

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, February 16, 2017 meeting:

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Agenda Title: **Items Deemed Minor/Editorial**

The Following Proposal(s) are Deemed Minor/Editorial (GFC ASC's Terms of Reference (Mandate)(3.A.i and iii) by the Vice-Provost (Programs) and Chair, GFC ASC, and are APPROVED UNDER DELEGATED AUTHORITY FROM GFC IN A SINGLE OMNIBUS MOTION.

**Office of the Registrar: Proposed Approvals of Transfer Credit for January 2017**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to transfer credits, as submitted by the Office of the Registrar, to be effective upon approval.

Final Item: 4A

**Office of the Registrar: Proposed Approvals of Transfer Credit for February 2017**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to transfer credits, as submitted by the Office of the Registrar, to be effective upon approval.

Final Item: 4B

**Faculty of Agricultural, Life and Environmental Sciences (ALES): Changes to Admission**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to admission, as submitted by the Faculty of Agricultural, Life and Environmental Sciences, to be effective upon approval.

Final Item: 4C

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Agenda Title: **Proposal to Suspend Admission/Transfer to the Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees, Faculty of Agricultural, Life and Environmental Sciences (ALES) and Faculty of Education**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the suspension of admission/transfer to the Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees, as set forth in Attachment 1 and 2, and as proposed by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Education, to take effect upon final approval.

Final Item: 5

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Agenda Title: **Proposal for an Embedded Graduate Certificate in Communicable Diseases, Faculty of Graduate Studies and Research and School of Public Health**

CARRIED MOTION: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approves the proposed embedded Graduate Credit Certificate in Communicable Diseases, as submitted by the Faculty of Graduate Studies and Research and the School of Public Health, and as set

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forth in Attachment 1, to take effect upon final approval.

Final Item: 6

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Agenda Title: **Proposed changes to Existing Admission Requirements for Special Students, Faculty of Law**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to Existing Admission Requirements for Special Students, as proposed by the Faculty of Law, and as set forth in Attachment 1, to take effect 2019/2020.

Final Item: 7

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**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Items Deemed Minor/Editorial to be approved under an Omnibus Motion**

**4A. Proposed Approval of Transfer Credit for January 2017, Office of the Registrar**

**4B. Proposed Approval of Transfer Credit for February 2017, Office of the Registrar:**

**4C. Proposed Changes to Existing Admission/Readmission Deadlines and Transfer Requirements, Faculty of Agricultural, Life and Environmental Sciences (ALES)**

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice-Provost and Registrar; Scott Jeffrey, Associate Dean, Faculty of Agricultural, Life and Environmental Sciences
Presenter	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC Academic Standards Committee

**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 individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Replaces/Revises (eg, policies, resolutions)	Various sections of the University Calendar; see individual items for specific affected Calendar sections. Updates the Alberta Transfer Guide.
Timeline/Implementation Date	Item 4A: To take effect upon approval Item 4B: To take effect upon approval Item 4C: To be published in the 2018/19 Calendar
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A
Supplementary Notes and context	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or 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).

**Engagement and Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Programs) and Chair, GFC Academic Standards Committee; Faculty Councils; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – February 16, 2017

Final Approver	GFC Academic Standards Committee
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**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: <b>SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<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 of students to take courses. The Board has delegated its authority over these areas to GFC. GFC has thus established, and delegated certain powers to, an Academic Standards Committee.</p> <p>2. <b>PSLA</b>  “29(1) A faculty council may:  [...]  (c) provide for the admission of students to the faculty,  (d) determine the conditions under which a student must withdraw from or may continue the student’s program of studies in the faculty  [...]  subject to any conditions or restrictions that are imposed by the general faculties council.</p> <p>3. <b>GFC ASC Terms of Reference (Mandate of the Committee)</b>  “D. Alberta Transfer Guide  i. 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.  ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.  iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.  iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.”</p> <p>4. <b>UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure)</b>: “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 assessed on</p>

an individual course-by-course basis for by a block transfer agreement.”

**5. GFC Academic Standards Committee Terms of Reference (Mandate of the Committee)**

“A. Definitions

i. “Routine and/or Editorial

[...]

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 which 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.

[...]

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.

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”

**3. 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.”

**4. UAPPOL Admissions Procedure:**

“PROCEDURE

FNAL Item No. 4A - C

	<p>1. <b>EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</b> Following approval by GFC:</p> <p>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 <i>University Calendar</i> for one full year (i.e., effective the second year that the information is published in the <i>University Calendar</i>).</p> <p>For example, a change approved in May 2005 would be first published in the 2006-2007 <i>University Calendar</i> 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)."</p> <p>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."</p> <p>5. <b>PSLA:</b> The <i>PSLA</i> 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)).</p> <p>6. <b>UAPPOL Academic Standing Policy:</b> "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 <i>University Calendar</i>."</p> <p>7. <b>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 <i>University Calendar</i>."</p>
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Attachments

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for January 2017
2. Attachment B: Office of the Registrar: Proposed Approval of Transfer Credit for February 2017
3. Attachment C: Faculty of ALES: Proposed Changes to Existing Admission/Readmission Deadlines

January 5, 2017

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on January 19, 2017

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<hr/> <b>AMBROSE UNIVERSITY</b>				
TBD	LTA 400 (3)	EDPY 301 (3)		
<hr/> <b>MACEWAN UNIVERSITY</b>				
TBD	ENGL 285 (3)	ENGL 2XX (3) OR AUENG 2XX (3)		
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February 2, 2017

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on February 16, 2017

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>AMBROSE UNIVERSITY</b>				
TBD	CDPD 402 (3)	Option 3XX (3)		
TBD	LTA 400 (3)	EDPY 301 (3)		
<b>CONCORDIA UNIVERSITY OF EDMONTON</b>				
TBD	PACT 118 (3)	PAC 118 (3) OR AUPAC 177/AUPAC 277/AUPED 1XX (3)		
TBD	PHIL 202 (3)	PHIL 102 (3)		
<b>KING'S UNIVERSITY, THE</b>				
TBD	ENGL 214 (3)	ENGL 1XX (3) OR AUENG 1XX (3)		
TBD	ENGL 215 (3)	ENGL 1XX (3) OR AUENG 1XX (3)		
<b>LETHBRIDGE COLLEGE</b>				
TBD	ENG 2265 (3)	ENGL 2XX (3)	Student will not also receive credit for ENGL 308 or ENGL 309 at UofA.	



February 2, 2017

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on February 16, 2017

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>MACEWAN UNIVERSITY</b>				
TBD	ENGL 285 (3)	ENGL 2XX (3) OR AUENG 2XX (3)		

**Faculty of Agricultural, Life and Environmental Sciences**  
**Calendar Change Request Form**  
**For Implementation in 2017-18**

**Undergraduate Application Deadlines for Admission and Readmission**

**Admission and Readmission Deadlines / Agricultural, Life and Environmental Sciences**

CURRENT						PROPOSED					
Admission		Readmission		Other Requirements		Admission		Readmission		Other Requirements	
Application	Documents	Application	Documents			Application	Documents	Application	Documents		
All Undergraduate degree programs						All Undergraduate degree programs <b>(with the exception of the Dietetics Specialization)</b>					
Fall Term	March 1	Postsecondary transfer applicant – March 15 (See Note 3) June 15 (See Note 4)	March 1	March 15 (See Note 3) June 15 (See Note 4)	For the BSc Nutrition and Food Sciences Dietetics Specialization: Letter of Intent and Interim transcripts due February 1 (see Special Students)	Fall Term	March 1	Postsecondary transfer applicant – March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
Winter Term	No admission		November 15	November 15 (Refer to <a href="#">Admission and Readmission Documents</a> )		Winter Term	No admission		November 15	November 15 (Refer to <a href="#">Admission and Readmission Documents</a> )	
Spring/Summer	No admission		Previous Students – March 1	March 31		Spring/Summer	No admission		Previous Students – March 1	March 31	
<b>Notes</b> 1. No admission to the Dietetics Specialization for Fall Term 2015: interested students should apply to BSc Nutrition and Food Science, Nutrition Major. 2. No admission to BSc Nutrition and Food Sciences for Winter Term. 3. All previously completed course work and course registration of current year. 4. Final results of current year.						<b>Notes</b> 1. All previously completed course work and course registration of current year. 2. Final results of current year.					
<b>Special/Visiting</b>						<b>Dietetics Specialization</b>					
Fall Term	July 1	July 15	July 1	July 15	For Special Students: List of planned courses and a brief statement of intent – July 15 (see <a href="#">Special Students</a> )	Fall Term	December 15	February 1	December 15	February 1	Letter of Intent, References and Interim transcripts – February 1 (See <a href="#">Dietetics Specialization</a> )
<b>Special/Visiting</b>						<b>Special/Visiting</b>					
Winter Term	November 15	November 15	November 15	November 15	For Special Students: List of planned courses and a brief	Fall Term	July 1	July 15	July 1	July 15	For Special Students: List of planned courses and a brief

