



The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, September 22, 2021 meeting:

Agenda Title: **Proposed Suspension of Majors for the Bachelor of Science/Bachelor of Education Combined Degrees Program, Augustana Faculty, and Faculty of Education**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend the proposed suspension of admissions to the majors in Mathematical Sciences, and Physical Sciences, in the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), to take effect upon approval.

FINAL Item 5

Agenda Title: **Department Name Change: Department of History and Classics to Department of History, Classics, and Religion**

CARRIED MOTION:

THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve changing the name of the Department of History and Classics to the Department of History, Classics, and Religion (HCR).

FINAL Item 7

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of Majors for the Bachelor of Science/Bachelor of Education Combined Degrees Program, Augustana Faculty, and Faculty of Education
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Motion

<p>THAT the GFC Academic Planning Committee recommend the proposed suspension of admissions to the majors in Mathematical Sciences, and Physical Sciences, in the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), to take effect upon approval.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Jonathan Hawkins, Assistant Registrar, Augustana Faculty

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to make significant program changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana), offered by Augustana Faculty and the Faculty of Education.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2017, Augustana Faculty Council committed to an in-depth program review in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.</p> <p>Since the initial commitment, Augustana has made significant changes to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences Project-based Core, and curriculum revitalization across the Fine Arts, Humanities, Social Sciences, and Sciences. More details on the review and changes to date are contained in the overview document (Attachment 1).</p> <p>Augustana, in close collaboration with the Faculty of Education, has now moved to the final stage of its curricular renewal, namely updating the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program by integrating the recent Augustana Project-Based Core and Bachelor of Science changes into the Combined Degrees offering.</p> <p><u>Changes to Majors</u></p>

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	<p>To facilitate the realization of a new and dynamic curriculum, the following changes to the majors in the BSc/BEd Combined Degrees program are proposed:</p> <ul style="list-style-type: none"> • The ‘General Sciences’ major has been redesigned to include the new Science Foundations component, with students then selecting a subject specialization in Biology, Chemistry, General Sciences, or Mathematics. • The former Augustana BSc majors in ‘Biology’ and ‘Chemistry’ (renamed to ‘Integrative Biology’ and ‘Chemical and Physical Sciences’, respectively, effective July 1, 2021) will be removed from the Combined Degrees program. • The former ‘Mathematical Sciences’ major and ‘Physical Sciences’ major, offered only as part of the Combined Degrees program, will be suspended internally to the University – as these majors do not exist as distinct programs under the BSc program, Government approval of the suspension is not required. • The former ‘Mathematics and Physics’ major was suspended as part of the recent Augustana BSc program changes, effective July 1, 2021. <p>The significant revisions to BSc/BEd Combined Degrees program continues the initiative within Augustana Faculty of developing programs with a greater multidisciplinary focus. The revised program integrates elements of the new Augustana Liberal Arts and Sciences Project-Based Core while retaining the Core Knowledge requirements, and draws upon broader disciplinary subjects which can complement and enhance the flexibility of the revised General Sciences major. Greater opportunities for experiential and community-based learning have also been built into the program requirements where possible, in order to broaden the undergraduate experience.</p> <p>Ultimately these changes will continue to facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Faculty members in Biology, Chemistry, Computing Science, Environmental Science, Mathematics, and Physics in Augustana Faculty • Augustana Department of Science (Department Council includes undergraduate student representatives). • Augustana Academic Council
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) (Tammy Hopper, Suzanne French, Andrea Patrick) • University Governance

