

The following Motions and Documents were considered by the GFC Academic Standards Committee at its January 17, 2013 meeting:

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Agenda Title: **Office of the Registrar – Course Approvals for January, 2013**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposal for approval of transfer credit, as submitted by the Office of the Registrar and as set forth in Attachment A, to take effect upon final approval.

Final Item: 4A

Agenda Title: **Faculté Saint-Jean – Proposed Changes to Existing Admission/Transfer Requirements**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission/transfer requirements, as submitted by Faculté Saint-Jean and as set forth in Attachment B, to be effective in 2013-2014.

Final Item: 4B

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Agenda Title: **Faculty of Arts Proposed Embedded Credit Certificate in International Learning**

APPROVED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, a proposed Embedded Credit Certificate in International Learning, as submitted by the Faculty of Arts and as set forth in Attachment 1, as amended, to take effect in the Fall of 2013.

Final Amended Item: 5

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Agenda Title: **Proposal for a Master of Business Administration/Master of Library and Information Studies (MBA/MLIS) Combined Degrees Program**

APPROVED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee admission and academic standing requirements for a (new) Master of Business Administration/Master of Library and Information Studies (MBA/MLIS) Combined Degrees Program, as submitted by the Faculty of Graduate Studies and Research, the Alberta School of Business, and the Faculty of Education's School of Library and Information Studies and as set forth in Attachment 1 [highlighted in yellow], to take effect September, 2013.

Final Item: 6

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**OUTLINE OF ISSUE**
**4A. Office of the Registrar – Course Approvals for January, 2013**
**4B. Faculté Saint-Jean – Proposed Changes to Existing Admission/Transfer Requirements**
**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Ada Schmude, Associate Registrar (Enrolment Services), Office of the Registrar; Ed Blackburn, Associate Dean (Academic), Faculté Saint-Jean
Presenter	Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
Subject	N/A

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Various sections of the <i>University Calendar</i> ; see individual items for specific affected <i>Calendar</i> sections. Updates the <i>Alberta Transfer Guide</i> .
Timeline/Implementation Date	Item 4A: To take effect upon final approval. Item 4B: To take effect in 2013-2014.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<b><i>Dare to Discover</i></b> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<ol style="list-style-type: none"> <li><b><i>Post-Secondary Learning Act (PSLA)</i></b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</li> <li><b><i>PSLA</i></b>: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</li> <li><b><i>UAPPOL Admissions Policy</i></b>: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other</li> </ol>

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.”

#### 4. ***UAPPOL Admissions Procedure:***

##### **PROCEDURE**

#### 1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

#### 5. **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 **editorial** in nature. ASC’s terms of reference provide that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

**Section 3 of GFC ASC’s Terms of Reference** state:

**“B. Admission and Transfer, Academic Standing, Marking and**

**Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)

[...]"

**6. GFC ASC Terms of Reference (Mandate):** GFC ASC's delegated authority from GFC extends to the following:

"a. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.

b. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.

c. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.

d. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta." (3.D.i-iv.)

**7. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):** "The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assess on an individual course-by-course basis for by a block transfer agreement."

**Routing (Include meeting dates)**

Consultative Route (parties who have seen the	Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee, Associate Registrar (Enrolment
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proposal and in what capacity)	Services), and Associate Registrar (Enrolment Management)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (January 17, 2013) – for final approval
Final Approver	GFC Academic Standards Committee

## Attachments:

Attachment A (page 1): Office of the Registrar

Attachment B (pages 1 – 6): Faculté Saint-Jean

Prepared by Garry Bodnar, University Governance, [garry.bodnar@ualberta.ca](mailto:garry.bodnar@ualberta.ca)

January 7, 2013

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
 Proposals Recommended for APPROVAL of Transfer Credit at the  
 Academic Standards Committee Meeting on January 17, 2013

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>				
132071	HI 3670 (3)	HIST 296 (3)		
<b>MEDICINE HAT COLLEGE</b>				
131606	MKTG 280 (3)	BUEC 1XX (3)		
<b>MOUNT ROYAL UNIVERSITY</b>				
131896	ENGL 1151 (3)	ENGL 1XX (3)		
131964	ENGL 1152 (3)	ENGL 122 (3)		
<b>NORTHERN LAKES COLLEGE</b>				
131389	POLS 2220 (3)	SOC 2XX (3) OR AUPOL 2XX (3)		The Department of Political Science indicated that the POLS 2220 textbook is more appropriate for a sociology course than a political science course.
<b>RED DEER COLLEGE</b>				
130033	KNSS 306 (3)	PEDS2XX (3) OR AUPED 2XX (3)		

**Faculté Saint-Jean**  
**Calendar Change Request Form**  
**For Implementation in 2013-2014**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing admission/transfer requirements, as submitted by Faculté Saint-Jean and as set forth in Attachment B, to be effective in 2013-2014.

CURRENT	PROPOSED
<p><b>15.1.5 BSc in Environmental and Conservation Sciences—Bilingual/Baccalauréate ès sciences (sciences de l’environnement et de la conservation—bilingue)</b></p> <p>To gain admission to the bilingual program students apply to Faculté Saint- Jean. Students will be registered in Faculté Saint-Jean for the first two years of their program. All qualified Year 2 BSc in Environmental and Conservation Sciences–Bilingual students will then be promoted to Year 3 in the Faculty of Agricultural, Life and Environmental Sciences provided that (1) a minimum GPA of 2.0 has been achieved, and (2) a minimum of *54 applicable to the program has been successfully completed</p> <p><b>Note:</b> Students in Year 2 who have completed less than *54 towards the program, but who have a GPA of at least 2.0, may remain in Faculté Saint-Jean for one additional year.</p> <p>Specific admission requirements are the same as for the BSc in Environmental and Conservation Sciences program (See §15.1.2), except that applicants must present one of French 30, 31, Français 30, 30-2 (or 33), French Language Arts 30, 30-2, in place of their fifth subject. See Faculté Saint-Jean §§183.1.16 and 183.1.5 for detailed admission requirements and information.</p>	<p><b>15.1.5 BSc in Environmental and Conservation Sciences—Bilingual/Baccalauréate ès sciences (sciences de l’environnement et de la conservation—bilingue)</b></p> <p>To gain admission to the bilingual program students apply to Faculté Saint- Jean. Students will be registered in Faculté Saint-Jean for the first two years of their program. All qualified Year 2 BSc in Environmental and Conservation Sciences–Bilingual students will then be promoted to Year 3 in the Faculty of Agricultural, Life and Environmental Sciences provided that (1) a minimum GPA of 2.0 has been achieved, and (2) a minimum of *54 applicable to the program has been successfully completed</p> <p><b>Note:</b> Students in Year 2 who have completed less than *54 towards the program, but who have a GPA of at least 2.0, may remain in Faculté Saint-Jean for one additional year.</p> <p>Specific admission requirements are the same as for the BSc in Environmental and Conservation Sciences program (See §15.1.2), except that applicants must present one of French 30 (9 year) , 31, Français 30-1, 30-2 , French Language Arts 30-1, 30-2, in place of their fifth subject. See Faculté Saint-Jean §§183.1.16 and 183.1.5 for detailed admission requirements and information.</p>

CURRENT	PROPOSED
<p><b>15.11.5 BSc in Nursing–Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)</b></p> <p>Admission is competitive based on academic standing.</p> <p><b>Language Proficiency Requirements</b>  Applicants to the BSc in Nursing–Bilingual Program will be required to demonstrate written and spoken proficiency both in English and French before admission.  (1) English: For information regarding general English Language proficiency requirements as well as spoken English requirements applicable to all health sciences disciplines, see §13.3.  (2) French: Applicants will have to demonstrate their language proficiency in French in two ways:  a. successfully complete one of the following courses: Français 30, 30-1 or 30-2 (offered in French schools), French Language Arts 30, 30-1, or 30-2 (offered in French immersion programs) French 30, French 30 (9 year), French 31(offered in English schools).  and  b. pass Faculté Saint-Jean’s French Language Placement test at the FRANc 221 level or higher.</p> <p><b>I. High School Applicants</b>  <b>Subject Requirements</b>  (1) One of French 30, French 30 (9 year), French 31, Français 30, 30-1, 30-2, French Language Arts 30, 30-1, 30-2  (2) English Language Arts 30-1  (3) Chemistry/Chimie 30 or Science 30  (4) Biology 30/Biologie 30  (5) One of Pure Mathematics 30/Mathématiques Pures 30 or Mathematics 30-1/ Mathématiques 30-1 or Mathematics 30-2/Mathématiques 30-2 or Mathematics 31/Mathématiques 31</p> <p><b>Notes</b>  (1) French 30 (3 year) may be used for admission based on a successful French language test administrated by Faculté Saint-Jean.  (2) Quebec students are considered after one year of appropriate Health Sciences or Pure and Applied Sciences CEGEP courses.  (3) Early offers of admission may be granted to early applicants who meet eligibility requirements (see §13.5).</p>	<p><b>15.11.5 BSc in Nursing–Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)</b></p> <p>Admission is competitive based on academic standing.</p> <p><b>Language Proficiency Requirements</b>  Applicants to the BSc in Nursing–Bilingual Program will be required to demonstrate written and spoken proficiency both in English and French before admission.  (1) English: For information regarding general English Language proficiency requirements as well as spoken English requirements applicable to all health sciences disciplines, see §13.3.  (2) French: Applicants will have to demonstrate their language proficiency in French in two ways:  a. successfully complete one of the following courses: Français 30-1 or 30-2 (offered in French schools), French Language Arts, 30-1, or 30-2 (offered in French immersion programs) ,French 30 (9 year), French 31(offered in English schools).  and  b. pass Faculté Saint-Jean’s French Language Placement test at the FRANc 221 level or higher.</p> <p><b>I. High School Applicants</b>  <b>Subject Requirements</b>  (1) One of French 30 (9 year), French 31, Français 30-1, 30-2, French Language Arts 30-1, 30-2  (2) English Language Arts 30-1  (3) Chemistry/Chimie 30 or Science 30  (4) Biology 30/Biologie 30  (5) One of Pure Mathematics 30/Mathématiques Pures 30 or Mathematics 30-1/ Mathématiques 30-1 or Mathematics 30-2/Mathématiques 30-2 or Mathematics 31/Mathématiques 31</p> <p><b>Notes</b>  (1) French 30 (3 year) may be used for admission based on a successful French language test administrated by Faculté Saint-Jean.  (2) Quebec students are considered after one year of appropriate Health Sciences or Pure and Applied Sciences CEGEP courses.  (3) Early offers of admission may be granted to early applicants who meet eligibility requirements (see §13.5).</p>



## II. Transfer Applicants

Transfer applicants from other University of Alberta Faculties and other postsecondary institutions should consult §14.2.1 for information on Transfer from Colleges and Universities.

### Requirements

(1) Transfer students must present the high school subject requirements listed in §15.11.5(1).

(2) An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to §14.2.1.

(3) Complete high school and postsecondary transcripts.

Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks Web Registration System. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.

## III. Nonmatriculated Applicants

### Subject Requirements

(1) English Language Arts 30-1 or demonstrate an equivalent level of competence of the English language.

(2) Candidates must have successfully completed one of the following courses:

French 30, French 31, Français 30, 30-2 (or 33), French Language Arts 30, 30-2, or demonstrate an equivalent level of competence of the French language.

(3) Chemistry 30/Chimie 30 or Science 30

(4) Biology 30/Biologie 30

### Other Requirements

(1) See general nonmatriculated requirements §14.3.

## II. Transfer Applicants

Transfer applicants from other University of Alberta Faculties and other postsecondary institutions should consult §14.2.1 for information on Transfer from Colleges and Universities.

### Requirements

(1) Transfer students must present the high school subject requirements listed in §15.11.5(1).

(2) An Admission GPA (AGPA) of at least 3.0 or equivalent. Please refer to §14.2.1.

(3) Complete high school and postsecondary transcripts.

Note: Students should apply early as they may be eligible for an early offer of admission. Once an early offer of admission has been made, a student is eligible to access the Bear Tracks Web Registration System. If a student fails to maintain a minimum AGPA of 3.0, the early offer of admission will be withdrawn.

## III. Nonmatriculated Applicants

### Subject Requirements

(1) English Language Arts 30-1 or demonstrate an equivalent level of competence of the English language.