					brief statement of intent – November 15 (see <a href="#">Special Students</a> )						statement of intent – July 15 (see <a href="#">Special Students</a> )
Spring/ Summer	March 1	March 31	March 1	March 31	For Special Students: List of planned courses and a brief statement of intent – March 31 (see <a href="#">Special Students</a> )	Winter Term	November 15	November 15	November 15	November 15	For Special Students: List of planned courses and a brief statement of intent – November 15 (see <a href="#">Special Students</a> )
						Spring/ Summer	March 1	March 31	March 1	March 31	For Special Students: List of planned courses and a brief statement of intent – March 31 (see <a href="#">Special Students</a> )

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal to Suspend Admission/Transfer to the Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees, Faculty of Agricultural, Life and Environmental Sciences (ALES) and Faculty of Education**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the suspension of admission/transfer to the Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees, as set forth in Attachment 1 and 2, and as proposed by the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Education, to take effect upon final approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Stanford Blade, Dean, Faculty of Agricultural, Life and Environmental Sciences
Presenter	Rhonda Breitzkreuz, Associate Professor Agricultural, Life and Environmental Sciences, Human Ecology

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the (proposed) Suspension of Admission/Transfer to the Bachelor of Science (BSc) in Human Ecology/Bachelor of Education (BEd) (Secondary) Combined Degrees
The Impact of the Proposal is	The suspension of the combined degree in Human Ecology and Secondary Education will reduce administrative complexity. Interested students will still be served by completing a BSc in Human Ecology followed by an after degree in Education or a regular BEd program with a major or minor in Career and Technology Studies (CTS): Human Sciences.
Replaces/Revises (eg, policies, resolutions)	BSc in Human Ecology/BEd (Secondary) Combined Degrees [ALES]; General Information, Program Requirements; BSc in Human Ecology/BEd (Secondary) Combined Degrees [Education]; General Information, Program Requirements
Timeline/Implementation Date	Suspension to take effect upon approval. Suspension will be published in the 2018-2019 <i>University Calendar</i> .
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> <li>Ministry of Education, informed by email, February 3, 2016</li> </ul>
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FINAL Item No. 5

<p>proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• Education Students Association (ESA), consulted, January 2016</li> <li>• Human Ecology Students Association, consulted in meeting, March 7, 2016</li> </ul> <p><u><i>Those who are actively participating:</i></u></p> <p>Department of Human Ecology Council, endorsed, April 14, 2015 (ongoing participation thereafter).          Department of Secondary Education Council, endorsed, January 22, 2016 (ESA expressed support at this meeting)          Office of the Registrar, January 12, 2017</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Education Faculty Council - February 11, 2016          ALES Faculty Council - April 11, 2016          GFC ASC Subcommittee on Standards - February 2, 2017</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee – February 16, 2017</p>

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><b><i>For the Public Good</i></b></p> <p><b>GOAL: SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <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. (Sections 26(1), 60(1)(c) and (d))</p> <p>2. <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)).</p> <p>3. <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. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>. The</p>

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).”

**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.

**“A. Definitions**

i. In the responsibilities which follow, 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”.

**“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP) [...]**

ii. ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations”

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 – Proposal Template: Program Suspension
2. Attachment 2 (page(s) 1 – Proposed Calendar entry

*Prepared by:* Jim Bohun, Assistant Dean (Academic and Student Programs), ALES, jbohun@ualberta.ca

## Proposal Template: Program Suspension, Reactivation and Termination

*This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.*

### Basic Information

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>BSc in Human Ecology/BEEd (Secondary) Combined Degrees</b>
<b>Credential awarded</b>	<b>BSc in Human Ecology/BEEd (Secondary) Combined Degrees</b>
<b>Proposed date(s) of suspension term, reactivation or termination</b>	<b>July 1, 2017 – June 30, 2025</b>

### A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.

The program has been low demand. Enrollment for the last four years is as follows:

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>24</b>	<b>21</b>	<b>19</b>	<b>24</b>	<b>16</b>	<b>12</b>

The administrative complexity of fulfilling both degree requirements has made the program difficult for students to complete without significant advising. Additional difficulties exist for students transferring into the Combined Degree from other post-secondary institutions since the Teacher Qualification Services (through the Alberta Teachers Association) does not recognize non-ACAT transfer credit granted for the Human Ecology portion of the Combined Degree. Recently, the Faculty of ALES completed a review of all of its undergraduate programs. For the reasons outlined above, the ALES Undergraduate Programs Review Task Force recommended that the Combined Degree be suspended. Subsequent consultation with the Department of Human Ecology and the Faculty of Education resulted in agreement to suspend the program.

The Faculties of ALES and Education agree that interested students would be better served by completing a BSc in Human Ecology followed by an after degree in Education. Recruiters for both Faculties will make prospective students aware of this option. Students interested in this area also have the option of pursuing a regular BEd program with a major or minor in CTS: Human Sciences.

2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.  
As there are no courses that are specific to the Combined Degree, there will be no direct impacts on students currently in the program. All students who are currently enrolled in the program will be allowed to complete their program within 8 years of admission (as per University policy).

Students who stop out will be allowed to return to the Combined Degree program as long as they are able to complete the degree requirements by June 2025. All students who are currently stopped out will be sent an email and a letter to their last known contact address informing them of the changes.

The Faculties consulted with the Education Students Association and the Human Ecology Students Association. Both understood the need for the suspension and the benefits of the alternative streams for prospective students interested in pursuing similar studies.

3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.

Given the small number of graduates, there will be no impact on external stakeholders.

There are no specific teaching positions tied to this degree program. Students will be able to satisfy stakeholder needs by selecting appropriate courses within a BEd degree program, or by completing a BSc in Human Ecology followed by a BEd after degree. The Faculty of Education contacted the Alberta Ministry of Education to ask if they had concerns regarding the suspension; none were identified.

4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

There are no teaching resources allocated to this program specifically, as all courses are offered as part of the traditional BSc Human Ecology and the BEd Secondary degree programs respectively. Student advising resources will be freed up by the suspension, which can be reapportioned to better serve other students.

