide a distinct advantage.
Length of Program	… classroom instruction is typically six to eight semesters or more in duration (normally 90-120 credits, or the equivalent) and may be supplemented by required professional experience (e.g., supervised practica, internships, and work terms).	The major in MLCS is part of the Faculty of Arts Bachelor of Arts degree and as such adheres to the same rules and regulations that govern Faculty of Arts degrees.
Admission	Admission normally requires, at a	The major in MLCS is part of the Faculty of

| Requirements | minimum, a secondary school or CEGEP diploma and/or university preparatory courses, a minimum gradepoint average, and other program-specific requirements. | Arts Bachelor of Arts degree and as such adheres to the same rules and regulations that govern Faculty of Arts degrees. |

B. Degree-Level Standards

Expectations	Bachelor's Degree (cited/shortened from CAQC Handbook Appendix B)	Major in Modern Languages and Cultural Studies
1. Depth and Breadth of Knowledge	a) Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies, and applications of the discipline and/or field of practice b) Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines c) The ability to gather, review, evaluate, and interpret information, including new information relevant to the discipline, and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline d) The capacity to engage in independent research or practice in a supervised context e) Critical thinking and analytical skills inside and outside the discipline f) The ability to apply learning from one or more areas outside the discipline	Students in the proposed major in Modern Languages and Cultural Studies obtain depth and breadth of knowledge through course work in their specific discipline, and by taking the required introductory course MLCS 210, emphasizing breadth, and the capstone course MLCS 410, emphasizing depth. Throughout their course work and through the capstone project which students develop under the supervision of a research intensive, tenure-track faculty member, students obtain and practice knowledge of research methodologies. Students use their knowledge of methodologies to develop skills to adapt and apply a deeper understanding of multiple worldviews, experiences and power structures through their respectful interactions with other communities and cultures. Students will also be aware of the limitations of their knowledge through the coursework they complete and the experiences they gain within the Bachelor's degree. In addition to the disciplinary knowledge gained through the major in Modern Languages and Cultural Studies, students also acquire skills which will be useful in pursuit of advanced studies or for employment, such as leadership, critical thinking, teamwork, and
2. Knowledge of Methodologies and Research	a) An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to (i) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques, (ii) devise and sustain arguments or solve problems using these methods, and (iii) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and on their relevance to the evolution of the discipline b) ability to review, present, and critically evaluate qualitative and quantitative information to (i) develop lines of argument; (ii) make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study; (iii) apply underlying concepts, principles, and	

	techniques of analysis, both within and outside the discipline; and (iv), where appropriate, use this knowledge in the creative process			problem solving skills. The linguistic and intercultural knowledge and communication skills gained can be applied to address complex local, national and global problems using interdisciplinary perspectives.	
3. Application of Knowledge	a) The ability to use a range of established techniques to (i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information; (ii) propose solutions; (iii) frame appropriate questions for the purpose of solving a problem; (iv) solve a problem or create a new work b) The ability to make critical use of scholarly reviews and primary sources.				
4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.				
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability; an appreciation of the uncertainty and ambiguity of and limits to knowledge, and an appreciation of how this might influence analyses and interpretations.				
6. Professional Capacity/ Autonomy	Qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring (i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts, (ii) working effectively with others, and (iii) behaviour consistent with academic integrity.				

5.1.4 *Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, and a summary description of the curriculum. Note any new courses. Course outlines must be available for reviewers but are NOT to be included with the proposal. (See sample table below - note that this is provided as a guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).*

Program Structure: Major in MLCS (according to the new Bachelor of Arts, starting in Fall 2018)

Component		Junior Courses (maximum)	Credits	Senior Courses (minimum)	Credits
Major requirements:	Specified courses	--	--	3 courses	9 credits
	Electives	--	--	8-13 courses:	24-39 credits

*9 general requirements *24 language studies or cross-cultural studies route				Language Studies (8-13 courses in one language) or Cross-Cultural studies (4 language courses, 4-9 courses in one area)	
Bachelor of Arts requirements: Required courses outside major: - English/Writing Studies	1 course	3 credits		
Either junior or senior: - Language other than English - Non-Arts discipline	2 courses, 6 credits (unless LOE is waived) 2 courses, 6 credits			
Additional requirements (please specify): Arts courses (junior and senior)	21 courses, 63 credits (minimum)			
Other electives: Non-Arts/Science (junior and senior)	6 courses, 18 credits (maximum)			
Total	16 courses	48 credits	24 courses	72 credits
Total for Bachelor of Arts	120 credits			

To assist in demonstrating that the program curriculum is clear and well integrated with the objectives and outcomes, provide one or more typical student programs by year of program.

Typical student program (sample)

Major in Modern Languages and Cultural Studies: Language studies route (German)

Minor in English and Film Studies

	FALL				
	Course number	Course title	Course level	Role in program	Credits
	GERM 211	Intermediate German I	s	Major	3

1st YEAR	HECOL 170	Introduction to Textiles	j	Non-Arts Requirement	3
	ENGL 103	Case Studies in Research	j	English Requirement	3
	FS 100	Introduction to Film Studies	j	Minor	3
	CLASS 102	Greek and Roman Mythology	j	Elective	3
	WINTER				
	GERM 212	Intermediate German II	s	Major	3
	MLCS XXX	varying classes	s	Major	3
	HECOL 201	Introduction to Material Culture	s	Non-Arts Requirement	3
	FS 201	Introduction to Film History I	s	Minor	3
	WGS 102	Gender and Social Justice	j	Elective	3
2nd YEAR	**FALL**				
	GERM 303	Advanced German I	s	Major	3

	MLCS 210	Language(s) of Cultures	s	Major	3
	FS 202	Introduction to Film History II	s	Minor	3
	MLCS 300	Introduction to Translation	s	Translation Studies Certificate	3
	RELIG 274	Studies in Witchcraft & the Occult	s	Elective	3
	WINTER				
	GERM 304	Advanced German II	s	Major	3
	GERM 342	Introduction to Translation: German and English	s	Major / Certificate	3
	FS 318	Science Fiction Film	s	Minor	3
	MLCS 400	The History of Translation	s	Translation Studies Certificate	3
	WGS 321	Feminism and Film	s	Elective	3
3ʳᵈ YEAR	**FALL**				
	GERM 343	Postwar Cultures	s	Major / Certificate	3

	GERM 316	Introduction to German Applied Linguistics	s	Major	3
	FS 367	German Film	s	Minor	3
	NS 200	Aboriginal Canada: Looking Forward/Looking Back	s	Elective	3
	HIST 326	Topics in History at the Movies	s	Elective	3
	WINTER				
	GERM 340	Introduction to the Study of Modern German Literature	s	Major / Certificate	3
	GERM 443	Exercises in Translation: German into English	s	Major / Certificate	3
	FS 412	Topics in Film Studies	s	Minor	3
	C LIT 220	Mythology and Literature	s	Elective	3
	DRAMA 149	Dramatic Process I	j	Elective	3
4th YEAR	**FALL**				
	GERM 453	Cultural and Literary Theories	s	Major / Certificate	3
	FS 410	Topics in Filmmakers	s	Minor	3

	GERM 444	Exercises in Translation: English into German	s	Translation Studies Certificate	3
	C LIT 242	Science Fiction	s	Elective	3
	CLASS 254	Introduction to Greek Art & Archeology	s	Elective	3
WINTER					
	MLCS 410	Capstone Course	s	Major	3
	MLCS 475	X-rated: Sex on Screen	s	Elective (minor ?)	3
	GERM 454	Gender and Sexuality	s	Translation Studies Certificate	3
	CLASS 321	Literature and Culture of the Greek World	s	Elective	3
	SCAND 341	Old Norse Mythology and Legends	s	Elective	3

5.2 Criteria / Requirements for Admission and Academic Progression

State the admission criteria (including any provision for prior learning assessment), residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).

see Appendix D

5.3 Engaged and Active Learning / Delivery Methods

5.3.1 *Demonstrate the ways in which the institution identifies and attends to the learning of students in the program and what pedagogies will be used to encourage their engaged and active learning, as per Council's program quality assessment standard #5 (Program delivery).*

5. Program delivery

- Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed methods of delivery and ensure their effectiveness. The institution should also demonstrate the ways in which it understands and attends to the learning needs of students in the program, and supports their engaged and active learning.

There is no change to the delivery methods that are currently used in our separate majors in subjects such as Comparative Literature, French, German, Latin American Studies, Spanish, and Scandinavian Studies. Our current delivery methods range from large lectures (approximately 80 students), to mid-size (approximately 25 students) upper level seminars and mid-size (approximately 25 students) language practice courses, to one-on-one independent reading courses and thesis supervision. All courses meet face-to-face, with the instructor and the students physically present, and many courses have an additional online or blended learning component. The blended learning components in our language practice courses meet the standards set out in the CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes.

In addition, the proposed major in Modern Languages and Cultural Studies enriches our current delivery methods by adding a required component in experiential learning (in the cross-cultural studies route) and a required component in study abroad or language-immersive Community Service-Learning (in the language studies route).

5.3.2 *Include a description of the teaching/learning approaches to be used, a description of the rationale for using the approach and evidence of adequate support for the approach. Where applicable, demonstrate how CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met.*

See 5.3.1

5.4 Program Comparison

5.4.1 *Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered elsewhere (if any), especially in Alberta and Canada (see sample table below). What process was used to determine which programs were deemed to be the most comparable? Illustrate the similarities and differences.*

The following constitutes a comparison chart between the proposed major in Modern Languages and Cultural Studies and the majors offered by the Department of Modern Languages and Literatures at Western University, the majors offered by the Department of French, Hispanic and Italian Studies at the University of British Columbia, and the majors offered by the School of Languages, Linguistics, Literatures & Cultures at the University of Calgary. Western University was chosen as comparator because they also have a department of modern languages; however, they offer separate majors along traditional language and disciplinary lines. The University of British Columbia was selected because, like the University of Alberta, it ranks among the top five universities in Canada. However, they are organized along traditional departmental lines, offering separate majors as well. The University of Calgary was chosen to provide the Alberta context. There is no comparable department in Canada offering a major in Modern Languages and Cultural Studies as proposed here.

University of Alberta: Department of Modern Languages and Cultural Studies	Western University: Department of Modern Languages and Literatures	University of British Columbia: Department of French, Hispanic, and Italian Studies	University of Calgary: School of Languages, Linguistics, Literatures & Cultures
https://www.ualberta.ca/modern-languages-and-cultural-studies	http://www.uwo.ca/modlang/about_us/index.html	www.fhis.ubc.ca	https://slllc.ucalgary.ca/
- **33-48 credits**: *9 general requirements *24 in either Language Studies route or Cross-Cultural Studies route	- **36 credits** (majors available in German, Italian, Spanish Language & Linguistics, Spanish Language & Hispanic Cultures, Comparative Literature & Culture)	- **39 credits** (French) - **33 credits** (Spanish) *3-*9 general requirements (literary analysis; language & style) - 30 credits (300- and 400-level)-	**- 42-60 credits** (majors available in East Asian Language Studies, East Asian Studies, French, German, Italian, Linguistics, Linguistics and Language, Russian, Spanish)
- required are: *9 in **400-level** courses	- Spanish Lang/Ling: requires *3 in **400-level** Spanish linguistics; - Italian requires *3 at 400-level	- French: requires *15 in **400-level** courses - Spanish: options to take 400-level courses	required are: *0-12 in **400-level** courses (depending on major)
- required are: *6 in **study abroad** or language-immersive **CSL**	- Spanish and Italian classes have optional **CSL** component **- No study abroad**	**- No CSL** mentioned **- No study abroad** required	**- No CSL** mentioned **- No study abroad** required

or	required		
*6 with **experiential learning** component	**No experiential learning** mentioned	**No experiential learning** mentioned	**No experiential learning** mentioned
- requires 400-level capstone course (**senior research project**)	- German requires 400-level **senior research project**; Spanish Language & Hispanic Cultures and Italian have option of 400-level senior research course or special topics; Comp. Lit has options to take 400-level courses	**No senior research project** mentioned	East Asian Language Studies major and German major require 400-level **senior research project**
- courses (in Language Studies): advanced language, literature, culture, applied linguistics, translation, cinema	- courses in: advanced language, literature, culture, applied linguistics, translation, cinema, business	- courses in: advanced language, literature, culture, applied linguistics, translation, cinema, arts	- courses in: advanced language, literature, culture, (applied) linguistics, translation, cinema, arts

5.4.2 *If a similar program is currently offered at the institution, compare the structure, admission requirements and learning outcomes to the proposed program. If this is a conversion of an existing program (e.g., conversion of an applied degree to a new degree program), provide a table similar to the sample shown below.*

see Appendix E:

Comparison of structure, admission requirements and learning outcomes between existing majors and proposed new major

5.5 Other elements affecting quality

Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).

n/a

SECTION 6: IMPLEMENTATION AND RESOURCES

6.1 Program Implementation Plan

Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.

Because the new program will include courses now offered under the separate majors currently offered in the department of MLCS, the course offerings in MLCS will not undergo major changes. Therefore, no additional support will be needed to maintain the existing majors as they are phased out while also implementing the new major in MLCS. Furthermore, MLCS already offers a large percentage of the CSL curriculum in the Faculty of Arts and will work more closely with the Office of Community Service-Learning to increase the CSL offerings in MLCS and those meetings are already in progress. Similarly, MLCS will continue to work closely with international partners in the Faculty of Arts and University of Alberta International to increase opportunities, funding and awareness of study abroad and other international experiences for our students.

6.2 Staffing Plan

6.2.1 *Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 1.6 above). Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).*

No specific changes in staffing between the currently existing majors and the proposed major will be needed.

see Appendix F: Staffing Plan

6.2.2 *Include brief explanations of academic staff categories (e.g., continuing, sessional, term) and workload expectations.*

This program employs members of two academic staff categories: faculty and contract instructors. Faculty members (assistant, associate, and full professors) are expected to have a workload that comprises 40% teaching, 40% research, and 20% service. A full-time teaching load is two 3-credit courses per term.

A full-time contract instructor is employed to teach three 3-credit courses per term. This workload is considered to be 45 hours per week.

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Students in the proposed major in Modern Languages and Cultural Studies will be able to take courses in either the language studies or the cross-cultural studies route. In the language studies route, courses are primarily taught in the target language. In the cross-cultural studies route, students will take language acquisition courses as well as courses taught in English. In each route, specific courses will be offered by various areas in MLCS. Course planning and teaching rotation is handled by the individual areas, in consultation with the Department Chair and Associate Chairs. No non-academic staff teach in the department, although language acquisition courses are taught by sessional instructors and graduate student instructors in some cases. Staffing needs for the entire degree program must remain flexible to accommodate staff expertise and student interest in a given four-year cycle.

see Appendix G: Proposed Teaching Rotation

6.2.4 *For graduate programs, provide a detailed plan to organize the academic advising, supervision and monitoring of graduate students, and state the credentials, graduate teaching experience, master's committee work/supervision and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.*

Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty

Name	Earned Credential	Supervision of undergraduate research projects (Honors, URI, Roger S. Smith)	Graduate Teaching Experience	Master's committee work/ supervision		PhD Supervision
				Project	Thesis	
Anselmi, William	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Beard, Laura	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Bortolussi Dixon, Marisa	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Carrière, Marie	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Cisneros, Odile	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Cobb, Russell	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup

Dailey-O'Cain, Jennifer	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
De Leon, Ann	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Ensslin, Astrid	PhD	-	✓	Sup	Sup	Com, Sup, Ext
Fried, Daniel	PhD	-	✓	-	Com, Sup	Com, Sup
Gural-Migdal, Anna	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Gutierrez, Xavier	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Kelly, Gary	DPhil	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Kononenko, Natalie	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Kost, Claudia	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Laforest, Daniel	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Lam, Yvonne	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Le, Elisabeth	PhD	✓	✓	Com, Sup	Com, Sup	Com
Malena, Anne	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Mersal, Iman	PhD	-	-	Sup	Sup	Com
Nedashkivska, Alla	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Osadnik, Waclaw	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Penrod, Lynn	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext

Pogosjan, Jelena	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Rao, Sathya	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Reyns, Chris	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Rolland, Peter	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Ruétalo, Victoria	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Siemens, Elena	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Smith-Prei, Carrie	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Sywenky, Irene	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext
Tarif, Julie	PhD	-	-	-	-	-
True, Micah	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup
Van Deusen, Natalie	PhD	✓	-	Com, Ext	Com, Ext	Com, Ext
Varsava, Jerry	PhD	✓	✓	Com, Sup	Com, Sup	Com, Sup, Ext

<u>Key</u>
PhD   = Doctor of Philosophy   Com   = Committee Member
DMA   = Doctor of Musical Arts   Sup   = Supervisor or Co-supervisor
EdD   = Doctor of Education   Ext   = PhD External Examiner

6.2.5   *Include CVs of core academic staff teaching in the program as well as key administrators (see CAQC's CV template). Be sure their permission has been given.*

see Appendix H: CVs of faculty members

6.3 Scholarly and Creative Activity

6.3.1 *Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program, and summarize the institutional expectations of academic staff with respect to scholarship and professional development as well as how these are assessed. Describe plans for supporting scholarly activities and professional development of academic staff (see Council's expectations regarding scholarship, research and creative activity in s. 3.7.3 of Council's Handbook).*

All faculty members in the Department of Modern Languages and Cultural Studies meet individually with the Chair annually to discuss performance and set expectations for future research plans and goals. At the end of each academic year faculty members complete an annual report following a standard template. These annual reports are reviewed by the Chair with the support of a departmental advisory committee made up of elected members from among the three professorial ranks; the advisory committee assists the Chair in the evaluation of performance across teaching, research, and service. The Chair's final assessment and recommendations for performance-based salary increments of each faculty member goes to a Faculty Evaluation Committee (FEC), where individual files are discussed and increment recommendations are approved or adjusted. FEC also reviews tenure track faculty members at the end of each probationary period and makes decisions regarding tenure and promotion to associate or full professor. The Faculty of Arts *Standards for the Evaluation of Performance for Salary, Promotion, and Tenure Purposes* provides guidelines and procedures for the evaluation of teaching, research and service in line with the *Faculty Agreement (7.02b, 7.05)*. 1.B. of the Faculty of Arts document reads:

> "The *Agreement* (*7.02b, 7.05*) […] provides that a staff member's responsibilities 'include [active] participation in research, including both original research and reflective inquiry, and the dissemination of the results of research by means appropriate to the discipline.' It also provides that staff members 'shall be encouraged' to seek funding for their research activities. A faculty member is expected not only to communicate knowledge through teaching, but equally to advance knowledge through research and publication/performance/exhibition. Although, in the short run, not all research leads to publication/performance/exhibition, the Faculty explicitly expects that the fruits of research activity will result in formal publication/performance/ exhibition. This ensures the wide dissemination of knowledge, and provides an opportunity for colleagues and peers elsewhere to question, verify, and assess the new finding or insights.
> Publication is normally understood to comprise scholarly books, articles and chapters, reflecting the faculty member's research (or, where appropriate, creative) expertise. It may also include the production of anthologies and curriculum guides. Creative activity is normally understood to comprise public performance, creative works and exhibitions reflecting the faculty member's research and creative expertise."

In the Department of Modern Languages and Cultural Studies, research encompasses a wide range of activities in the areas of literary studies, editing, archival research, applied linguistics, cultural studies, folklore/ethnography, second language acquisition, translation, and other related areas. Creative

activity includes the writing and publishing of fiction, poetry, and drama. Tenure-track and tenured faculty members are expected to actively research and disseminate their findings in their field and to a broad range of publics. This includes publications, presentations, and the securing of internal and external grants to support research. The Department recognizes that research serves teaching as well as publication; nevertheless, the Department considers publication essential because it facilitates intellectual exchange, because it leaves a permanently accessible record of the fruits of research, and because the refereeing system exposes the research to critiques and suggestions for improvement from experts in the field. The candidate's research is expected to demonstrate a consistent level of high quality.