(2) Candidates must have successfully completed one of the following courses:

French 30 (9 year), French 31, Français 30, 30-1, 30-2, French Language Arts 30-1, 30-2, or demonstrate an equivalent level of competence of the French language.

(3) Chemistry 30/Chimie 30 or Science 30

(4) Biology 30/Biologie 30

### Other Requirements

(1) See general nonmatriculated requirements §14.3.

Submitted by: Dr. Ed Blackburn

Approved by: CSJ Executive Committee on behalf of the CSJ Faculty Committee

Date: December 18, 2012

Date: December 7, 2012

CURRENT	PROPOSED
<p><b>183.1.5 Adultes ne répondant pas aux conditions d'admission</b></p> <p>Les candidats âgés de 21 ans ou plus, qui ne répondent pas aux conditions d'admission, peuvent solliciter la permission de s'inscrire dans certains programmes.</p> <p><b>Critères d'admission</b></p> <p>Les candidats doivent avoir réussi un des cours suivants : <b>French 30</b>, French 30 (9 ans), 31; Français <b>30</b>, 30-1, 30-2; French Language Arts <b>30</b>, 30-1, 30-2 ou faire preuve d'un niveau de compétence équivalent dans la langue française.</p> <p>Voir §183.1.2(2).</p> <p><b>Note:</b> French 30 (3 ans) peut être accepté sur la base du résultat du test de classement de français.</p>	<p><b>183.1.5 Adultes ne répondant pas aux conditions d'admission</b></p> <p>Les candidats âgés de 21 ans ou plus, qui ne répondent pas aux conditions d'admission, peuvent solliciter la permission de s'inscrire dans certains programmes.</p> <p><b>Critères d'admission</b></p> <p>Les candidats doivent avoir réussi un des cours suivants : French 30 (9 ans), 31; Français 30-1, 30-2; French Language Arts 30-1, 30-2 ou faire preuve d'un niveau de compétence équivalent dans la langue française.</p> <p>Voir §183.1.2(2).</p> <p><b>Note:</b> French 30 (3 ans) peut être accepté sur la base du résultat du test de classement de français.</p>
<p><b>183.1.5 Nonmatriculated Applicants</b></p> <p>Applicants 21 years and older who do not present the minimum requirements may be considered for admission as a nonmatriculated applicant.</p> <p><b>Admission Criteria</b></p> <p>Applicants must have successfully completed one of the following courses:</p> <p><b>French 30</b>, French 30 (9 year), 31; Français <b>30</b>, 30-1, 30-2; French Language Arts <b>30</b>, 30-1, 30-2 or equivalent. See §183.1.2(2).</p> <p><b>Note:</b> French 30 (3 year) may be used for admission based on a successful French language test.</p>	<p><b>183.1.5 Nonmatriculated Applicants</b></p> <p>Applicants 21 years and older who do not present the minimum requirements may be considered for admission as a nonmatriculated applicant.</p> <p><b>Admission Criteria</b></p> <p>Applicants must have successfully completed one of the following courses:</p> <p>French 30 (9 year), 31; Français 30-1, 30-2; French Language Arts 30-1, 30-2 or equivalent. See §183.1.2(2).</p> <p><b>Note:</b> French 30 (3 year) may be used for admission based on a successful French language test.</p>

CURRENT	PROPOSED
<p><b>183.1.13 Admission au programme du Baccalauréat bilingue en administration des affaires</b></p> <p><b>Cours obligatoires</b></p> <p>(1) Un parmi <b>French 30</b>, French 30 (9 ans), 31; Français <b>30</b>, 30-1, 30-2; French Language Arts <b>30</b>, 30-1, 30-2</p> <p><b>Note:</b> French 30 (3 ans) peut être accepté sur la base du résultat du test de classement de français.</p> <p>(2) English 30 ou English Language Arts 30-1</p> <p>(3) Mathématiques Pures 30 ou 30-1</p> <p>(4) Une matière du groupe A ou C (Études sociales 30 est recommandé)</p> <p>(5) Une matière du groupe A, B ou C</p> <p>Les candidats au Baccalauréat bilingue en administration des affaires complèteront normalement leur année préprofessionnelle en s’inscrivant au Baccalauréat-es-arts à la Faculté Saint-Jean. Pour plus de renseignements concernant l’admission en 2 e ou 3 e année à la Faculty of Business, voir §15.4.</p>	<p><b>183.1.13 Admission au programme du Baccalauréat bilingue en administration des affaires</b></p> <p><b>Cours obligatoires</b></p> <p>(1) Un parmi French 30 (9 ans),31; Français 30-1, 30-2; French Language Arts 30-1, 30-2</p> <p><b>Note:</b> French 30 (3 ans) peut être accepté sur la base du résultat du test de classement de français.</p> <p>(2) English 30 ou English Language Arts 30-1</p> <p>(3) Mathématiques Pures 30 ou 30-1</p> <p>(4) Une matière du groupe A ou C (Études sociales 30 est recommandé)</p> <p>(5) Une matière du groupe A, B ou C</p> <p>Les candidats au Baccalauréat bilingue en administration des affaires complèteront normalement leur année préprofessionnelle en s’inscrivant au Baccalauréat-es-arts à la Faculté Saint-Jean. Pour plus de renseignements concernant l’admission en 2 e ou 3 e année à la Faculty of Business, voir §15.4.</p>
<p><b>183.1.13 Admission to the Bilingual Bachelor of Commerce</b></p> <p><b>Subject Requirements</b></p> <p>(1) One of <b>French 30</b>, French 30 (9 year), 31; Français <b>30</b>, 30-1, 30-2; French Language Arts <b>30</b>, 30-1, 30-2</p> <p>Note: French 30 (3 year) may be used for admission based on a successful French language test.</p> <p>(2) English 30 or English Language Arts 30-1</p> <p>(3) Pure Mathematics 30 or 30-1</p> <p>(4) Subject from Group A or C (Social Studies 30 is recommended)</p> <p>(5) Subject from Group A, B or C</p> <p>Applicants to the Bilingual Bachelor of Commerce will generally complete their preprofessional requirements while registered in a Bachelor of Arts program at Faculté Saint-Jean. For information concerning admission to the</p>	<p><b>183.1.13 Admission to the Bilingual Bachelor of Commerce</b></p> <p><b>Subject Requirements</b></p> <p>(1) One of French 30 (9 year), 31; Français 30-1, 30-2; French Language Arts 30-1, 30-2</p> <p>Note: French 30 (3 year) may be used for admission based on a successful French language test.</p> <p>(2) English 30 or English Language Arts 30-1</p> <p>(3) Pure Mathematics 30 or 30-1</p> <p>(4) Subject from Group A or C (Social Studies 30 is recommended)</p> <p>(5) Subject from Group A, B or C</p> <p>Applicants to the Bilingual Bachelor of Commerce will generally complete their preprofessional requirements while registered in a Bachelor of Arts program at Faculté Saint-Jean. For information concerning</p>

<b>CURRENT</b>	<b>PROPOSED</b>
Faculty of Business in second or third year, see §15.4.	admission to the Faculty of Business in second or third year, see §15.4.

**OUTLINE OF ISSUE**

Agenda Title: **Faculty of Arts Proposed Embedded Credit Certificate in International Learning**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, a proposed Embedded Credit Certificate in International Learning, as submitted by the Faculty of Arts and as set forth in Attachment 1, as amended, to take effect in the Fall of 2013.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Faculty of Arts
Presenters	Bill Street, Associate Dean (Student Programs), Faculty of Arts; Nancy Hannemann, University of Alberta International (UAI)
Subject	New Proposed Embedded Credit Certificate in International Learning in the Faculty of Arts

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish an embedded credit certificate entitled <i>Certificate in International Learning</i> open to students in undergraduate programs across the University of Alberta.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (e.g., policies, resolutions)	N/A
Timeline/Implementation Date	For implementation in the Fall of 2013.
Estimated Cost	Neutral; administrative support will be provided by University of Alberta International.
Sources of Funding	University of Alberta International (in kind contributions to support administration).
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover</i> and <i>Dare to Deliver</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> GFC delegated authority to ASC to approve "proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC)." (3.G.).</p>

3. **PSLA:** The *PSLA* gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

4. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

5. **UAPPOL Admissions Procedure:**

**PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS  
Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

6. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

7. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those

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	<p>prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</p> <p><b>8. UAPPOL Academic Standing Regulations Procedures:</b> “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.</p> <p>If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.</p> <p>Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”</p> <p><b>9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC’s terms of reference provide that “the term ‘<b>routine and/or editorial</b>’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).</p> <p>Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Faculty of Arts, Department Chairs and Program Directors; Britta Baron, Vice-Provost and Associate Vice-President (International); Associate Deans in the following Faculties: Science, Business, Agricultural, Life and Environmental Sciences, Education, Native Studies, Engineering, Physical Education and Recreation, Nursing, Augustana, Faculté Saint-Jean, Pharmacy and Pharmaceutical Sciences; Ada Schmude, Associate Registrar (Enrolment Services), Office of the Registrar; GFC ASC Subcommittee on Standards (December 6, 2012) (for discussion)
Approval Route (Governance) (including meeting dates)	Faculty of Arts Academic Affairs Committee, October 31, 2012 – for recommendation; Faculty of Arts Executive Committee, November 8, 2012 – for recommendation; Faculty of Arts Council, November 22, 2012 – for recommendation; GFC Academic Standards Committee, January 17, 2013 – for approval
Final Approver	GFC Academic Standards Committee

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Attachments:

1. Attachment 1 (pages 1 – 45) – Proposal for an Embedded Certificate in International Learning in the Faculty of Arts

*Prepared by:* Robin A Cowan, Assistant Dean (Undergraduate Student Services), Faculty of Arts,  
[robin.cowan@ualberta.ca](mailto:robin.cowan@ualberta.ca)



## **Proposal for an Embedded Certificate in International Learning**

University of Alberta International and the Faculty of Arts are proposing an undergraduate embedded credit Certificate in International Learning.

*Dare to Discover* calls upon us to create an exceptional and life-changing university experience for students through curricular and extra-curricular offerings that integrate learning, discovery, and citizenship to develop the intellect and the imagination, educate leaders, and enhance a global perspective. We propose here an undergraduate certificate program that will help us realize that vision.

Ideally, students who receive the Certificate will be able to work effectively and live comfortably in an international or intercultural environment. They will be empowered by their awareness of their own culture and how it impacts their perception and behavior and by their ability to apply that awareness and understanding in communication and interaction with people of other cultures.

The Certificate will benefit students in their personal, academic, and career development. It will integrate their academic, co-curricular and intercultural experience to develop skills that will help them work more effectively with people of different cultures. These skill sets will be important as students enter a work world that is increasingly diverse and multicultural. They will be able to demonstrate to future employers and graduate schools that they have prepared themselves for that work world through the academic courses and intercultural experiences required for the Certificate.

Earning the Certificate would indicate that the students have taken courses, have participated in co-curricular programs, and have had international or cross-cultural experiences through which they have developed the ability to understand, communicate with, and effectively interact with people across cultures. In addition, they will have an understanding of some of the global challenges we face, an appreciation of the systemic nature of those challenges, and they will have skills to address those challenges as responsible members of an increasingly global community.

**Program Approval Template**

**Embedded Credit Certificates**

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta.

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC. In the event that the certificate proposal includes significant resource implications, the certificate will also be sent to GFC APC for approval.