### ***B: Reactivation***

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities.
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Intake (head count)	0	0	0	0	0	0
Total head count	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	0	0	0



**C: Termination**

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.
2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p data-bbox="175 239 747 306"><b>BSc in Human Ecology/BEd (Secondary) Combined Degrees [ALES]</b></p> <hr/> <p data-bbox="175 323 459 354"><b><i>General Information</i></b></p> <hr/> <p data-bbox="175 392 776 558">(See also <a href="#">Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees</a> and <a href="#">BSc in Human Ecology/BEd (Secondary) Combined Degrees [Education]</a>)</p> <p data-bbox="175 560 800 1339">The Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees program provides a five-year integrated program of ★150 that prepares graduates for teaching CTS strands such as Foods and Fashion Studies. Coursework within the two Faculties is taken concurrently. Students initially apply for admission to the Faculty of Agricultural, Life and Environmental Sciences and are considered to be registered in that Faculty for the first three years of the program. All qualified Year 3 BSc in Human Ecology/Bachelor of Education students will be promoted to Year 4 in the Faculty of Education provided a minimum GPA of 2.0 has been achieved and a minimum of ★90 applicable to the BSc in Human Ecology/BEd (Secondary) Degrees program has been successfully completed. See <a href="#">Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees</a> for detailed admission requirements and procedures for entry to Year 4 of this Combined Degrees Program.</p> <p data-bbox="175 1341 256 1373">Notes</p> <hr/> <ol data-bbox="224 1409 800 1877" style="list-style-type: none"> <li data-bbox="224 1409 800 1646">1. Students in Year 3 who have completed less than ★90 toward the BSc in Human Ecology/BEd program, but who have a GPA of at least 2.0, may remain in Year 3 of that program in the Faculty of Agricultural, Life and Environmental Sciences for one additional year.</li> <li data-bbox="224 1648 800 1877">2. A student who has been assigned a grade of "W" or "NC" in an Education Field Experience course is entitled to a second registration in this course. See also <a href="#">Reregistration in Courses</a>. Notwithstanding <a href="#">Reregistration in Courses</a>, students who receive a "W" or</li> </ol>	<p data-bbox="820 239 1391 306"><b>BSc in Human Ecology/BEd (Secondary) Combined Degrees [ALES]</b></p> <hr/> <p data-bbox="820 323 1437 457">Effective Fall 2017, applications to Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees are no longer accepted.</p> <p data-bbox="820 459 1421 558"><u>Students currently enrolled in the program will be allowed to finish their degree requirements no later than June 30, 2025.</u></p>

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p><del>"NC" in the second attempt of a Field Experience course, will be required to withdraw from the combined degrees program, but may transfer back to the BSc in Human Ecology program.</del></p> <p><del>3. The final year of the program will normally be taken in attendance at the University of Alberta. Exemptions from this regulation can be made only with approval of the Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Education.</del></p> <p><b><i>Program Requirements</i></b></p> <hr/> <p><del>Courses for the Combined BSc in Human Ecology/BEd Degrees must be carefully sequenced throughout the five years; therefore, students should plan their programs carefully with help from Academic Advisers from both Faculties.</del></p> <p><del>Program Core (★81)</del></p> <hr/> <p><del>(see Note 1 and 3)</del></p> <ul style="list-style-type: none"> <li><del>• ENGL (★6) <b>OR</b></del></li> <li><del>• ENGL (★3) <b>AND</b> WRS (★3)</del></li> <li><del>•</del></li> <li><del>• <a href="#">ALES 204 - Communication Fundamentals for Professionals</a></del></li> <li><del>• <a href="#">ECON 101 - Introduction to Microeconomics</a></del></li> <li><del>• <a href="#">ECON 102 - Introduction to Macroeconomics</a></del></li> <li><del>•</del></li> <li><del>• <a href="#">STAT 151 - Introduction to Applied Statistics I</a> <b>OR</b></del></li> <li><del>• <a href="#">SOC 210 - Introduction to Social Statistics</a></del></li> <li><del>•</del></li> <li><del>• Free Electives (★3)</del></li> <li><del>• <a href="#">HECOL 100 - Introduction to Principles and Practice in Human Ecology</a></del></li> <li><del>• <a href="#">HECOL 170 - Introduction to Textiles</a></del></li> <li><del>• <a href="#">HECOL 201 - Material Culture</a></del></li> <li><del>• <a href="#">HECOL 210 - Intimate Relationships</a></del></li> <li><del>• <a href="#">HECOL 211 - Human Sexuality</a></del></li> <li><del>• <a href="#">HECOL 250 - Design Studies and Practice</a></del></li> <li><del>• <a href="#">HECOL 313 - Family Dynamics</a></del></li> <li><del>• <a href="#">HECOL 254 - Apparel Design and</a></del></li> </ul>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p><a href="#">Construction Fundamentals</a></p> <ul style="list-style-type: none"> <li>• <del>—</del></li> <li>• <del><a href="#">HECOL 321 – Introduction to Family Finance</a> <b>OR</b></del></li> <li>• <del><a href="#">HECOL 322 – Family Economic Issues</a></del></li> <li>• <del>—</del></li> <li>• <del>HECOL (★9) (see Note 4)</del></li> <li>• <del>HECOL at 400-level (★3)</del></li> <li>• <del><a href="#">HE ED 110 – Introduction to Personal Health and Well-Being</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">NU FS 200 – Introduction to Functional Foods and Nutraceuticals</a> <b>OR</b></del></li> <li>• <del><a href="#">NU FS 223 – The Cultural Ecology of Food and Health</a> <b>OR</b></del></li> <li>• <del><a href="#">NU FS 372 – Food Chemistry</a> <b>OR</b></del></li> <li>• <del><a href="#">NU FS 373 – Food Chemistry</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">NUTR 100 – Nutrition and Wellbeing</a></del></li> <li>• <del><a href="#">NU FS 100 – Introduction to Food Science and Technology</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">MARK 312 – Marketing Research</a> <b>OR</b></del></li> <li>• <del><a href="#">NS 390 – Research Methods in Native Studies</a> <b>OR</b></del></li> <li>• <del><a href="#">PSYCO 212 – Introduction to Research Methods in Psychology</a> <b>OR</b></del></li> <li>• <del><a href="#">SOC 315 – Introduction to Social Methodology</a> <b>OR</b></del></li> <li>• <del>W ST 302</del></li> </ul> <p><i>★6 Natural Sciences from</i></p> <hr/> <p>(see Note 4)</p> <ul style="list-style-type: none"> <li>• <del>BIOL,</del></li> <li>• <del>CHEM,</del></li> <li>• <del>PHYS,</del></li> <li>• <del>EAS (Faculty of Science),</del></li> <li>• <del>PSYCO (Faculty of Science)</del></li> </ul> <p>BEd Core (★69)</p> <hr/> <ul style="list-style-type: none"> <li>• <del>Minor (★18) (See Note 2)</del></li> <li>• <del><a href="#">EDU 100 – Contexts of Education</a></del></li> <li>• <del><a href="#">EDU 210 – Introduction to Educational Technology</a></del></li> <li>• <del><a href="#">EDU 211 – Aboriginal Education and Contexts for Professional and Personal Engagement</a></del></li> <li>• <del>300-level EDSE course (Minor) (★3)</del></li> </ul>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<ul style="list-style-type: none"> <li>• <del><a href="#">EDSE 307 - Language, Literacy and Society in Educational Contexts</a></del></li> <li>• <del><a href="#">EDSE 317 - Curriculum and Teaching for Secondary School Career and Technology Studies Majors I</a></del></li> <li>• <del><a href="#">EDSE 417 - Curriculum and Teaching for Secondary School Career and Technology Studies Majors II</a></del></li> <li>• <del><a href="#">EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</a></del></li> <li>• <del><a href="#">EDPS 410 - Ethics and Law in Teaching</a></del></li> <li>• <del><a href="#">EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</a></del></li> <li>• <del><a href="#">EDPY 303 - Educational Assessment</a></del></li> <li>• <del><a href="#">EDPY 304 - Adolescent Development and Learning</a></del></li> <li>• <del><a href="#">EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term</a></del></li> <li>• <del><a href="#">EDFX 450 - Secondary Route: Advanced Field Experience</a></del></li> </ul> <p><i>Notes</i></p>	
<ol style="list-style-type: none"> <li>1. Professional Designation: To meet the educational requirements for Professional Human Ecologist designation, students must present ★36 in Human Ecology, Nutrition and Food Science, or Nutrition, including <a href="#">HECOL 100</a>, plus ★12 in course work closely related to their specialization.</li> <li>2. Students should declare their minor early in the program by filling out a form in 231 General Services Building. To decide on a minor, consult Education Chart 2.</li> <li>3. The Management in Organizations and Capstone Course requirements in <a href="#">Degrees Offered</a> and <a href="#">Human Ecology, BSc</a> are met by completion of Faculty of Education requirements.</li> <li>4. Students in the Combined BSc Human Ecology/BEd degree cannot take <a href="#">HECOL 301</a>, <a href="#">HECOL 268</a>, <a href="#">HECOL 270</a> or <a href="#">HECOL 354</a> are recommended. <a href="#">HECOL 300</a> is not recommended.</li> </ol>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p><b>Year 1 (★30) Taken in the Faculty of Agricultural, Life and Environmental Science</b></p> <hr/> <ul style="list-style-type: none"> <li>• ENGL (★3)</li> <li>• ENGL or WRS (★3)</li> <li>• <a href="#">ECON 101 – Introduction to Microeconomics</a></li> <li>• <a href="#">ECON 102 – Introduction to Macroeconomics</a></li> <li>• <a href="#">HECOL 100 – Introduction to Principles and Practice in Human Ecology</a></li> <li>• <a href="#">HECOL 201 – Material Culture</a></li> <li>• <a href="#">HECOL 170 – Introduction to Textiles</a></li> <li>• <a href="#">NUTR 100 - Nutrition and Wellbeing</a></li> <li>• <a href="#">EDU 100 - Contexts of Education</a></li> </ul> <p>★3 Natural Sciences from</p> <hr/> <ul style="list-style-type: none"> <li>• BIOL,</li> <li>• CHEM,</li> <li>• PHYS,</li> <li>• EAS (Faculty of Science),</li> <li>• PSYCO (Faculty of Science)</li> </ul> <p><b>Year 2 (★30) Taken in the Faculty of Agricultural, Life and Environmental Sciences</b></p> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">ALES 204 – Communication Fundamentals for Professionals</a></li> <li>• <a href="#">NU FS 100 – Introduction to Food Science and Technology</a></li> <li>•</li> <li>• <a href="#">STAT 151 - Introduction to Applied Statistics I</a> <b>OR</b></li> <li>• <a href="#">SOC 210 - Introduction to Social Statistics</a> (SOC 210 recommended) (See Note 1) (★3)</li> <li>•</li> <li>• <a href="#">HECOL 250 – Design Studies and Practice</a></li> <li>• <a href="#">HECOL 210 – Intimate Relationships</a></li> <li>• <a href="#">HECOL 211 - Human Sexuality</a></li> <li>• <a href="#">HE ED 110 - Introduction to Personal Health and Well-Being</a></li> <li>• Minor: choose any course from the specific teaching minor (★6)</li> </ul> <p>★3 Natural Sciences from</p> <hr/>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<ul style="list-style-type: none"> <li>• <del>BIOL,</del></li> <li>• <del>CHEM,</del></li> <li>• <del>PHYS,</del></li> <li>• <del>EAS (Faculty of Science),</del></li> <li>• <del>PSYCO (Faculty of Science)</del></li> </ul> <p><b><i>Year 3 (★30) Taken in the Faculty of Agricultural, Life and Environmental Sciences</i></b></p> <hr/> <ul style="list-style-type: none"> <li>• <del><a href="#">EDU 210 - Introduction to Educational Technology</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">MARK 312 - Marketing Research</a> OR</del></li> <li>• <del><a href="#">PSYCO 212 - Introduction to Research Methods in Psychology</a> OR</del></li> <li>• <del><a href="#">SOC 315 - Introduction to Social Methodology</a> OR</del></li> <li>• <del>W ST 302 (See Note 1)</del></li> <li>• <del>—</del></li> <li>• <del><a href="#">HECOL 313 - Family Dynamics</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">HECOL 321 - Introduction to Family Finance</a> OR</del></li> <li>• <del><a href="#">HECOL 322 - Family Economic Issues</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">HECOL 254 - Apparel Design and Construction Fundamentals</a></del></li> <li>• <del>Free Elective (★3)</del></li> <li>• <del><a href="#">EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">NU FS 200 - Introduction to Functional Foods and Nutraceuticals</a> OR</del></li> <li>• <del><a href="#">NU FS 223 - The Cultural Ecology of Food and Health</a> OR</del></li> <li>• <del><a href="#">NU FS 372 - Food Chemistry</a> OR</del></li> <li>• <del><a href="#">NU FS 373 - Food Chemistry</a></del></li> <li>• <del>—</del></li> <li>• <del>Minor: choose any two courses from the specific teaching minor (★6)</del></li> </ul> <p><b><i>Years 4 and 5 (★60) Taken in the Faculty of Education</i></b></p> <hr/> <p>Students should refer to their individual Program Sheet for proper course sequencing. Course Requirements (★30)</p>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<ul style="list-style-type: none"> <li>• <del>EDSE 3XX (Minor) (★3)</del></li> <li>• <del><a href="#">EDPS 410 - Ethics and Law in Teaching</a></del></li> <li>• <del><a href="#">EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</a></del></li> <li>• <del><a href="#">EDPY 304 - Adolescent Development and Learning</a></del></li> <li>• <del>HECOL Option (★9)</del></li> <li>• <del>HECOL 400-level (★3)</del></li> <li>• <del>Minor: choose any course from the specific teaching minor (★6)</del></li> </ul> <p><del>Field Experience Terms (★30)</del></p> <hr/> <p><del>Courses taken in the Field Experience Terms are normally taken concurrently.</del></p> <p><del>Introductory Professional Term (★15)</del></p> <hr/> <ul style="list-style-type: none"> <li>• <del><a href="#">EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term</a></del></li> <li>• <del><a href="#">EDPY 303 - Educational Assessment</a></del></li> <li>• <del>EDPY 307</del></li> <li>• <del><a href="#">EDSE 317 - Curriculum and Teaching for Secondary School Career and Technology Studies Majors I</a></del></li> </ul> <p><del>Advanced Professional Term (★15)</del></p> <hr/> <ul style="list-style-type: none"> <li>• <del><a href="#">EDFX 450 - Secondary Route: Advanced Field Experience</a></del></li> <li>• <del><a href="#">EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</a></del></li> <li>• <del><a href="#">EDSE 417 - Curriculum and Teaching for Secondary School Career and Technology Studies Majors II</a></del></li> </ul> <p><i>Note:</i></p> <hr/> <p><del>Students are advised to consider prerequisite courses for advanced courses when planning their program, e.g., <a href="#">SOC 315</a> requires <a href="#">SOC 100</a> and <a href="#">SOC 210</a> as prerequisites.</del></p>	



Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p><b>BSc in Human Ecology/BEd (Secondary) Combined Degrees [Education]</b></p> <hr/> <p><b>General Information</b></p> <hr/> <p>(See also <a href="#">BSc in human Ecology and BSc in Human Ecology/BEd (Secondary) Combined Degrees</a>, <a href="#">Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees</a> and <a href="#">BSc in Human Ecology/BEd (Secondary) Combined Degrees</a>)</p> <p>The Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees program provides a five-year integrated program of ★150. Coursework within the two Faculties is taken concurrently. Students initially apply for admission to the Faculty of Agricultural, Life and Environmental Sciences and are considered to be registered in that Faculty for the first three years of the program. All qualified Year 3 BSc in Human Ecology/Bachelor of Education students will be promoted to Year 4 in the Faculty of Education provided a minimum GPA of 2.0 has been achieved and a minimum of ★90 applicable to the BSc in Human Ecology/BEd (Secondary) Degrees program has been successfully completed.</p> <p>See <a href="#">Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees</a> for detailed admission requirements and procedures for entry to Year 4 of this Combined Degrees Program.</p> <p><b>Program Requirements</b></p> <hr/> <p>This information may also be found in <a href="#">BSc in Human Ecology/BEd (Secondary) Combined Degrees</a>.</p>	<p><b>BSc in Human Ecology/BEd (Secondary) Combined Degrees [Education]</b></p> <hr/> <p>Effective Fall 2017, applications to Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees are no longer accepted.</p> <p><u>Students currently enrolled in the program will be allowed to finish their degree requirements no later than June 30, 2025.</u></p>