The Department recognizes a wide variety of research contributions, some of which carry more weight in the tenure, promotion, and evaluation process than others. Publication of the following types normally carry the most weight:

a. books and monographs, extended forms of creative writing, translation
b. articles, review articles, shorter creative writing, and essays in scholarly journals or essay collections
c. edited books where the editor's contribution has been substantial (extensive textual editing, a substantial critical introduction, etc.)
d. electronic media productions and software development

Research of the following types is also considered valuable:
a. papers presented at professional conferences
b. edited books where the editor's contribution has been relatively minor
c. book reviews in journals
d. encyclopedia entries (the significance of which may vary with venue and length).

Journal editing is credited according to the quality and extent of the contribution, with active editing and assessment of manuscripts being given more weight than purely managerial tasks; the most weight is given to editorial contributions that utilize the professor's scholarly qualifications most fully.

The quality of the work listed above and the stature of the journals, presses, or other venues is assessed by experts in the field during the meetings of the departmental advisory committee as well as at FEC.

Numerous resources are available within the Department of Modern Languages and Cultural Studies and in the Faculty of Arts and the U of A broadly to support research and other forms of scholarship. The Department has a Research Coordinator who assists with grant review and budgeting questions as well as a Research Committee that helps support faculty research. In the Faculty of Arts, the Research Service Officer along with the Associate Dean Research assist faculty members in securing grants, developing conferences, producing collaborations, among other activities. Further, the U of A's Grant Assist Program also works to support faculty member research through boot camps and information sessions. The U of A has a strong library system and all academic staff members have access to a variety of databases for research purposes. The Department has multiple library liaisons representing different language areas who are available for advice. Support for the development of teaching, also as

it relates to research, is also available through the University's Centre for Teaching and Learning. Faculty members are provided with an annual Professional Expense Allowance that may be used to support professional development expenses, such as registration and travel to conferences for professional development or research-dissemination purposes.

6.3.2 *For doctoral proposals, include a tabular summary of research grants held by key academic staff involved in the program, both (i) in aggregate form, and (ii) by academic staff member, years of tenure of each grant, and source and amount of the grant.*

n/a

6.4 Physical and Technical Infrastructure

Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.

The University of Alberta has state of the art classroom facilities. This program requires only lecture halls and seminar rooms, both of which are amply available and equipped with the appropriate technology. This program requires no facility changes or upgrades.

6.5 Information Services

Provide an inventory and analysis of information resources to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.

see Appendix I: Library Impact Statement

SECTION 7: CONSULTATION AND ASSESSMENT

7.1 Program Evaluation

Describe the criteria and methods which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Include the expected outcomes, key performance indicators and performance targets for the program.

The University of Alberta is committed to assuring quality in all aspects of its work related to teaching, research and administration. Quality assurance is a peer-review process conducted through periodic external reviews called Academic Unit Reviews. These reviews take place every 5-7 years and usually comprise the production of a self-study report by the unit, a visit by a team of internal and external academic experts, and a final written report by the review team. The goal of Academic Unit Reviews is quality improvement based on a unit's evaluation regarding strengths, challenges, and opportunities of its programs of study and research. These reviews can serve as an opportunity for valuable reflection and input that can shape strategic priorities and innovations.

As part of the new major in MLCS, we will also conduct our own exit survey with graduating students in order to consider any necessary adjustments to the program. Survey items will inquire about students' experiences with study abroad or CSL, whether they plan to pursue a graduate degree or enter the job market (including their perceived preparedness for either path), examine whether the program and courses offered met students' expectations, needs and interests, and whether students feel that the program's learning outcomes were achieved.

7.2 Consultation / Accreditation or Regulatory Approval

7.2.1 *Building on s. 2.3, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.*

Consultations were held with modern languages departments at the two other major universities within Campus Alberta, the University of Lethbridge and the University of Calgary. Both reviewed our proposed major and provided a letter of support.

The Organization for Arts Students and Interdisciplinary Studies (OASIS) in the Faculty of Arts at the University of Alberta was also contacted. After review of the proposed major in a meeting with the OASIS president Haiqa Cheema and the Associate Chair for Undergraduate Studies (MLCS), the president discussed the proposal with the OASIS Executive and provided a letter of support.

Further consultations were held with the Community Service-Learning Office, the Department of East Asian Studies, both at the Faculty of Arts (University of Alberta), UAI (University of Alberta International), Augustana Campus, and the Art Gallery of Alberta. All provided letters of support.

Letters of support attached:

- University of Alberta, Faculty of Arts, Community-Service Learning: David Peacock (Executive Director)

- University of Alberta, Faculty of Arts, Department of East Asian Studies: Christopher Lupke (Chair)

- University of Alberta, University of Alberta International: Doug Weir (Executive Director, Student Programs and Service)

- University of Calgary, Faculty of Arts, School of Languages, Linguistics, Literatures and Cultures: Cheryl Dueck (Division Chair, German, Russian & Arabic)

- University of Lethbridge, Faculty of Arts & Science, Department of Modern Languages: Stephen Urquhart (Chair)

- University of Alberta, Faculty of Arts: OASIS (Organization for Arts Students and Interdisciplinary Studies)

- University of Alberta, Augustana Campus: Karsten Mündel (Associate Dean, Academic)

- Art Gallery of Alberta: Evelyn Liesner (Interim Head, Education & Learning)

7.2.2 *If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.*

n/a

7.2.3 *If not already covered in 7.2.2., indicate how graduates will meet professional or regulatory expectations.*

n/a

7.3 Reports of Independent Academic Experts

CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution's response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).

SECTION 8: OTHER

8.1 Adverse Claims or Allegations

Disclose any adverse claims or allegations that might affect this application or be of concern to Council.

n/a

8.2 Statement of Institutional Integrity

Include a signed Statement of Institutional Integrity (see Council template on web site).

8.3 Other documentation

Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, cyclical review of programs policy, etc. that would add support to the applicant's case and would help reviewers (provide website links, if available).

n/a

Appendix A

- Template A: 2.3 Letters of Support

Appendix B

- Template A: 3.3 Internal Review and Approval
- Report on MLCS governance process, Feb. 12, 2017
- Minutes AFC May 25, 2017

Appendix C

- Template A: 3.6.2: Potential opportunities for transfer into the proposed program from other institutions and for transfer from the proposed program to other institutions

Appendix D

- Template B: 5.2: Criteria / Requirements for Admission and Academic Progression

Appendix E

- Template B: 5.4.2: Comparison of structure, admission requirements and learning outcomes between existing majors and proposed new major

Appendix F

- Template B: 6.2.1 Staffing Plan

Appendix G

- Template B: 6.2.3: Proposed Teaching Rotation

Appendix H

- Template B: 6.2.5: CVs of faculty members

Appendix I

- Template B: 6.5 Information Services Library Impact Statement

Appendix A

Template A: 2.3 Letters of Support

November 25, 2017

To Whom it May Concern,

The Art Gallery of Alberta, the province of Alberta's public Art Museum, is located in downtown Edmonton. Its collection of well over 6,000 works of art includes historical and contemporary paintings, sculptures, installation works and photographs by Canadian and international artists. In addition to its permanent collection, the AGA hosts visiting exhibitions and offers public education programs.

The Education & Learning department at the Art Gallery of Alberta is dedicated to delivering school programs to grades K-12, creating art and learning opportunities for children, families, adults, youth, and a variety of cultural community groups. We employ art educators who speak multiple languages in order to deliver our programming in French, Spanish and Arabic.

This letter of support for Dr. Smith-Prei, Chair of the Department of Modern Languages and Cultural Studies at the University of Alberta, is directed at those who may consider funding and future collaborations to develop a new major in Modern Languages and Cultural Studies at the University of Alberta.

Language graduates from the University of Alberta are employed in many capacities at the AGA. In addition to the department of Education & Learning, employees with multiple languages and cultural studies are employed throughout the museum, in development, curatorial, marketing and in our guest services.

The needs of language learners and cultural groups in the province of Alberta are critical to the mandate of our educational programming. Graduates from this program will help us deliver our programming to schools and the public, and provide resources to teachers effectively.

We ask you to support Dr. Smith-Prei in her efforts to develop her initiatives at the University of Alberta. Multi-language, and culturally sensitive graduates become employees who are vital to meeting our goals at the AGA!

Sincerely,

Evelyn Liesner

Interim Head, Education & Learning

t: 780.392.2478

f: 780.426.3105

evelyn.liesner@youraga.ca

FACULTY OF ARTS

Dr. Cheryl Dueck
Division Chair: German, Russian, Arabic Language and Muslim Cultures

and **Dr. Elizabeth Ritter**, Acting Director

School of Languages, Linguistics, Literatures and Cultures
2500 University Drive NW
Calgary, Alberta Canada T2N 1N4
T +1.403.220.3993
F +1.403.284.3810
E cdueck@ucalgary.ca
ucalgary.ca

March 17, 2017

Re: University of Alberta Major in Modern Languages and Cultural Studies

Dear Committee,

The Department of Modern Languages & Cultural Studies at University of Alberta is proposing to consolidate all of its major programs into a single major with two routes: language studies and cross-cultural studies. At the University of Calgary, the School of Languages, Linguistics, Literatures and Cultures is in strong support of this step, and we are, in fact, pursuing a very similar avenue for our own programs.

The University of Alberta currently offers courses and programming in ten languages within the MLCS department. While language acquisition must be done in separate courses, the various programs share the target skills of intercultural competence and cultural, literary and applied linguistics research. Combining programs necessarily means that more courses must be offered in English rather than in the target language. However, when combined with the internationalization of programming through exchange and work or study abroad programs, the skills and proficiencies required of language and culture students can be successfully reached within the degree structure as proposed by our Edmonton colleagues. The benefit is that there is more cross-cultural analysis that takes place in the classroom, and cohorts of students that are bigger and more predictable in numbers. This, in turn, allows for a stronger stable curriculum and a good student environment.

The experiential learning incorporated into the program is a notable feature that adds value in terms of the acquisition of intercultural skills (something that is not always quite this tangible), satisfaction of learners who contribute to the community in meaningful ways, and practical experience that can be applied to post-graduation employment.

In short, we agree that the proposed degree offers the best path forward to pursue the department's vision, "to promote multilingual proficiency and intercultural understanding to prepare students for life and work as professionals in a global environment and as citizens in a multicultural society." University of Alberta is to be commended for its commitment to this goal.

Yours sincerely,

Cheryl Dueck

March 16, 2017

To Whom It May Concern,

As the President of Organization of Arts Students and Interdisciplinary Studies (OASIS), I am writing this letter to support the reorganization of Modern Cultural and Language Studies (MCLS) program.

OASIS was consulted about the proposal early winter semester and I see benefits for students in the new program. The language studies route and cross cultural studies route provide students with more interdisciplinary option and a more clear structure. It is highly beneficial for students to have experiential learning, student abroad and the new capstone course. I believe it will make our graduates more competitive for the job market. With the new program, I believe resources can be allocated more efficiently in the department, which ultimately benefit students. OASIS advocated heavily for the BA Renewal and I am happy to see this proposal offer the same kind of flexibility to its students. The routes allow students to focus on one or more languages, depending on what is more suitable them. Faculty of Arts is very diverse which makes it difficult to have a sense of community among the students but having increased interconnectedness between departments would foster that sense of community and belonging.

I do believe sufficient student consultation took place during the process through one on ones with student representatives, two online surveys and town halls. Ms. Kost made sure to keep OASIS updated on the proposal and asked for feedback. As the survey results indicated, there is a high level of support for the reform among students, making me confident in my support of this proposal.

Lastly, I would like to thank Ms. Kost and her team for all their hard work. I think they have done a brilliant job in putting forward a well thought out proposal. If you have any questions or concerns, please do not hesitate to contact me at haiqa@ualberta.ca

Best Regards,

Haiqa Cheema
OASIS President

Dr. Karsten Mündel, Associate Dean, Academic

4901 – 46 Ave
Camrose, Alberta, Canada T4V 2R3
Tel: 780.679-1557
Fax: 780-679-1161
www.augustana.ualberta.ca

6 November 2017

Dr. Carrie Smith-Prei
Associate Professor and Chair
Email: carrie.smith-prei@ualberta.ca
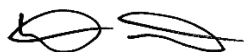
Dear Dr. Carrie Smith-Prej,

I have reviewed the proposed new major in Modern Languages and Cultural Studies and based on Augustana Faculty's experience with a similar major, I am supportive of these changes. I believe that the new major will facilitate the acquisition of the stated learning objectives for the major particularly in the areas of transferrable skills and the integration of knowledge.

Augustana Faculty has had a Bachelor of Arts major in Modern Languages since before the merger with the University of Alberta in 2004. A key facet of our program—in which students specialize in two languages—is that they complete 6 credits of their coursework in each language in an immersion (experiential) setting. Additionally, many courses taught on our campus include a Community Service-Learning (CSL) component. The CSL placements have been very meaningful to the community members involved (for example, a newcomer family who received help with their child struggling with the transition to schooling in English), but also to the development of transferrable skills (for example, the student who completed the CSL placement mentioned above now works, supporting newcomers in Edmonton, using her extensive language and critical thinking skills).

Based on our very positive experiences with significant credit towards a BA in Modern Languages achieved through experiential learning, I believe that the proposed BA in Modern Languages and Cultural Studies is well positioned to serve its students and the workplaces and communities its graduates will contribute to on graduation. I am supportive of this proposal and look forward to reading stories of the amazing accomplishments of its graduates.

Sincerely,

Karsten Mündel, PhD

Laura J. Beard
Professor and Chair
Department of Modern Languages & Cultural Studies
Faculty of Arts, 200 Arts Building
Adjunct Professor, Faculty of Native Studies
University of Alberta
Edmonton, Alberta, Canada T6G 2E6

April 21, 2017

Dear Laura,

Community Service-Learning (CSL) is pleased to write to support the proposed Major for Modern Languages and Cultural Studies.

MLCS and CSL have had a very fruitful relationship over the past number of years, with many MLCS instructors incorporating CSL into their classes, both in language and culturally immersive contexts (translation, folklore etc.). These courses have provided many opportunities for students to gain vital knowledge and dispositions for their academic fields and enhanced capabilities for their future education and careers.

This proposed curriculum reform, that more formally incorporates experiential learning opportunities for students into an MLCS major, is to be commended. From the CSL perspective, the requirement for 6 credits (out of 36) of experiential learning offers the potential for new opportunities for students and instructors, yet the change is still modest enough to be manageable and sustainable for CSL and, I would imagine, for enhanced provision and support from UAI. CSL can potentially support the pedagogical and community-based research interests of MLCS students and instructors, and MLCS-connected community partners, via our Small Grants, Instructor Support Grants[1] and Partnership Grants.

Clearly, the MLCS desire to emphasize experiential learning and global learning informed by linguistic and/or socio-cultural theory and practices aligns squarely with both the Faculty of Arts and University of Alberta goals in their latest academic planning exercises. Perhaps more importantly, these experiential learning practices are supported by large fields of higher education research as potentially offering students both deeper academic learning as well as enhanced inter-cultural capacities for contemporary life. Relatedly, CSL looks forward to

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[1] MLCS classes with over 30 students can gain CSL funds towards TA's when there are matching funds from the department.

UNIVERSITY OF ALBERTA

COMMUNITY SERVICE-LEARNING
FACULTY OF ARTS

400 Arts & Convocation Hall

Edmonton, Alberta, Canada T6G 2E6

780.492.9557

working in the future with MLCS on innovative, more accessible global learning courses.   CSL is set, for example, to offer a short-term, more accessible initiative in Nicaragua in the Spring of 2018 (CSL's Critical Global Service-Learning course).

In short, CSL is pleased to support the curriculum reform in MLCS, and will continue to support its instructors and students to achieve their community engaged learning and research goals.

Yours Sincerely,

David Peacock, PhD
Executive Director
Community Service-Learning
Faculty of Arts
#412c Arts & Convocation Hall
University of Alberta
ph: 1-780-554-6709
e: peacock1@ualberta.ca

DEPARTMENT OF EAST ASIAN STUDIES
CHRISTOPHER LUPKE, CHAIR

3-32A Pembina Hall
Edmonton, Alberta, Canada T6G 2H8
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Fax: 780.492.2000
lupke@ualberta.ca
www.eastasianstudies.ualberta.ca

April 21, 2017

To whom it may concern:

MLCS Revision of Major: Endorsement Letter

I write this letter in strong endorsement of the current proposal in the Department of Modern Languages and Cultural Studies (MLCS) to revise and streamline their major. I primarily write in my capacity as Chair of East Asian Studies at the University of Alberta, as we have recently been successful in obtaining approval for the revision and streamlining our own major. Previously, East Asian Studies offered at least three separate majors as well as multiple minors, and there was a maze of prerequisites and conditions for each. Moreover, students who wished to learn Korean, for which we now have a four-year language program of study, had no option. Students who wished to take some English-language content courses in a tradition other than their primary one (Chinese or Japanese) were similarly constrained. Students who wished to take some literature courses and some linguistics courses were met with bureaucratic challenges as well. Thus, about three years ago a consensus developed, which was followed by hard, collective work, to develop a new proposal for the major, ridding the Department of various separate majors, and making the path toward majoring in our Department clearer, simpler, and more easily accomplished. The complete results are not in, but to date we have had some steady increases in majors. We have approximately 80 majors right now, of which most are now in the new East Asian major with about a half dozen grandfathered majors in Chinese or Japanese who are close to completion. The Department of East Asian Studies unanimously feels that the new major is a great improvement. It does not exclude students from taking any of the courses one previously would have wanted to take. But it does allow one to take courses that previously would not have counted for one major or the other. Most important, the new major is simple and straightforward.

MLCS is in some ways similar to East Asian Studies in that they are an amalgam Department. It is clear having several different majors with only a handful in several of them does not facilitate easy bookkeeping. From the students' point of view, it can be very confusing. What if one wished to take one language but then select a course on the literature of another tradition, taught in English, and count it toward the major? The chances are it would be difficult and complicated, and most likely only effected by the filling out of some form. This only leads to decreases in enrolment. What we want to do is build enrolments, to let students know that by studying a foreign language they will be better off in the world after college. The best way to facilitate this is to make the process more accessible. I see the revision to the MLCS major (ie. integrating all the previous majors into one) as essential to this process. Moreover, for MLCS it may have the added salutary benefit of helping "save" some of the smaller programs that,
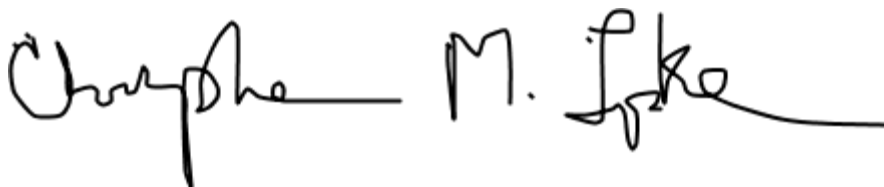
although intellectually very worthy, are vulnerable to cuts because their enrolments and majors are slim in number. The new, integrated major could allow for students to take one of those lesser enroled languages and complete the major with some coursework that is taught by faculty whose primary area is another language.

The new MLCS major is able to retain ultimate flexibility in their new configuration by offering two "routes" or options: (a) the cross-cultural studies option or (b) the language studies option. This new bifurcated major preserves choices for students who, for example, wish only to take courses in one language tradition. Thanks to the size of the programs, this would be possible in French, Spanish, and some of the other languages. However, it would likely not be true for others, because they cannot sustain such a large reservoir of courses. For them, students could choose the cross-cultural studies option and still viably complete the major with courses that fulfil that program of study. Additionally, students who truly wished to obtain cross-cultural studies training and study any one of the languages offered by MLCS, could do so by opting for this route as well.

What we have been doing in our respective language and area studies departments in recent years is actually availing ourselves of best practices from other universities in North America who have been innovative in their efforts to make their majors more user-friendly and the study of their subjects more marketable to today's students. Having gone through the process of developing and revising majors myself, I can attest that the current MLCS proposal represents extremely hard work and has taken several years to produce. It is difficult to reconfigure majors because of the details involved but also because of the interpersonal issues at stake. To have gotten this far demonstrates arduous collegial work, and it should be rewarded.