<b>Section A: Basics</b>		
<b>Program Name</b>	Certificate in International Learning	
<b>Sponsoring Faculty/ Academic Unit</b>	Faculty of Arts	
<b>Contact information</b>	<b>Name and Title</b>	Tom Keating (Professor, Political Science, Arts) Nancy Hannemann (Global Education Director, UAI)
	<b>Phone</b>	25772 25962
	<b>Email</b>	<a href="mailto:Tom.Keating@ualberta.ca">Tom.Keating@ualberta.ca</a> <a href="mailto:Nancy.Hannemann@ualberta.ca">Nancy.Hannemann@ualberta.ca</a>
<b>Institution(s)</b> If multiple institutions are	University of Alberta	

involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	
<b>Units of Course Weight</b>	12
<p><b>Program Synopsis</b></p> <p>Describe the program. Include curriculum content, target student group, target employment, further education options, etc.</p>	<p>The Certificate in International Learning will provide students recognition for the international knowledge and skills they have acquired in their undergraduate study at the University. The Certificate will indicate to employers and graduate schools that the students have taken courses, have participated in co-curricular programs, and have had international or cross-cultural experiences through which they have developed the ability to understand, communicate with, and effectively interact with people across cultures and that they are prepared to take responsibilities as citizens of the world. It will be available to students in all faculties.</p> <p>Learning outcomes for the recipients of the Certificate are:</p> <ul style="list-style-type: none"> <li>• Knowledge of international and global issues and systems</li> <li>• Understanding of the interconnectedness of systems and of local and global issues</li> <li>• Knowledge of other countries and cultures and understanding of one’s own culture as one worldview in a global context</li> <li>• Ability to apply one’s awareness and understanding of culture and language skills to communicate and interact with people of other cultures in local or international contexts.</li> </ul> <p>While completing the undergraduate program in their respective faculties, students will complete a minimum of 12 course weights from a list of designated courses that have an international focus or contain significant international content. In addition, students will complete a significant cross-cultural experience, such as studying, working, or interning in another culture and reflect on that experience through a capstone project.</p>

**Section B: Rationale, Implications and Impact**

<p><b>Rationale for Introduction of Certificate</b></p> <p>Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.</p>	<p>The Certificate will benefit students in their personal, academic, and career development. It will integrate their academic, co-curricular, and intercultural experience to develop skills that will help them work more effectively with people of different cultures. These skill sets will be important as students enter a work world that is increasingly diverse and multicultural. They will be able to demonstrate to future employers and graduate schools that they have prepared themselves for that work world through the academic courses and intercultural experiences required for the Certificate.</p> <p>The results of employer interviews have confirmed that the certificate would be valued. Surveys, such as those conducted by Reginald Bibby of the University of Lethbridge, have confirmed that most adolescents and young adults are interested in international affairs.</p>
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<p><b>Vision and Academic Plan</b></p> <p>How does the proposed program connect to the University's vision <i>Dare to Discover</i>? How does the program further the University's Academic Plan?</p>	<p>Undergraduate students may earn the Certificate at graduation if they meet the following four requirements:</p> <ol style="list-style-type: none"> <li>1. Completion of 12 course weights from a list of designated courses that have an international focus or contain significant international or intercultural content. These courses must be from at least two different disciplines. In the interests of emphasizing diversity, students are encouraged to focus on intercultural content courses for a culture other than his/her own.</li> <li>2. One of the following intercultural experiences:       <ol style="list-style-type: none"> <li>a. Study, work or volunteer experience abroad of at least six weeks duration. International students studying at the University of Alberta will have met this requirement.</li> <li>b. Internship, employment or volunteer experience with an agency working in a cross-cultural environment of at least 100 hours duration.</li> <li>c. Living and actively participating in International House for an academic year.</li> </ol> </li> <li>3. Two of the following:       <ol style="list-style-type: none"> <li>a. Active participation in co-curricular activities such as those of the UAI Global Education Program or other international or intercultural focused organizations. A point system will be developed and managed with the assistance of Bears Den.</li> </ol> </li> </ol>
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	<p>b. Second language skills evidenced by successful completion of *6 course weights university level courses or evidence of moderate functional competency. This requirement will be waived for students who have completed their entire secondary education in a LOE.</p> <p>c. Completion of UAI Global Education or other recognized workshops or a University credit course in intercultural communications.</p> <p>4. Participation in the program introduction and closing workshops led by the Certificate Program Director. At the closing workshop students will present a capstone integrative reflection project. This is a non-credit educational experience.</p> <p>Students will be required to register for the Certificate no later than Sept. 30 of their third year or at completion of *60 if studying part-time. No more than half of the course requirements for this Certificate may overlap with the requirements of another certificate. Students must be in good standing at the time they register for the Certificate.</p> <p><i>Dare to Discover</i> calls for “further capstone initiatives as well as theme-based and skill specific certificates, enabling students to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning.” It further calls for opportunity for students “to take the lead in designing and implementing their educational experience at the University, to design their own futures in research, creative works, and service to society.” This Certificate meets that call.</p>
<p><b>Resource Implications</b></p> <p>Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.</p>	<p>No resources will be needed for the course load requirement, as these are courses already offered in the various faculties.</p> <p>Similarly, no resources will be needed to arrange challenging intercultural experiences. UAI and various faculties already offer study, work and internships abroad. Community Service-Learning offers the opportunity for significant Alberta-based intercultural experiences.</p> <p>A Certificate Program Director and support staff (UAI Global Education) will be required to promote the Certificate, implement and maintain systems to track and verify student completion of components, maintain list of current offerings (courses, co-curricular activities, etc.), advise students, deliver intercultural training workshops, present the opening and closing workshops, and evaluate the capstone projects. The Certificate Program Director will work under the direction of an Academic Director in the Faculty</p>

	of Arts.
<p><b>Enrolment</b></p> <p>Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>After four years we anticipate awarding 200 certificates per year. This number will be increasing with promotion of the Certificate Program and as more students participate in study, work and internships abroad.</p>
<p><b>Implications of Introduction of the Credit Certificate</b></p> <p>Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?</p>	<p>The Certificate in International Learning will be a powerful resource in meeting the goals of the University’s plan for international engagement, <i>Connecting with the World</i>. It brings those goals to the level of individual student’s life and studies, providing recognition for the student’s contribution to the University’s international engagement and making real the “centrality of international engagement in the life of the University.”</p> <p>The Certificate will relate to each of the cornerstones of <i>Connecting with the World</i>:</p> <ul style="list-style-type: none"> <li>• Talented people – In providing an opportunity to earn a more valuable degree, the Certificate will be an asset in recruiting the brightest minds to the University, both domestic and international.</li> <li>• Learning, discovery and citizenship – The Certificate will increase the registration in courses that expand the international dimension of students’ learning and research experiences. As well, it will increase student participation in courses and co-curricular activities that strengthen global citizenship, global perspective, and community service, promoting study abroad, work abroad, international internships, and CSL courses with a cross-cultural component.</li> <li>• Connecting communities – In providing students with recognition for their study, work and internships abroad, the Certificate will help the University build its connections with universities abroad as well as with NGOs, ethno-cultural organizations and service clubs that address pressing problems in low resource communities and countries.</li> <li>• Transformative organization and support – The Certificate will be an innovative program that will build connections across faculties and disciplines and beyond the University to strengthen the University’s capacity to promote, as Henry Marshall Tory put it, the uplifting of the whole people.</li> </ul>

	<p>The Certificate in International Learning is distinct from the majority of the certificates currently being offered and recently approved, in both content and in process. All of the existing certificates – Computer Game Development; Economics and Management of Natural Resources, Energy and the Environment; Finance; European Studies; Global Citizenship; Globalization and Governance; Middle Eastern and African Studies; Peace and Post-Conflict Studies; Translation Studies; World Sound Arts – are course based. They are awarded upon the student completing certain courses from a prescribed list. While the Certificate in International Learning will also require students to take courses from a prescribed list, like the Community Engagement and Service-Learning Certificate, it will require experiential learning – an intercultural experience, participation in global education student activities and second language proficiency. Finally, it will require students to integrate their course work and experiential learning in a capstone reflective project.</p>
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<p><b>Consultation</b></p> <p>Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p>	<p>We have consulted: Bill Connor, Kathleen Brough and Bobbi Schiestel in the Provost’s office, Ada Schmude in the Registrar’s Office, Associate Deans in all the faculties offering undergraduate degrees, as well as Community Service Learning and numerous Department chairs.</p> <p>We identified potential courses for inclusion in the Certificate and requested Associate Deans and/or Department Chairs to indicate whether they should be included on the basis of having significant international or intercultural content.</p> <p>Note that we have received letters or e-mails of support from the Faculty of Nursing, School of Business, Faculty of Agricultural, Life and Environmental Sciences, Faculty of Native Studies, and Campus Saint-Jean.</p>
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<p><b>Appendices</b></p>	
<p><b>Appendix A – curriculum and program structure</b></p> <p>List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.</p>	
<p><b>Appendix B – other</b></p> <p>Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	



## Appendix A

### List of Courses

(These courses have been drawn from the course catalog and from some level of notification and/or conversation with the relevant faculties and departments concerned. The course list will be reviewed and revised on a regular basis to address any changes that have been made in respective Faculties and Departments. A five-year archive of these courses will be maintained to ensure that students receive the appropriate credit for courses completed towards the certificate.)

ACCTG 442 International Accounting

ADMI 342 Introduction au Commerce International

ADMI 444 Commerce international

AREC 485 Trade and Globalization in Food and Resources

AREC 375 World Food and Agriculture

ANTHE 207 Introduction à l'anthropologie sociale et culturelle

ANTHE 208 Introduction à l'anthropologie linguistique

ANTHR 207 Introduction to Social and Cultural Anthropology

ANTHR 208 Introduction to Linguistic Anthropology

ANTHR 219 World prehistory

ANTHR 286 Topics in Regional Anthropology

ANTHR 287 Topics in Asian Anthropology

ANTHR 318 Political Anthropology

ANTHR 320 Anthropology of Religion

ANTHR 321 Religions of China in Practice

ANTHR 372 Anthropology of Food

ANTHR 385 Topics in Social Cultural Anthropology  
ANTHR 393 Health and Healing  
ANTHR 401 Ethnographic Methods  
ANTHR 415 History of Anthropological Theory  
ANTHR 420 Anthropology and the Twentieth Century  
ANTHR 474 Northwest Coast Societies from an Anthropological Perspective  
ANTHR 477 Northwest Coast Archaeology  
ANTHR 485 Topics in Social and Cultural Anthropology  
ANTHR 487 Seminar in Social and Cultural Anthropology

ART H 202 Survey of Renaissance Art  
ART H 203 Survey of 17th Century Art  
ART H 205 Survey of 18<sup>th</sup> and Early 19<sup>th</sup> Century Art  
ART H 206 Survey of 20th Century Art I  
ART H 208 Survey of American Art  
ART H 212 Survey of Asian Art  
ART H 213 Survey of Latin American Art  
ART H 251 Survey of Romanesque and Gothic Art  
ART H 255 Survey of Art from the Second Half of the 19<sup>th</sup> Century  
ART H 256 Survey of 20th Century and Contemporary Art  
ART H 412 Topics in Asian Art

AUECO 252 India Tour Orientation  
AUECO 254 India Tour  
AUECO 264 Globalization and Growth  
AUECO 354 Economic Development and Institutional Change in China  
AUECO 364 Development Economics

AUECO 463 International Finance

AUECO 465 International Trade Policy and Applications

AUENG 308 African Literature

AUENG 207 Aboriginal/Indigenous Literature

AUENG 307 Aboriginal/Indigenous Literature

AUGEO 242 Cultural Geography of Scandinavia

AUGDS 222 Development Studies Seminar (México)

AUGDS 223 Development Studies Practicum (México)

AUGDS 322 Development Studies Seminar (México)

AUGDS 323 Development Studies Practicum (México)

AUGDS 427 Senior Global and Development Studies Research Seminar I

AUGDS 428 Senior Global and Development Studies Research Seminar II

AUHIS 327 Estonia Study Tour Preparation and Orientation

AUHIS 332 Eastern Europe since World War I

AUHIS 333 Tour of Southern France

AUHIS 369 History of Canada's Aboriginal Peoples

AUPHI 392 African Philosophy

AUPOL 233 United States Government and Politics

AUPOL 239 Cuban Government and Politics

AUPOL 240 Introduction to International Relations I

AUPOL 241 Introduction to International Relations II

AUPOL 248 Model United Nations/International Organization

AUPOL 341 The Global South and World Politics

AUPOL 343 Selected Topics in International Political Economy

AUPOL 344 Selected Topics in International Relations

AUPOL 346 United States Foreign Policy

AUPOL 348 Model United Nations/International Organization

AUPOL 349 Ethics in World Politics

AUPOL 350 Comparative European Politics

AUPOL 358 Economic Development and Institutional Change in China

AUPOL 444 Selected Topics in International Relations

AUPOL 449 Ethics in World Politics

AUSY 442 Psychology in a Cultural Context

AUREL 266 India Tour

AUREL 263 Spirituality and Globalization

AUREL 260 India Tour Orientation

AUSCA 252 Modern Danish and Swedish Literature

AUSCA 261 Scandinavian Folk Literature

AUSCA 337 Selected Topics in Scandinavian Literature

AUSCA 381 Modern Scandinavian Prose and Drama

AUSCA 382 Modern Scandinavian Poetry and Short Stories

AUSCA 405 Directed Study: Area Studies

AUSOC 391 Social Change from Development to Globalization

AUSPA 230 Introduction to Modern and Contemporary Latin American Fiction

AUSPA 231 Selected Topics in Modern and Contemporary Latin American Literature

AUSPA 238 Selected Topics in Hispanic Literature

AUSPA 239 Selected Topics in Hispanic Literature

AUSPA 240 Development Studies Seminar (México)