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p>Program Core (★81)</p> <hr/> <p>(see Note 1 and 3)</p> <ul style="list-style-type: none"> <li>• <del>★6 ENGL, or ★3 ENGL and ★3 WRS</del></li> <li>• <del><a href="#">ALES 204 - Communication Fundamentals for Professionals</a></del></li> <li>• <del><a href="#">ECON 101 - Introduction to Microeconomics</a></del></li> <li>• <del><a href="#">ECON 102 - Introduction to Macroeconomics</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">STAT 151 - Introduction to Applied Statistics I</a> <b>OR</b></del></li> <li>• <del><a href="#">SOC 210 - Introduction to Social Statistics</a></del></li> <li>• <del>—</del></li> <li>• <del>★6 Natural Sciences from BIOL, CHEM, PHYS, EAS (Faculty of Science), PSYCO (Faculty of Science) (see Note 4)</del></li> <li>• <del>Open Option (★3)</del></li> <li>• <del><a href="#">HECOL 100 - Introduction to Principles and Practice in Human Ecology</a></del></li> <li>• <del><a href="#">HECOL 170 - Introduction to Textiles</a></del></li> <li>• <del><a href="#">HECOL 201 - Material Culture</a></del></li> <li>• <del><a href="#">HECOL 210 - Intimate Relationships</a></del></li> <li>• <del><a href="#">HECOL 211 - Human Sexuality</a></del></li> <li>• <del><a href="#">HECOL 250 - Design Studies and Practice</a></del></li> <li>• <del><a href="#">HECOL 313 - Family Dynamics</a></del></li> <li>• <del><a href="#">HECOL 254 - Apparel Design and Construction Fundamentals</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">HECOL 321 - Introduction to Family Finance</a> <b>OR</b></del></li> <li>• <del><a href="#">HECOL 322 - Family Economic Issues</a></del></li> <li>• <del>—</del></li> <li>• <del>HECOL (★9) (see Note 4)</del></li> <li>• <del>HECOL at 400-level or above (★3)</del></li> <li>• <del><a href="#">HE ED 110 - Introduction to Personal Health and Well-Being</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">NU FS 200 - Introduction to Functional Foods and Nutraceuticals</a> <b>OR</b></del></li> <li>• <del><a href="#">NU FS 223 - The Cultural Ecology of Food and Health</a> <b>OR</b></del></li> </ul>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<ul style="list-style-type: none"> <li>• <del><a href="#">NU FS 372 – Food Chemistry</a> <b>OR</b></del></li> <li>• <del><a href="#">NU FS 373 – Food Chemistry</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">NUTR 100 – Nutrition and Wellbeing</a></del></li> <li>• <del><a href="#">NU FS 100 – Introduction to Food Science and Technology</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">MARK 312 – Marketing Research</a> <b>OR</b></del></li> <li>• <del><a href="#">PSYCO 212 – Introduction to Research Methods in Psychology</a> <b>OR</b></del></li> <li>• <del><a href="#">SOC 315 – Introduction to Social Methodology</a> <b>OR</b></del></li> <li>• <del>W ST 302</del></li> </ul> <p>BEd Core (★69)</p> <hr/> <ul style="list-style-type: none"> <li>• <del>Minor (★18) (See Note 2)</del></li> <li>• <del><a href="#">EDU 100 - Contexts of Education</a></del></li> <li>• <del><a href="#">EDU 210 – Introduction to Educational Technology</a></del></li> <li>• <del><a href="#">EDU 211 – Aboriginal Education and Contexts for Professional and Personal Engagement</a></del></li> <li>• <del>300-level EDSE course (Minor) (★3)</del></li> <li>• <del><a href="#">EDSE 307 – Language, Literacy and Society in Educational Contexts</a></del></li> <li>• <del><a href="#">EDSE 317 – Curriculum and Teaching for Secondary School Career and Technology Studies Majors I</a></del></li> <li>• <del><a href="#">EDSE 417 – Curriculum and Teaching for Secondary School Career and Technology Studies Majors II</a></del></li> <li>• <del><a href="#">EDSE 451 – Integrating Theory and Classroom Practice in the Advanced Professional Term</a></del></li> <li>• <del><a href="#">EDPS 410 – Ethics and Law in Teaching</a></del></li> <li>• <del><a href="#">EDPY 301 – Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</a></del></li> <li>• <del><a href="#">EDPY 303 – Educational Assessment</a></del></li> <li>• <del><a href="#">EDPY 304 – Adolescent Development and Learning</a></del></li> <li>• <del><a href="#">EDFX 350 – Secondary Route Field Experience for the Introductory Professional Term</a></del></li> <li>• <del><a href="#">EDFX 450 – Secondary Route:</a></del></li> </ul>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p data-bbox="272 241 631 273"><a href="#">Advanced Field Experience</a></p> <p data-bbox="175 312 256 342">Notes</p> <hr data-bbox="175 365 797 369"/> <ol data-bbox="225 417 792 1192" style="list-style-type: none"> <li>1. Professional Designation: To meet the educational requirements for Professional Human Ecologist designation, students must present ★36 in Human Ecology, Nutrition and Food Science, or Nutrition, including <a href="#">HECOL 100</a>, plus ★12 in course work closely related to their specialization.</li> <li>2. Students should declare their minor early in the program by filling out a form in 231 General Services Building. To decide on a minor, consult <a href="#">Education Chart 2</a>.</li> <li>3. The Management in Organizations and Capstone Course requirements in <a href="#">Degrees Offered</a> and <a href="#">BSc in Human Ecology</a> are met by completion of Faculty of Education requirements.</li> <li>4. Students in the Combined BSc Human Ecology/BEd degree cannot take <a href="#">HECOL 301</a>, <a href="#">HECOL 268</a> or <a href="#">HECOL 270</a> is recommended. <a href="#">HECOL 300</a> is not recommended.</li> </ol> <p data-bbox="175 1241 768 1304">Year 1 (★30) Taken in the Faculty of Agricultural, Life and Environmental Sciences</p> <hr data-bbox="175 1327 797 1331"/> <ul data-bbox="225 1381 781 1892" style="list-style-type: none"> <li>• ENGL (★3)</li> <li>• ENGL or WRS (★3)</li> <li>• <a href="#">ECON 101 - Introduction to Microeconomics</a></li> <li>• <a href="#">ECON 102 - Introduction to Macroeconomics</a></li> <li>• <a href="#">HECOL 100 - Introduction to Principles and Practice in Human Ecology</a></li> <li>• <a href="#">HECOL 250 - Design Studies and Practice</a></li> <li>• <a href="#">HECOL 170 - Introduction to Textiles</a></li> <li>• Natural Sciences from BIOL, CHEM, PHYS, EAS (Faculty of Science), PSYCO (Faculty of Science) (★3)</li> <li>• <a href="#">NUTR 100 - Nutrition and Wellbeing</a></li> </ul>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<ul style="list-style-type: none"> <li>• <del><a href="#">EDU 100 - Contexts of Education</a></del></li> </ul> <p>Year 2 (★30) Taken in the Faculty of Agricultural, Life and Environmental Sciences</p> <hr/> <ul style="list-style-type: none"> <li>• <del><a href="#">ALES 204 - Communication Fundamentals for Professionals</a></del></li> <li>• <del><a href="#">NU FS 100 - Introduction to Food Science and Technology</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">STAT 151 - Introduction to Applied Statistics I</a></del> <b>OR</b></li> <li>• <del><a href="#">SOC 210 - Introduction to Social Statistics</a></del> (<del><a href="#">SOC 210</a></del> recommended) (See Note 1) (★3)</li> <li>• <del>—</del></li> <li>• <del><a href="#">HECOL 201 - Material Culture</a></del></li> <li>• <del><a href="#">HECOL 210 - Intimate Relationships</a></del></li> <li>• <del><a href="#">HECOL 211 - Human Sexuality</a></del></li> <li>• <del><a href="#">HE ED 110 - Introduction to Personal Health and Well-Being</a></del></li> <li>• <del>Natural Sciences from BIOL, CHEM, PHYS, EAS (Faculty of Science), PSYCO (Faculty of Science) (★3)</del></li> <li>• <del>Minor: choose any course from the specific teaching minor (★6)</del></li> </ul> <p>Year 3 (★30) Taken in the Faculty of Agricultural, Life and Environmental Sciences</p> <hr/> <ul style="list-style-type: none"> <li>• <del><a href="#">EDU 210 - Introduction to Educational Technology</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">MARK 312 - Marketing Research</a></del> <b>OR</b></li> <li>• <del><a href="#">PSYCO 212 - Introduction to Research Methods in Psychology</a></del> <b>OR</b></li> <li>• <del><a href="#">SOC 315 - Introduction to Social Methodology</a></del> <b>OR</b></li> <li>• <del>W ST 302 (★3) (See Note 1)</del></li> <li>• <del>—</del></li> <li>• <del><a href="#">HECOL 313 - Family Dynamics</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">HECOL 321 - Introduction to Family Finance</a></del> <b>OR</b></li> <li>• <del><a href="#">HECOL 322 - Family Economic Issues</a></del></li> <li>• <del>—</del></li> </ul>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<ul style="list-style-type: none"> <li>• <del><a href="#">HECOL 254 – Apparel Design and Construction Fundamentals</a> OR</del></li> <li>• <del><a href="#">HECOL 354 – Apparel Design and Product Development I</a></del></li> <li>• <del>—</del></li> <li>• <del>Open Option (★3)</del></li> <li>• <del><a href="#">EDU 211 – Aboriginal Education and Contexts for Professional and Personal Engagement</a></del></li> <li>• <del>—</del></li> <li>• <del><a href="#">NU FS 200 – Introduction to Functional Foods and Nutraceuticals</a> OR</del></li> <li>• <del><a href="#">NU FS 223 – The Cultural Ecology of Food and Health</a> OR</del></li> <li>• <del><a href="#">NU FS 372 – Food Chemistry</a> OR</del></li> <li>• <del><a href="#">NU FS 373 – Food Chemistry</a></del></li> <li>• <del>—</del></li> <li>• <del>Minor: choose any course from the specific teaching minor (★6)</del></li> </ul> <p>Years 4 and 5 (★60) Taken in the Faculty of Education</p> <hr/> <p>Students should refer to their individual Program Sheet for proper course sequencing.</p> <p><i>Course Requirements (★30)</i></p> <hr/> <ul style="list-style-type: none"> <li>• <del>EDSE 3XX (Minor) (★3)</del></li> <li>• <del><a href="#">EDPS 410 – Ethics and Law in Teaching</a></del></li> <li>• <del><a href="#">EDPY 301 – Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</a></del></li> <li>• <del><a href="#">EDPY 304 – Adolescent Development and Learning</a></del></li> <li>• <del>HECOL Options (★9)</del></li> <li>• <del>HECOL 400-level (★3)</del></li> <li>• <del>Minor: choose any course from the specific teaching minor (★6)</del></li> </ul> <p><i>Field Experience Terms (★30)</i></p> <hr/> <p>Courses taken in the Field Experience Terms</p>	