Appealing to the student of 2017 to devote several years to the study of a language is not an easy sell, a truly lamentable fact of our times. Mastery of a foreign language is a highly laudable goal in itself, and very rewarding. For practically minded students who wish to go into business of various kinds, advanced proficiency is an outstanding asset. In East Asian Studies we came to the conclusion that the simplification of the major programs would remove an obstacle to that laudable goal. I am totally supportive of the effort in MLCS to engage in a similar endeavor. I believe the result will be something students will appreciate and thus they will be more likely to take a language and select this as a major. Canada desperately needs more well-educated bilingual people in its workforce. We are doing our best to support that need.

Sincerely,

Christopher Lupke, Ph. D.
Professor and Chair

Department of   4401 University Drive   Phone 403.329.2560   modlang@uleth.ca
Modern Languages   Lethbridge, Alberta, Canada   Fax 403.317.2882   www.uleth.ca
                       T1K 3M4

Faculty of Arts & Science

Feb. 4th, 2017

RE: Single Major in Modern Languages and Cultural Studies (University of Alberta)

To Whom It May Concern,

I am writing as the Chair of the Department of Modern Languages at the University of Lethbridge to show my support for the newly proposed single major in Modern Languages and Cultural Studies (MLCS) at the University of Alberta.

After having reviewed the newly proposed program of study, I feel that it is well laid out and that the project makes sense in an increasingly global society where it is important not only to be multilingual, but also to possess intercultural competencies. The two routes – language studies and cross-cultural studies – support an interdisciplinary approach and will allow students to see where different languages and the associated cultures intersect. In other words, it will provide students with a broader picture of the world and ultimately show them how knowledge acquired in one context is not detached from another. The transfer of knowledge and its subsequent application to different situations is simply invaluable in today's world, where there is generally a greater awareness of the "Other."

I applaud the "General Requirements" of the new program. In the description, requiring students to take a course such as MLCS 210, dealing with an introduction to theory, and then subsequently apply what was learned in subsequent MLCS courses makes sense. It is important to have the theory first and be able to apply it as a tool to understand and unpack more specific knowledge. Furthermore, by requiring student to take such a course, the Department will encourage the interplay between broad philosophical reflections and specific parts of the cultural productions that students will be studying. In many instances, when theory is present, it is presented at the end of the students' academic career. Although placing this at the end of a program makes sense in terms of the difficulty of theory in general, it does not afford students the opportunity to reflect on these theories in other courses. Placing emphasis on this course at the beginning of a student's studies and then requiring them to take a synthetic course such as MLCS 410 at the end of their academic route will push students to retain and process initially acquired information and not simply see it as belonging to a certain academic moment or classroom course.

With respect to expanding the "Community Service Learning Requirements," this idea is a way of responding to an increasing demand to see students graduate from academic programs with "real world" experience and become an ethical global citizen. What is more, such

experiences allow students to establish contacts and become an active participant in job networks. In an environment where more and more students have university degrees, insisting upon language and cultural immersion experiences is a sensible and valuable way to distinguish the program at the University of Alberta. Having myself graduated from the Co-op undergraduate program at the University of Waterloo, I can personally testify to the importance of work related and cultural immersion experiences. Such service requirements simply expose students to situations that are not available in the classroom and thus increase their understanding of their subject of interest. Following such experiences, they can speak "first-hand" about topics and then relate them in a genuine way to in-class studies of "academic" material.

In terms of increasing the "Study Abroad" or language immersive options, it is clear that the more authentic interactions students have, the more in-depth and genuine their knowledge of any chosen area of study will be. When dealing with languages, real experiences and contacts are important, as they would be in a scientific laboratory situation. They complement students' classroom experiences and ultimately make the material taught on campus more "real" and interesting for them. Insisting on Study Abroad programs simply appeals to students, is beneficial for their understanding of their area of expertise, and ultimately plays into student retention. In a world were accessing detailed knowledge about any given topic is more readily available due to the Internet, it is important for Universities to offer ways of acquiring knowledge that involves not just study opportunities, but real life experiences.

The division and sequencing of required courses and study paths (Language Studies route, Cross-Cultural route, Honours requirements and Combined Honours) as set out by the Department of Modern Languages and Cultural Studies is logical and does not seem problematic in any way. The Department speaks of receiving aid and support to carry out these changes, all of which seem to be responding to today's realities and desires regarding language study and learning. The variety of options presented in the new program would also seem to cater to a wide range of study possibilities and interests. This is obviously important as students interested in languages often arrive at universities with differing levels of knowledge in their proposed area of study. The various requirements seem appropriate and will provide students with a well-rounded experience without sacrificing academic achievement in a specific area.

As you can see, I fully support the new single major in the Department of Modern Languages and Cultural Studies at the University of Alberta. If you have any other questions regarding my assessment of this proposed program of study, please do not hesitate to contact me.

Sincerely

Steven Urquhart, Ph.D.
Associate Professor of French
Chair – Department of Modern Languages
Director – French Language Centre (FLC)
University of Lethbridge
Steven.urquhart@uleth.ca
403-329-2564

November 28, 2017
Dr. Carrie Smith-Prei
Chair, Modern Languages & Cultural Studies
Associate Professor, German Studies
200 Arts, University of Alberta, 780.492.1997

Dear Dr. Smith-Prei,

It is my pleasure to write this letter to support your proposal to the Faculty of Arts for the new major in MLCS.

As the new major is designed to facilitate student participation in study abroad or language immersive CSL courses as program requirements, it is an excellent initiative to increasing student participation in international learning.

UAI strongly supports initiatives that engage students professionally and socially with diverse communities in Canada and around the world. We believe community service learning and language immersion programs abroad promote intercultural competence development which is a critical outcome of the University of Alberta experience. The MLCS new major is an excellent example of efforts to grow international experiences and enhance students' international competencies.

There is a clear synergy in programming between the proposed new major and UAI's work as we operate many education abroad programs, including e3 programs, internships and institutional exchange programs, that can assist MLCS in achieving its experiential learning objectives for students. We look forward to working closely with your department to ensure these program offerings are leveraged to meet the degree requirements that students will need to fulfill.

UAI has provided ongoing support to the MLCS study abroad programs through administrative and financial measures. Funding opportunities have been available to the MLCS students in the forms of Individual Award (for which the students directly apply) and Group Award (for which the program leads/instructors apply on behalf of their students). In 2014- 2016, 44 MLCS students received $34,800 from UAI through the Individual and Group Awards to support their language immersive programs in Spain, France and Ukraine. UAI and MLCS Chair will explore the possibility of developing additional funding strategies that would incentivize MLCS students to participate in the new major through education abroad. UAI is also exploring administrative support for the new major through providing international interns to work in the MLCS Department.

We will be pleased to support the new major program by making services, resources and opportunities available to the MLCS students and faculty. These include the opportunity for the MLCS faculty and students to apply for the education abroad awards, supporting the pre-departure orientation, advising on study abroad requirements, assistance with program promotion by including the program information in the Education Abroad Program Finder, as well as sharing Education Abroad Horizons Database for student applications.

We hope the above-mentioned services and resources will demonstrate our support for your proposed new major, and will help you succeed with your proposal.

Sincerely,

Doug Weir

Executive Director, Student Programs and Services
University of Alberta International

Appendix B

Template A: 3.3 Internal Review and Approval

- Report on MLCS governance process, Feb. 12, 2017
- Minutes AFC May 25, 2017

UNIVERSITY OF ALBERTA

MINUTES

Arts Faculty Council
Thursday, May 25, 2017
2:00 pm
Chamber Council
University of Alberta

Present: L Cormack (Chair), C Mackay, D Fried, J Dailey-O'Cain, L Penrod, L Gotell, S Nicholls, W Davis, C Iwasaki, J Boulter, K Weiss, V Reutilo, C Kost, E Glancy, J Hendrickson, A Commons, K Bimbo, V Kravchenko, J Greer, L Beard, E Le, N VanDeusen, J Amuik, M O'Driscoll, Y Lam, M Bortolusi, M Mandal, D Young, R Yu, S Luhmann, J Rak, X Gutierrez, R Beason, A Rowe, M Morin, L Livingstone, N Pylupiuk, J Potentier, E Monkiewicz, S Smallwood, T Tomsky, R Cowan, B Tucker, L Piper, C Reyns, M Mosharer, S McClellan, J Brown, S Rao, S Harris, D Laforest, R Cobb, J Hellman, M Woodside, R Nagel, P Willoughby, J Varsava, D Peacock, N Brown, S Dorow, G Kelly, A Malena, J Dunch, S Brennan, H Colston, T Spalding, B Longworth, K Kim, I Sylvesky, A Deleon, A Gural-Migdal, J Patrouch, O Rossier, M True, C Smith-Prei, S Stewart, H Coleman, Z Su, N Kononenko, B Street, K Noels, A Ensslin, M Smith, T McGee, C Smith, J Debernardi, P Demers, K Lowry, M Bouchard, A Kaler, S Patten, X Li, A Ball, N Rodenberg, M Engel, N Hurley, L Stewart, E Del Rio, G Pavlich, H Kwon
Student Representatives: S Patel, J Dunch
Recording Secretary: Jocelyn Reekie, Executive Assistant to the Dean

The Chair, Dean Cormack, called to order the meeting at 2:00 pm.

The meeting commenced with a tribute to Professor Frank Bueckert, Department of Drama and Professor John W. Bilsland, Department of English and Film Studies

Ashley Simms from History and Classics, who was a finalist in the 2017 3 Minute Thesis, presented her 3 Minute Thesis.

1. Dean Cormack acknowledged retiring members of Council
    - Jeff Bisanz, Psychology
    - Rick Bowers, English and Film Studies
    - Wenran Jiang, Political Science
    - Bohdan Klid, History and Classics
    - Harvey Krahn, Sociology
    - Donald Kuiken, Psychology
    - Jim Lightbody, Political Science
    - Stephen Reimer, English and Film Studies
    - Stephen Slemon, English and Film Studies

2. Dean Cormack acknowledged outgoing Department Chairs and Directors:
    -Pam Willoughby, Anthropology (going on one year admin leave) Interim Chair, Jean Debernardi
    -Constance Smith, Economics (new Chair Rick Szostak)
    -Laura Beard, Modern Languages and Cultural Studies (new Chair, Carrie Smith-Prei)
    -Sean Gouglas, Office of Interdisciplinary Studies (new Director, Nat Hurley)

    Dean Cormack also acknowledged:
    -Lise Gotell, Vice Dean, going on a one year administrative leave (Acting Vice Dean, Mike O'Driscoll)

3. **Spring Convocation List**
    3.1. For information.

CONSENT ITEMS
1. **Approval of Agenda**
    Dean Cormack requested a change to the order of the agenda. There are three program changes:

-Item 13. MLCS
-Item 14. Art & Design
-Item 15. Criminology
Dean Cormack requested re-order to:
- Item13. Art & Design
- Item14 Criminology
- Item 15 MLCS
This was requested as the MLCS item will take the largest amount of debate.

2. **Approval of Minutes from March 23, 2017**
4. **Report of the Faculty Evaluation Committee**
   4.1. To approve the report of the Faculty Evaluation Committee.
5. **Report of the Arts Teaching, Learning & Engagement Committee**
   5.1. To approve the report of the Arts Teaching, Learning and Engagement Committee.
6. **Report of the Arts Pedagogy Research and Innovation Lab**
   6.1. To approve the report of the Arts Pedagogy Research and Innovation Lab.
7. **Report of the Academic Affairs Committee**
   7.1. To approve the report of the Academic Affairs Committee.
8. **Report of the Research and McCalla Committees**
   8.1. To approve the report of the Research and McCalla Committees.
9. **Academic Affairs Committee**
   9.1. To approve admission and program changes for regular implementation in 2018-19.

It was *Moved* by Professor Kelly and *Seconded* by Associate Dean Spalding to approve the Consent Items with the amendments noted above.

For: 83
Against: 1
Abstain: 3

CARRIED

DECISION ITEMS

10. **Faculty Evaluation Committee**   S. Luhmann
    10.1.   For Information
        10.1.1. Editorial changes to Section 1 (Committee Membership and Meeting Dates)
        10.1.2. Editorial changes to Section 2 (Roles and Responsibilities)
        10.1.3. Editorial changes to Section 4 (Instructions to Department Chairs Regarding Preparation of Cases)
        10.1.4. Editorial changes to Section 5 (Probation and Tenure)
        10.1.5. Editorial changes to Section 6 (Procedures and Conventions)

10.2. To approve:
    10.2.1. Changes to Section 4 (Instructions to Department Chairs Regarding Preparation of Cases), Article 4.1.4. (Directorship of Centres/Institutes)

It was *Moved* by Professor Luhmann and *Seconded* by Professor Engel to approve the changes to Section 4 of the FEC Handbook.

For: 87
Against: 0
Abstain: 9

                                            CARRIED

    10.2.2. Changes to Section 5 (Probation and Tenure/Promotion), 5.1.6.2. (Responsibilities of the Department Chair) and 5.2.5.1 (Outside Assessment)

It was *Moved* by Professor Luhmann and *Seconded* by Professor Smith to approve the changes to Section 5 of the FEC Handbook.
For: 90
Against: 0
Abstain: 6

                                            CARRIED

11. **Art and Design Course-Based Master of Arts**   S. Harris
    11.1. To approve the course-based Master of Arts program.

      Discussion: stated on page 3 course based MA should say "course-based" rather than "thesis-based."

It was *Moved* by Professor Harris and *Seconded* by Professor Greer to approve the course-based Master of Arts program with the amendment.

For: 89
Against: 2
Abstain: 5

                                            CARRIED

12. **Criminology Re-visioning**   S Dorow for J. Grekul
    12.1. To approve the revised Criminology program.

It was *Moved* by Professor Dorow and *Seconded* by Professor Smith to approve the revised Criminology program.

For: 88
Against: 0
Abstain: 6

                                            CARRIED

13. **MLCS Two Degree Routes – Modern Languages, Cultural Studies**   L. Beard
    13.1. To approve the MLCS Two Degree Route Programs.   C. Kost

Professor Beard discussed background of the proposal.

Dean Cormack added that the Academic Affairs Committee provided feedback to change the program proposal from three routes to two and the changes were incorporated. The proposal was before Academic Affairs Committee (AAC) for vote one time, and the proposal was not approved by AAC. It was voted on twice in the Department both in concept and calendar language. Dean Cormack made the decision as Chair of Arts Faculty Council to have the proposal continue through the governance system. The Academic Affairs Committee has delegated responsibility but not full responsibility.

It was *Moved* by Professor Beard and *Seconded* by Professor Kost to approve the MLCS Two Degree Route Program.

For: 49
Against: 37
Abstain: 7

CARRIED

16. **Honors Suspensions – tabled to the fall**   L. Cormack
    16.1.   To approve the Honors Program Suspensions.

DISCUSSION ITEMS - deferred

17. **Items Arising from the Minutes**

18. **Academic Strategic Plan**   L. Cormack

19. **Report of the Dean**   L. Cormack

20. **OASIS Report**   H. Cheema

CLOSING ITEMS
21. **Question Period**

22. **Other Business**

23. **Adjournment**
    There being no further business, the meeting adjourned at 4:15 pm

February 21, 2017
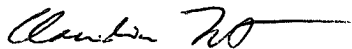
Re: Report on MLCS governance process for the approval of a new major

To: Academic Affairs Council
From: Claudia Kost, Associate Chair Undergraduate

     The calendar changes for the new major in Modern Languages and Cultural Studies were discussed and voted on at Department Council on February 13, 2017. Please find attached a copy of the agenda and materials, distributed to council members one week ahead on February 6th.

We require 18 members for quorum and 29 were in attendance. The vote was held by secret ballot and counted outside the meeting room by Meghan Huffman and Kelly Gray, invited as impartial counters from the Dean's office. The motion was presented by Dr. Kost as chair of the Curriculum Committee; it is moved and seconded by the committee. The results of the motion *"to approve a new major in Modern Languages and Cultural Studies"*: 17 in favour, 14 against, zero abstentions. The motion was passed.

Thank you,

Claudia Kost

Departmental Council

Monday, February 13, 2017
Location: 3-65 Tory Building, Henry Marshall (T)
3:00pm

AGENDA

		Presenter / Proposer	Time
1	Welcome and Comments from the Chair	L Beard	15 min
2	Report from the Associate Chair (Graduate)	C. Smith-Prei	10 min
3	Report from the Associate Chair (Undergraduate)	C. Kost	10 min
4	Calendar Change: Comp Lit	C. Kost	10 min
5	Calendar Change: MLCS Major	C. Kost	20 min
6	Other Business		

Notes –

Next Departmental Council meetings:
March 20, 2017
April 24, 2017

Arts Faculty council dates:
March 23, 2017
May 25, 2017

Spring reading week: February 20 - 24, 2017

Sent to Members: February 6, 2017

Modern Languages and Cultural Studies Department Council
January 23, 2017 at 3pm in CAB 273

Present: Attendance list attached.
Regrets: A. De Leon

Call to order: 3:02pm

1. Welcome and Comments from the Chair: L. Beard

- Welcome to Luciana Molina Queiroz (visiting PhD student) and Maria Fernanda Mosquera Garcia (intern) working with Dr. Cisneros
- Julie Tarif has won a TLEF grant to attend a summer program at UCL
- MLCS Graduate Student Conference starts February 2nd

2. Report from the Associate Chair Graduate: C. Smith-Prei

- Jay Friesen has won the MLCS 299 competition with a course entitled *Comedy Across Cultures*. This course will be taught in Winter 2018. Stephen Cruikshank was the runner-up with a course entitled *On The Road: Tourism and Travel Culture*. This course will be taught in Spring 2018.
- Thanks to all who attended the supervisory workshop.
- Dr. Smith-Prei invited R. Feddersen to announce the upcoming graduate student conference and to request participation by faculty members as moderators.

3. Report from the Associate Chair Undergraduate: C. Kost

- High school recruitment day will be hosted in March, planned by the language coordinators. Details and request for volunteers will follow.

4. Effective Research Training: H. Young-Leslie

- Presentation about the Grant Assist program and how to strategically apply for and support graduate students in grant applications.