AUSPA 241 Development Studies Practicum (México)

AUSPA 250 Integrated Studies (Cuba)

AUSPA 251 Cuban History since 1895

AUSPA 252 Cuban Government and Politics

AUSPA 304 Advanced Spanish II

AUSPA 338 Selected Topics in Spanish Literature

AUSPA 339 Selected Topics in Spanish Literature

AUSPA 340 Development Studies Seminar (México)

AUSPA 341 Development Studies Practicum (México)

AULIT 201 Introduction to Modern and Contemporary Latin American Fiction

AULIT 202 Selected Topics in Modern and Contemporary Latin American Literature

AUIDS 221 Introduction to Development Studies

BIOL 332 Community Ecology

BIOL 367 Conservation Biology

BIOL 381 People, Pollution, and the Environment

BOT 384 Global Change and Ecosystems

BUEC 342 Introduction to International Business

BUEC 442 Global Business Environment

BUEC 444 International Study Tours

BUEC 442 The Global Business Environment

B LAW 442 International Business Law

B LAW 444 International Business Transactions

BUS 466 International Internship

CHINA 240 Chinese Literature and the Arts

CHINA 321 Pre-Modern Chinese Literature in English Translation

CHINA 322 Modern Chinese Literature in English Translation

CHINA 337 Women in Modern Chinese Literature and Film

CHINA 351 Culture and Identity in Taiwan

CHINA 376 Topics in Early and Medieval Chinese Literature

CHINA 425 Post-Mao Fiction

CHINA 455 Topics in Taiwan Literature

CHRTC 221 Interactions between Aboriginal Spiritual Traditions and Christianity

CLASS 280 Introduction to Ancient Greek History

CLASS 282 Introductory Roman History I

CLASS 283 Introductory Roman History II

CLASS 321 Literature and Culture of the Greek World

CLASS 322 Literature and Culture of the Roman World

CLASS 376 Early Civilization I

CLASS 377 Early Civilization II

CLASS 380 History of Palestine

CLASS 387 Pre-Islamic North Africa

CLASS 459 Roman Archaeology and Civilization

C LIT 220 Mythology and Literature

C LIT 228 Literature, Popular Culture, and the Visual Arts

C LIT 243 Fairy Tales and Folk Tales

C LIT 266 Women and World Literature

C LIT 301 Pre-Modern Literature of the European Tradition

C LIT 302 Modern Literature of the European Tradition

C LIT 363 Inter-American Literature

C LIT 440 Comparative Studies in Popular Culture

C LIT 465 Literature and Society

DANCE 350 International Folk Dance

DRAMA 208 Theatre History I

DRAMA 308 The Modernist Stage

DRAMA 409 Contemporary Theatre

EAS 208 Introduction to Global Change

EAS 457 Global Change

EASIA 223 East Asian Religions

EASIA 260 Popular Culture and Contemporary Japanese Society

EASIA 323 Topics in East Asian Religions

EASIA 352 Popular Culture of Taiwan

EASIA 411 Topics in East Asian Literature

EDPS 411 Cross Cultural Studies in Education

EDPS 422 Education in Developing Countries

EDPS 425 Global Education: Issues and Strategies for Teachers

ECON 211 Chinese Economic Development

ECON 213 Introduction to the Economics of Developing Countries

ECON 323 International Economics

ECON 410 Pacific Rim Economic Development

ECON 412 European Economic Development

ECON 414 Economics of Developing Countries

ECON 421 International Trade

ECON 422 International Payments

ECON 423 Topics in International Trade and Development in India

ECONE 323 Economie internationale

EDPS 425 Global Education: Issues and Strategies for Teachers

EDPS 411 Cross Cultural Studies in Education

EDPS 422 Education in Developing Countries

EDPS 425 Global Education: Issues and Strategies for Teachers

ENGL 222: Reading Politics: Race and Ethnicity

ENGL 223: Reading Politics: Empire and the Postcolonial

ENGL 223: Reading Politics: Empire and the Postcolonial

ENGL 308: Aboriginal/Indigenous Literature and Culture: Intellectual Traditions

ENGL 309: Aboriginal/Indigenous Literature: Literary Movements

ENGL 312: Postcolonial Literature and Culture: African Writing in English



ENGL 314: Postcolonial Literature and Culture: Irish Writing in English

ENGL 315: Postcolonial Literature and Culture: Indian Writing in English

ENGL 316 Postcolonial Literature and Culture: Middle-Eastern Writing in English

ENGL 408 Studies in Comparative Literatures in English

ENGL 426 Studies in Literary and Cultural Histories

ENGL 467 Studies in Race and Ethnicity

ENGL 481 Studies in Empire and the Postcolonial

ENGL 489 Studies in Emergent Cultures and Minority Texts

ETIN 375 Communication et innovation interculturelles

FIN 442 International Financial Markets

FREN 312 Colonialism and Postcolonialism

FREN 333 French Cultural Moments

FREN 465 Caribbean Culture

FREN 466 The Maghreb

GERM 320 Contemporary German Narrative

GERM 325 Critical Approaches to German Film

GERM 333 Modern Culture in the Making: 1750-1945

GERM 340 Introduction to the Study of Modern German Literature

GERM 351 Introduction to German Literature and Cultural Studies I

GERM 352 Introduction to German Literature and Cultural Studies II

GERM 353 Myths, Tales and Legends

GERM 470 Women In German Literature

GERM 476 Studies in German Drama II

GERM 480 Studies in German Prose

GERM 485 Studies in German Literature I

GERM 486 Studies in German Literature II

HISTE 311 Histoire de l'Afrique francophone

HIST 241 Colonial Latin America

HIST 242 Modern Latin America

HIST 243 History of the Early Muslim World: from Mecca to Spain and Java

HIST 246 Africa from Medieval to Modern Times

HIST 247 Africa: From Colonialism to Self-Rule

HIST 249 History of the Middle East

HIST 280 East Asia to 1500

HIST 281 East Asia from 1500

HIST 285 China and the West

HIST 287 The Chinese in Canada and Canadians in China

HIST 310 A History of the Habsburg Monarchy, 1526-1918

HIST 312 Foundations of East European History

HIST 313 Medieval and Early Imperial Russia

HIST 316 The Ukrainian National Idea

HIST 317 Ukraine Since 1920

HIST 320 Russia from Reform to Revolution, 1800-1917

HIST 322 Russia in the 20th Century

HIST 323 The Middle East in the Making: 1300-1920

HIST 330 The Emergence of the European State System, 1648-1740

HIST 333 The Transformation of the European State System, 1740- 1848

HIST 334 Crisis and Collapse of the European State System, 1848-1923

HIST 339 The Second British Empire and the Commonwealth Experience in the 19th and 20th Century

HIST 342 Political and Social Revolution in Latin America

HIST 343 Mexico

HIST 347 Topics in African History

HIST 348 History of the Contemporary Middle East

HIST 349 Topics in Middle East History

HIST 355 Southern Africa in the Nineteenth Century

HIST 356 Southern Africa Since 1885

HIST 381 The Land of the Rising Sun: Japan to 1868

HIST 382 Search for a Destiny: Japan's Modern Era, 1868-Present

HIST 383 The Civilization and Culture of Early China

HIST 384 History of Chinese Philosophy

HIST 385 Modern China

HIST 390 Imperial China from circa 600 to 1911

HIST 392 Ancient India- Diversity in History

HIST 393 Economic Change and Cultural Exchange in Early India 200 BCE-300 CE

HIST 401 Topics in the History of the Habsburg Monarchy

HIST 411 Topics in the History of France

HIST 414 Topics in the History of Modern Germany

HIST 415 Topics in Ukrainian History

HIST 416 Topics in Eastern European History

HIST 419 Topics in Soviet History

HIST 420 Topics in the History of Early Modern Europe

HIST 421 Topics in the History of Europe

HIST 424 Constructions of the Past and the Development of Social Memory in Ancient Israel

HIST 425 Topics in History of Ancient Israel

HIST 427 Topics in Indian History

HIST 441 Topics in Latin American History to 1850

HIST 442 Topics in Latin American History Since 1850

HIST 443 Nationalisms and Nation-States in the Middle East

HIST 446 Themes and Issues in African History

HIST 448 New Approaches in Africa

HIST 449 Advanced Topics in Middle East History

HIST 480 Topics in Japanese History

HIST 481 Topics in Chinese History

HIST 483 Topics in the History of Chinese Thought

HIST 490 Topics in British Empire and Commonwealth History

HECOL 441 Textiles and Apparel in the Global Economy

HECOL 333 Cross-Cultural Textiles

INT D 303 Economics of World Food and Agriculture

INT D 311 Language Policy and Planning for Indigenous Language Communities

INT D 370 Survey on International Health

INT D 404 Global Citizenship: Contemporary Issues and Perspectives

ITAL 205 Topics in Italian Studies

ITAL 333 Topics in Italian Short Stories

ITAL 340 Topics in Italian Culture

ITAL 415 Studies in Italian Literature

JAPAN 240 Japanese Literature and the Arts

JAPAN 242 The Samurai in Japanese Culture

JAPAN 321 Pre-Modern Japanese Literature in Translation

JAPAN 322 Modern Japanese Literature in Translation

JAPAN 329 Cross-cultural Communication: Japanese, English, and Beyond

JAPAN 330 Japanese Literature and Film

JAPAN 332 Premodern Japan: Society, Culture and Customs

JAPAN 333 Tales of Two Japanese Cities

JAPAN 421 Topics in Japanese Literary History

JAPAN 432 Premodern Japan's Hidden Histories

KOREA 240 Korean Literature and the Arts

LA ST 205 Mexico, Central America and the Caribbean

LA ST 210 South America

LA ST 310 Latin America at the Movies

LA ST 311 Latin America and the Cultures of Popular Music

LA ST 313 Women in Latin America

LA ST 314 Urban Space and Visual Culture

LA ST 320 Amerindian Cultures

LA ST 321 Religions in Latin America

LA ST 330 The Latino Experience Abroad

LA ST 360 Latin America in its Literature (in translation)

LA ST 411 Culture, Race and Ethnicity in Latin America

LA ST 412 Latin America in Focus

LA ST 414 Travel Writing

LA ST 415 From Modernism to Tropicalism (Post) Modernity in Brazilian Culture

LA ST 420 Jewish Cultural Production in Latin America

LA ST 425 Latin American Film Genres

MARK 442 Seminar in International Marketing

MEAS 310 Religion and Politics in the Middle East and North Africa

MEAS 320 Muslim Societies in the Middle East and Africa

MEAS 200 Introduction to Middle Eastern and African Studies

MLCS 201 Reading European Cultures

MLCS 210 Language(s) of Culture

MLCS 215 Contemporary Literature and Film in Central and Eastern Europe

MLCS 241 Images Across Cultures

MLCS 305 Carnival

MLCS 311 Russia and its Neighbours

MLCS 312 Russian and Non-Russian Cultural and Political Space

MLCS 325 Cold War Culture

MLCS 341 Images Between Media and Culture

MLCS 380 European Modernism

MLCS 431 Mysticism in Literature and the Arts: East and West

MLCS 441 The Capital City in Language, Literature, and Visual Culture

MLCS 451 Faust and his Brothers

MLCS 461 The Cultures of the Avant-Garde

MLCS 472 Language Use and Cross-Cultural Relations

MLCS 473 Cultural Representations, World Media and Ethics

MUSIC 243 Indian Music Ensemble II

MUSIC 244 West African Music Ensemble II

MUSIC 248 Middle Eastern and North African Music Ensemble II

MUSIC 311 Latin America and the Cultures of Popular Music

MUSIC 343 Indian Music Ensemble III

MUSIC 344 West African Music Ensemble III  
MUSIC 348 Middle Eastern and North African Music Ensemble III  
MUSIC 365 Introduction to Ethnomusicology  
MUSIC 438 Poetry and Performance of the German Lied  
MUSIC 443 Indian Music Ensemble IV  
MUSIC 444 West African Music Ensemble IV  
MUSIC 448 Middle Eastern and North African Music Ensemble IV  
MUSIC 464 Topics in Ethnomusicology: Music and  
MUSIC 465 Area Studies in Ethnomusicology  
MUSIC 466 Topics in Ethnomusicology  
MUSIC 467 Area Studies in Ethnomusicology: India and South Asia  
MUSIC 468 Area Studies in Ethnomusicology: The Arab World  
MUSIC 469 Area Studies in Ethnomusicology: Music and Islam