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	<ul style="list-style-type: none"> • Office of the Registrar • Undergraduate Program Support Team • Faculty of Education (William Dunn and Faculty subject-matter experts in Sciences) • Undergraduate Program Support Team <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • These changes represent a continuation of the ongoing Augustana curricular reform process and have been referenced and discussed in multiple presentations of Augustana changes at the Academic Standards Committee – Subcommittee on Standards, the Academic Standards Committee, the Program Support Team, the Programs Committee, the Academic Planning Committee, and General Faculties Council from 2018- 2021.
Approval Route (Governance) (including meeting dates)	<p>Augustana Department of Science – February 12, 2021 Faculty of Education Undergraduate Academic Affairs Council – April 22, 2021 Augustana Curriculum Committee – April 28, 2021 Augustana Faculty Council – May 10, 2021 GFC Programs Committee (for approval of admission and program changes): June 24, 2021 GFC Academic Planning Committee (for recommendation on suspensions): September 22, 2021 General Faculties Council (for recommendation on suspensions): TBD Board Learning, Research and Student Experience Committee (approval of suspensions): TBD</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i></p> <p>BUILD</p> <p>GOAL: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p> <p>Objective 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none"> • Strategy1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation. <p>EXPERIENCE</p> <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 7: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> • Strategy 1 Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional,
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	<p>and government organizations locally, nationally, and internationally</p> <p>Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> • Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. <p>EXCEL GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>ENGAGE 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.</p> <p>Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> • Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates 		
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 1373 1541 1583"> <tr> <td data-bbox="570 1373 1089 1583"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1373 1541 1583"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act</i> GFC Programs Committee GFC Academic Planning Committee General Faculties Council Board Learning, Research and Student Experience Committee</p>		

Attachments (each to be numbered 1 - <>)

1. Overview of Augustana Curricular Reform (8 pages)
2. Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) proposed Calendar copy for Augustana Faculty and the Faculty of Education (30 pages)
3. Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) proposed Calendar copy for Admission Requirements to Augustana Faculty (3 pages)

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Prepared by: Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

Overview of Curricular Renewal in Augustana Faculty

The proposed changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program (specifically outlined beginning on page 6) are presented as the culmination of an extended process of curricular review and renewal by Augustana Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its Core and majors in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties as well as other institutions within the province. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the formation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC). CICC was given two central mandates: 1) oversee the creation of a new Augustana 'Project-based Core', and 2) facilitate the development of innovative new programs that would address the issues raised by Augustana Faculty Council in 2017.

THE PROJECT-BASED CORE:

After a great deal of study and consultation within and beyond the Faculty, the new Augustana Project-based Core was presented to Augustana Faculty Council by CICC on May 9, 2019.

The Project-based Core facilitates the integration of skills students acquired by pursuing degrees in different areas of study. In developing a suite of Project-based Core courses at the 100-, 200-, 300-, and 400-level, students work together to tackle real-world issues, preparing graduates for the constantly changing workplaces of the future. The new Core encourages students to be critical thinkers, competent researchers, persuasive communicators, and effective collaborators across a wide spectrum of disciplines. Completing projects tied to real-world issues in partnership with community organizations are designed to equip students with the skills not just to thrive as learners but as valuable employees and citizens.

There are several key differences between the previous Core and the renewed Core. The renewed Core:

- consists of fewer course credits than the previous Core (i.e., 18 credits compared to 36 credits),
- follows a project-based learning model,
- is multidisciplinary,
- is intended to develop students' collaborative skills, and
- is designed to apply to every Augustana degree program.

The new Core consists of four Interdisciplinary (AUIDS) courses intended for completion over the span of a typical 4-year undergraduate degree program:

AUIDS 101 - Topics in Liberal Studies

★ 3 (fi 6) (either term, 3-0-0) Selected topics that highlight the interdisciplinary nature of the Liberal Arts and Sciences. This seminar-style class is a key aspect of the Augustana First Year Experience. The focus and content of each course are determined by faculty interests, and vary from year to year.

AUIDS 201 - Collaborative Learning

★ 3 (fi 6) (variable, variable) The course allows students to learn about approaches, methodologies and/or analytic techniques specific to a discipline, while offering an opportunity to practice working collaboratively in groups on a large project. Prerequisite: AUIDS 101.

AUIDS 301 - Community Partnership Project

★ 6 (fi 12) (variable, variable) The Community Partnership Project is a project-based course in the Augustana Core. With the support of a faculty advisor, students will work in small multidisciplinary groups on a specific issue raised by a community partner. This course introduces students to the skills and knowledge they need to work professionally with community partners, while reinforcing their ability to work collaboratively on a project. Prerequisite: AUIDS 201.

AUIDS 401 - Advanced Integration Project

★ 6 (fi 12) (variable, variable) A project-based course which allows students to work in small interdisciplinary teams to propose a solution to a real-world issue with the support of a faculty advisor. Prerequisite: AUIDS 301.