5. MLCS Research Committee: A. Ensslin and C. Smith-Prei

- *Motion: establish a research committee and research officer (committee chair) to coordinate departmental research activities*
- J. Pogosjan moves, C. Kost 2nd

Vote	In favour: 16	Opposed: 0	Abstention: 4	**Result: PASSED**

6. Course Proposal MLCS 410 (from Curriculum Committee): C. Kost

- *Motion: creation of MLCS 410 Capstone Course*

| Vote | In favour: 17 | Opposed: 1 | Abstention: 0 | Result: PASSED |

7. Teaching Moment: R. Cobb

- Dr. Cobb presented an episode of his radio show with CJSR featuring his CSL students on the topic of Creole

8. Other Business: none

Adjournment: moved by N. Van Deusen, A. Ensslin 2nd
Meeting adjourned: 4:27pm

Proposal for a new major in MLCS (Oct./Nov. 2014)	Calendar Change Form (Feb. 2017)	Rationale for changing
3 pathways	2 routes	Pathways "local communities" and "global engagement" were the same except for study abroad or language-immersive CSL (AAC)
"pathways"	"routes"	"Route" was suggested as the preferred term (AAC)
"global engagement", "local communities", "comparative and cross-cultural studies"	"Language Studies" and "Cross-Cultural Studies"	Names of pathways were deemed unattractive, needed to be clearer and shorter (AAC)
"engaged research component" (in "Comparative and Cross-Cultural Studies pathway)	"experiential learning"	Unclear what "engaged research" means (AAC); appropriate term is "experiential learning" (also ties in with values of our Institutional Strategic Plan "For the Public Good")
Major: General requirements: *9 (MLCS 210, MLCS 410, *3 with MLCS or C LIT prefix) Selected pathway: *24 >Comparative and Cross-Cultural: *12 in one language or *6 in each of two languages *12 in a single (prefix) area incl. *9 at 400-level incl. *6 with engaged research component >Global Engagement: *24 in one language or split between two languages incl. *9 at 400-level incl. *6 in study abroad/Quebec/... >Local Communities: *24 in one language or split between two languages incl. *9 at 400-level incl. *6 language-immersive CSL	Major: General requirements: *9 (MLCS 210, MLCS 410, *3 with MLCS prefix) Selected route: *24 >Cross-Cultural Studies: *12 in one language or *6 in each of two languages *12 in a single (prefix) area incl. *6 at 400-level incl. *6 with experiential learning component >Language Studies: *24 in one language or split between two languages incl. *6 at 400-level incl. *6 in study abroad OR language-immersive CSL	MLCS-prefix is what ties us together *9 at 400-level might not seem feasible for most areas, hence reduction to *6 *9 at 400-level might not seem feasible for most areas, hence reduction to *6

MAJOR	FALL 2011 (Term 1370)	FALL 2012 (Term 1410)	FALL 2013 (Term 1450)	Fall 2014 (Term 1490)	Fall 2015 (Term 1530)	Fall 2016 (Term 1570)	COMMENTS
Faculty of Arts (all programs)	6005	6037	6049	5863	5767	5786	Based on October 01 registrations (not the official December 01 date)
Faculty of Arts (all programs) - Canadian Citizens & Permanent Residents)	5025	4913	4821	4594	4507	4547	
Faculty of Arts (all programs - study permit only)	980	1124	1228	1269	1260	1239	
French - BA Honors	3	4	3	3	3	2	
French - BA Major	52	48	39	35	41	44	
French & Italian Combined - BA Major	5	3	3	1	0	0	Suspended 2013
French & Spanish Combined - BA Major	17	11	16	15	11	8	
German - BA Major	27	29	25	27	24	19	includes defunct German Studies designation
German - BA Honors	4	2	2	1	2	2	
German & Scandinavian Combined - BA Major	0	0	1	2	0	0	Suspended 2013
Italian & Spanish Combined - BA Major	1	0	2	0	0	0	Suspended 2013
Italian Studies - BA Honors	0	0	0	0	0	0	Suspended 2013
Italian Studies - BA Major	4	2	3	0	0	0	suspended 2013
Latin American Studies - BA Major	3	4	3	3	6	6	Suspension recommended in 2013, but grace granted for three years; see Spanish & Latin American Studies for BA Honors
Polish & Russian Combined - BA Major	0	0	1	2	0	0	*** NOT IDENTIFIED 2013 as no students were registered at that time; 2015 Combined language
Romance Languages - BA Honors	2	3	4	4	1	0	majors in MLCS discontinued except French/Spanish
Russian - BA Honors	0	2	3	3	0	0	combination of two or three of: French, Italian, Spanish
Russian - BA Major	2	4	4	2	1	0	suspended 2013
Russian & Ukrainian Combined - BA Major	0	0	1	0	1	0	suspended 2013
Scandinavian - BA Honors (combined honors only)	0	0	1	0	0	0	suspended 2013
Scandinavian - BA Major	3	4	4	3	5	1	Suspension recommended in 2013, but grace granted for three years
Spanish - BA Major	33	31	30	28	28	26	Suspension recommended in 2013, but grace granted for three years
Spanish & Latin American Studies - BA Honors	1	2	4	6	5	2	
Ukrainian - BA Honors	0	0	0	2	0	0	suspended 2013
Ukrainian - BA Major (includes Folklore)	3	3	1	1	1	0	suspended 2013
Comparative Literature - BA Honors	2 (1A + 1C)	2	0 1(B)	1	2	2	
Comparative Literature - BA Major	21	18	11	8	8	11	program moved to MLCS over 2013-14
					total MLCS:	128	
Philosophy - BA Honors	13	7	7	3	9	8	
Philosophy - BA Major	82	83	82	78	70	79	
Womens & Gender Studies - BA Honors	0	2	7	6	5	5	
Womens & Gender Studies - BA Major	35	27	37	27	33	42	
Anthropology - BA Major	198	178	175	170	142	125	
Anthropology - BA Honors	13	10	9	7	9	8	
East Asian Studies - BA Honors	0	0	2	0	1	2	note suspensions of Japanese, Chinese and Combined Chinese/Japanese
East Asian Studies - BA Major	38	41	42	36	59	90	note suspensions of Japanese, Chinese and Combined Chinese/Japanese
English - BA Honors	27	16	23	21	13	15	
English - BA Major	380	340	332	280	260	261	
Film Studies - BA Major	36	37	34	28	38	32	No Honors program; 2 codes (rac investigate)
Linguistics - BA Honors	4	3	4	7	5	5	
Linguistics - BA Major	111	115	125	130	135	143	

Regrets: Anselmi
Stuhlmann

MLCS Departmental Council Attendance

Date: Monday, February 13, 2017

Please PRINT your name

Daniel Fried	*(signature)* Gagnon	
Natalie Van Deusen	*(signature)*	
John Eaton	*(signature)*	
Micah True	Sandra Reid	
Victoria Ruetalo	Alla Nedashkivska	
Bart Romanek	Daniel Laforest	
Claudia Kost	Gary Kelly	
Xavier Gutiérrez	Mathieu Martin-LeBlanc	
Yvonne Lam	Sathya Rao	
Ute Buuck	Andrea Hayes	
Reisa Klein	Leanne Rempel	
Houman Ben Lazreg	Carrie Smith-Prei	
Jeff Longard	Russell Cobb	
Jennie Dailey-O'Cain	Elena Siemens	
Axel Perez T		
Lars Richter		
Daria Polianska		
Cris Reyns-Chikuma		
Terry Varsava		
Fred Greenely		
Odile Cisneros		
Julie Tarif		
J. Poccosjan		
Nataliie Kononenko		
Ann DeLeón		
Larisa Bostiuseri		
Natalia Blypiuuk		
Astrid Ensslin		
Elisabeth Le		
Lynn Penrod		

Appendix C

Template A: 3.6.2

Potential opportunities for transfer into the proposed program from other institutions and for transfer from the proposed program to other institutions

Appendix A

3.6.2 Potential opportunities for transfer into the proposed program from other institutions and for transfer from the proposed program to other institutions

University of Alberta → Concordia University of Edmonton	
ASL 111: Beginners' American Sign Language I	LOE 1XX: Unspecified Course
ASL 112: Beginners' American Sign Language II	LOE 1XX: Unspecified Course
FREN 111: Beginners' French I	FR 101: Beginners' French I
FREN 112: Beginners' French II	FR 102: Beginners' French II
FREN 211: Intermediate French I	FR 211: Intermediate French I
FREN 212: Intermediate French II	FR 212: Intermediate French II
GERM 111: Beginners' German I	GERM 101: Beginners' German I
GERM 112: Beginners' German II	GERM 102: Beginners' German II
GERM 211: Intermediate German I	GERM 211: Intermediate German I
GERM 212: Intermediate German II	GERM 212: Intermediate German II
SPAN 111: Beginners' Spanish I	SPA 101: Beginners' Spanish I
SPAN 211: Intermediate Spanish I	SPA 211: Intermediate Spanish I

Athabasca University → University of Alberta	
FREN 100: French for Beginners I	FREN 111: Beginners' French I
FREN 101: French for Beginners II	FREN 112: Beginners' French II
FREN 200: First Year University French I	FREN 1xx: Unspecified course
FREN 201: First Yr. University French II	FREN 1xx: Unspecified course
FREN 301: Composition francaise	FREN 310: Composition, Style and Expression
FREN 362: Second Year University French	FREN 298, FREN 297: Advanced French II
FREN 363: 20th Century French Literature	FREN 3xx: Unspecified Course
FREN 374: Litterature quebecoise	FREN 3xx: Unspecified Course
FREN 375: Vocabulary Expansion	FREN 3xx: Unspecified Course
FREN 387: Francais langue des affaires	FREN 3xx: Unspecified Course
GERM 202: Introductory German I	GERM 1XX: Unspecified course
GERM 203: Introductory German II	GERM 112: Beginners' German II
GERM 302: Intermediate German I	GERM 211: Intermediate German I
GERM 303: Intermediate German II	GERM 212: Intermediate German II
GLST 308: Americas: An Introduction to Latin America and the Caribbean	LA ST 2xx: Unspecified Course
SPAN 200: Spanish for Beginners I	SPAN 111: Beginners' Spanish I
SPAN 201: Spanish for Beginners II	SPAN 112: Beginners' Spanish II
SPAN 300: Intermediate Spanish I	SPAN 211: Intermediate Spanish I
SPAN 301: Intermediate Spanish II	SPAN 212: Intermediate Spanish II

Burman University → University of Alberta	
FREN 101: Elementary French I	FREN 111: Beginners' French I

FREN 102: Elementary French II	FREN 112: Beginners'French II
FREN 201: Intermediate French I	FREN 1xx: Unspecified course
FREN 202: Intermediate French II	FREN 1xx: Unspecified course
FREN 305: Advanced French	FREN 297: Advanced French I
FREN 325: Introduction to French Literature and Culture	FREN 2xx: Unspecified Course
FREN 335: French Composition and Grammar	FREN 298: Advanced French II
FREN 357: Introduction to French Canadian Literature	FREN 2xx: Unspecified Course
FREN 370: 20th Century French Novel	FREN 2xx: Unspecified Course
GERM 101: Elementary German I	GERM 111: Beginners' German I
GERM 102: Elementary German II	GERM 112: Beginners' German II

Concordia University of Edmonton → University of Alberta	
FR 101: Beginners' French I	FREN 111: Beginners' French I
FR 102: Beginners' French II	FREN 112: Beginners' French II
FR 203: Intermediate French	FREN 211, FREN 212: Intermediate French I
FR 300: Introduction to French Canadian Literature	FREN 3xx: Unspecified Course
FR 303: Twentieth-Century Francophone Literature	FREN 3xx: Unspecified Course
FR 311: French Literature from the Middle Ages to the Seventeenth Century	FREN 301: Introduction to French Literary Studies
FR 312: French Literature from the Eighteenth Century to the Mid-Twentieth	FREN 3xx: Unspecified Course
FR 372: French Phonetics	FREN 372: French Phonetics
FR 390: Introduction to Children's Literature in French	FREN 3xx: Unspecified Course
FR 492: Advanced French Literary Studies	FREN 301: Introduction to French Literary Studies
FR 493: Advanced French Literary Studies	FREN 3xx: Unspecified Course
GERM 101: Beginners' German I	GERM 111: Beginners' German I
GERM 102: Beginners' German II	GERM 112: Beginners' German II
SPA 101: Beginners' Spanish I	SPAN 111: Beginners' Spanish I
SPA 102: Beginners' Spanish II	SPAN 112: Beginners' Spanish II

MacEwan → University of Alberta	
SPAN 216: Conversation and Composition in Spanish I	SPAN 2xx: Unspecified Course
SPAN 230: Conversation and Composition in Spanish II	SPAN 2xx: Unspecified Course

Mount Royal University → University of Alberta	
FREN 1109: Beginners' French I	FREN 111: Beginners' French I
FREN 1111: Beginners' French II	FREN 112: Beginners' French II
FREN 1113: Beginners' French lll	FREN 1xx: Unspecified cour
FREN 2216: Francophonie: Language and Culture l	FREN 211: Intermediate French I

FREN 2218: Francophonie: Language and Culture ll	FREN 212: Intermediate French II
FREN 2235: Second-Year University French I	FREN 297: Advanced French I
FREN 2237: Second-Year University French II	FREN 298: Advanced French II
FREN 2250: Contemporary French Culture and Civilization	FREN 2xx: Unspecified Course
FREN 3325: Contemporary French Civilization	FREN 3xx: Unspecified Course
FREN 3335: Translation I	FREN 3xx: Unspecified Course
FREN 3339: Francophone Literatures I	FREN 3xx: Unspecified Course
FREN 3341: Writing Styles and Skills	FREN 310: Composition, Style and Expression
FREN 3343: Francophone Cinema for Oral and Written Communication	FREN 3xx: Unspecified Course
FREN 3349: French Phonetics	FREN 372: French Phonetics
FREN 4435: Translation II	FREN 254: Introduction to Translation Theory and Practice: French-English-French
FREN 4439: Canadian Travel Writing	FREN 3xx: Unspecified Course
GERM 1105: Beginners German I	GERM 111: Beginners' German I
GERM 1107: Beginners German II	GERM 112: Beginners' German II
GERM 2226: First-Year University German I	GERM 211: Intermediate German I
GERM 2228: First-Year University German II	GERM 212: Intermediate German II
LAST 1101: Introduction to Contemporary Latin American Cultures	LA ST 1xx: Unspecified Course
LAST 2201: Cultures of South America	LA ST 210: South America
LAST 2202: Cultures of Mexico, Central America and the Caribbean	LA ST 205: Mexico, Central America and the Caribbean
SPAN 1101: Beginners' Spanish	SPAN 111: Beginners' Spanish I
SPAN 1103: Beginners Spanish II	SPAN 112: Beginners' Spanish II
SPAN 2211: Intermediate Spanish I	SPAN 211: Intermediate Spanish I
SPAN 2213: Intermediate Spanish II	SPAN 212: Intermediate Spanish II
SPAN 2219: Contemporary Spanish Culture and Society	SPAN 2xx: Unspecified Course
SPAN 2221: Contemporary Hispanic Cultures and Oral Practice	SPAN 2xx: Unspecified Course
SPAN 2223: Introduction to Textual Analysis and Composition	SPAN 2xx: Unspecified Course
SPAN 3305: High-Intermediate Spanish	SPAN 3xx: Unspecified Course
SPAN 3309: Critical Thinking in Spanish	SPAN 300: Advanced Spanish
SPAN 3315: Introduction to Literature from Spain and Latin America	SPAN 321: Foundational Fictions of Spanish America
SPAN 3317: Spanish Literature from the Golden Age to 19th Century	SPAN 3xx: Unspecified Course
SPAN 3319: Twentieth-Century Spanish American Testimonial Literature	SPAN 3xx: Unspecified Course
SPAN 3331: Business Spanish I	SPAN 3xx: Unspecified Course
SPAN 3335: Translation I	SPAN 3xx: Unspecified Course
SPAN 3341: Spanish-American Literature from Colonial Times to the 19th Century	SPAN 3xx: Unspecified Course

SPAN 4401: Advanced Spanish	SPAN 4xx: Unspecified Course
SPAN 4413: Teaching Spanish as a Second Language	SPAN 4xx: Unspecified Course
SPAN 4415: Twentieth-Century Literature from Spain	SPAN 3xx: Unspecified Course
SPAN 4417: Contemporary Women's Literature from Spain	SPAN 4xx: Unspecified Course
SPAN 4421: Spanish Pragmatics and Instruction	SPAN 4xx: Unspecified Course
SPAN 4435: Translation II	SPAN 4xx: Unspecified Course

St Mary's University → University of Alberta	
FREN 209: Beginners' French	FREN 111: Beginners' French I
FREN 211: Beginner's French II	FREN 112: Beginners' French II
FREN 219: First-Year University French I	FREN 1xx: Unspecified course
FREN 221: First-Year University French II	FREN 1xx: Unspecified course
FREN 319: Senior French Composition and Conversation I	FREN 297: Advanced French I
FREN 321: Senior French Composition and Conversation II	FREN 298: Advanced French II
SPAN 201: Beginner's Spanish I	SPAN 1xx: Unspecified Course
SPAN 203: Beginner's Spanish II	SPAN 1xx: Unspecified Course
SPAN 301: Intermediate Spanish	SPAN 2xx: Unspecified Course
SPAN 303: Intermediate Spanish II	SPAN 2xx: Unspecified Course

Appendix D

Template B: 5.2
Criteria / Requirements for Admission
and Academic Progression

General Admission Requirements

- High School Applicants
- Postsecondary Transfer Applicants
- Admission of Aboriginal Applicants
- Nonmatriculated Applicants
- First- and Second-Year Students with GPAs of 1.3 to 1.6-Admission to Fresh Start Program

The University of Alberta strives to provide an inclusive, respectful, equitable, and supportive environment for students. See University Equity Statement in Student Affairs.

In addition to the general University admission requirements detailed below, Faculties have additional admission requirements for each program. Specific admission requirements are detailed in Admission Requirements by Faculty.

For information on graduate programs, applicants can visit the website at www.gradstudies.ualberta.ca or contact the Faculty of Graduate Studies and Research, Killam Centre for Advanced Studies, 2-29 Triffo Hall, University of Alberta, Edmonton, Alberta T6G 2E1.

High School Applicants

In general, admission to undergraduate programs is based on a minimum average of 70% (on a 50% passing scale) on five high school admission subjects required by the program of study at the Grade 12-level (or equivalent). All five admission subjects must be above the minimum passing grade. Some Faculties may require a higher competitive average, see Admission Requirements by Faculty for admission requirements by Faculty.

Applicants from High Schools outside of Alberta

Applicants from another province or territory in Canada who have successfully completed work at the level shown below are considered for admission to the University of Alberta, subject to Faculty requirements as outlined in preceding sections.

Applicants who do not possess these requirements may clear deficiencies by completing appropriate Alberta Grade 12 subjects or equivalents.

British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Northwest Territories, Nova Scotia, Nunavut, Prince Edward Island, Saskatchewan, Yukon

Grade 12

Ontario

Grade 12 or OAC level

Quebec

Successful completion of the first year of the CEGEP academic program with satisfactory performance in appropriate subjects.

For information on provincial equivalents of Alberta Grade 12 courses, please visit www.admissions.ualberta.ca or contact the Office of the Registrar, Student Connect, main floor Administration Building, Edmonton, Alberta T6G 2M7, (780) 492-3113 (local charges apply), Contact Form.

Applicants from High Schools outside of Canada

For admission information on undergraduate programs, applicants can visit the website at www.studyincanada.ualberta.caor contact the Office of the Registrar, Student Connect, main floor Administration Building, Edmonton, Alberta T6G 2M7, (780) 492-3113 (local charges apply), Contact Form.

For information on graduate programs, applicants should contact the Faculty of Graduate Studies and Research, Killam Centre for Advanced Studies, 2-29 Triffo Hall, University of Alberta, Edmonton, Alberta T6G 2E1.

Admission from a British-Patterned System

Applicants must present their General Certificate of Education (GCE) examination results or their equivalents.

The minimum requirement for admission is superior standing in the five specific Faculty and program course requirements (see Admission Requirements by Faculty), at least two of which must be at the GCE Advanced Level (A-level) or Advanced Subsidiary Level (AS-level).

Some programs require that three subjects must be at the Advanced Level (A-level) or Advanced Subsidiary Level (AS-level). Contact the Office of the Registrar for more details.

Final admission is based on completion of required subjects for the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) or Ordinary Level (O-level) qualification; and either the completion of required Advanced Subsidiary Level (AS-level) subjects, and/or the predicted or achieved results in required Advanced Level (A-level) subjects.

Transfer credit may be considered for some courses at the Advanced Level (A-level) with a final grade of A or B. Advanced Subsidiary Level (AS-level) courses will not be considered for transfer credit.

Note: Final and official General Certificate of Education (GCE) certificates are required in all cases.

For more details, visit www.studyincanada.ualberta.ca/en/StudyAtUAlberta/Undergraduate/ProgramsAndAdmissions/GCEBritishCurriculum.aspx.

Admission from the United States and other countries and schools that offer American-based curricula

Admission is based on superior standing in the five specific Faculty and program course requirements (see Admission Requirements by Faculty). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University if they meet the following requirements:

1. The required English course has been met by presenting High School Grade 12 (or equivalent) course marks, or an acceptable score from International Baccalaureate (IB), Advanced Placement (AP), SAT, or SAT Subject Test (SAT ST) results, and

2. All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from IB, AP, SAT ST results, or High School (the final three years) course marks. If a high school course mark is to be used, the applicant must also meet the SAT or ACT requirement as follows:
   a. SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section)
   b. ACT: minimum composite score of 26. and

3. All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School (the final three years) course marks. If a high school course mark is to be used, the applicant must also meet the SAT or ACT requirement as follows:

a. SAT: minimum combined score of 1800 with a minimum of 600 on each section (or Redesigned SAT: minimum combined score of 1200 with a minimum of 600 on each section)

b. ACT: minimum composite score of 26

See Admissions Chart 2 for SAT Subject Test equivalencies and Admissions Chart 3 for required courses from Groups A, B and C.