NS 111 Contemporary Perspectives in Native Studies  
NS 405 Selected Topics in International Indigenous Studies  
NS 330 Native Economic Development  
NS 320 Aboriginal Governments and Politics  
NS 435 Management of Aboriginal Natural Resources  
NS 485 Urban Aboriginal Issues and Identities

NURS 470 Nursing in Complex Situations for Post RN Students

PERLS 440 Play Around the World Program Preparation  
PERLS 441 Play Around the World - Field Placement

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 416 20th-Century Polish Literature  
POLSH 443 Polish-English Translation  
POLSH 444 English-Polish Translation

POL S 230 Introduction to Comparative Politics: Global North  
POL S 240 Introduction to Comparative Politics: Global South  
POL S 260 International Relations  
POL S 266 Politics of Globalization  
POL S 334 North American Politics  
POL S 345 Topics in Globalization and Governance  
POL S 354 Topics in Comparative Politics  
POL S 359 Topics in International Politics  
POL S 364 Introduction to International Political Economy  
POL S 370 Politics of the European Union  
POL S 374 Politics and Society of Postcolonial Africa  
POL S 375 Politics of East Asia  
POL S 379 Latin American Politics and Society  
POL S 380 Politics in the Middle East  
POL S 396 Human Rights and World Politics  
POL S 434 Cities and Globalization  
POL S 443 Globalization, Ethnic Politics and the Nation-State  
POL S 444 Global Critical Race Theory  
POL S 458 United States Foreign Policy



POL S 459 Topics in International Politics  
POL S 460 Global Security  
POL S 462 Political Economy of Global Governance  
POL S 468 International Organization  
POL S 469 Ethics in International Relations  
POL S 470 Topics in Comparative Politics  
POL S 475 Politics of China and Japan  
POL S 477 Topics in Islamic Politics  
POL S 478 Topics in Latin American Politics  
POL S 484 Topics in United States Politics and Policy  
POL S 486 Topics in European Politics  
POL S 487 Topics in European Union Politics  
POL S 488 The Politics of Mexico

PSYCO 341 Cultural Psychology

RELIG 205 Introduction to Judaism  
RELIG 220 Introducing Islam, from Prophetic Origins to World Tradition  
RELIG 230 Introduction to Hinduism  
RELIG 240 Introduction to Buddhism  
RELIG 252 Introduction to Chinese Religions  
RELIG 277 Women and World Religions  
RELIG 312 Eastern Orthodoxy  
RELIG 314 Jesus  
RELIG 322 Contemporary Movements in Islam  
RELIG 378 Shamanism  
RELIG 415 Advanced Studies in Christianity

RELIG 422 Advanced Studies in Islam

RELIG 460 Topics in Religion in Latin America

REN R 456 International Forest Conservation and Management

R SOC 365 Sociology of Environment and Development

RUSS 211 Second Year Russian I

RUSS 212 Second Year Russian II

RUSS 303 Russian in Context 1

RUSS 304 Russian in Context II

RUSS 333 Saints and Sinners

RUSS 427 Themes and Variations in Russian Literature to 1917

RUSS 428 Tsardom to Empire: Topics in Russian Official Culture

RUSS 483 Brave New World: Soviet and Post-Soviet Russian Literature and Culture

SCAND 341 Old Norse Mythology and Legends

SCAND 342 Vikings and Sagas

SCAND 345 Literature, Culture, and Civilization from the Reformation to the 20<sup>th</sup> Century

SCAND 353 Henrik Ibsen

SCAND 354 August Strindberg

SCAND 355 The Tales of Hans Christian

SCAND 356 Women in Scandinavian Literature and Popular Culture

SCAND 420 The Scandinavian Immigrant Experience In Canada

SCI 299 Science and Citizenship

SC PO 261 Relations internationales I

SC PO 262 Relations internationales II

SOC 269 Introductory Sociology of Globalization

SOC 345 Cultural Studies

SOC 352 Population, Social, and Economic Development

SOC 367 Knowledge and Human Society

SOC 369 Sociology of Globalization

SOC 370 Racism and Decolonization

SOC 376 Sociology of Religion

SOC 466 Selected Topics in Comparative Societies

SOC 469 Selected Topics in Globalization

SOC 476 Religion and Societies

SLAV 467 Slavic Romanticism

SLAV 468 Nikolai Gogol

SLAV 469 Futurism: East & West

SLAV 470 Women's Writing After the Fall of Communism

SLAV 499 Language Issues in Contemporary Ukraine, Poland and Russia

SMO 417 Managing the Work Force: International Perspectives

SMO 435 Managing International Business

SMO 437 Managing Culture

SMO 442 International Family Enterprise

SPAN 303 Popular Culture and its Traditions

SPAN 314 Civilization and Culture of Spain

SPAN 315 Civilization and Culture of Latin America

SPAN 321 Foundational Fictions of Spanish America  
SPAN 322 Foundational Fictions of Spain  
SPAN 325 Introduction to Cinema  
SPAN 326 Hispanic Children's Literature  
SPAN 330 The Latino Experience Abroad  
SPAN 335 The Spanish Caribbean  
SPAN 341 The 'Roaring Twenties' in Transatlantic Perspective  
SPAN 342 Urban Poetics: The City and Modernity in the Spanish-American Avant-Garde  
SPAN 344 Drama in Spain and/or Latin America  
SPAN 360 Latin America in its Literature  
SPAN 425 Hispanic Filmmakers  
SPAN 440 Topics in Spanish Peninsular Culture  
SPAN 441 Reading Colonial Culture  
SPAN 450 Topics in Spanish-American Literature and Culture  
SPAN 452 Indigenous America  
SPAN 455 Literature, War and Revolution in Spanish America  
SPAN 456 Constructing the Nation  
SPAN 460 Self Portraits in Writing  
SPAN 475 Spanish in Society

UKR 211 The Ukrainian-speaking World I  
UKR 212 The Ukrainian-speaking World II  
UKR 300 Ukrainian through its Living Culture I  
UKR 303 Ukrainian in Context I  
UKR 304 Ukrainian in Context II  
UKR 324 Ukrainian Culture I  
UKR 325 Ukrainian Culture II

UKR 327 Early Ukrainian-Canadian Culture

UKR 400 Ukrainian through its Living Culture II

UKR 403 Ukrainian in the Media and Internet

UKR 404 Ukrainian on TV and in

UKR 405 Children's Literature in Ukrainian

UKR 406 Business Ukrainian

UKR 407 Translating Literature: Ukrainian to English

UKR 413 Translation in the Global Economy: Ukrainian-English- Ukrainian

UKR 415 Women in Culture: Fictional Characters/Feminist Writers

UKR 422 Ukrainian Folk Songs

UKR 423 Ukrainian Folk Prose

UKR 424 Ukrainian Folk Belief

UKR 425 Ukrainian Rites of Passage

UKR 426 Ukrainian Calendar Customs

UKR 427 Ukrainian Material Culture and Folk Art

UKR 469 Civilization and Culture in Ukraine: 988-1794

UKR 473 Ukrainian Modernism and Avant-Garde

UKR 474 Ukrainian Literature: Diaspora and Dissent

UKR 475 Ukrainian Literature Today

W ST 310 Gender, Development and Beyond

W ST 315 Women and Gender in the Pre-Modern World

W ST 360 Race, Class and Gender in Canada

W ST 450 Transnational Feminisms

## **Appendix B**

### **Letters of Support**



**Tom Keating, Professor, Department of Political Science  
12-9 Henry Marshall Tory Building  
Re: International Learning Certificate**

**August 9, 2012**

Dear Dr. Keating,

The Faculty of Nursing supports the establishment of the Certificate in International Learning. The Certificate will combine course work, intercultural experience, language skill development and self-reflection. By integrating students' academic and experiential learning, it will help them deepen their understanding of culture and strengthen their intercultural skills.

The Faculty of Nursing offers a strong international program. The International Learning Certificate will complement that program and the Certificate will be a valuable credential for our students in their career development.

The Certificate will be relevant to students who will be staying in Canada as well as students who will be pursuing careers in global health. As Canada is becoming increasingly heterogeneous it becomes more and more important that nurses have the knowledge, skills, and attitude to deal with the challenges of practicing in cross-cultural situations. The Certificate program will help our students prepare themselves for that work.

Sincerely yours,

A handwritten signature in cursive script that reads "Sylvia Barton".

**Dr. Sylvia Barton, RN, PhD  
Associate Professor and Associate Dean, Global Health  
Director, PAHO/WHO Collaborating Centre for Nursing and Mental Health  
Faculty of Nursing  
Level 3, Edmonton Clinic Health Academy (ECHA)  
11405 - 87 Ave  
Edmonton, Alberta, Canada T6G 1C9  
[www.nursing.ualberta.ca](http://www.nursing.ualberta.ca)  
Tel: 780-492-6253 Fax: 780-492-2551  
Email: [sylvia.barton@ualberta.ca](mailto:sylvia.barton@ualberta.ca)**

cc Nancy Hannemann, Director, Global Education Program, University of Alberta International, 3-600 Enterprise Square.



May 29, 2012

Earl Choldin  
Global Education Team Leader  
University of Alberta International

Dear Earl,

The Faculty of Native Studies is pleased to support the International Learning Certificate. The certificate is a very effective way of motivating students to broaden their international experiences, and certifying the intellectual and personal growth they will experience. It also furthers the cause of inter-cultural understanding, which, of course, is essential for the improvement of Aboriginal-non-Aboriginal relations in Canada and around the world. Native Studies particularly likes the experiential component of the certificate and the fact that it can be gained in Edmonton, which makes the certificate accessible and appealing to students who may lack either the time or the resources to go abroad. Undoubtedly, students will gain extremely valuable knowledge and experiences. Additionally, the courses offered, as part of this certificate will certainly be attractive to some of our students in Native Studies.

We wish you the best of luck in this new and exciting initiative.

Sincerely,

Dr. Nathalie Kermoal  
Dean (Interim)





UNIVERSITY OF  
ALBERTA

Faculty of Agricultural, Life & Environmental Sciences  
Undergraduate Student Services

231 General Services Building  
Edmonton, Alberta, Canada T6C 2H1

www.ales.uaberta.ca  
questions@ales.uaberta.ca

tel: 780-492-4933  
fax: 780-492-0057

September 7, 2012

Dr. Tom Keating  
Faculty of Arts  
University of Alberta  
Tory 12-9

Dear Professor Keating,

I am writing to inform you that I have reviewed the proposal for an "Embedded Certificate in International Learning" which the Faculty of Arts is developing in collaboration with University of Alberta International (UAI). I am very happy to support this wonderful initiative as a certificate of this nature is another tool to provide University of Alberta students with a cross-cultural experience. The Faculty of ALES strongly supports initiatives such as this which afford our students with opportunities to demonstrate an interest in matters that go beyond their classrooms. We wish you the very best in this initiative and look forward to working with you on this project.

Yours Sincerely,

Dr. Nat Kav  
Professor and Associate Dean (Academic)

June 28, 2012

OFFICE OF THE ASSOCIATE DEAN  
(UNDERGRADUATE PROGRAMS)

Tom Keating, Ph.D.  
Professor, Department of Political Science,  
12-9 Henry Marshall Tory Building

Re: International Learning Certificate

Dear Dr. Keating,

Thank you for giving me the opportunity to review and comment on your proposal for a Certificate in International Learning. The proposal appears to me to be a very valuable opportunity for students. I will comment specifically on how it could be of use to students in the Alberta School of Business.