The Project-based Core was overwhelmingly approved by Faculty Council, and subsequently received final approval for inclusion in all Augustana Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs by the GFC Academic Planning Committee on September 11, 2019.

PROGRAM INNOVATION:

Shortly after its inception in August 2018, CICC challenged faculty members at Augustana to envision the creation of new integrative and multi-disciplinary programs. Initially described as ‘concentrations’ to distinguish the programs from current majors, discussions have evolved to consider this framework as a way to re-imagine current majors in accordance with the guidelines provided for concentrations. In order to assist in the envisioning discussions, CICC provided a set of guidelines that could serve as a general framework for what a new concentration might look like. The framework included the provisions that a concentration should consist of:

- 60-69 credits
- a multidisciplinary approach (max of 36 credits in 1 discipline)
- incorporate a meaningful distribution requirement (i.e., embed the current 21-credit ‘Knowledge’ component of the Augustana Core - with required credits in each of Fine Arts, Humanities, Social Sciences, and Science – within the concentration, thus simplifying the degree completion process for students)

- a scaffolded approach

In addition, each concentration required indications of how students would demonstrate the following proficiencies that correspond to competencies currently taught as Core Skills at Augustana:

- quantitative reasoning
- experiential learning
- writing
- public speaking
- research and methods

Faculty members who developed a new program were given the opportunity to offer a rationale to depart from any of these guidelines if necessary (particularly in respect to the 60-69 credit guideline).

With these guidelines in place, CICC coordinated wide-ranging discussions at Augustana Faculty regarding Core and program innovation. CICC presented an initial report on its progress to Augustana Faculty Council on May 9, 2019, and its final report was adopted by Augustana Faculty Council on October 4, 2019.

CURRICULAR RENEWAL:

The pathway to curricular renewal superintended by CICC proceeded with variations in pace from program to program.

Bachelor of Management:

Even prior to the creation of CICC, faculty members in the ‘Bachelor of Management in Business Economics’ program had been exploring significant changes to that degree, in order to incorporate alternate components of Management education and develop of other areas of Management-related interest, especially as the new Augustana 3-11 Calendar created opportunities for creative program and exploration of interdisciplinary learning.

The change in name to simply ‘Bachelor of Management’, with the designation of a common set of Management and Economics Foundation courses, maintained the desire for a solid Management and Economics experience, but allowed for the introduction of other Management elements within the degree for students with a greater interest in Management through the creation of various streams of study within the Management degree/major.

Much of the discussion on these changes had occurred prior to CICC, but the opportunity offered by the new Project-based Core to enhance the knowledge and skills developed in the Management program by introducing multi-disciplinary opportunities for students to develop collaborative abilities in large and small group project-based studies was eagerly embraced. As such, the revised Bachelor of Management degree fully incorporated the new Project-based Core when it was approved by the GFC Academic Planning Committee on June 19, 2019, with the Core being reaffirmed by the GFC Academic Planning Committee on September 11, 2019.

Bachelor of Arts Suspensions and BA Interdisciplinary Studies programs:

Much of the discussion fostered by CICC in the 2018-2019 academic year centred on programs offered in the Bachelor of Arts degree at Augustana, particularly among faculty members who shared similar teaching and/or research interests, where a new ‘concentration’ could draw upon the collective resources of that group. The enthusiasm and potential synergies emerging from these explorations resulted in the determination that best way to proceed was to suspend a number of current majors and create three new programs as second-level specializations under Augustana’s Bachelor of Arts Interdisciplinary Studies major.

As part of the CICC initial report on May 9, 2019, it recommended the development of three new multi-disciplinary learning opportunities within the structure of the current Bachelor of Arts in Interdisciplinary Studies major:

- Creativity and Culture
- Ethics and Global Studies
- Law, Crime and Justice Studies

To facilitate the creation of these new programs, Faculty Council considered suspending admission into nine of its current BA majors:

- Visual Art
- Drama
- Economics
- English
- History
- Modern Languages
- Music
- Philosophy & Religion
- Political Studies

After much deliberation, all the recommendations were strongly endorsed by Augustana Faculty Council. In summary, Creativity and Culture incorporated many of the elements of Visual Art, Drama, English, Modern Languages, and Music; Ethics and Global Studies drew on History, Philosophy and Religion, Political Studies and the IDS – Global and Development Studies program (a previous second-level specialization in Augustana’s BA-IDS program, which was also suspended with the creation of Ethics and Global Studies); and Law, Crime and Justice Studies brought together expertise in History, Political Studies, Psychology, and Sociology.