For more details,

visit www.studyincanada.ualberta.ca/en/StudyAtUAlberta/Undergraduate/ProgramsAndAdmissions/GCEBritishCurriculum.aspx.

Admissions Chart 2 SAT Subject Tests Equated to Subject Groups

Group A (Humanities)	Group C (Sciences)
Chinese with Listening	Biology E
French	Biology M
French with Listening	Chemistry
German	Math Level 2
German with Listening	Physics
Italian	
Japanese with Listening	
Korean with Listening	
Latin	
Literature	
Modern Hebrew	
Spanish	
Spanish with Listening	
US History	
World History	

Note: There is no SAT Subject Test equivalency for Calculus (Mathematics 31). Students interested in applying for programs which require Calculus as a prerequisite (e.g., Engineering) must meet this requirement through the appropriate coursework at either the secondary or postsecondary level.

Postsecondary Transfer Applicants

Admission of postsecondary transfer applicants is generally based on both high school admission requirements and academic performance in postsecondary coursework, transferable to the University of Alberta (See Admissions Chart 3below for details). However, some Faculties have additional program specific requirements; applicants should also consult specific Faculty and program admission requirements in Admission Requirements by Faculty for further information.

This section also applies to applicants transferring from one Faculty or program to another at the University of Alberta.

Admission is competitive.

Admissions Chart 3 Substitution of High School-Level Course Requirements

Admissions Chart 3 sets out the transferable postsecondary credit which will be substituted in cases where applicants do not present, for the programs to which applications are being made, the appropriate High School-level courses based on the

Alberta Education curriculum. Prospective students who completed high school education from outside Alberta should review the Provincial Admission Course Equivalents for acceptable high school courses in the three categories at www.admissions.ualberta.ca. Only 5-credit courses will be used for admission purposes.

Grade 12 Courses	Group A	Group B	Group C
	1. English Language Arts 30-1 2. 30-level Language other than English 3. Social Studies 30-1	1. Applied Graphic Arts 35 2. Art 30 3. Art 31 4. Communication Technology Advanced Level-Career and Technology Studies (CTS) 5. Dance 35 6. Drama 30 7. Music 30 (Choral, Instrumental or General) 8. Music 35 9. Musical Theatre 35 10. Performing Arts 35 A, B, or C	1. Mathematics 30-1 2. Mathematics 31 3. Chemistry 30 4. Physics 30 5. Biology 30 6. Science 30 7. Computing Science (CSE) Advanced Level-Career and Technology Studies (CTS)
Number of Transferable Postsecondary Credits	Group A	Group B	Group C
	1. English (★3) 2. Language other than English (★3) 3. Humanities or Social Sciences (★3)	1. Fine Arts (★3) as 1-10 above	1. Mathematics (Algebra) (★3) 2. Mathematics (Calculus) (★3) 3. Chemistry (★3) 4. Physics (★3) 5. Biology (includes Botany, Genetics, Microbiology, Zoology) (★3) 6. Any Science course (★3) 7. Any Computing Science course (★3)

Transfer from a Postsecondary Institution

Notwithstanding the following information, admission to the University of Alberta is competitive. Many programs may require a higher minimum admission average than that specified below.

1. Admission Grade Point Average (AGPA) Calculation: The AGPA is calculated on all university transferable coursework completed in the most recent two terms of study if they contain a minimum of ★24. If those two terms contain less than ★24, all work in the next most recent term(s) is included in the calculation until the minimum total of ★24 is reached. Fall/Winter courses are considered Winter courses in these calculations. For applicants who have attempted less than ★24 of transferable postsecondary work, the AGPA is based on all university or university transfer credits attempted.
   Note: Where the applicant has more than one passing grade for the same course at any institution, only the first passing grade is used in calculating the grade point average(s) for admission purposes.

2. Applicants who have met the appropriate minimum matriculation requirements on first admission to another postsecondary institution will be considered for admission to the University of Alberta, if they
   a. present an admission grade point average (AGPA) of at least 2.0;

   b. meet all other admission criteria (i.e., specific program admission requirements, English Language Proficiency, audition, portfolio, questionnaire, references, etc.).

3. Students seeking admission who had not taken all five required Grade 12 subjects on first admission to another postsecondary program will be considered for admission to the University if they
   a. have successfully completed, through further high school or university transfer work, the five required matriculation subject areas specified for admission to the particular degree program to which the student has applied;

   b. present the appropriate minimum application average on all five subjects specified for admission;

   c. meet all other admission criteria (i.e., specific program admission requirements, English Language Proficiency, audition, portfolio, questionnaire, references, etc.).

4. Students seeking admission who have not met the appropriate minimum application average on first admission to another postsecondary program will be considered for admission to the University of Alberta if they
   a. have successfully completed at least ★24 transferable to the University of Alberta;

   b. present an AGPA of at least 2.0;

   c. meet all other admission criteria (i.e., specific program admission requirements, English Language Proficiency, audition, portfolio, questionnaire, references, etc.).

5. To be considered for readmission, an applicant who has been required to withdraw from the University of Alberta must
   a. if the student is seeking readmission to the same Faculty, meet all conditions set by the Faculty at the time of the requirement to withdraw; or

   b. if the student is seeking readmission to another Faculty, present ★18 transferable to the University with an AGPA of at least 2.7 or ★24 transferable to the University with an AGPA of at least 2.0 on work done after being required to withdraw and meet all other admission or readmission criteria (i.e., specific program admission requirements, English Language Proficiency, audition, portfolio, questionnaire, references, etc.).

6. To be considered for admission or readmission, an applicant who has been required to withdraw from another postsecondary institution must
   a. have successfully completed, through high school or university transfer coursework, the five required matriculation subject areas specified for admission to the particular degree program to which the student has applied;

   b. subsequent to having been required to withdraw, have successfully completed at least ★24 transferable to the University;

c. present an AGPA of at least 2.0;

d. meet all other admission or readmission criteria (i.e., specific program admission requirements, English Language Proficiency, audition, portfolio, questionnaire, references, etc.).

Transfer of Credit

Transfer credit may be granted to admitted applicants who have completed one or more University level course(s) at another recognized postsecondary institution. Transfer credit reduces the number of courses a student is required to take to qualify for a degree at the University of Alberta. The amount of transfer credit granted depends on how applicable the previous coursework is to the particular degree program to which the student has been admitted.

A maximum of ★60 (credits) or its equivalent (e.g., 10 full courses or 20 half courses) from previously attended postsecondary institution(s) may be granted toward a University of Alberta undergraduate degree program.

Also, some Faculties have placed a limit on the number courses for which transfer credit may be granted. Prospective students should consult the Faculty program sections of the Calendar or a Faculty advisor for further details.

Some postsecondary institutions within Alberta have approved university transfer programs that provide courses for transfer. The online *Alberta Transfer Guide* provides information on previously approved transferable courses and programs between many of the Alberta postsecondary institutions and the University of Alberta. In addition to those transfer agreements in the transfer guide, a course offered for credit by another research-intensive university within Alberta (University of Alberta, University of Calgary, University of Lethbridge, and Athabasca University) shall be granted credit, subject to meeting minimum grade and program requirements. Consequently, the transfer equivalents are not listed in the *Alberta Transfer Guide*. For postsecondary institutions outside of Alberta and within Canada, the University of Alberta will normally grant transfer credit for those courses that are presented in the appropriate provincial transfer guides as transferable to the research-intensive universities within that province, subject to meeting grade and program requirements.

Notes

1. Transfer credit will be granted for 100-level language courses (or equivalent) that have been successfully completed, except where a high school (Grade 12 level) course in the same language has also been successfully completed.

2. Transfer credit will be granted for each course transferable to the University of Alberta if the grade achieved is at least a C- (or its equivalent) and the course is applicable to the specific program to which the student has been admitted.

3. Among all research-intensive universities, transfer credit is assessed on an individual course-by-course basis.

4. The *Alberta Transfer Guide* explains the nature and the detail of transfer credit agreements among various postsecondary institutions in Alberta, Northwest Territories, Nunavut, and the Yukon. It is available online at www.transferalberta.ca.

5. Once transfer credit has been granted toward a student's program, any subsequent change of program will result in the reassessment of all previously granted transfer credit for applicability to the new degree program.

Additional transfer information may be found at www.admissions.ualberta.ca/transfer.

Advanced Placement

Advanced placement may be granted to applicants who have taken the equivalent of university courses in some other manner. This excuses them from taking the corresponding university courses, but other courses must be taken instead. Thus, students who have been granted advanced placement will not have the length of their program reduced.

If applicants feel they may be eligible for either transfer credit or advanced placement, they should ensure that the application is submitted well in advance of the deadlines given in Undergraduate Application Procedures. The University reserves the right to require applicants for transfer credit or advanced placement to write examinations at any level including that of matriculation.

Credit by Special Assessment

Some Faculties allow students to seek credit in certain specified courses without actually registering in and taking courses, if they can demonstrate an acceptable level of mastery of the course content. The procedure whereby a student seeks credit in a course by this nontraditional route is known as Credit by Special Assessment.

Faculties, in consultation with departments, will determine which, if any, of their courses may be attempted by special assessment and the conditions that a student must satisfy to have an application approved. In particular, students in any Faculty who wish to apply for credit by special assessment in a language course offered within the Faculty of Arts should consult Credit by Special Assessment.

The privilege of seeking credit in a course by special assessment is limited to students admitted to the University. Students wishing to receive credit in courses this way should report to their Faculty Office to be apprised of Faculty regulations and deadlines for submission of applications.

All grades obtained in attempts by special assessment, including failing grades, will be recorded on students' transcripts and computed into their student record in accordance with the policies of the students' Faculties.

Please refer to Fees Payment Guide for fee information.

Residence Requirements

The University of Alberta is committed to admitting highly qualified students from Alberta, Canada and the international community. To meet the needs of the community the University serves, some Faculties have established program enrolment targets regarding the citizenship and residence* of undergraduate students. No non-resident shall be admitted to a Faculty who is less qualified than any Alberta resident who is denied admission to that Faculty.

*A resident of Alberta is defined as a Canadian Citizen or Permanent Resident (Landed Immigrant) who has been continuously resident in the Province of Alberta, the Yukon, the Northwest Territories or Nunavut for at least one year immediately before the first day of classes of the term for which admission is sought. The one-year residence period shall not be considered broken where the admission committee is satisfied that the applicant was temporarily out of the province on vacation, in short-term employment, or as a full-time student. Applicants on study permit cannot establish residence during a period as a full-time student in an Alberta secondary or postsecondary institution because a stay under study permit is considered to be a visiting period.

BA

Admission to the Faculty of Arts is competitive. The number of high school and transfer admissions or readmissions to the Faculty may be limited in any given year depending on the number of applicants and their qualifications. Some majors require higher averages and/or specific courses and additional admission criteria. Presentation of the minimum requirements does not guarantee admission. Applicants will be assessed on the basis of their academic records as described below.

I. High School Requirements

High school applicants will be considered for admission based on their admission average on five subjects noted below. See High School Applicants for minimum grade and admission average requirements.

Subject Requirements

1. English Language Arts 30-1

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

3. Mathematics 30-2 may be used for admission to the Faculty of Arts, though some disciplines require Mathematics 30-1 as a prerequisite for required courses (see notes below). Only one of Mathematics 30-1 or 30-2 will be used for admission purposes.

4. See additional requirements below for specific majors and minors.

Notes

1. Admission to the major in **Planning** is competitive and Alberta residence students may be given preference. The minimum requirements are as follows:
   i. English Language Arts 30-1, Social Studies 30-1, Mathematics 30-1 or Mathematics 30-2, and two subjects from Group A, B and/or C.

   ii. A maximum of one Group B may be presented for admission.

   iii. A minimum competitive average of at least 75% in the above five subjects and an AGPA of 2.3 on any transferable courses.

2. For a major in **Political Science** Social Studies 30-1 is recommended.

3. For a major or minor in **Psychology** students should present one of Mathematics 30-1 or 30-2.

4. For a major in **Economics** students must present Mathematics 30-1. Presentation of Mathematics 31 is recommended. Mathematics 30-1 does not have to be included as one of the five 30-level courses for admission, but the major requires courses for which Mathematics 30-1 is a prerequisite.

5. For a major in **Mathematics** students must present both Mathematics 30-1 and Mathematics 31. For a minor in Mathematics students should present Mathematics 30-1. Mathematics 30-1 or Mathematics 31 do not have to be included in the five 30-level courses used for admission, but the discipline requires courses for which Mathematics 30-1 and Mathematics 31 are prerequisites.

6. Students intending to transfer to the **Faculty of Business** must present Mathematics 30-1.

7. The Faculty of Arts accepts proficiency in an Aboriginal language recognized in Canada (e.g., Cree, Slavey, etc.) to meet a Group A admission requirement. Proficiency is measured either by a test, administered by the University if such can be arranged, or by boards of examiners appointed by the University. Candidates having passed the required test of an Aboriginal language have their averages calculated on the remaining four matriculation subjects.

II. **Transfer Applicants**

Please refer to BA, Postsecondary Applicants and Transfer from a Postsecondary Institutions.

III. **Nonmatriculated Applicants**

Please refer to Nonmatriculated Applicants. Note that there is no NMA admission to the BA major in Planning program.

Bachelor of Arts (BA) Updated March 27, 2017

ATTENTION: This page contains corrected, updated information effective for the 2017-2018 Calendar, if you require clarification please e-mail calendarfeedback@ualberta.ca.

★120 required

This degree is designed to provide students with a diversified education and specialization in at least one subject. Students must complete either a major and a minor, or a double major. Also see below for Major and Minor Requirements.

Residence Requirement:

In the ★120 to complete the degree, the following must be included:

1. a minimum of ★63 offered by the Faculty of Arts;

2. ★60 must be successfully completed at the University of Alberta;

3. a minimum of ★30 must be taken while registered in the Faculty of Arts; and

4. a minimum of ★6 selected from courses offered by the Faculty of Science or used by the Faculty of Science as Science courses (see Details of Courses for appropriate subjects).

5. a minimum of ★15 at the senior level applied to the major and a minimum of ★6 at the senior level applied to the minor must be completed with courses offered by the Faculty of Arts at the University of Alberta (except Science minors, see below).

Course Load Requirements:

Students will normally complete ★30 in each Fall/Winter period and complete the program in four academic calendar years.

Program Requirements:

The BA degree requires students to successfully complete ★120 including the following:

- Basic Requirements (★36)
- A major subject of concentration and a minor subject of concentration, or two major subjects of concentration. Students who declare a double major are not permitted to declare a minor.

1. **First Year:** Each year consists of ★30 credited to the program. Within the first ★30, students should complete courses from the basic program requirements. The Faculty recommends that junior (100-) level courses be taken in the first year; and that the English/Writing requirement be completed within the first ★60.

   Students should enrol, if possible, in a course in the Major Subject(s) in first year. Students are also encouraged to obtain required prerequisite courses early in the program. Students in the BA degree should seek advice and program approval from the Advisor in the Department of their major concentration or if appropriate, the Interdisciplinary Program advisor.

2. **Basic Requirements**: (See Arts Chart 1.)

   The Basic Requirements (★36) are designed to give the foundation of a liberal Arts education. It is strongly advised that students complete the following requirements in the first two years of their programs.

   Note: No one course may meet more than one of the basic requirements. Senior-level courses in the area of major or minor which meet a basic requirement must also be counted toward the major or minor requirements.

3. **Major**: Students must declare either a single or a double major. Students who declare a single major must also complete a minor. Students who declare a double major are not permitted to declare a minor. See Programs and Certificates for a list of subjects which may be declared as majors in the BA.

   Each major must include a minimum of ★30 to a maximum of ★48 at the senior level (i.e., additional courses in the major may not be taken as options). At least ★6 must be at the 400-level; some departments may require specific courses and/or more than the specified Faculty minimums. Where a double major is declared, the same Faculty minimums and maximums apply in both majors. See below for specific requirements by subject. A minimum of ★15 at the senior level toward the major must be completed with coursework offered by the Faculty of Arts at the University of Alberta.

   Senior-level courses in the major subject(s) taken as part of the basic program requirements must also count toward the major(s).

   Students must declare their major(s) to the Undergraduate Student Services Office following the accumulation of the 60th unit of course weight of their BA program, though it is to a student's advantage to declare the major(s) as soon as possible.

4. **Minor:** Students who have declared a single major must also declare a minor. See Programs and Certificates for a list of subjects which may be declared as minors in the BA.

   A minor must include a minimum of ★12 to a maximum of ★42 at the senior level in an approved subject outside the single major. At least ★6 must be at the 300- or 400-level as specified by the department; some departments require specific courses and/or more than the specified Faculty minimums. See below for specific requirements by subject. The maximum units of course weight may not be exceeded (i.e., additional courses in the minor may not be taken as options). For Arts minors, a minimum of ★6 at the senior level must be satisfied with coursework offered by the Faculty of Arts at the University of Alberta and for Science minors, a minimum of ★9 at the senior level must be satisfied with course work offered by the Faculty of Science at the University of Alberta. Senior-level courses in the minor, taken as part of the basic program requirements must also be counted toward the minor.

   Students who declare a double major are not permitted to also declare a minor.

   In addition to the Arts and Science disciplines noted in Programs and Certificates (including MATH, PSYCO and STAT), students may also select a minor from the Faculty of Science from the list below. Students must meet the minor requirements of the Faculty of Arts as well as those of the Faculty of Science, which include requirements for specific courses (see Minors) therefore, the requirements are a minimum of ★24 to a maximum of ★36 in the minor subject(s), including no more than ★12 at the junior level and at least ★6 at the 300-level or higher. A Science minor consists of Science courses taken from one of the following areas:

   a. Biological Sciences (see Minors for specific requirements)

   b. Chemistry (see Minors for specific requirements)

   c. Computing Science (see Minors for specific requirements)

   d. Earth and Atmospheric Sciences (see Minors for specific requirements)

   e. Mathematics (see Minors for specific requirements)

   f. Physical Sciences (see Minors for specific requirements)

   g. Physics (see Minors for specific requirements)

   h. Statistics
      Students taking a Science minor are not permitted to complete a minor in the same department as their major.

5. **Cross-Listed Courses**: Courses listed in more than one major/minor are known as cross-listed courses.

   The use of cross-listed courses is especially common in interdisciplinary programs (East Asian

Studies; Film Studies; International Studies; Native Studies; Science Technology and Society; Women's and Gender Studies), but is becoming increasingly common in other areas also (e.g. Religious Studies). Unless otherwise notified by the student, the Undergraduate Student Services Office will apply cross-listed courses to the specific subject discipline. For example, a CLASS course cross-listed with Religious Studies will apply to the Classics major or minor unless the student has advised the Undergraduate Student Services Office in writing that it should apply to the Religious Studies portion of the student's program. When students ask that a cross-listed course be applied to their other subject of concentration, that course will then be applied to the minimums and maximums for that other subject.

For further details on cross-listed courses, see the entries for interdisciplinary programs below.

6. **Junior Courses**: Maximum of ★48 at the junior level are permitted for credit to the program. Students should complete ★30 at the junior level before registering in senior-level courses.

7. **Combined Major in French and Spanish:** Apart from the option to declare a double major in French and Spanish with no minor (see above), students may opt to take these two related languages which can be combined as their major subject; a valid minor subject is still required when this option is selected. The following conditions apply:

   a. Students selecting a combined language major should take two languages other than English in the first year, deferring any other basic requirement except the Junior ENGL to do so.

   b. Students majoring in two languages other than English must take a minimum of ★12 at the senior level in each language and normally must include a minimum of ★3 in each language at the 400-level. In all other respects, the requirements for a major in the above section apply.

8. **Non-Arts or Non-Science Options**: A maximum of ★18 may be taken outside the Faculties of Arts and Science as long as the courses do not duplicate courses already offered by these two Faculties. Courses offered by the Faculty of Native Studies will be counted as Arts courses [see Options and Native Studies (Faculty of Native Studies)]. See also Registration Information for a list of courses from the Faculty of Agricultural, Life and Environmental Sciences that are applied as Faculty of Arts courses.