The School of Business provides students with the opportunity to do majors in International Business, East Asian Studies, European Studies and Latin American Studies. Each major requires students to do a certain amount of language study and strongly encourages students to chose to do a study or work exchange, or even a summer program outside of Canada. Students in the language majors are required to complete \*18 of language, and students in International Business are required to complete \*12 in language. Students also are required to do courses in International Business in the School of Business, and internationally focussed coursework in other faculties.

The School of Business has multiple exchange agreements with universities around the world. We have approximately 50-60 students who go abroad on approved exchanges every year. This year, we have students doing term or year exchanges in Japan, Hong Kong, Chile, Singapore, Thailand, New Zealand, Sweden, Denmark, Germany, France, Austria and Spain. Many of these students are taking courses in the language of the exchange institution. There are additional international work placements and students in international summer courses. All of these students would be good candidates for the International Learning Certificate as they have a demonstrated interest in International business, culture and environment.

The requirements of the International Learning Certificate are ones that students in the School of Business could quite easily meet within the limits of existing program requirements. Students in International Business and in the language majors would be the most likely candidates, but there is sufficient room in the elective area for most students to consider adding these international components to their degree program.

The School of Business takes a very great interest in encouraging all students to expand their horizons and develop a global outlook. Business is inherently international. Students who recognize this and pursue international coursework and opportunities have an immense advantage as they transition into their working and professional lives. The School of Business strongly supports the creation of the International Learning Certificate and believes it is a very

valuable credential for students interested in International Business. Please let me know if I can be of any additional assistance.

Yours truly,



Elaine Geddes  
Associate Dean, Undergraduate Programs

c.c. Earl Choldin, University of Alberta International

## Appendix C

### Value to the student, the University and the community

The certificate program will benefit the university in helping to attract and retain outstanding Canadian and international students, in bringing together students and professors from diverse faculties as a community of scholars, and in building additional bridges to government, private, and not-for-profit employers. Starting from dozens of participants in the first few years, we foresee hundreds of participants after five years.

As the demography of Canadian immigrants has changed, as our economy has become dependent on international markets, and as Canadians have become aware of the global nature of the environmental, political, economic and social challenges we face, we have become increasingly aware of the need for cross-cultural communication skills. This is now recognized as a vital component of the training program in the professions, particularly in the health care professions, and in the business world. Employers want staff who are able to provide services and do business across cultures, both domestically and internationally.

Rick Prentice, Vice President at Stantec Consulting Ltd., commented, "The Certificate sounds like a great idea. Stantec is doing more and more work abroad. We need to make sure we have employees who have the social and cultural sensitivity and language skills to be successful abroad." Charlene Hay, Executive Director of the Centre for Race and Culture, said that that inter-cultural communication ability is a vital attribute for her staff members and she would more likely look carefully at the resume of a job applicant who had the Certificate. Laura De Luca, Human Resources Counsellor with T. D. Waterhouse Investments, confirmed that these skills would be of value in working for T.D. Waterhouse and that the certificate would be of value to a job applicant.

The Certificate will address student interest in global issues. Reginald Bibby (2009) in his recent survey of 5000 Canadian teens found that more than one in two stated that they closely follow world events. Bibby's composite of some of their thoughts about life beyond Canada is revealing:

"Once we can take care of ourselves then we can help the rest . . . I feel helpless when I hear about global issues and wish there was a way I could make a difference. . . we've got to help educate children in Third World countries. . . what are we doing to stop slavery being used to produce chocolate? . . we have to do more to aid countries after natural disasters. . . poverty and human rights concern me the most. . . a major problem is the greed of multinational corporations. . . war is never justified. . . we should focus on ourselves first, but not forget about people in other places."

Student concern for global issues also came out at the 2007 Scotiabank-AUCC workshop on excellence in internationalization at Canadian universities, where it was reported that student interest for international issues and experiential learning was “huge,” and that students understand the added value an international dimension brings to their education.

Similarly, the American Council on Education, the Art & Science Group, and the College Board in their 2008 survey of US high school seniors taking their SATs found “the interest of college-bound students in international learning experiences is extraordinarily high. The nature of the international experiences they seek is expansive, including not only study abroad, but also internships, cultural immersion, and fluency in a foreign language.” The interest of prospective students is also reflected in the growing popularity of international programs in Alberta high schools. Calgary Public Schools now offer an international certificate and Red Deer Public Schools and Lethbridge Public Schools are planning similar programs.

This proposed Certificate in International Learning will have an additional benefit in building community. It will bring together students and faculty who share an interest in social action and in strengthening and enjoying intercultural work. This is of particular value in a large university like U of A, where students sometimes feel isolated. According to the Dean of Students office, students leaving the university before completing their degree frequently cite their isolation as one of the reasons.

The Certificate will provide the University a way to recognize students’ non-academic work and achievement in international and intercultural affairs – an additional motivation to study abroad and to participate in intercultural and global education programs. It will also provide a way to recognize the additional skills and knowledge international students learn in leaving their countries to study at the University of Alberta.

## **References**

American Council on Education (ACE), Art & Science Group, and College Board (2008) *College-Bound Students’ Interests in Study Abroad and Other International Learning Activities*

Association of Universities and Colleges of Canada (2007) *Internationalizing Canadian Campuses*, 0-88876-258-5

Bibby, Reginald, Sarah Russell, and Ron Rolheiser (2009) *The Emerging Millennials, How Canada’s Newest Generation is Responding to Change & Choice*, paperback ISBN 978-0-9810614-0-5, Project Canada Books.

Byram, Michael, Adam Nichols, and David Stevens (2001) *Developing Intercultural Competence in Practice*. Multilingual Matters, viii+283pp, paperback ISBN 1-85359-536-5, *Languages for Intercultural Communication and Education* 1.

Earl Choldin  
Global Education Program  
University of Alberta International  
July 9, 2012

## Appendix D

### Certificate models from other universities

In Canada there are comparable certificates at Waterloo University and the University of Manitoba; Vancouver Island University is developing a program. Several universities in Australia and the US have instituted comparable programs. Queens University and UBC have not-for-credit certificate programs in cultural competence offered through their extension departments.

**Macquarie University**, an Australian public university in Sydney with 35,000 students.

Global Leadership Program requirements:

1. Participation in ten workshops, three of which are compulsory; completion of an online evaluation which includes questions about basic concepts covered in the workshops.
2. Attendance at four Distinguished Speaker Series lectures and completion of an online evaluation which includes questions about basic concepts covered in the lecture
3. Earning 200 points through participation in a variety of international or cross-cultural experiential activities.

**Lehigh University**, a private university in Bethlehem, Pennsylvania with 7,000 students.

Global Citizenship Program requirements:

1. A progression of required courses, one in each year.
2. At least three courses from an extensive list of approved courses.
3. An 11 day international learning experience abroad in Sophomore year.
4. A semester or summer study abroad.

**Boston College**, a Jesuit university with 13,000 students.

Global Proficiency Program requirements:

1. Experience abroad – living, studying, interning, or volunteering.
2. Academic requirements – two language courses, two humanities courses having a strong international, multicultural or diversity theme, and two courses in social sciences, business, or education having a strong international, multicultural, or diversity theme.
3. Four co-curricular activities, at least one of which must be a service activity.
4. Reflection project – a short reflective essay or presentation that relates the student's international experience, coursework, co-curricular activities and service and demonstrates the student's cross-cultural competency.

**University of Kansas (KU)**, a major public research university with 30,000 students.

Global Awareness Program requirements - any two out of the three following components (students completing all three components receive a higher level certificate):

1. International experience – participation in a study abroad program conducted in a foreign language. International students automatically fulfill this component. Internships, practicums, research projects or volunteer activities abroad for which a student earns KU credit are also eligible.
2. Academic component – both foreign language study and international content course work.

*For US students:*

Foreign language - Two semesters in the same modern foreign language with a grade of C or better.

International courses - Three courses with a significant modern international focus in three different departments with a grade of C or better.

*For international students:*

Foreign language - Meet the University requirements for English proficiency.

International courses - Two courses with a significant modern international focus and one course with a US focus with a grade of C or better.

3. Co-Curricular activities – Students can choose from an extensive list of international events and service endeavors to earn the required 60 co-curricular points.

Students submit a portfolio as evidence of their achievement in the program.

**University of Bonn**, a leading public research university, 28,000 students.

Certificate of International Competence, aimed at international students, requires three of the following four components:

1. International experience - completion of one of the following:
  - pursuing studies at the University of Bonn, and/or
  - conducting research for master's and PhD thesis, respectively.
2. Academic – completion of one of the following:
  - 2 language courses and one lecture covering an international topic
  - 3 lectures covering an international topic (or attendance of summer schools).
3. Ambassador - 35 points to be collected by:
  - participation in International Office 'Buddy' programs for international students
  - participation in events organised by the International Office
  - engagement in international student associations
  - 'ambassador' function at the University of Bonn.
4. Global Awareness - 25 points to be collected through:
  - Intercultural trainings
  - Attendance of events and lectures covering international topics.



**University of Waterloo, 26,000 undergraduate, 4,000 graduate students.**

**Global Experience Certificate requirements:**

1. Two courses in a modern language other than the student's native language
2. One course from an approved list
3. Volunteer work – either 20 hours in a domestic program or two weeks in a Waterloo sponsored development project in Peru
4. At least 6 weeks in one of the following international experiences:
  - International exchange
  - Co-op work term outside Canada and the US
  - Study abroad
  - Volunteer experience outside Canada and the US.

Students must apply for admission into the Certificate by December of their second year in University. No credit is given for work done before admission into the Certificate. The Certificate was established 3 years ago; 200 students are now registered.

Earl Choldin  
Global Education Program  
University of Alberta International  
July 9, 2012

## **Appendix E**

### **Calendar Copy for the Proposed Certificate**

**FACULTY OF ARTS  
CALENDAR CHANGE REQUEST FORM**

**Department:** Undergraduate Student Services

**DEADLINE**

**Implementation:**  NORMAL  
 EARLY (Note: new course offerings only)

October 15 \*

**Type of Change:**  Program Regulation  
 New Course       Course Change  
 Course Deletion       Editorial

March 1\*

April 15\*

April 15

\*Documentation is required to verify that other units in the Faculty of Arts (or other Faculties) offering similar courses have no objection to the proposed new course or course change.      Applicable:     Yes     No

<b>CURRENT</b> Calendar Section Number (§) 45 <i>(Use strike out for all changes)</i>	<b>PROPOSED</b> Calendar Section Number (§) 45 <i>(Underline all additions)</i>
<p><b>45 Certificates</b> <b>No Changes Until</b></p>	<p><b>45 Certificates</b></p> <p><b><u>45.3</u></b> <b><u>Certificate in International Learning</u></b></p> <p><u>The Certificate in International Learning will provide undergraduate students recognition for the international knowledge and skills they have acquired in their undergraduate study at the University. The certificate will indicate to employers and graduate schools that the students have taken courses, have participated in co-curricular programs, and have had international or cross-cultural experiences through which they have developed the ability to understand, communicate with, and effectively interact with people across cultures and that they are prepared to take responsibilities as citizens of the world. It will be available to undergraduate students in all Faculties.</u></p> <p><u>While completing the undergraduate program in their respective Faculties, students will complete a minimum of *12 from the list of designated courses that have an international focus or contain significant international content. In addition, students will complete a significant cross-cultural experience, such as studying, working, or interning in another culture and reflect on that experience through a capstone project. See <a href="#">www.xxxxxx</a> for information about approved, designated courses.</u></p>

Students will be required to register for the Certificate no later than Sept. 30 of their third year or at completion of \*60 if studying part-time. No more than half of the course requirements for this Certificate may overlap with the requirements of another certificate. Students must be in satisfactory academic standing at the time they register for the Certificate.

Students must also apply for the Certificate in International Learning through Undergraduate Student Services in the Faculty of Arts by the application deadline for convocation (see §11). The Certificate is granted only at the time of graduation from a degree program and by the recommendation of the University of Alberta International.