This collection of curricular changes was reviewed by the GFC Academic Standards Committee on June 20, 2019, and received final approval by the GFC Academic Planning Committee on September 11, 2019. Augustana registered its first cohort of students into these three programs in the Fall 2020 term.

Bachelor of Music:

The conversations that culminated in the development of the Creativity and Culture program coincided with the desires of faculty in Music at Augustana to revitalize the Bachelor of Music program. This resulted in a proposal to Augustana Faculty Council in December 2019 to suspend the Piano and Voice majors in the Augustana Bachelor of Music program, and rename the Comprehensive major to create a Bachelor of Music in Performance-Based Pedagogy.

Enhancing the pedagogical elements of the Bachelor of Music degree, the proposal also increased ensemble participation, incorporated opportunities to work with the Augustana Conservatory community music programs as well as the new 'Sing-Able' multigenerational inclusion choir (a diverse community ensemble, including those with disabilities and exceptionalities and their care-givers), and required new music education courses that included elements of Indigenous perspectives in response to the TRC Calls for Action. Notably, the proposal also included full participation in the Project-based Core; the previous Bachelor of Music program had never included the Augustana Core as part of its program.

The proposal was overwhelmingly approved by Augustana Faculty Council on December 6, 2019, and subsequently endorsed by the GFC Academic Standards Committee on February 13, 2020, receiving approval by the GFC Academic Planning Committee on March 18, 2020.

Program Renaming and Further Suspensions:

In the 2019-2020 academic year, Augustana Faculty continued to build on the work of CICC by reviewing programs in the Bachelor of Science degree and majors in the Bachelor of Arts degree that had not been included in the package of changes approved in May 2019. This set of proposals included most of Augustana's largest and strongest programs, meaning additional time and consideration was desired before initiating significant changes in these areas. Nevertheless, on May 20, 2020, Augustana Faculty Council authorized the suspension of admission into another 7 majors, and approved the learning objectives of 8 new program changes.

The suspensions included:

- Bachelor of Arts majors in:
 - Biology
 - Chemistry
 - Computing Science
 - Mathematics and Physics
 - Sociology
- Bachelor of Science majors in:
 - Mathematics and Physics
 - Psychology

These suspensions were subsequently reviewed by the GFC Academic Standards Committee on June 25, 2020 and the GFC Academic Planning Committee on September 9, 2020, receiving final approval by the University Board of Governors on December 11, 2020.

Work continued over the summer of 2020 to finalize details for the revised programs, including name changes for several majors summarized as follows:

- In the Bachelor of Arts:
 - The ‘Environmental Studies’ major was renamed to the ‘Sustainability Studies’ major
 - The ‘Psychology’ major was renamed to the ‘Psychology and Mental Health’ major
- In the Bachelor of Science:
 - The ‘Biology’ major was renamed to the ‘Integrative Biology’ major
 - The ‘Chemistry’ major was renamed to the ‘Chemical and Physical Sciences’ major
 - The ‘Computing Science’ major was renamed to the ‘Computing Science and Mathematics’ major

The Bachelor of Arts and Bachelor of Science majors in Physical Education and the Bachelor of Science in Environmental Science underwent significant changes within their program structure, but currently continue under the same names.

These changes were all approved at the GFC Programs Committee on October 15, 2020.

The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program:

The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program was developed in 2010-2011, and first made available as a program choice for students in Fall 2011. During the subsequent decade, it has proven a popular option for Augustana Bachelor of Science students interested in pursuing a career in Education. However, certain facets of the program as initially designed have increasingly created difficulties for students. The nature of a combined degree program is for a strongly proscribed and condensed pathway of studies, in order to allow students to complete two degree programs in a shortened period of time. In many cases, the original designers attempted to incorporate an exceptionally demanding set of major requirements which made completion of the Augustana portion of the program increasingly problematic, particularly given the nature of Augustana’s need to schedule many senior science courses in alternating years. Also, the full inclusion of the standard 2011 ‘Augustana Core’, which had very little overlap with other degree components, further added to the frustrations students encountered in successfully completing necessary pre-requisites and/or program requirements in order to progress in a timely manner.