9. **Interdisciplinary Programs and Courses**: Many programs housed within Departments in the Faculty of Arts have important interdisciplinary components; some are primarily interdisciplinary in orientation. The Office of Interdisciplinary Studies oversees programs that draw on courses from multiple Departments. These include programs in International Studies, Religious Studies, Science, Technology and Society Studies, and the MA in Humanities

Computing that are described elsewhere in this calendar.

The Office of Interdisciplinary Studies is also responsible for certain interdisciplinary (INT D) courses. Information about these courses and programs is available from the Faculty of Arts Office for Interdisciplinary Studies.

Unless otherwise indicated in the course description, an INT D course may be applied toward either the major or the minor if it appears under the department's course listings in Course Listings.

10. **Community Service-Learning courses**: A number of courses in departments and programs across the Faculty of Arts offer community engagement as an option or requirement. Students in Community Service-Learning (CSL) courses take part in community-based experiences that link to course content.

The CSL program offers its own CSL designated courses (see Course Listings) and a certificate (see Certificate in Community Engagement and Service-Learning).

For further information see the CSL website www.csl.ualberta.ca

Academic Performance

1. **Academic Performance for Graduation:** Students must present credit (with a minimum University of Alberta grade of D or equivalent) in ★120, which satisfy program requirements; present a graduation average of at least 2.0; present an average of at least 2.0 on all courses applied to the major; and present Satisfactory Academic Standing. For a BA major in Economics, students must present a graduation average of at least 2.3, and an average of at least 2.3 on all courses applied to the major. The graduation average is the quotient of (a) the total number of grade points earned by students in courses credited to the degree, and (b) the total weight of those courses. (Also refer to Academic Standing regulations described in Academic Standing and Graduation.) In the case of students who attempted, as part of their program, courses at an institution for which the grades are not precisely equivalent to those of this university, the degree is awarded at the discretion of the Faculty. Courses with final grades less than C- are not transferred from other postsecondary institutions.

2. **Degrees With Distinction:** Degrees With Distinction shall be awarded to students who achieve an average of at least 3.5 or better on the last ★60 of their programs completed at the University of Alberta, including failed courses but excluding any courses not credited to the degree. If the last ★60 of the program at the University of Alberta do not fall exactly within a given Fall/Winter or Spring/Summer, a weighted average is used. Please contact the Undergraduate Student Services Office for further information (1-17 Humanities, 780-492-4295, e-mail:arts.undergrad@ualberta.ca).

Arts Chart 1: Basic Requirements

Note: No one course may meet more than one of the basic requirements listed below

Junior English (ENGL)/Writing Studies (WRS) (★6)

★6 from the following:

★6 100-level ENGL
OR

★3 100-level ENGL AND

★3 100-level WRS.

Please note that the number of spaces available in WRS in any given year is limited.

Required ENGL are literature based

Students who have been granted advanced placement in English may substitute any ★6 at the 200-level or higher in ENGL for the basic requirement.

Economics majors in the BA or BA Honors program may apply ECON 110 toward this requirement. Registration in ECON 110 is restricted to Economics majors and the number of spaces available in any given year is limited.

One Language Other than English (LOE) (★6)

Junior or Senior level

To develop, or improve a student's facility in a Language Other than English

The core program requirement of a Language other than English consists of ★6 at the 100-level or above in one LOE. Students who decide to take an LOE in which they matriculated must take courses numbered 150 or above as they will not be given credit for courses numbered 100–149 in that language; these are for beginners only.

Language courses which do not offer as their goal the acquisition of a Language other than English, e.g., those dealing with literature in translation, will not fulfill the LOE requirement. Consult Course Listings , for full course descriptions.

Students who have completed their secondary education in a LOE will be permitted to take ★6 option in lieu of the LOE core. Students with prior LOE background who wish further study in that

LOE must be placed at the appropriate level or credit will be withheld. Records for these applicants will be reviewed and assessed by the Undergraduate Student Services Office. Students who have facility in a LOE but who cannot provide official transcripts should contact the relevant LOE department for advice about obtaining a waiver for the LOE requirement.

★6 in the Study of Science

The Study of Science requirement will introduce students to scientific study and foster their appreciation of how scientists approach their subjects.

Students must select ★6 from courses offered by the Faculty of Science or recognized by the Faculty of Science as Science courses (see Details of Courses).

★18 Breadth and Diversity

To acquaint students with and offer them a basic awareness of the variety of disciplines practised throughout the Faculty of Arts. Students must select ★6 (junior or senior level) from each of the Groups listed below.

Group One:

Courses from Departments and Programs emphasizing the study of the creative process in the arts. Students must take ★6 from the following subject(s)

1. Art and Design (ART; DES; HADVC)

2. Drama (DRAMA; T DES)

3. Music (MUSIC)

4. Writing (WRITE)

Group Two:

Courses from Departments and Programs emphasizing the study of cultures and cultural products. It may not be fulfilled by language acquisition courses at the 100- and 200-level. Students must take ★6 from the following subject(s):

1. Christian Theology courses at St Joseph's College (CHRTC) and at St Stephen's College (CHRTP)

2. Comparative Literature (C LIT)

3. East Asian Studies (CHINA; EASIA; JAPAN; KOREA)

4. English and Film Studies (ENGL; FS)

5. History and Classics (CLASS; GREEK; HIST; LATIN)

6. Modern Languages and Cultural Studies (FREN; GERM; ITAL; LA ST; MLCS; POLSH; PORT; RUSS; SCAND; SLAV; SPAN; UKR)

7. Philosophy (PHIL)

8. Religious Studies (RELIG)

Group Three:

Courses from Departments and Programs emphasizing the study of social systems and interactions. Students must take ★6 from the following subject(s):

1. Anthropology (ANTHR)

2. Community Service-Learning (CSL)

3. Earth and Atmospheric Studies (EAS; only those courses designated as Arts courses, i.e., with numbers x9x)

4. Economics (ECON)

5. Human Geography Planning (HGP)

6. Interdisciplinary Undergraduate (INT D)

7. Linguistics (LING)

8. Middle Eastern and African Studies (MEAS)

9. Political Science (POL S)

10. Psychology (PSYCO; only those courses designated as Arts courses)

11. Science, Technology and Society (STS)

12. Sociology (SOC)

13. Women's and Gender Studies (WGS)

Course Grades Obtained by Undergraduate Students:

Descriptor	Letter Grade	Grade Point Value
	A+	4.0
Excellent	A	4.0
	A-	3.7
	B+	3.3
Good	B	3.0
	B-	2.7
	C+	2.3
Satisfactory	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F or F4	0.0

Note: F4 denotes eligibility of a student to apply for a reexamination of a course.

Appendix E

Template B: 5.4.2
Comparison of structure, admission requirements and learning outcomes between existing majors and proposed new major

5.4.2 Comparison by course – existing program to new program

	Existing Comparative Literature major	Proposed MLCS major: Cross-Cultural studies route: Comparative Literature
Admission requirements	See Appendix D	See Appendix D
Program Learning Outcomes		Students will be able to: - demonstrate functional language proficiency in at least one foreign language; - evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization; - integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research; - engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.
Structure	*30-48 at senior level incl. *6 at 400-level	*33-48 at senior level (incl. *12 in language studies, *12 in C LIT courses, incl. *6 at 400-level, and *9 general requirements)
		Changes: *3 more to meet the minimum requirement; ***12 in language studies** ***9 in general requirements**
Required Courses	**ature courses:**	**erature (*3 at 100-level; *9 at senior level)**
	C LIT 101 World Literature I C LIT 102 World Literature II C LIT 206 History of Literary Theory I	*3 selected from: C LIT 101 World Literature I C LIT 102 World Literature II
	C LIT 207 History of Literary Theory II C LIT 347 Elements of Genre C LIT 352 Literature and the Other Arts C LIT 460 Fundamentals of Comparative Literature	*9 selected from: C LIT 206 History of Literary Theory I C LIT 207 History of Literary Theory II C LIT 210 Cyberliterature C LIT 220 Mythology and Literature C LIT 228 Literature, Popular Culture and the Visual Arts C LIT 230 Scandalous Fictions C LIT 242 Science Fiction C LIT 243 Fairy Tales and Folk Tales C LIT 266 Women and World Literature C LIT 290 Literature Reimagined C LIT 347 Elements of Genre C LIT 352 Literature and the Other Arts

		C LIT 358 Great Themes of Literature and Art C LIT 425 East/West Critical Theory C LIT 426 Orientalisms/Occidentalisms C LIT 440 Comparative Studies in Popular Culture C LIT 448 Studies in Critical Theory C LIT 460 Fundamentals of Comparative Literature C LIT 464 Studies in Literary Genres C LIT 497 Special Topics
	*9 selected from: C LIT 210 Cyberliterature C LIT 220 Mythology and Literature C LIT 228 Literature, Popular Culture and the Visual Arts C LIT 230 Scandalous Fictions C LIT 242 Science Fiction C LIT 243 Fairy Tales and Folk Tales C LIT 266 Women and World Literature C LIT 290 Literature Reimagined C LIT 358 Great Themes of Literature and Art C LIT 425 East/West Critical Theory C LIT 426 Orientalisms/Occidentalisms C LIT 440 Comparative Studies in Popular Culture C LIT 448 Studies in Critical Theory C LIT 464 Studies in Literary Genres C LIT 497 Special Topics	
		*9 general requirements
		MLCS 210 Language(s) of Culture
		MLCS 410 Capstone Course (new course)
		MLCS XXX (variable course) (new requirement)

5.4.2 Comparison by course – existing program to new program

	Existing French major	Proposed MLCS major: Language studies route: French
Admission requirements	See Appendix D	See Appendix D
Program Learning Outcomes		Students will be able to: - demonstrate functional language proficiency in at least one foreign language; - evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization; - integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research; - engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.
Structure	*33-48 at senior level (incl. MLCS 210) Incl. *12 at 400-level	*33-48 at senior level (incl. *24 in language studies route, incl. *6 at 400-level, and *9 general requirements)
		Changes: *6 less in 400-level courses; *6 more in general requirements
Required Courses	***30 French courses:**	***24 Language studies: French courses**
	FREN 211 Intermediate French I FREN 212 Intermediate French II FREN 297 Advanced French I FREN 298 Advanced French II FREN 310 Composition, Style & Expression	FREN 211 Intermediate French I FREN 212 Intermediate French II FREN 297 Advanced French I FREN 298 Advanced French II FREN 310 Composition, Style & Expression
	*12 selected from: FREN 254 Intro toTranslation Fr-Eng-Fr FREN 301 Intro to Fr Literary Studies FREN 311 Mystery, Myth &Supernatural FREN 312 Colonialism & Postcolonialism FREN 313 Passions/Obsessions FREN 314 Beauty/Aesthetics FREN 315 Cultural Representations of Food FREN 316 Belonging (Migration & Identity) FREN 333 French Cultural Moments FREN 354 Translation Fr-Eng FREN 371 Language and Francophone Societies FREN 372 French Phonetics FREN 399: Topics (variable content)	*9 selected from: FREN 254 Intro toTranslation Fr-Eng-Fr FREN 301 Intro to Fr Literary Studies FREN 311 Mystery, Myth & Supernatural FREN 312 Colonialism & Postcolonialism FREN 313 Passions/Obsessions FREN 314 Beauty/Aesthetics FREN 315 Cultural Representations of Food FREN 316 Belonging (Migration & Identity) FREN 333 French Cultural Moments FREN 354 Translation Fr-Eng FREN 371 Language and Francophone Societies FREN 372 French Phonetics FREN 399 Topics (variable content)

	*9 selected from: FREN 454 Translation Eng-Fr FREN 445 Contemporary French Cinema FREN 462 Topics in Medieval & Early Modern French Lit FREN 463 Topics in 19th Century Fr Lit FREN 464 Topics in 20th Century Fr Lit FREN 465 Caribbean Cultures FREN 467 Women Writing in French FREN 468 Topics in Quebec/Fr Can Lit FREN 481 Topics in Folklore & Popular Culture FREN 499 Topics (variable content)	*6 selected from: FREN 454 Translation Fr-Eng FREN 445 Contemporary French Cinema FREN 462 Topics in Medieval & Early Modern French Lit FREN 463 Topics in 19th Century Fr Lit FREN 464 Topics in 20th Century Fr Lit FREN 465 Caribbean Cultures FREN 467 Women Writing in French FREN 468 Topics in Quebec/Fr Can Lit FREN 481 Topics in Folklore & Popular Culture FREN 499 Topics (variable content)
	*3 general requirements	***9 general requirements**
	MLCS 210 Language(s) of Culture	MLCS 210 Language(s) of Culture
		MLCS 410 Capstone Course (new course)
		MLCS XXX (variable course) (new requirement)

5.4.2 Comparison by course – existing program to new program

	Existing German major	Proposed MLCS major: Language studies route: German
Admission requirements	See Appendix D	See Appendix D
Program Learning Outcomes		Students will be able to: - demonstrate functional language proficiency in at least one foreign language; - evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization; - integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research; - engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.
Structure	*33-48 at senior level (incl. MLCS 210) Incl. *12 at 400-level	*33-48 at senior level (incl. *24 in language studies route and *9 general requirements) Incl. *6 at 400-level
		Changes: *6 less in 400-level courses; *6 more in general requirements
Required Courses	***30 German courses**	***24 Language studies: German courses**
	GERM 211 Intermediate German I GERM 212 Intermediate German II GERM 303 Advanced German I	GERM 211 Intermediate German I GERM 212 Intermediate German II GERM 303 Advanced German I
	*3 selected from: GERM 306 German/English Phonetics and Phonology GERM 316 Introduction to German Applied Linguistics GERM 317 Teaching German as a Foreign Language	*3 selected from: GERM 306 German/English Phonetics and Phonology GERM 316 Introduction to German Applied Linguistics GERM 317 Teaching German as a Foreign Language
	GERM 340 Introduction to the Study of Modern German Literature	GERM 340 Introduction to the Study of Modern German Literature
	GERM 342 Introduction to Translation: German and English	GERM 342 Introduction to Translation: German and English
	GERM 343 Postwar Cultures	GERM 343 Postwar Cultures
	*12 selected from: GERM 402 Advanced German Composition, Conversation, and Grammar	*6 selected from: GERM 402 Advanced German Composition, Conversation, and Grammar

	GERM 404 German for Business GERM 409 German Dialects GERM 416 Second Language Acquisition: German GERM 417 German Sociolinguistics GERM 443 Exercises in Translation: German into English GERM 444 Exercises in Translation: English into German GERM 450 Authorship in Context GERM 451 Genre, text, Technique GERM 452 History, Culture, and Periods of Representation GERM 453 Cultural and Literary Theories GERM 454 Gender and Sexuality GERM 455 Media and Image GERM 499 Special Topics	GERM 404 German for Business GERM 409 German Dialects GERM 416 Second Language Acquisition: German GERM 417 German Sociolinguistics GERM 443 Exercises in Translation: German into English GERM 444 Exercises in Translation: English into German GERM 450 Authorship in Context GERM 451 Genre, text, Technique GERM 452 History, Culture, and Periods of Representation GERM 453 Cultural and Literary Theories GERM 454 Gender and Sexuality GERM 455 Media and Image GERM 499 Special Topics
	Additional courses at 300-level: GERM 320 From Masterpieces to Bestsellers GERM 345 The Holocaust in Literature, Image, and Film GERM 353 Myths, Tales, and Legends GERM 399 Special Topics	Additional courses at 300-level: GERM 320 From Masterpieces to Bestsellers GERM 345 The Holocaust in Literature, Image, and Film GERM 353 Myths, Tales, and Legends GERM 399 Special Topics
	*3 general requirements	***9 general requirements**
	MLCS 210 Language(s) of Culture	MLCS 210 Language(s) of Culture
		MLCS 410 Capstone Course (new course)
		MLCS XXX (variable course) (new requirement)

5.4.2 Comparison by course – existing program to new program

	Existing Latin American Studies major	Proposed MLCS major: Cross-cultural studies route: Latin American Studies
Admission requirements	See Appendix D	See Appendix D
Program Learning Outcomes		Students will be able to: - demonstrate functional language proficiency in at least one foreign language; - evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization; - integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research; - engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.
Structure	*36-48 at senior level (incl. MLCS 210) Incl. *9 at 400-level	*33-48 at senior level (incl. *12 in language courses, *12 in senior-level LA ST courses, incl. *6 at 400-level, and *9 general requirements)
Required Courses	***33 courses**	***12 senior level language courses [*12 in one language, or *6 in each of two languages]**
	LA ST 205 Mexico, Central America and the Caribbean LA ST 210 South America	SPAN 211 Intermediate Spanish I SPAN 212 Intermediate Spanish II SPAN 300 Advanced Spanish OR SPAN 306 Spanish for Heritage Speakers *3 in SPAN XXX OR PORT 211 Intermediate Portuguese I PORT 212 Intermediate Portuguese II PORT 221 Portuguese for Spanish Speaker I PORT 222 Portuguese for Spanish Speaker II And *6 in SPAN XXX
	*6 from SPAN above SPAN 212	*** 12 in LA ST courses:** LA ST 205 Mexico, Central America and the Caribbean LA ST 210 South America
	*9 selected from: LA ST 311 Latin America and the	and *6 selected from: LA ST 310 Latin America at the Movies

	Cultures of Popular Music LA ST 313 Women in Latin America LA ST 330 The Latino Experience Abroad LA ST 399 Topics in Latin American Studies LA ST 414 Travel Writing LA ST 415 From Modernism to Tropicalism LA ST 499 Special Topics	LA ST 311 Latin America and the Cultures of Popular Music LA ST 313 Women in Latin America LA ST 330 The Latino Experience Abroad LA ST 399 Topics in Latin American Studies LA ST 414 Travel Writing LA ST 415 From Modernism to Tropicalism LA ST 499 Special Topics
	*12 selected from senior-level LA ST courses or cross-listed Latin American Studies coures	
	*3 general requirements	***9 general requirements**
	MLCS 210 Language(s) of Culture	MLCS 210 Language(s) of Culture
		MLCS 410 Capstone Course (new course)
		MLCS XXX (variable course) (new requirement)

5.4.2 Comparison by course – existing program to new program

	Existing Scandinavian major	Proposed MLCS major: Cross-cultural studies route: Scandinavian
Admission requirements	See Appendix D	See Appendix D
Program Learning Outcomes		Students will be able to: - demonstrate functional language proficiency in at least one foreign language; - evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization; - integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research; - engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.
Structure	*33-48 at senior level (incl. MLCS 210) Incl. *6 at 400-level	*33-48 at senior level (incl. *12 in language courses, *12 in senior-level SCAND courses, incl. *6 at 400-level, and *9 general requirements)
Required Courses	**30 courses**	**12 senior level language courses [*12 in one language, or *6 in each of two languages]**
	NORW 211: Second-Year Norwegian I NORW 212: Second-Year Norwegian II OR SWED 211: Second-Year Swedish I SWED: 212: Second-Year Swedish II	NORW 211: Second-Year Norwegian I NORW 212: Second-Year Norwegian II *6 in NORW XXX OR SWED 211: Second-Year Swedish I SWED: 212: Second-Year Swedish II *6 in SWED XXX OR NORW 211: Second-Year Norwegian I NORW 212: Second-Year Norwegian II SWED 211: Second-Year Swedish I SWED 212: Second-Year Swedish II
	*24 selected from: SCAND 326 Scandinavian Children's Literature SCAND 328 Scandinavian Crime Fiction SCAND 341 Old Norse Mythology and Legends SCAND 342 Vikings and Sagas SCAND 343 Scandinavia Through	**12 selected from:** SCAND 326 Scandinavian Children's Literature SCAND 328 Scandinavian Crime Fiction SCAND 341 Old Norse Mythology and Legends SCAND 342 Vikings and Sagas SCAND 343 Scandinavia Through