Students may pursue the Certificate in International Learning by fulfilling existing requirements for majors, minors or honors in their respective disciplines and by completing the following:

- (1) \*12 in approved courses, from at least two different disciplines. In the interests of emphasizing diversity, students are encouraged to focus on intercultural content courses for a culture other than his/her own.
- (2) One of the following intercultural experiences:
  - a. Study, work, or volunteer experience abroad of at least six weeks duration. International students studying at the University of Alberta will have met this requirement.
  - b. Internship with an agency working in a cross-cultural environment of at least 100 hours duration or
  - c. Living in International House for an academic year.
- (3) Two of the following
  - a. Active participation in co-curricular activities such as those of the UAI Global Education Program or other international or intercultural focused organizations. A point system will be tracked through Bears Den Co-curricular Record.

	<p>b. <u>Second language skills evidenced by successful completion of *6 university level Language Other than English courses or evidence of moderate functional competency. This requirement will be waived for students who have completed their entire secondary education in a LOE.</u></p> <p>c. <u>Completion of UAI Global Education or other recognized workshops or a University credit course in intercultural communications.</u></p> <p>(4) <u>Participation in the program introduction and closing workshops led by the Certificate Coordinator. At the closing workshop the student will present of a capstone integrative reflection project. This is a non-credit educational experience.</u></p>
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**Justification:**

*(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation. i.e. ANTHR 101, WRITE 298 etc.*

*Note 2: In the interests of maintaining sustainable teaching, deleted course information must also be identified whenever new courses are introduced.*

See attached Submission from UAI and T Keating.

The web list referenced in the above calendar copy will be added when developed.

Submitted by:  Robin A Cowan for T Keating	Signature of Department Chair or Designee	Date:  October 15, 2012 Revised November 08 based on Executive Comm feedback Revised January 21, 2013 based on feedback from ASC (approved)	FACULTY USE ONLY	
			Approval Process	Date
			Academic Affairs	_____
			Executive Committee	_____
			Faculty Council	_____

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for a Master of Business Administration/Master of Library and Information Studies (MBA/MLIS) Combined Degrees Program**

**Motion:** THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee admission and academic standing requirements for a (new) Master of Business Administration/Master of Library and Information Studies (MBA/MLIS) Combined Degrees Program, as submitted by the Faculty of Graduate Studies and Research, the Alberta School of Business, and the Faculty of Education's School of Library and Information Studies and as set forth in Attachment 1 [highlighted in yellow], to take effect September, 2013.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Joseph Doucet, Interim Dean, Alberta School of Business; Joan White, Associate Dean, Alberta School of Business; Fern Snart, Dean, Faculty of Education; Ernie Ingles, Vice-Provost (Learning Services) and Director, School of Library and Information Studies
Presenters	René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research; Joan White, Associate Dean, Alberta School of Business; Ernie Ingles, Vice-Provost (Learning Services) and Director, School of Library and Information Studies
Subject	Proposed MBA/MLIS Combined Degrees Program

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To offer an MBA/MLIS Combined Degrees Program (based on the existing MBA and MLIS programs) to excellent library studies students who recognize the value of combining library studies with advanced management skills and expertise.
The Impact of the Proposal is	To develop library and information professionals to pursue careers which require management and administrative expertise, as well as to develop future library leaders.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September, 2013.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<b>Aligns with <i>Dare to Deliver</i> and <i>Dare to Discover</i> Values:</b> Enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration; create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.
Compliance with Legislation, Policy and/or Procedure	1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over



Relevant to the Proposal  
(please quote legislation and  
include identifying section  
numbers)

academic affairs (Section 26(1)). Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).

2. **PSLA:** GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).

3. **PSLA:** The *PSLA* gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

4. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

5. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

**6. UAPPOL Admissions Procedure:**

**“PROCEDURE**

**1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS**

Following approval by GFC:

- a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective



after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*). [...]

Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

7. **PSLA:** The *PSLA* gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

8. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.”

9. **UAPPOL Academic Standing Regulations Procedures:** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the *University Calendar*.”

10. **GFC Academic Standards Committee (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)

11. **GFC Academic Planning Committee (APC) Terms of Reference (Mandate):** GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:



	<p><b>“Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations</b></p> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...] The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)</p> <p>12. <b>PSLA:</b> “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	<p>Graduate Studies Policy Committee (GSPC) - MBA; Alberta School of Business Council; Curriculum Committee for the School of Library and Information Studies (SLIS), Faculty of Education; SLIS School Council; Faculty of Graduate Studies and Research Council, January, 2013 (date and method to be determined)</p> <p>Office of the Provost and Vice-President (Academic); GFC ASC Subcommittee on Standards (January 14, 2013) – for discussion</p>
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Standards Committee (January 17, 2013) – for recommendation of the (proposed) admission/transfer and academic standing requirements; GFC Academic Planning Committee (February 6, 2013) – for final approval</p>
Final Approver	GFC Academic Planning Committee

Attachments:

1. Proposal for a Master of Business Administration/Master of Library and Information Studies (MBA/MLIS) Combined Degrees Program (pages 1 – 12)

Prepared by: René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research,  
[rene.poliquin@ualberta.ca](mailto:rene.poliquin@ualberta.ca)

## Program Approval Template A

Program changes are essential to program viability and maintenance of program quality and service to both the student and society. They flow from institutional vigilance and continued review of the needs of society and students. They are also carefully monitored for quality through established institutional processes (see *Quality Assurance at Alberta's Universities*).

This template is a common form that will be used for central vetting and approval at Alberta's public universities, and then submitted to Alberta Advanced Education for approval, in some cases after consultation with the Campus Alberta Quality Council (CAQC). Both reserve the right to ask for further information or clarification. (Note that individual universities have been permitted to develop their own version of the Template, which may list additional questions after the set of common ones.)

This Template applies to

- Program requirement FLE (full-load equivalents) and load weight changes above 5%
- Major/specialization title changes (e.g., History to Historical Studies)
- Minor degree title changes (e.g., BSc Nutrition to BSc Nutritional Science)
- Short-term suspensions (note: add an enrolment projection table)
- Terminations (note: add an enrolment projection table)
- For-credit certificate and diploma changes

### Basic Information

1. Title of the program: The existing Masters of Library and Information Studies (MLIS) and Master of Business Administration (MBA) programs will be offered as a combined program and will be referred to as the *MBA/MLIS Combined Degrees Program*.
2. Proposed start date: Fall 2013
3. Length of the program (years): 3 years
4. University and academic unit:  
University of Alberta
  - a) Faculty of Graduate Studies and Research, Faculty of Education, Department: School of Library and Information Studies; and
  - b) Faculty of Graduate Studies and Research, Faculty: Alberta School of Business
5. Collaborating partners at other institutions: N/A
6. Contact person, with telephone number and e-mail address:
  1. Faculty of Education:
    - a. Dr. Fern Snart, Dean, 780-492-3751, [fern.snart@ualberta.ca](mailto:fern.snart@ualberta.ca)
    - b. Ernie Ingles, Vice-Provost (Learning Services) and Director (School of Library and Information Studies), 780-492-3932, [ernie.ingles@ualberta.ca](mailto:ernie.ingles@ualberta.ca)
  2. Alberta School of Business:
    - a. Dr. Joseph Doucet, Dean, 780 492-7644, [joseph.doucet@ualberta.ca](mailto:joseph.doucet@ualberta.ca)
    - b. Dr. Joan White, Associate Dean, 780 492-5412, [jwhite@ualberta.ca](mailto:jwhite@ualberta.ca)
7. Completed/proposed approval path: 1) Curriculum Committee School of Library and Information Studies; Faculty of Education; 2) SLIS School Council; 3) Graduate Studies Policy Committee (GSPC), School of Business; 4) Business Council, School of Business; 5) Faculty of Graduate Studies and Research; 6) Academic Standards Committee (ASC); 7) Academic Planning Committee (APC) on delegated authority of the General Faculties Council; 8) For notification: Alberta Advanced Education and Technology
8. Attach proposed program and course University Calendar changes and other supporting documentation.

Please see appendix B and appendix C.

## **Program Impact and Rationale**

### 9. Describe the nature of the change.

The combined MBA/MLIS program recognizes the market and student demand for librarians and information professionals with management and administrative expertise. The MBA/MLIS program incorporates those elements of the MLIS program and the MBA program at the University of Alberta that have been foundational to the School of Library and Information Studies (SLIS) and the Alberta School of Business's reputations of excellence.

The proposed MBA/MLIS combined program will:

- Include relevant educational content and subject matter within library and information studies (LIS) (e.g., library and information centre management and administration, digital libraries, LIS options, and technology);
- Include relevant educational content and subject matter within business administration (e.g., accounting and economic foundations, marketing, and management and leadership studies);
- Address the growing demand for librarians trained in the field of business administration and management;
- Expand the number of opportunities for students to take courses delivered by subject experts;
- Offer an entirely new combined degree program in Canada; and
- Create synergies across departments and faculties at the University of Alberta.

The proposed MBA/MLIS combined program at the University of Alberta is unique across Canada. No Canadian university offers such an MBA/MLIS degree and just three universities in the United States offer the combined degree (Kent State, Dominican University, and UCLA). The proposed program recognizes the need for library and information professionals who are educated in library and information studies and business management and administration. The proposed program builds upon student demand and market demand for these educated and trained professionals, as well as the SLIS vision to develop future library leaders.

Students in the MBA/MLIS combined program will meet the admission requirements of both the MBA and MLIS programs. Applicants to the program must meet the admission requirements of both the Alberta School of Business's MBA program and the School of Library and Information Studies' MLIS program. The combined degree program requires three years of full-time study and upon successful completion of the combined program, graduates will receive both an MBA and an MLIS degree.

Students in the MBA/MLIS combined program complete 81 credits. Similar to other combined MBA programs (e.g., MBA/JD), the MBA requirements for the combined program are reduced from 57 to 45 credits. There are two proposed changes for the MLIS requirements. First, the MLIS requirements for the combined program are reduced from 48 credits to 36 credits. Second, LIS 504 (Leadership and Management Principles for Library and Information Services) is removed from the list of required core MLIS courses for students in the MBA/MLIS combined program. The material covered in LIS 504 is covered in greater depth by four of the MBA core courses--BUS 505 (Ethics and Corporate Social Responsibility with Communications), SMO 500 (Managing People), SMO 652 (Leadership Skills), and MGTSC 501 (Data Analysis and Decision Making). Students in the regular MLIS degree program are permitted to take up to nine (9) credits in relevant courses offered in other faculties and departments outside of SLIS. Students enrolled in the MBA/MLIS combined program will take the nine (9) credits from the required MBA management courses.

In the first year students will take 24 MLIS credits, in the second year students will take 30 MBA credits, and in the third year students will take 15 credits in the MBA program and 12 credits in the MLIS program. In total, students will complete 36 MLIS credits and 45 MBA credits. Students in the full-time program will normally have 36 months to complete the degree requirements.

Similar to the individual MLIS program and the individual MBA program, the MBA/MLIS combined program consists of courses to be taken in an order that optimizes the learning process (moving from general to more advanced concepts and theories). LIS (library and information studies) courses 501, 502, and 503 are taken in the first term as they are pre- or co-requisites for all other courses. All students enrolled in the MBA/MLIS combined program will take each program's respective required courses (except for LIS 504). In accordance with the Faculty of Graduate Studies and Research policy, students will be assigned an academic advisor from

both the School of Library and Information Studies, and the Alberta School of Business. They will also be assisted by the two programs' Graduate Coordinators.

10. What is the rationale for the proposed change?

Employers across North America (and beyond) are actively seeking out ALA (American Library Association) accredited librarians that have a strong background in business administration. For example, the CEO of Edmonton Public Libraries (EPL), Linda Cook, recently reported that "training in business management, marketing, and human resources is a critical asset for librarians to have when seeking out employment with EPL." Similarly, SLIS graduates and current students have suggested that additional opportunities to learn about business administration and management are advantageous in securing employment.

The MBA/MLIS combined program targets a select group of MLIS and MBA students. The proposed enrolment is three to seven students (full-time or part-time) per year who recognize the value of combining library and information studies with management and administrative knowledge, skills, and expertise. In offering this program, both SLIS and the Alberta School of Business are providing a unique opportunity for University of Alberta students to expand the areas of expertise in which they can pursue careers and to deepen their understanding of business administration and management. The current demand for graduates with MBA/MLIS education is expected to increase as training in business administration is often desired by library and information organizations seeking to hire new employees. Conversely, business organizations are increasingly seeking to hire new employees with a background in information studies and management.