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p>are normally taken concurrently.</p> <p><i>Introductory Professional Term (★15)</i></p> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term</a></li> <li>• <a href="#">EDPY 303 - Educational Assessment</a></li> <li>• <a href="#">EDSE 307 - Language, Literacy and Society in Educational Contexts</a></li> <li>• <a href="#">EDSE 317 - Curriculum and Teaching for Secondary School Career and Technology Studies Majors I</a></li> </ul> <p><i>Advanced Professional Term (★15)</i></p> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">EDFX 450 - Secondary Route: Advanced Field Experience</a></li> <li>• <a href="#">EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</a></li> <li>• <a href="#">EDSE 417 - Curriculum and Teaching for Secondary School Career and Technology Studies Majors II</a></li> </ul> <p>Note:</p> <hr/> <p>Students are advised to consider prerequisite courses for advanced courses when planning their program, e.g., <a href="#">SOC 315</a> requires <a href="#">SOC 100</a> and <a href="#">SOC 210</a> as prerequisites.</p>	

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposal for an Embedded Graduate Certificate in Communicable Diseases, Faculty of Graduate Studies and School of Public Health.**

**Motion:** THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approves the proposed embedded Graduate Credit Certificate in Communicable Diseases, as submitted by the Faculty of Graduate Studies and Research and the School of Public Health, and as set forth in Attachment 1, to take effect upon final approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research Kue Young, Dean, School of Public Health
Presenter	Jeffrey Johnson, Associate Dean (Education) and Director of Grad Studies/Grad Coordinator for the School of Public Health Deborah Burshtyn, Vice-Dean, Faculty of Graduate Studies and Research

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Graduate Certificate in Communicable Diseases will provide students with courses to learn: 1) the epidemiologic characteristics of specific communicable diseases; 2) how to control communicable diseases, and; 3) about methods to monitor and study communicable diseases. Students may pursue the Certificate in Communicable Diseases by fulfilling the degree program requirements and by completing the certificate courses as part of their electives (*9 required).
The Impact of the Proposal is	Having the Certificate in Communicable Diseases will be an advantage for students seeking positions involving communicable disease research and/or control as it will make explicit their education in the field. Having the Certificate in Communicable Diseases will be an advantage for students seeking entrance into PhD programs in communicable disease research; it will make explicit their background in the field. This program will serve as a pilot for a potential MSc degree with specialization in Communicable Diseases. This pilot will allow us to assess the demand for Master's level training in communicable diseases and also allow us to test the appropriateness of the courses. We expect 5-6 students to be enrolled in the Certificate in Communicable Diseases. We expect minimal impact on other course offerings. Capacity exists in our courses for the increased student enrolment.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Effective immediately upon approval.
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	With final approval we will finalize the implementation plan, including the development of the procedures within our Office of Student Services and the required forms (i.e., form for registering intent to complete the



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	embedded certificate, and form to indicate completion of requirements), as well as the information that will be added to our School of Public Health website to promote the embedded certificate and advise current students of the procedures. We intend to post this information upon final approval, such that currently enrolled students could register their intent to complete the certificate requirements.
Supplementary Notes and context	n/a

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• Alberta Health</li> <li>• Public Health Agency of Canada</li> <li>• faculty in the Divisions of Infectious Disease, and Preventive Medicine, in the Department of Medicine, Faculty of Medicine and Dentistry (FOMD)</li> <li>• Chair of the Department of Medical Microbiology and Immunology</li> <li>• Vice Deans of Research and Education, and the Associate Dean, Research, Graduate Programs from the FoMD</li> <li>• Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Vice Dean and Janice Hurlburt Graduate Governance and Policy Coordinator</li> <li>• Vice - Provost (Programs) Nat Kav and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Kate Peters</li> <li>• Office of the Registrar on the timetabling of courses</li> <li>• John Scott Health Sciences Library</li> </ul>
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• faculty in the School of Public Health</li> <li>• students in the School of Public Health</li> <li>• School of Public Health, Faculty Council</li> <li>• Faith Davis, Vice Dean, School of Public Health</li> <li>• Felicity Hey, Accreditation Coordinator, School of Public Health</li> <li>• Jeffrey Johnson, Associate Dean (Education) and Director of Grad Studies/Grad Coordinator for the School of Public Health</li> </ul>
Approval Route (Governance) (including meeting dates)	School of Public Health, Faculty Council February 26, 2016, approved Faculty of Graduate Studies and Research Council, January 11, 2017, approved GFC Academic Standards Committee – Subcommittee on Standards - February 2, 2017 for discussion GFC Academic Standards Committee - February 16, 2017
Final Approver	GFC Academic Standards Committee

**Alignment/Compliance**

Alignment with Guiding Documents	<b><i>For the Public Good</i></b> GOAL: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and
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	<p>enable our success.</p> <p>Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>Strategy i: Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university’s faculty members to the needs of diverse learner communities.</p> <p>Strategy ii: Create a wide range of opportunities, both in person and virtual, for broad, learning-centred programs for alumni and other communities of learners engaging in continuing and professional education.</p> <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>Strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p>The 2016 Comprehensive Institution Plan “TEACHING AND LEARNING This is the core activity of the university—supporting undergraduate and graduate students, researchers, and scholars, as well as accomplished members of professions who need to refresh their educations to advance their positions in industry or to advance industry itself.”</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p><b>2. UAPPOL Admissions Policy:</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 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.”</p>

**3. UAPPOL Admissions Procedure:** "PROCEDURE 1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC: a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar)."