	Folklore SCAND 356 Women in Scand. Lit. and Popular Culture SCAND 399 Special Topics SCAND 499 Special Topics	Folklore SCAND 356 Women in Scand. Lit. and Popular Culture SCAND 399 Special Topics SCAND 499 Special Topics
	*3 general requirements	***9 general requirements**
	MLCS 210 Language(s) of Culture	MLCS 210 Language(s) of Culture
		MLCS 410 Capstone Course (new course)
		MLCS XXX (variable course) (new requirement)

5.4.2 Comparison by course – existing program to new program

		Proposed MLCS major: Cross-Cultural studies route: Slavic
Admission requirements		See Appendix D
Program Learning Outcomes		Students will be able to: - demonstrate functional language proficiency in at least one foreign language; - evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization; - integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research; - engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.
Structure		*33-48 at senior level (incl. *24 in cross-cultural route and *9 general requirements. *6 out of *24 at the 400-level)
Required Courses		***12 senior level language courses [*12 in one language, or *6 in each of two languages]**
		RUSS 211 Second-year Russian I RUSS 212 Second-year Russian II RUSS 303 Russian in Context I RUSS 304 Russian in Context II RUSS 325 Readings in Russian Literature I RUSS 326 Readings in Russian Literature II RUSS 403 Russian Media and Internet RUSS 443 Russian-English Translation RUSS 445 Business Russian Study abroad (accredited programs)
		POLSH 211 Second-year Polish I POLSH 212 Second-year Polish II POLSH 303 Advanced Polish I POLSH 304 Advanced Polish II POLSH 407 Business Polish POLSH 443 Polish-English Translation POLSH 444 English-Polish Translation Study abroad (accredited programs)
		UKR 211 The Ukrainian-Speaking World I UKR 212 The Ukrainian-Speaking World I UKR 306 Business Ukrainian UKR 308 Advanced Ukrainian Writing Strategies UKR 309 Advanced Ukrainian Conversational Strategies UKR 324 Ukrainian Culture I

		UKR 327 Early Ukrainian-Canadian Culture UKR 411 Style and Structure of Ukrainian UKR 413 Translation in the Global Economy: Ukrainian-English-Ukrainian UKR 300/400 Study abroad UKR 475 Ukrainian Literature Today *For all three languages*: SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II
		*12 selected from: SLAV 204 Slavic Folklore and Mythology SLAV 299 Topics in Slavic Cultures SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II SLAV 399 Topics in Slavic Literature and Culture SLAV 499 Special Topics INTD 439 Ukrainian Dance C LIT and/or MLCS courses that include Slavic component
		*9 general requirements
		MLCS 210 Language(s) of Culture
		MLCS 410 Capstone Course (new course)
		MLCS XXX (variable course) (new requirement)

5.4.2 Comparison by course – existing program to new program

	Existing Spanish major	Proposed MLCS major: Language studies route: Spanish
Admission requirements	See Appendix D	See Appendix D
Program Learning Outcomes		Students will be able to: - demonstrate functional language proficiency in at least one foreign language; - evaluate, interpret and assign meaning to numerous types of linguistic and cultural production, including literary texts, films, political and historical documents, rituals, and folkways based on the key concepts, research methodologies, and theoretical approaches in their field of specialization; - integrate knowledge gained from both formal studies (in language skills and cultural literacy) and from community-based learning to analyze and critically evaluate diverse perspectives addressing broader and significant public issues in reflective writing and substantial research; - engage in further study or employment using their acquired transferable skills such as critical and analytical thinking, oral and written communication, research, cross-cultural knowledge, teamwork and organizational skills.
Structure	*33-48 at senior level (incl. MLCS 210) Incl. *9 at 400-level	*33-48 at senior level (incl. *24 in language studies route, incl. *6 at 400-level, and *9 general requirements)
		Changes: *3 less in 400-level courses; *6 more in general requirements
Required Courses	***30 SPAN courses:**	***24 Language Studies: Spanish courses**
	SPAN 211 Intermediate Spanish I SPAN 212 Intermediate Spanish II SPAN 300 Advanced Spanish OR SPAN 306 Spanish for Heritage Speakers SPAN 320 Introduction to Literary Analysis	SPAN 211 Intermediate Spanish I SPAN 212 Intermediate Spanish II SPAN 300 Advanced Spanish OR SPAN 306 Spanish for Heritage Speakers SPAN 320 Introduction to Literary Analysis
	*9 selected from:	*6 selected from:
	SPAN 314 - Civilization and Culture of Spain SPAN 315 - Civilization and Culture of Latin America SPAN 320 - Introduction to Literary Analysis SPAN 321 - Foundational Fictions of Spanish America SPAN 323 - Latin American Literature and the Environment SPAN 325 - Introduction to Cinema SPAN 326 - Hispanic Children's	SPAN 314 - Civilization and Culture of Spain SPAN 315 - Civilization and Culture of Latin America SPAN 320 - Introduction to Literary Analysis SPAN 321 - Foundational Fictions of Spanish America SPAN 323 - Latin American Literature and the Environment SPAN 325 - Introduction to Cinema SPAN 326 - Hispanic Children's

	Literature SPAN 332 - The Culture of Food SPAN 333 - Reading Popular Culture SPAN 335 - The Spanish Caribbean SPAN 341 - The 'Roaring Twenties' in Transatlantic Perspective SPAN 370 - The Sounds of Spanish SPAN 373 - Spanish as a World Language SPAN 399 - Special Topics	Literature SPAN 332 - The Culture of Food SPAN 333 - Reading Popular Culture SPAN 335 - The Spanish Caribbean SPAN 341 - The 'Roaring Twenties' in Transatlantic Perspective SPAN 370 - The Sounds of Spanish SPAN 373 - Spanish as a World Language SPAN 399 - Special Topics
	*9 selected from:	*6 selected from:
	SPAN 405 - Exercises in Translation: Spanish into English SPAN 406 - Exercises in Translation: English into Spanish SPAN 407 - Advanced Grammar and Composition SPAN 425 - Hispanic Filmmakers SPAN 426 - Creative Non-Fiction Workshop in Spanish SPAN 428 - Spanish Literary Masterpieces SPAN 440 - Topics in Spanish Peninsular Literature and Culture SPAN 441 - Reading Colonial Culture SPAN 444 - Hispanic Drama SPAN 450 - Topics in Spanish-American Literature and Culture SPAN 460 - Self Portraits in Writing SPAN 475 - Spanish in Society SPAN 476 - The Acquisition of Spanish SPAN 499 – Special Topics	SPAN 405 - Exercises in Translation: Spanish into English SPAN 406 - Exercises in Translation: English into Spanish SPAN 407 - Advanced Grammar and Composition SPAN 425 - Hispanic Filmmakers SPAN 426 - Creative Non-Fiction Workshop in Spanish SPAN 428 - Spanish Literary Masterpieces SPAN 440 - Topics in Spanish Peninsular Literature and Culture SPAN 441 - Reading Colonial Culture SPAN 444 - Hispanic Drama SPAN 450 - Topics in Spanish-American Literature and Culture SPAN 460 - Self Portraits in Writing SPAN 475 - Spanish in Society SPAN 476 - The Acquisition of Spanish SPAN 499 – Special Topics
	*3 general requirements	***9 general requirements**
	MLCS 210 Language(s) of Culture	MLCS 210 Language(s) of Culture
		MLCS 410 Capstone Course (new course)
		MLCS XXX (variable course) (new requirement)

Appendix F

Template B: 6.2.1 Staffing Plan

6.2 Staffing Plan

6.2.1   *Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format.*

Courses taught by academic staff by credential and specialization

Courses	Name	Earned credentials and specialization	Academic staff status
C LIT 101 World Literature I C LIT 102 World Literature II C LIT 207 History of Literary Theory II C LIT 243 Fairy Tales and Folk Tales C LIT 266 Women and World Literature C LIT 347 Elements of Genre C LIT 352 Literature and the Other Arts C LIT 358 Great Themes of Literature and Art C LIT 448 Studies in Critical Theory C LIT 460 Fundamentals of Comparative Literature C LIT 464 Studies in Literary Genres	Cisneros, Odile	PhD (Spanish)	Tenured (full-time)
C LIT 101 World Literature I C LIT 102 World Literature II C LIT 206 History of Literary Theory I C LIT 220 Mythology and Literature C LIT 347 Elements of Genre C LIT 352 Literature and the Other Arts C LIT 358 Great Themes of Literature and Art C LIT 425 East/West Critical Theory C LIT 426 Orientalisms/Occidentalisms C LIT 448 Studies in Critical Theory C LIT 460 Fundamentals of Comparative Literature C LIT 464 Studies in Literary Genres	Fried, Daniel	PhD (Comparative Literature)	Tenured (full-time)
C LIT 101 World Literature I C LIT 102 World Literature II C LIT 220 Mythology and Literature C LIT 228 Literature, Popular Culture and the Visual Arts C LIT 230 Scandalous Fictions C LIT 347 Elements of Genre C LIT 352 Literature and the Other Arts C LIT 358 Great Themes of Literature and Art C LIT 440 Comparative Studies in Popular Culture C LIT 448 Studies in Critical Theory C LIT 464 Studies in Literary Genres	Kelly, Gary	DPhil (English)	Tenured (full-time)
C LIT 101 World Literature I C LIT 102 World Literature II C LIT 207 History of Literary Theory II C LIT 228 Literature, Popular Culture and the Visual Arts C LIT 230 Scandalous Fictions C LIT 242 Science Fiction C LIT 243 Fairy Tales and Folk Tales C Lit 266 Women and World Literature C LIT 347 Elements of Genre C LIT 358 Great Themes of Literature and Art C LIT 448 Studies in Critical Theory C LIT 460 Fundamentals of Comparative Literature C LIT 464 Studies in Literary Genres	Sywenky, Irene	PhD (Comparative Literature)	Tenured (full-time)
C LIT 101 World Literature I	Varsava, Jerry	PhD (Comparative	Tenured (full-time)

C LIT 102 World Literature II C LIT 206 History of Literary Theory I C LIT 207 History of Literary Theory II C LIT 242 Science Fiction C LIT 290 Literature Reimagined C LIT 347 Elements of Genre C LIT 358 Great Themes of Literature and Art C LIT 448 Studies in Critical Theory C LIT 460 Fundamentals of Comparative Literature C LIT 464 Studies in Literary Genres		Literature)	

6.2 Staffing Plan

6.2.1 *Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format.*

Courses taught by academic staff by credential and specialization

Courses	Name	Earned credentials and specialization	Academic staff status
FREN 111/112 Beginners' French I & II FREN 211/212 Intermediate French I & II FREN 297/298 Advanced French I & II FREN 310 Composition, Style, & Expression FREN 371 Language & Francophone Societies FREN 372 French Phonetics	Le, Elisabeth	PhD (French)	Tenured (full-time)
FREN 111/112 Beginners' French I & II FREN 211/212 Intermediate French I & II FREN 297/298 Advanced French I & II FREN 254 Intro to Translation Theory & Practice: Fr-Eng-Fr FREN 310 Composition, Style & Expression FREN 311 Mystery, Myth & Supernatural FREN 313 Passions/Obsessions FREN 314 Beauty/Aesthetics FREN 315 Cultural Representations of Food FREN 333 French Cultural Moments	Tarif, Julie	PhD (French)	CAST Instructor
FREN 297/298 Advanced French I & II FREN 254 Intro to Translation Theory & Practice: Fr-Eng-Fr FREN 301 Intro to French Literary Studies FREN 310 Composition, Style & Expression FREN 311 Mystery, Myth & Supernatural FREN 313 Passions/Obsessions FREN 316 Belonging (Migration & Identity) FREN 354 Translation: French into English FREN 464 Topics in 20th Century French Lit FREN 467 Women Writing in French	Penrod, Lynn	PhD (French)	Tenured (full-time)
FREN 297.298 Advanced French I & II FREN 301 Intro to French Literary Studies FREN 464 Topics in 20th Century French Lit FREN 467 Women Writing in French FREN 468 Topics in Quebec/Fr Can Lit	Carriere, Marie	PhD (French)	Tenured (.5)
FREN 297/298 Advanced French I & II FREN 301 Intro to French Literary Studies FREN 310 Composition, Style & Expression FREN 445 Contemporary Cinema in French FREN 463 Topics In 19th Century French Lit	Gural-Migdal,Anna	PhD (French)	Tenured (full-time)
FREN 297/298 Advanced French I & II FREN 301 Intro to French Literary Studies FREN 316 Belonging (Migration & Identity) FREN 464 Topics in 20th Century French Lit FREN 468 Topics in Quebec/Fr Can Lit	Laforest, Daniel	PhD (French)	Tenured (full-time)
FREN 297/298 Advanced French I & II FREN 254 Intro to Translation Theory & Practice Fr-Eng-Fr FREN 310 Composition, Style & Expression FREN 311 Mystery, Myth & Supernatural FREN 312 Colonialism & Postcolonialism FREN 316 Belonging (Migration & Identity) FREN 354 Translation: French into English FREN 454: Translation: English into French FREN 465 Caribbean Culture	Malena, Anne	PhD (French)	Tenured (full-time)

Courses	Name	Earned Credentials And specialization	Academic staff status
FREN 297/298 Advanced French I & II FREN 254 Intro to Translation Theory & Practice: Fr-Eng-Fr FREN 310 Composition, Style & Expression FREN 312 Colonialism & Postcolonialism FREn 316 Belonging (FREN 454 Translation English into French	Rao, Sathya	PhD (French)	Tenured (full-time)
FREN 297/298 Advanced French I & II FREN 301 Intro to French Literary Studies FREN 310 Composition, Style & Expression FREN 311 Mystery, Myth & Supernatural FREN 315 Cultural Representations of Food FREN 312 Colonialism & Postcolonialism FREN 445 Contemporary Cinema in French FREN 464 Topics in 20th Century French Lit	Reyns-Chikuma, Chris	PhD (French)	Tenured (full-time)
FREN 297/298 Advanced French I & II FREN 301 Intro to French Literary Studies FREN 310 Composition, Style & Expression FREN 313 Passions/Obsessions FREN 462 Topics in Medieval & Early Modern French Lit FREN 481 Topics in Folklore & Popular Culture	True, Micah	PhD (French)	Tenured (full-time)

6.2 Staffing Plan

6.2.1   *Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format.*

Courses taught by academic staff by credential and specialization

Courses	Name	Earned credentials and specialization	Academic staff status
GERM 111/112 Beginners' German GERM 211/212 Intermediate German GERM 303/304 Advanced German GERM 342 Introduction to Translation: German and English GERM 404 German for Business	Blunck, Ute	MA (German)	CAST instructor
GERM 111/112 Beginners' German GERM 211/212 Intermediate German	Sawatzky, Crystal	MA (German)	CAST instructor
All GERM 111-304 language courses GERM 306 German/English Phonetics and Phonology GERM 316 Introduction to German Applied Linguistics GERM 409 German Dialects GERM 416 Second Language Acquisition: German GERM 417 German Sociolinguistics GERM 443 Exercises in Translation: German into English	Dailey-O'Cain, Jennifer	PhD (German Applied Linguistics)	Tenured (full-time)
All GERM 111-304 language courses GERM 316 Introduction to German Applied Linguistics GERM 317 Teaching German as a Foreign Language GERM 353 Myths, Tales, and Legends GERM 402 Advanced German Composition, Conversation, and Grammar GERM 404 German for Business GERM 416 Second Language Acquisition: German	Kost, Claudia	PhD (German Applied Linguistics)	Tenured (full-time)
All GERM 111-304 language courses GERM 225 Germany on Screen GERM 320 From Masterpieces to Bestsellers GERM 340 Introduction to the Study of Modern German Literature GERM 343 Postwar Cultures GERM 345 The Holocaust in Literature, Image, and Film GERM 353 Myths, Tales, and Legends GERM 444 Exercises in Translation: English into German GERM 450 Authorship in Context GERM 451 Genre, Text, Technique GERM 452 History, Culture, and Periods of Representation GERM 453 Cultural and Literary Theories GERM 454 Gender and Sexuality GERM 455 Media and Image	Smith-Prei, Carrie	PhD (German literature and culture)	Tenured (full-time)

6.2 Staffing Plan

6.2.1   *Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format.*

Courses taught by academic staff by credential and specialization

Courses	Name	Earned credentials and specialization	Academic staff status
All NORW and SWED language courses (111-212) SCAND 326: Scandinavian Children's Literature SCAND 399: Special Topics SCAND 354: August Strindberg	Eason, John	PhD (Scandinavian Studies--Literature)	CAST instructor
NORSE 111-112: Old Norse Language SCAND 326: Scandinavian Children's Literature SCAND 328: Scandinavian Crime Fiction SCAND 399: Special Topics SCAND 341: Old Norse Mythology and Legends SCAND 342: Vikings and Sagas SCAND 343: Scandinavia Through Folklore SCAND 356: Women in Scandinavian Literature and Popular Culture SCAND 551: Old Norse Grammar SCAND 552: Readings in Old Norse, Runology and Paleography	Van Deusen, Natalie	PhD (Scandinavian Studies--Philology)	Tenure-track (full-time)

6.2 Staffing Plan

6.2.1   *Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format.*

Courses taught by academic staff by credential and specialization

Courses	Name	Earned credentials and specialization	Academic staff status
All RUSS 111-445 SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II SLAV 299 Topics in Slavic SLAV 399 Topics in Slavic SLAV 499 Topics in Slavic	Jelena Pogosjan	Russian language, literature, cultural studies, folklore	Tenured (full-time)
All RUSS 111-445 SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II SLAV 299 Topics in Slavic SLAV 399 Topics in Slavic SLAV 499 Topics in Slavic	Elena Siemens	Russian language, literature, cultural studies	Tenured (full-time)
All RUSS 111-445 SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II SLAV 299 Topics in Slavic SLAV 399 Topics in Slavic SLAV 499 Topics in Slavic	Peter Rolland	Russian language, literature, cultural studies, translation studies	Tenured (full-time)
POLSH 111-444 SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II SLAV 299 Topics in Slavic SLAV 399 Topics in Slavic SLAV 499 Topics in Slavic	Waclaw Osadnik	Polish language, literature, cultural studies, translation studies	Tenured (full-time)
UKR 111-413 SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II SLAV 299 Topics in Slavic SLAV 399 Topics in Slavic SLAV 499 Topics in Slavic	Alla Nedashkivska	Ukrainian Language, Applied Linguistics, Slavic lingusitics	Tenured (full-time)
UKR 111-413 UKR 475 Ukrainian Literature Today C LIT XXX	Irene Sywenky	Ukrainian Language and Translation Studies, Comparative Literature	Tenured (full-time)
SLAV 204 Slavic Folklore and Mythology SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II SLAV 299 Topics in Slavic SLAV 399 Topics in Slavic SLAV 499 Topics in Slavic MLCS XXX	Natalie Kononenko	Folklore and Cultural Studies	Tenured (full-time)
UKR 111-309	New Hire:	Folklore, Cultural and	Tenured (full-time)

UKR 475 Ukrainian Literature Today SLAV 204 Slavic Folklore and Mythology SLAV 375 Slavic Languages Online and in the Community I SLAV 475 Slavic Languages Online and in the Community II SLAV 299 Topics in Slavic SLAV 399 Topics in Slavic SLAV 499 Topics in Slavic INTD 439 Ukrainian Dance	Huculak Chair of Ukrainian Culture and Ethnography	Literature Studies. Language teaching/Ukrainian	