The School of Library and Information Studies and the Alberta School of Business are ideally situated to respond to the current demand for librarians and information professionals with expertise in business management and administration. The rationale for the proposed changes includes:

- Drawing upon the strengths of both the School of Library and Information Studies and the Alberta School of Business to create a specific program that meets the current and future demand for skilled librarians with business administration education;
- Fostering connections between the School of Library and Information Studies and the Alberta School of Business, practicing librarians and information professionals, and professional organizations;
- Having a strategic presence in shared learning initiatives between Schools and faculties at the University of Alberta; and,
- Attracting outstanding students to SLIS from inside and outside the prairie region, as well as inside and outside of Canada.

A number of SLIS graduates have earned an MBA or taken business courses after completing an MLIS. Formalizing the MBA/MLIS combined program will allow the University of Alberta to market the program to potential students and to attract exceptional students to both the MLIS and MBA programs. Our primary goals are to meet student demand for such a program, to attract outstanding students to the programs, and to fulfill the demand in the workplace for professionals with an educational background in library and information studies and business administration. Offering this program allows SLIS to be more competitive in attracting exceptional students to our program.

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

While there is potential for the MBA/MLIS combined program to grow as it will be the only program of its kind offered in Canada, the intent of the program is to fulfill the need for MLIS students and business students to acquire the additional specific education and training delivered in each respective program. It is anticipated that the overall number of students admitted to the MLIS and the MBA programs will remain comparable to the average admitted during any other academic year. However, within the cohort of new students, a small number will opt to take the MBA/MLIS combined program. The proposed MBA/MLIS combined program will be similar to the joint MLIS/HUCO (Humanities Computing) degree currently offered at SLIS. Typically, two to four students enrol in the MLIS/HUCO program per year and it is expected that the number of students who opt to take the combined MBA/MLIS program will be slightly larger. Please see Appendix A for anticipated enrolment projections.

The effects of the proposed program on the School of Library and Information Studies as well as the Alberta School of Business are minimal. Faculty areas of responsibility will remain in the areas of curriculum

development and student advising. It is anticipated that students opting to take the MBA/MLIS combined program will not place any additional demands on faculty and staff at SLIS or the Alberta School of Business.

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

No, we do not anticipate enrolment or any other impact on programs at other institutions or regulatory bodies.

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

The students enrolled in the MBA/MLIS combined program are expected to come from within the cohort of new students at SLIS. Consequently, there are no projected changes for resource requirements including University of Alberta Libraries' resources.

Please see the Library Impact Statement.

## Appendix A – Sample Enrolment Table

<b>Proposed Enrolment</b>	<b>2013-2014</b>	<b>2014-15</b>	<b>2015-16</b>	<b>Annual Ongoing</b>
<b>• Total Full-Time head count</b>	3	7	11	11
• Full-Time Year 1	3	4	4	
• Full-Time Year 2		3	4	
• Full-Time Year 3			3	
<b>• Total Part-Time head count</b>	1	2	3	3
• Part-Time Year 1	1	1	1	
• Part-Time Year 2		1	1	
• Part-Time Year 3			1	
• Part-Time Year 4				
<b>• Total Work Experience hc</b>	0	0	0	0
• Work Experience Year 1				
• Work Experience Year 2				
• Work Experience Year 3				
• Work Experience Year 4				
<b>• Total FLE</b>	0	0	0	0
• FLE Year 1				
• FLE Year 2				
• FLE Year 3				
• FLE Year 4				
<b>• Anticipated Number of Graduates</b>	0	0	3	6



six years of part-time study. Students in the on-line offering of the MLIS program are not eligible for the combined MBA/MLIS program.

Each student must complete a Faculty of Graduate Studies and Research application form which will be received by both programs. A letter indicating the intention to apply to the MBA/MLIS program including a statement of the applicant's background and interests should also be enclosed. During, and up to the completion of the first year in the MLIS program, students will have the option to apply to the combined MBA/MLIS program.

### **Entrance Requirements**

Students wishing to apply for the MBA/MLIS combined program need only complete one online application form by selecting "MBA/MLIS" as the program. The application will be received by both programs. Students must satisfy the entrance requirements for both programs. Administrators of the two programs will consult regarding admission to the combined degree. There is limited enrolment and the entrance process is competitive.

### **Program Requirements**

The course requirements are normally as follows:

#### **First year:**

#### **24 MLIS credits as follows:**

- ★ 12 credits LIS required courses (LIS 501, LIS 502, LIS 503, and LIS 505)
- ★ up to 6 credits in required Information Technology courses (see SLIS website for current offerings)
- ★ up to 9 credits in LIS electives

#### **Second year:**

- ★ 30 credits MBA required courses

#### **Third year:**

- ★ 15 credits MBA (one required course SMO 641 and 4 electives)
- ★ 12 credits MLIS (LIS electives and up to one Information Technology course)

### **Length of Program**

A full-time student who is registered for the combined MBA/MLIS program normally will be able to complete the degree requirements in three years. Students may undertake the combined program on a part-time basis. The duration of the total program must not exceed six consecutive calendar years.

### **Academic Standing**

Respective academic standing provisions for each program apply. Students taking the MBA/MLIS program must meet each program's academic standing requirements. If a student withdraws from one of the degree programs or is required to withdraw because of unsatisfactory academic standing, but wishes to remain in the other degree program, the student may be



permitted to continue the program of study in which the student retains good academic standing.

...

No Change until...

## 205.37 Library and Information Studies

### 205.37.1 General Information

...

### 205.37.5 The Degree of MLIS

#### Program Requirements

The minimum requirement for the MLIS degree is either ★39 in graduate courses and a thesis, or ★48 in graduate courses and a capping exercise. Students may, with approval, include up to ★9 offered by a department other than the School of Library and Information Studies.

The following courses are required for both the thesis and course-based routes of the MLIS program: LIS 501, 502, 504, 505, and ★6 from the approved Information Technology courses (see SLIS website for current offerings). LIS 501 is normally a prerequisite for the rest of the program. LIS 597 (or equivalent) is a requirement in the thesis route of the MLIS program.

Credit for courses taken elsewhere may be granted as transfer credit by the Dean of the Faculty of Graduate Studies and Research, on the recommendation of the School of Library and Information Studies. Contact the School for details.

### 205.37.6 The Degree of MA/MLIS

**New**

#### 205.37.7 The MBA/MLIS Combined Program

The School of Library and Information Studies and the Faculty of Business offer a program of combined study which enables students to earn both the MBA and MLIS degrees after three calendar years of full-time study or six years of part-time study. Students in the on-line offering of the MLIS program are not eligible for the combined MBA/MLIS program.

Each student must complete a Faculty of Graduate Studies and Research application form which will be received by both programs. A letter indicating the intention to apply to the MBA/MLIS program including a statement of the applicant's background and interests should also be enclosed. During, and up to the completion of the first year in the MLIS program, students will have the option to apply to the combined MBA/MLIS program.

### **Entrance Requirements**

Students wishing to apply for the MBA/MLIS combined degree need only complete one online application form by selecting "MBA/MLIS" as the program. The application will be received by both programs. Students must satisfy the entrance requirements for both programs. Administrators of the two programs will consult regarding admission to the combined degree. There is limited enrolment and the entrance process is competitive.

### **Program Requirements**

The course requirements are normally as follows:

#### **First year:**

##### **24 MLIS credits as follows:**

- ★ 12 credits LIS required courses (LIS 501, LIS 502, LIS 503, and LIS 505)
- ★ up to 6 credits in required Information Technology courses (see SLIS website for current offerings)
- ★ up to 9 credits in LIS electives

#### **Second year:**

- ★ 30 credits MBA required courses

#### **Third year:**

- ★ 15 credits MBA (one required course SMO 641 and 4 electives)
- ★ 12 credits MLIS (LIS electives and up to one Information Technology course)

### **Length of Program**

A full-time student who is registered for the combined MBA/MLIS program normally will be able to complete the degree requirements in three years. Students may undertake the combined program on a part-time basis. The duration of the total program must not exceed six consecutive calendar years.

### **Academic Standing**

Respective academic standing provisions for each program apply. Students taking the MBA/MLIS program must meet each program's academic standing requirements. If a student withdraws from one of the degree programs or is required to withdraw because of unsatisfactory academic standing, but wishes to remain in the other degree program, the student may be permitted to continue the program of study in which the student retains good academic standing.

## Appendix C—Fees Example

### MBA Course Fees from the Faculty of Graduate Studies and Research

<b>Full-Time Fees (in Canadian dollars)</b>			
Based on a standard full-time MBA course load of *15 per term worth <i>fi 30</i> each term (i.e. 5 courses worth *3 each)			
	<b>Fall</b>	<b>Winter</b>	<b>Total</b>
<b>Instructional Fees</b>			
Canadian/Permanent Resident	3,090.00	3,090.00	6,180.00
International	6,180.00	6,180.00	12,360.00
<b>MBA Program Fees</b>			
Canadian/Permanent Resident	2,959.80	2,959.80	5,919.60
International	5,919.60	5,919.60	11,839.20
<b>Non-instructional Fees</b>			
	951.37	558.47	1,509.84
<hr/>			
<b>Canadian/Permanent Resident</b>	<b>\$7,001.17</b>	<b>\$6,608.07</b>	<b>\$13,609.44</b>
<b>International</b>	<b>\$13,050.97</b>	<b>\$12,658.07</b>	<b>\$25,709.04</b>

The 45-credit MBA portion of the MBA/MLIS combined degree, is approximately \$20,414.16 for Canadian/Permanent Residents and \$38,563.56 for International (visa) students.

Fees are adjusted each year by the approved increase in graduate instructional fees.

### MLIS Course Fees

<b>Full-Time Fees (in Canadian dollars)</b>			
Based on a standard full-time course load of *9 per term worth <i>fi 18</i> each term (i.e. 3 courses taken per term, each worth *3 )			
	<b>Fall</b>	<b>Winter</b>	<b>Total</b>
<b>Instructional Fees</b>			
Canadian/Permanent Resident	1,854.00	1,854.00	3,708.00
International	3,708.00	3,708.00	7,416.00
<b>Non-instructional Fees</b>			
	951.17	558.27	1,509.44
<hr/>			
<b>Canadian/Permanent Resident</b>	<b>\$2,805.17</b>	<b>\$2,412.27</b>	<b>\$5,217.44</b>
<b>International</b>	<b>\$4,659.17</b>	<b>\$4,266.27</b>	<b>\$8,925.44</b>

The 36-credit MLIS portion of the MBA/MLIS combined degree is approximately \$10,434.88 for Canadian/Permanent Residents and \$17,850.88 for International (visa) students.

Fees are adjusted each year by the approved increase in graduate instructional fees.

**Total Approximate Fees for 45 MBA credits and 36 MLIS credits**

<b>Full-Time Fees (in Canadian dollars) for the Combined MBA/MLIS</b>			
	<b>MBA</b>	<b>MLIS</b>	<b>Total</b>
<b>Instructional Fees</b>			
Canadian/Permanent Resident	20,414.16	10,434.88	<b>\$30,849.04</b>
International	38,563.56	17,850.88	<b>\$56,414.44</b>

## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT

Proposal for MBA/MLIS submitted by School of Business and School of Library and Information Studies

The Associate Dean, MBA Program in the School of Business has provided documentation for a MBA/MLIS Combined Degree Program. This 3 year program combines 36 credit Master of Library and Information Studies degree with the 45 credit Master of Business degree.

No new business or SLIS courses are proposed. No growth is projected in the number of students in the MBA or SLIS programs. The anticipated total annual ongoing enrollment is 11 full time and 3 part time students per year.

Given there are no new courses and no overall increase in student enrollment, the proposed program would essentially have no impact on the Library.

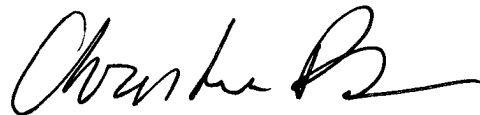
Submitted by



Kathy West

Head, Winspear Business Library

Date: Sept. 11/2012



Christine Brown

Head, Humanities & Social Sciences Library

Date: Sept 11/2012

Signed:



Kathryn Arbuckle

Acting Chief Librarian

Date: Sept. 14, 2012