The proposed changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program builds on the previous Augustana curricular reforms in order to offer students a flexible and diverse opportunity for study in Sciences and Education, by integrating a mixture of technical and theoretical learning in both the classroom and laboratory to develop observation and experimentation skills along with enhanced interpretation abilities. The program aims to offer an expanded knowledge and awareness of a wide range of topics within the sciences to increase students’ disciplinary and interdisciplinary analytical skills, as well as to prepare graduates of the program for a wide variety of career options through the provision of

diverse experiences and educational opportunities. This is accomplished notably by the integration of the new Augustana Project-Based Core, and a revision of the major structure that builds on the framework of the recent BSc renewals.

Project-Based Core: The revised program incorporates the new Project-Based Augustana Core into the BSc/BEEd program. As noted above, this Core consists of fewer course credits than the previous Core, offers more flexible learning opportunities, and enhances students' collaborative skills. In acknowledgement of the compressed nature of the BSc/BEEd program, students will only be required to complete **the first three** elements of the Core – AIDS 101, 201, and 301 – thereby offering a solid grounding in the principles of the Core, but relieving the demands experienced from the previous inclusion of the full Core requirements.

Restructure of Majors:

The current BSc/BEEd program offers majors in Biology, Chemistry, General Sciences, Mathematical Sciences, Mathematics and Physics, and Physical Sciences. The proposed revision creates a significantly redesigned General Sciences major while removing the remaining options.

The **General Sciences major** begins by including the Science Foundations framework introduced in the recent BSc major renewals. This creates a common first year structure for all Augustana BSc students, including those in the BSc/BEEd program, thereby establishing a strong multi-disciplinary grounding the sciences while removing the scheduling difficulties that previously forced BSc/BEEd learners to make programming selections that were different from other first-year students in Augustana BSc programs.

Students in the General Sciences major then choose one of four subject specializations: Biology, Chemistry, General Sciences, or Mathematical Sciences. The Biology, Chemistry, and Mathematical Sciences specializations provide the firm grounding in the respective disciplines that is required for student success upon the attainment of their degrees, but does so in a more streamlined and flexible manner than the previous majors, or than what is offered in the newly-developed intensive majors within the Augustana BSc program. The General Sciences specialization offers even greater flexibility for students seeking an expansive knowledge and diverse skill set, and includes the previously-unavailable opportunity for students to incorporate elements of Computing Science, and Environmental Science, into their BSc/BEEd degree.

In respect to the rest of the previous majors:

- Biology and Chemistry were initially modeled after the Augustana BSc majors of the same name. These were renamed in 2020 – Integrative Biology, and Chemical and Physical Sciences, respectively – and will continue as majors within the Augustana BSc program, but will be deleted as choices in the BSc/BEEd.
- The BSc major in Mathematics and Physics was suspended as part of the package of Augustana revisions in 2020, with Government approval of the suspension resulting in the suspension of the BSc/BEEd version of the major as well.
- Mathematical Sciences, and Physical Sciences were majors offered at Augustana specifically as part of the BSc/BEEd program, but not as separate majors in the BSc. As

such, they are proposed for suspension. Since they do not exist beyond the BSc/BEd program, this suspension process occurs internally to the University of Alberta.

With respect to Mathematical Sciences and Physical Sciences, both of these programs have experienced extremely small enrollments over the period in which the BSc/BEd program has been offered. In many years, no student has been registered in either major; the highest enrollment was 3 students in Mathematical Sciences in 2017-2018, none of whom continued in that major in the following year. Other than that, there has never been more than 1 student enrolled in either major in any given academic year. No student has graduated with a major in Mathematical Sciences or Physical Sciences in the decade during which the program has existed.