6.2 Staffing Plan

6.2.1 *Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format.*

Courses taught by academic staff by credential and specialization

Courses	Name	Earned credentials and specialization	Academic staff status
SPAN 111/ 112 Beginners' Spanish SPAN 211/212 Intermediate Spanish SPAN 300 Advance Spanish	Carmela Bruni-Bossio	MA (Spanish)	CAST Instructor
SPAN 111/ 112 Beginners' Spanish SPAN 211/212 Intermediate Spanish	Sarah Delano	MA (Spanish)	CAST Instructor
SPAN 111/ 112 Beginners' Spanish SPAN 211/212 Intermediate Spanish SPAN 306 Spanish for Heritage Speakers	Delma Gil Wilson	MA (Spanish)	CAST Instructor
SPAN 111/ 112 Beginners' Spanish SPAN 211/212 Intermediate Spanish	Mathieu Martin-Leblanc	MA (Spanish)	CAST Instructor
SPAN 111/ 112 Beginners' Spanish SPAN 211/212 Intermediate Spanish	Katerina Primorac	MA (Spanish)	CAST Instructor
All SPAN 111-306 language courses SPAN 315 Civilization and Culture of Latin America SPAN 320 Introduction to Literary Analysis SPAN 321 Foundational Fictions of Spanish America SPAN 460 Self Portraits in Writing	Laura Beard	PhD (Latin American Literature and Culture)	Tenured (Full Time)
All SPAN 111-306 language courses SPAN 315 Civilization and Culture of Latin America SPAN 314 Civilization and Culture of Spain SPAN 320 Introduction to Literary Analysis SPAN 321 Foundational Fictions of Spanish America SPAN 326 Hispanic Children's Literature SPAN 428 Spanish Literary Masterpieces SPAN 444 Hispanic Drama	Marisa Bortolussi	PhD (Spanish Literature and Culture)	Tenured (Full Time)
All SPAN 111-306 language courses SPAN 315 Civilization and Culture of Latin America SPAN 320 Introduction to Literary Analysis SPAN 321 Foundational Fictions of Spanish America SPAN 323 Latin American Literature and the Environment SPAN 341 The Roaring 20s in Transatlantic Perspective SPAN 405 Exercises in Translation: Spanish into English SPAN 406 Exercises in Translation: English into Spanish LA ST 205 Mexico, Central America and the Caribbean LA ST 415 From Modernism to Tropicalism: (Post) Modernity in Brazilian Culture	Odile Cisneros	PhD (Latin American Literature and Culture)	Tenured (Full Time)
All SPAN 111-306 language courses SPAN 315 Civilization and Culture of Latin America SPAN 320 Introduction to Literary Analysis SPAN 321 Foundational Fictions of Spanish America SPAN 332 The Culture of Food SPAN 333 Reading Popular Culture SPAN 335 The Spanish Caribbean SPAN 425 Creative Non-fiction Workshop in Spanish LA ST 205 Mexico, Central America and the Caribbean LA ST 210 South America LA ST 311 Latin America and the Cultures of Popular Music LA ST 360 The Latino Experience Abroad LA ST 414 Travel Writing	Russell Cobb	PhD (Latin American Literature and Culture)	Tenured (Full Time)
All SPAN 111-306 language courses	Ann De Leon	PhD (Latin	Tenured (Full Time)

Courses	Name	Degree	Status
SPAN 315 Civilization and Culture of Latin America SPAN 320 Introduction to Literary Analysis SPAN 321 Foundational Fictions of Spanish America SPAN 333 Reading Popular Culture SPAN 405 Exercises in Translation: Spanish into English SPAN 406 Exercises in Translation: English into Spanish SPAN 441 Reading Colonial Culture LA ST 205 Mexico, Central America and the Caribbean LA ST Women in Latin America		American Literature and Culture)	
All SPAN 111-306 language courses SPAN 370 The Sounds of Spanish SPAN 373 Spanish as a World Language SPAN 407 Advanced Grammar and Composition SPAN 475 Spanish in Society SPAN 476 The Acquisition of Spanish	Xavier Gutierrez	PhD (Spanish Applied Linguistics)	Tenured (Full Time)
All SPAN 111-306 language courses SPAN 370 The Sounds of Spanish SPAN 373 Spanish as a World Language SPAN 407 Advanced Grammar and Composition SPAN 475 Spanish in Society SPAN 476 The Acquisition of Spanish	Yvonne Lam	PhD (Spanish Applied Linguistics)	Tenured (Full Time)
All SPAN 111-306 language courses SPAN 315 Civilization and Culture of Latin America SPAN 320 Introduction to Literary Analysis SPAN 321 Foundational Fictions of Spanish America SPAN 325 Introduction to Cinema SPAN 333 Reading Popular Culture SPAN 425 Hispanic Filmmakers LA ST 205 Mexico, Central America and the Caribbean LA ST 210 South America LA ST 310 Latin America at the Movies	Victoria Ruetalo	PhD (Latin American Literature and Culture)	Tenured (Full Time)

Appendix G

Template B: 6.2.3
Proposed Teaching Rotation

6.2.3   *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Proposed four year teaching rotation for required courses in the major/specialization:

Cross-Cultural Studies: Comparative Literature

Fall Year 1	Instructor	Winter Year 1	Instructor
C LIT 101	graduate student	C LIT 207	Sywenky
C LIT 206	Fried	C LIT 102	Varsava
C LIT 242	Varsava	C LIT 210	graduate student
C LIT 228	Sywenky	C LIT 220	Kelly
C LIT 243	Cisneros	C LIT 358	Kelly
C LIT 347	Sywenky	C LIT 460	Cisneros
C LIT 425	Fried		
Fall Year 2	Instructor	Winter Year 2	Instructor
C LIT 101	graduate student	C LIT 102	Varsava
C LIT 220	Fried	C LIT 230	Kelly
C LIT 242	Varsava	C LIT 243	Cisneros
C LIT 243	Sywenky	C LIT 347	Cisneros
C LIT 358	Sywenky	C LIT 228	Sywenky
C LIT 440	Kelly	C LIT 426	Fried
Fall Year 3	Instructor	**Winter Year 3**	**Instructor**
C LIT 101	graduate student	C LIT 102	graduate student
C LIT 206	Fried	C LIT 207	Sywenky
C LIT 243	Sywenky	C LIT 220	Kelly
C LIT 290	Varsava	C LIT 242	Varsava
C LIT 347	Cisneros	C LIT 243	Cisneros
C LIT 425	Fried	C LIT 460	Sywenky
		C LIT 358	Kelly
Fall Year 4	Instructor	Winter Year 4	Instructor
C LIT 101	graduate student	C LIT 102	graduate student
C LIT 230	Kelly	C LIT 358	Kelly
C LIT 228	Sywenky	C LIT 243	Cisneros
C LIT 352	Fried	C LIT 242	Varsava
C LIT 243	Sywenky	C LIT 347	Cisneros
C LIT 460	Varsava	C LIT 358	Sywenky
		C LIT 426	Fried

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Proposed four year teaching rotation for required courses in the major/specialization:

Language Studies: French

Fall Year 1	Instructor	Winter Year 1	Instructor
297/298	Gural-Migdal/Le	297/298	Le/Laforest
254	Malena	254	Rao
354	Penrod	454	Rao
301	True	301	True
310	Rao	310	Reyns
311	Tarif	312	Malena
313	Carriere	314	Penrod
371	Le	445	Gural-Migdal
467	Laforest		
464	Penrod		
Fall Year 2	Instructor	Winter Year 2	Instructor
297/298	Le/Gural-Migdal	297/298	Gural-Migdal/Le
254	Tarif	254	Rao
354	Penrod	454	Malena
301	Malena	301	Laforest
310	Gural-Migdal	310	Carriere
315	Reyns	316	Rao
314	Laforest	315	Tarif
467	Carriere	463	Malena
Fall Year 3	Instructor	Winter Year 3	Instructor
297/298	Le/Gural-Migdal	297/298	Le/Gural-Migdal
254	Penrod	254	Rao
354	Penrod	454	Malena
301	Malena	301	Laforest
310	True	310	Le
313	Reyns	312	Rao
371	Le		
468	Laforest	481	True
463	Gural-Migdal		
Fall Year 4	Instructor	Winter Year 4	Instructor
297/298	Le/Gural-Migdal	297/298	Le/Gural-Migdal
254	Rao	254	Penrod
354	Penrod	454	Malena
301	True	301	Laforest
310	Reyns	310	Tarif
312	Rao	311	Malena
313	Tarif	316	Carriere
465	Malena	481	True

468	Carriere		

6.2.3   *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Proposed four year teaching rotation for required courses in the major/specialization:

Language Studies: German

Fall Year 1	Instructor	Winter Year 1	Instructor
GERM 343	Smith-Prei	GERM 340	Smith-Prei
GERM 316	Dailey-O'Cain	GERM 443	Dailey-O'Cain
GERM 399	Smith-Prei	GERM 453	Smith-Prei
GERM 342	Blunck		
Fall Year 2	Instructor	Winter Year 2	Instructor
GERM 306	Dailey-O'Cain	GERM 316	Dailey-O'Cain
GERM 343	Smith-Prei	GERM 340	Smith-Prei
GERM 353	Kost	GERM 342	Blunck
GERM 444	Smith-Prei	GERM 409	Dailey-O'Cain
Fall Year 3	Instructor	Winter Year 3	Instructor
GERM 306	Dailey-O'Cain	GERM 340	Smith-Prei
GERM 343	Smith-Prei	GERM 342	Blunck
GERM 450	Smith-Prei	GERM 417	Dailey-O'Cain
		GERM 443	Dailey-O'Cain
Fall Year 4	Instructor	Winter Year 4	Instructor
GERM 343	Smith-Prei	GERM 340	Smith-Prei
GERM 316	Dailey-O'Cain	GERM 342	Blunck
GERM 353	Kost	GERM 416	Dailey-O'Cain
GERM 444	Smith-Prei		

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Proposed four year teaching rotation for required courses in the major/specialization

Fall Year 1	Instructor	Winter Year 1	Instructor
MLCS 210	Siemens	MLCS 210	Ensslin
Fall Year 2	Instructor	Winter Year 2	Instructor
MLCS 210	Ruetalo	MLCS 210	Laforest
Fall Year 3	Instructor	Winter Year 3	Instructor
MLCS 210	Siemens	MLCS 210	Ensslin
Fall Year 4	Instructor	Winter Year 4	Instructor
MLCS 210	Ruetalo	MLCS 210	Laforest
MLCS 410	Kost	MLCS 410	True

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Proposed four year teaching rotation for required courses in the major/specialization

Fall Year 1	Instructor	Winter Year 1	Instructor
NORW 111	Eason	NORW 112	Eason
SWED 111	Eason	SWED 112	Eason
NORW/SWED 211	Eason	NORW/SWED 212	Eason
SCAND 399	Eason	SCAND 399	Eason
SCAND 341	Van Deusen	SCAND 342	Van Deusen
SCAND 328	Van Deusen	SCAND 356	Van Deusen
Fall Year 2	Instructor	Winter Year 2	Instructor
NORW 111	Eason	NORW 112	Eason
SWED 111	Eason	SWED 112	Eason
NORW/SWED 211	Eason	NORW/SWED 212	Eason
SCAND 326	Eason	SCAND 399	Eason
NORSE 111	Van Deusen	NORSE 112	Van Deusen
SCAND 343	Van Deusen	SCAND 399	Van Deusen
Fall Year 3	Instructor	Winter Year 3	Instructor
NORW 111	Eason	NORW 112	Eason
SWED 111	Eason	SWED 112	Eason
NORW/SWED 211	Eason	NORW/SWED 212	Eason
SCAND 399	Eason	SCAND 399	Eason
SCAND 341	Van Deusen	SCAND 342	Van Deusen
SCAND 328	Van Deusen	SCAND 356	Van Deusen
Fall Year 4	Instructor	Winter Year 4	Instructor
NORW 111	Eason	NORW 112	Eason
SWED 111	Eason	SWED 112	Eason
NORW/SWED 211	Eason	NORW/SWED 212	Eason
SCAND 326	Eason	SCAND 399	Eason
NORSE 111	Van Deusen	NORSE 112	Van Deusen
SCAND 343	Van Deusen	SCAND 399	Van Deusen

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Proposed four year teaching rotation for required courses in the major/specialization:

Cross-Cultural Studies: Slavic

Fall Year 1	Instructor	Winter Year 1	Instructor
RUSS 211	Rolland	RUSS 212	Siemens
RUSS 303	Siemens	RUSS 443	Rolland
POLSH 211	Osadnik	POLSH 212	Osadnik
POLSH 303	Osadnik	POLSH 407	Osadnik
UKR 211	Nedashkivska	UKR 212	Nedashkivska
UKR 308	New Hire	UKR 413	Sywenky
		UKR300/400 Study abroad [Spring/Summer]	*Nedashkivska*
SLAV 204	Kononenko	SLAV 375	Pogosjan
SLAV 399	Pogosjan	SLAV 299	Rolland
INTD 439	New Hire		
Fall Year 2	Instructor	Winter Year 2	Instructor
RUSS 211	Rolland	RUSS212	Rolland
RUSS 403	Rolland	RUSS 304	Siemens
POLSH 211	Osadnik	POLSH 212	Osadnik
POLSH 443	Osadnik	POLSH 304	Osadnik
UKR 211	Nedashkivska	UKR 212	Nedashkivska
UKR 306	Nedashkivska	UKR 309	New Hire
		UKR 475	Sywenky
SLAV 475	Kononenko	SLAV 299	Pogosjan
SLAV 399	Pogosjan	SLAV 499	New Hire
Fall Year 3	Instructor	Winter Year 3	Instructor
RUSS 211	Rolland	RUSS 212	Rolland
RUSS 303	Siemens	RUSS 405	Siemens
POLSH 211	Osadnik	POLSH 212	Osadnik
POLSH 303	Osadnik	POLSH 444	Osadnik
UKR 211	Nedashkivska	UKR 212	Nedashkivska
UKR 308	New Hire	UKR 411	Sywenky
		UKR300/400 Study abroad [Spring/Summer]	*Nedashkivska*
SLAV 375	Kononenko	SLAV 299	New Hire
SLAV 204	Kononenko	SLAV 399	Pogosjan
		INTD 439	New Hire
Fall Year 4	Instructor	Winter Year 4	Instructor
RUSS 211	Rolland	RUSS 212	Rolland
RUSS 303	Siemens	RUSS 443	Siemens

POLSH 211	Osadnik	POLSH 212	Osadnik
POLSH 303	Osadnik	POLSH 407	Osadnik
UKR 211	Nedashkivska	UKR 212	Nedashkivska
UKR 308	New Hire	UKR 306	Nedashkivska
SLAV 299	Pogosjan	SLAV 475	Kononenko
SLAV 499	Kononenko	SLAV 399	New Hire

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

Proposed four year teaching rotation for required courses in the major/specialization

Fall Year 1	Instructor	Winter Year 1	Instructor
SPAN 320	Bortolussi	SPAN 341	Cisneros
SPAN 321	Beard	SPAN 370	Gutiérrez
SPAN 325	Ruétalo	SPAN 333	Ruétalo
SPAN 405	De Leon	SPAN 406	Cisneros
SPAN 407	Lam	SPAN 460	Beard
LA ST 205	Cisneros	LA ST 210	Cobb
LA ST 311	Cobb	LA ST 414	Cobb
Fall Year 2	Instructor	Winter Year 2	Instructor
SPAN 320	Beard	SPAN 323	Cisneros
SPAN 315	Ruétalo	SPAN 332	Cobb
SPAN 326	Bortolussi	SPAN 373	Lam
SPAN 405	De Leon	SPAN 406	Cisneros
SPAN 407	Lam	SPAN 425	Ruetalo
LA ST 205	Cisneros	LA ST 210	Cobb
LA ST 310	Ruetalo	LA ST 4XX	Beard
Fall Year 3	Instructor	Winter Year 3	Instructor
SPAN 320	Beard	SPAN 325	Ruetalo
SPAN 314	Bortolussi	SPAN 321	Beard
SPAN 335	Cobb	SPAN 341	Cisneros
SPAN 405	De Leon	SPAN 406	Cisneros
SPAN 407	Lam	SPAN 441	De Leon
LA ST 205	Cisneros	LA ST 210	Cobb
LA ST 313	De Leon	LA ST 425	Ruetalo
Fall Year 4	Instructor	Winter Year 4	Instructor
SPAN 320	Beard	SPAN 370	Lam
SPAN 333	Ruetalo	SPAN 325	Ruetalo
SPAN 3XX	Beard	SPAN 332	Cobb
SPAN 405	De Leon	SPAN 406	Cisneros
SPAN 407	Lam	SPAN 444	Bortolussi
LA ST 205	Cisneros	LA ST 210	Cobb
LA ST 360	Cobb	LA ST 414	Cisneros

Library Impact Statement

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

Please contact your subject librarian to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Denis Lacroix	Date: 27/09/2017
Library Unit: Humanities and Social Science/ Law	Email: dlacroix@ualberta.ca

Program Proposal Contact:

Name: Dr. Claudia Kost	Dept./School: MLCS
Faculty: Faculty of Arts	E-mail: jtarif@ualberta.ca

Proposed Program Changes:

The new Major in Modern Languages and Cultural Studies will replace all other existing majors in the Department of MLCS with a single 33-48 credit undergraduate programme with two routes: cross-cultural studies and language studies. Students majoring in MLCS will take 24 credits in either route, as well as 9 credits worth of courses with the MLCS prefix common to all students, including MLCS 210 and MLCS 410 (new course). All of the routes require 6 credits of study abroad or experiential/community service learning courses, as well as 9 credits at the 400 level including the capstone course and a capstone project or senior research project. The combined honours and honours streams will consist in 39 and 54 credits respectively including a 6 credit or 3 credit thesis course (Int D 520 or MLCS 495).

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	Library instruction related to the new two-route MLCS major with an optional honours or combined honours will be useful for all students in the program. Information literacy instruction may include in-library sessions and workshops on finding and accessing information using library tools and resources, on performing advanced information search/retrieval, and information management. The benefits from librarian consultations and instruction will culminate at the capstone and thesis stage. MLCS 210, MLCS 410, and MLCS 495/Int D 520 will benefit from library instruction in person and online and will require careful planning and close collaboration between the UofA Libraries and MLCS. The Libraries offer a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate subject librarian to discuss.

Reference assistance (e.g., ongoing one-on-one help)	The MLCS subject librarians (~3) and other humanities and social sciences (HSS) librarians (~5) (depending on the interdisciplinary nature of the questions) are available for one-to-one consultations and specialized assistance. There are currently 120 MLCS students with a projected increase to accommodate 150 students in the new MLCS major: 30-40 students would graduate per year. Given the proposal of a new capstone project for all MLCS majors and a new common course MLCS 410 culminating in a publicly presented creative work, scholarly research project, translation endeavour, or exhibit, it is foreseeable that librarian one-on-one assistance will be in high demand. General reference assistance is available at all University of Alberta Libraries service desks. Ask us services are also available via chat, email and phone.
Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]	As the proposed program makes use of regularly offered courses, students and faculty will continue to use library resources already provided within the collection. It is particularly important for professionals and part-time students to utilize the UofA Libraries' expansive electronic resources and services in place to support their academic endeavours. The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through Interlibrary Loan. Journals and electronic resources with particular relevance to this program include: • Ebsco Discovery Service (including MLA International Bibliography) • Linguistics and Language Behavior Abstracts (LLBA) • Oxford Reference Online + many language specific resources Submit course reading list and reserve requests online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.
Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)	The University of Alberta Libraries will offer open dissemination and long-term preservation for capstone projects and honours theses for MLCS in a dedicated collection in ERA: Education and Research Archive (https://era.library.ualberta.ca). ERA staff will instruct the department on procedures for preparing documents for archiving, describing the materials, applying open licensing instruments (specifically, Creative Commons licenses) to the materials, and uploading. If desired, the ERA HelpDesk (erahelp@ualberta.ca) can upload the materials on behalf of students or the department.
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Physical facilities are in place to support student research needs. There are bookable group study spaces, as well as collaborative and individual study spaces in all library locations across. Public exhibits can be hosted at the Rutherford Library (Galleria and Rutherford South) given sufficient notice and in close collaboration with the department.
Other (specify)	

X Proposal has an impact on the Libraries and can be supported.
☐ Proposal can be supported with additional resources; see attached details.
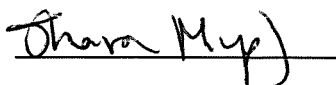☐ Proposal has no impact on the Libraries.

Unit Head Signature: _____ Date: Oct 11, 2017

Associate University Librarian Signature: _____ Date: 6 Oct. 13, 2017