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

**5. UAPPOL Academic Standing Regulations Procedures:** "All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation. If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices. Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar."

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

"G. Certificates (All Faculties): Approval Route  
GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC)."

Attachments (each to be numbered 1 - <>)

1. Proposal for new Embedded Graduate Certificate in School Administration Leadership (pages 1 - 12)  
(includes proposal, course descriptions, proposed calendar entry, library statement, letters of support)

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator

**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. (Certificate in Peace and Post-Conflict Studies offered by the Faculty of Arts)

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>	Graduate Certificate in Communicable Diseases	
<b>Sponsoring Faculty/ Academic Unit</b>	School of Public Health (SPH)	
<b>Contact information</b>	Name and Title	Faith Davis, Vice Dean
	Phone	780 492 1312
	Email	Faith.davis@ualberta.ca
<b>Institution(s)</b> If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
<b>Units of Course Weight</b>	*9	
<b>Implementation Date</b>	Implement immediately upon final approval.	
<b>Program Synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	<p><u>Description</u></p> <p>The certificate in Communicable Diseases will provide students in the Master of Science (MSc) in Public Health with courses to learn: 1) the epidemiologic characteristics of specific communicable diseases; 2) how to control communicable diseases, and; 3) about methods to monitor and study communicable diseases. Students may pursue the Certificate in Communicable Diseases by fulfilling the degree requirements and by completing the certificate courses as part of their electives (*9 required). Some students may need to complete more than the minimum degree requirements to qualify for both the degree and the certificate.</p> <p><u>Curriculum (*9 credits minimum)</u></p> <p>1. SPH 697 (*3) Epidemiology and Control of Infectious diseases</p> <p>2. AND 1 of :</p> <p>SPH 696 (*3) Epidemiology Methods II  MDCH 646, Introduction to Public Health Surveillance (University of Calgary: accessible through Western Dean's Agreement)  Another graduate level (*3) methods course relevant to Communicable Disease, approved by student's Supervisory Committee.</p>	

	<p>3. AND any 3 of :</p> <p>SPH 561<sup>†</sup> (*1) Topics in Public Health: HIV: a Public Health Perspective  SPH 561 (*1) Topics in Public Health: Hospital Epidemiology and Infection Control  SPH 561 (*1) Topics in Public Health: Tuberculosis  SPH 561 (*1) Topics in Public Health: Malaria  SPH 561 (*1) Topics in Public Health: Vaccine-Preventable Diseases and Immunization Programs  SPH 561 (*1) Topics in Public Health: Outbreak investigation  For the calendar descriptions of these courses, see Appendix A.</p> <p><u>Target Student Group</u>  Students enrolled in an MSc degree in the School of Public Health (SPH), with a particular interest in Communicable Diseases. This certificate will also be available to students in other graduate degrees in the SPH, as well as other faculties.</p> <p><u>Employment</u>  Having the Certificate in Communicable Diseases will be an advantage for students seeking positions involving communicable disease research and/or control as it will make explicit their education in the field.</p> <p><u>Further Education Options</u>  Having the Certificate in Communicable Diseases will be an advantage for students in our targeted student population seeking entrance into PhD programs in communicable disease research. It will make explicit their background in the field.</p>
<p><b>Section B: Rationale, Implications and Impact</b></p>	
<p><b>Rationale for Introduction of Certificate</b>  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>Currently, the University of Alberta does not offer a non-laboratory Master’s level certificate in communicable diseases. Consultations have taken place with faculty in the SPH and in the Divisions of Infectious Disease, and Preventive Medicine, in the Department of Medicine, Faculty of Medicine and Dentistry (FOMD), and with Alberta Health staff, regarding the need for a certificate. Letters of support from the Vice Deans of Research and Education, and the Associate Dean, Research, Graduate Programs from the FoMD, as well as the Chair of the Department of Medical Microbiology and Immunology are attached in Appendix B. We have also consulted Alberta Health and the Public Health Agency of Canada (PHAC), as potential employers regarding the need for a certificate and appropriateness for employment.</p> <p>We currently offer 8 different specializations in our MSc program, including a specialization in General Public Health beginning in 2015/6. Embedding a Certificate in Communicable Diseases in the MSc degree will ensure students acquire broad expertise in communicable diseases. We also expect interest from students in the MSc degrees in Global Health and Epidemiology specializations. This certificate will allow us to assess the demand for Master’s level training in communicable diseases and also allow us to test the appropriateness of the courses.</p> <p>We also expect students enrolled in MSc programs in the FOMD might be interested in the Certificate in Communicable Diseases.</p>

<sup>†</sup> SPH 561 “Topics in Public Health” used for each “topic” until courses are approved for their own number.

	<p>The certificate is important, in part, because of the current public health relevance and awareness of communicable diseases among the general public, as well evidence of increased student interest as the number of students registering in the SPH 697 Epidemiology and Control of Infectious Diseases course has increased to a maximum of 25 per course over the past 10 years. Current enrollment in the 2016/17 academic year: SPH 696 (15); SPH 697 (11); SPH 561 (*1) Topics in Public Health: HIV: a Public Health Perspective (11); SPH 561 (*1) Topics in Public Health: Malaria (3); SPH 561 (*1) Topics in Public Health: Vaccine-Preventable Diseases and Immunization Programs (11).</p>
<p><b>Vision and Academic Plan</b> How does the proposed program connect to the University’s vision <i>For the Public Good</i>? How does the program further the University’s Academic Plan?</p>	<p>This proposal supports the emphasis of the university vision For the Public Good through:</p> <p>Experience: Objective 8. Create and facilitate co-curricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity and curiosity to contribute as future citizens and leaders.</p> <p>Engagement: Objective 17. Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.</p> <p>We anticipate students from multiple backgrounds will apply for this certificate. Because of our links with the practice community we are able to offer a certificate program that is rich not only in fostering scholarship and discovery but also in practical application for policy and practice.</p>
<p><b>Resource Implications</b> 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>While the *1 credit SPH 561 “Topics in ...”, courses, are currently being offered as courses with variable titles, we anticipate submitting these courses for their own number in the next academic year. The other courses required for the Certificate in Communicable Diseases are also being taught. The academic staff, that are developing and teaching these *1 credit courses, in their areas of specialty are all keen to do so. This will be done within their current position descriptions, no new resources are required.</p>
<p><b>Enrolment</b> Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.</p>	<p>We expect 5-6 students to be enrolled in the Certificate in Communicable Diseases. We expect minimal impact on other course offerings. Capacity exists in our courses for the increased student enrolment.</p>
<p><b>Implications of Introduction of the Credit Certificate</b> 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>We expect the introduction of this embedded certificate to have minimal implications for the University system, and in particular no adverse effects are foreseen.</p>
<p><b>Consultation</b> 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</p>	<p>We have consulted with the Faculty of Graduate Studies and Research (FGSR) on the approval process, suggestions for clarification in proposal, calendar submission format and process for how the certificate is reported once completed. As well as the Office of the Registrar on the timetabling of courses. We have consulted Library Administration and have included a Statement indicating no anticipated impact on library services or resources. We have not consulted with Academic Information and Communication Technologies (AICT), Facilities and Operations, Student</p>

(AICT), Library Administration, Facilities and Operations, Student Services, etc.	Services, on the introduction of this embedded certificate because this will have an extremely low impact on these service units.
<b>Approval Process</b>	Approved by the School of Public Health, Faculty Council on February 26, 2016.

<b>Appendices</b>	
<b>Appendix A – curriculum and program structure</b> List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.	Course Descriptions Faculty of Graduate Studies and Research Graduate Programs Calendar Changes
<b>Appendix B – other</b> Include any additional information in support of the proposal including the Library Impact Statement and letters of support.	Letters of support from the Vice Deans of Research and Education, and the Associate Dean, Research, Graduate Programs from the FoMD, as well as the Chair of the Department of Medical Microbiology and Immunology. Library Impact Statement is included.