Currently, there is one Year-1 student registered in Physical Sciences. This student will be given the option to either complete their existing program, or transition into the redesigned General Sciences major. Advisors in the Augustana Student Academic Services (SAS) Office will assist the student with any course selection and planning required. The Augustana Science Department will find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable the student to complete the Physical Science program as expeditiously as possible if that is the desire of the student.

The presentation of these changes signifies the completion of the Augustana Curriculum Renewal project, encompassing every Augustana program and major offered at the start of the 2018-2019 academic year. Augustana is excited about the potential offered for students at the culmination of this project, and looks forward to the opportunities for further refinements and student success in the years to come.

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Department Name Change: Department of History and Classics to Department of History, Classics, and Religion
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Motion

THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve changing the name of the Department of History and Classics to the Department of History, Classics, and Religion (HCR).
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Ryan Dunch, Chair, History and Classics Department
Presenter(s)	Steve Patten, Interim Dean, and Ryan Dunch, Chair, History and Classics Department

Details

Office of Administrative Responsibility	Steven Dew, Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To change the name of the Department of History and Classics to the Department of History, Classics, and Religion (HCR), since the Religious Studies program is now housed in the Department of History and Classics.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Administrative responsibility for the faculty members and degree programs in Religious Studies was transferred to the Department of History and Classics on July 1, 2020. At that time, the consensus in the department was to delay a decision on a name change pending the outcomes of academic restructuring in 2020-21. Religious Studies is a different academic discipline than either History or Classics and should therefore be noted in the Department name. Anywhere that the Department name is mentioned, it would now include “Religion,” signaling to prospective students that this is a discipline studied and valued in the Faculty. This is an editorial change not resulting in any changes to degree programs or research.</p> <p>Changes to the department website, including the domain names, are already prepared pending approval of this motion. The department will also rebrand the social media accounts to reflect the change. New letterhead and related stationery will be ordered, and department members will be requested to alter their email signatures and other references to show the new department name. A Calendar change form will be prepared and submitted to change all references to the department in the Calendar. (Note that information about the Religious Studies degree, and RS faculty members, is already included on the department website – the new edits pertain to the department name more than the content.)</p> <p>In addition to these measures, the department will work with the Faculty of Arts to draw student attention to the Religious Studies program and its new home in our blended department.</p>

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Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>
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Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> In June 2020, Dr. Jocelyn Hendrickson as Director of Religious Studies convened meetings with students and faculty in the program to discuss the then-pending move into History and Classics. Those meetings (one each with faculty, undergraduate students, and graduate students) settled on “History, Classics, and Religion” and “History, Classics, and Religious Studies” as the most preferred options, with a preference for the former on the grounds of simplicity. However, they held off on a final decision as the Faculty was just entering a period of restructuring and it was not clear whether further changes to department structure would be imminent. On March 11, 2021, the Chair’s Advisory Council in the department again took up the question of the department name, and accepted the recommendation from Dr. Hendrickson that History, Classics, and Religion was the preferred alternative. That was then referred to Department Council for discussion and a possible vote. On March 18, 2021, the History and Classics Department Council (including the Religious Studies members in attendance and three student representatives) voted unanimously in favour of approving the new name for the department. On May 6, 2021, Arts Executive Committee voted unanimously in favour of recommending that Arts Faculty Council approve the name change. On May 25, 2021, Arts Faculty Council, whose membership includes all Arts faculty members, 35 Arts undergraduate students, and 5 Arts graduate students, voted in favour of the department name change (113 yes, 2 no, 3 abstain).
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> See above for list of groups participating
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> See above for list of groups participating
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> History and Classics Department Council March 18, 2021 Arts Executive Committee May 6, 2021 Arts Faculty Council May 25, 2021

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Accurately naming the disciplines and degree programs that the Department includes supports the vision, mission, and values of the University by showing prospective students, prospective faculty members, and stakeholders (internal and external) that Religious Studies is a valued field of study in the Faculty. This supports the research reputation of the University, and the recruitment of undergraduate and graduate students in Religious Studies.</p>
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Item No. 7

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Cite reference to relevant legislation, policy, and governance committee(s) [title only is required]. <ul style="list-style-type: none"> • Naming of Academic Entities Procedure • GFC Delegations of Authority • GFC Academic Planning Committee Terms of Reference 	

Attachments (each to be numbered 1 - <>)

None.

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