## Appendix A. Course Descriptions

### **SPH 561** Topics in Public Health: HIV: a Public Health Perspective

\*1 (either term, 1-0-0)

Upon completion of this course, students will: have a basic understanding of HIV biology and treatment necessary for understanding HIV epidemiology and implementing prevention; understand the core principles of HIV epidemiology including surveillance methods and the use of modelling; recognize the range of measures used for HIV prevention and understand basic advantages and the limitations of each; be aware of important social and legal issues associated with HIV and the role of civil society personnel and agencies in HIV care.

### **SPH 561** Topics in Public Health: Hospital Epidemiology and Infection Control (Still being developed)

\*1 (either term, 1-0-0)

### **SPH 561** Topics in Public Health: Tuberculosis (Still being developed)

\*1 (either term, 1-0-0)

### **SPH 561** Topics in Public Health: Malaria

\*1 (either term, 1-0-0)

At the end of this course, students will have a firm understanding of the epidemiology of malaria as a major cause of global child mortality and morbidity. Students will understand and be able to apply principles of malaria prevention and control in various settings, including low-resource tropical countries where malaria is endemic. Social determinants of health and the effects of natural disaster and complex humanitarian emergencies on malaria prevalence will be highlighted. This module is appropriate for students with an interest in global public health, who seek a greater understanding of malaria epidemiology and control in preparation for local or international programmatic or research work in communicable diseases.

### **SPH 561** Topics in Public Health: Vaccine-Preventable Diseases and Immunization Programs

\*1 (either term, 1-0-0)

Upon completion of this course, students will be able to: acquire knowledge of epidemiology of most common vaccine preventable diseases; understand basic principles of developing vaccines (from basic science research to marketing); know different types of vaccines; understand how vaccination policies are formulated and vaccination programs are run in Canada; critically appraise studies related to vaccine evaluations; be familiar with vaccine safety and mechanisms of vaccine safety monitoring.

### **SPH 561** Topics in Public Health: Outbreak investigation (Still being developed)

\*1 (either term, 1-0-0)

### **SPH 696** Epidemiology Methods II

\*3 (fi 6) (either term, 3-0-0).

Epidemiologic methods related to specific study designs and general issues relating to the conduct of epidemiologic studies at an advanced level. Topics covered include confounding, interaction, misclassification, matching, ecologic studies, justification of the odds ratio in case-control studies, and age-period-cohort analysis. Prerequisite: SPH 519 and 596 or consent of Instructor. Note: Credit may not be obtained for both PHS 696 and SPH 696.



**SPH 697** Epidemiology and Control of Infectious Diseases

\*3 (*fi 6*) (either term, 3-2s/2-0)

This course provides a broad introduction to the knowledge needed to investigate and control infectious diseases. It covers the description, causes and modeling of epidemic and endemic infections, as well as intervention and prevention strategies. Selected infectious diseases are used as case studies. These provide understanding of the natural history, evolution, investigation, methods of control, and the costs and benefits of interventions in a legal and ethical policy context. Prerequisites: SPH 519 and 596, or their equivalent, and permission of Instructor. Note: Credit may not be obtained for both PHS 697 and SPH 697.

**MDCH 646** Introduction to Public Health Surveillance (University of Calgary)

Public health surveillance has been defined to be the “Ongoing, systematic collection, analysis, and interpretation of health-related data essential to the planning, implementation, and evaluation of public health practice, closely integrated with the timely dissemination of these data to those responsible for prevention and control”. This graduate level course reviews issues and methods in public health surveillance, with particular attention to the Canadian context.

School of Public Health  
**2018-2019 Calendar Changes**

Current	Proposed
<p><b>Graduate Programs</b> [...]</p> <p><b>Public Health [Graduate]</b> [...]</p> <p><b>Graduate Program Requirements</b> [...]</p> <p><b>The degree of PhD in Public Health in the research area of Public Health</b> [...]</p>	<p><b>Graduate Programs</b> [...]</p> <p><b>Public Health [Graduate]</b> [...]</p> <p><b>Graduate Program Requirements</b> [...]</p> <p><b>The degree of PhD in Public Health in the research area of Public Health</b> [...] [after the PhD, not within it. Similar to Rehabilitation Medicine]</p>
<p>NEW</p>	<p><b><u>Certificates</u></b></p> <p><b><u>Embedded Graduate Certificate in Communicable Diseases</u></b></p> <p><b><u>General Information</u></b></p> <hr/> <p><u>The embedded Graduate Certificate in Communicable Diseases will provide courses to learn: 1) the characteristics of specific communicable diseases; 2) how to control communicable diseases, and; 3) about methods to monitor and study communicable diseases. Students pursue the Certificate in Communicable Diseases by fulfilling their degree requirements and by completing the following course requirements (*9) as part of their electives.</u></p> <p><b><u>Entrance Requirements</u></b></p> <hr/> <p><u>The certificate is open to students enrolled in an MSc degree in the School of Public Health (SPH), with a particular interest in Communicable Diseases. This certificate will also be available to students in other graduate degrees in the SPH, as well as other faculties.</u></p>

Students must be in good academic standing at the time of application for the certificate.

Students in the SPH MSc programs will be required to register for the certificate no later than September 30 of their second year, or at completion of ★12 if studying part-time.

For information on the application process for the certificate, refer to the School of Public Health [www.ualberta.ca/public-health](http://www.ualberta.ca/public-health).

### **Program Requirements**

Students must complete the following:

#### **Required courses (★9):**

1) SPH 697 (3) Epidemiology and Control of Infectious diseases, and:

2) One (1) of:

SPH 696 (\*3) Epidemiology Methods II;  
MDCH 646 Introduction to Public Health Surveillance (University of Calgary: accessible through Western Dean's Agreement);  
Another graduate level (\*3) methods course relevant to Communicable Disease approved by student's Supervisory Committee.

3) Any three (3) of :

SPH 561 (\*1) Topics in Public Health: HIV: a Public Health Perspective;  
SPH 561 (\*1) Topics in Public Health: Hospital Epidemiology and Infection Control;  
SPH 561 (\*1) Topics in Public Health: Tuberculosis;  
SPH 561 (\*1) Topics in Public Health: Malaria;  
SPH 561 (\*1) Topics in Public Health: Vaccine-Preventable Diseases and Immunization Programs;  
SPH 561 (\*1) Topics in Public Health: Outbreak investigation

The certificate will be awarded at the time the students earn their degree.



## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Proposal for Graduate Certificate in Communicable Diseases in School of Public Health  
Proposed implementation date: January 2017

The Library has examined the proposal for a Graduate Certificate in Communicable Diseases. We anticipate that the new program will not incur any additional costs for Library acquisitions or services.

The School of Public Health is proposing a certificate in Communicable Diseases. This certificate will provide students in the Master of Science (MSc) in Public Health with courses to learn: 1) the epidemiologic characteristics of specific communicable diseases; 2) how to control communicable diseases, and; 3) about methods to monitor and study communicable diseases. Students may pursue the Certificate in Communicable Diseases by fulfilling the program requirements and by completing the certificate courses as part of their electives (\*9 required). Some students may need to complete more than the minimum program requirements to qualify for both the degree and the certificate.

While the \*1 credit SPH 561 "Topics in ....", courses, are currently being offered as courses with variable titles. These courses may be submitted for their own number in the next academic year, which increases the number of 1 credit courses taught. The other courses required for the Certificate in Communicable Diseases are also being taught.

University of Alberta Libraries (UAL) provides access to extensive collections of both online and print resources that support research and teaching in a wide range of subjects within the above-mentioned area. Our ongoing monographic approval plan collection profiles are aligned to support this content. UAL subscribes to the major journals/journal packages in this field, therefore no funding for new subscriptions is required. The proposed program will be supported by the standard health sciences databases currently subscribed to by UAL including: OVID

Medline, OVID EMBASE, OVID Global Health, EBSCO CINAHL, SCOPUS, Web of Science, Proquest Dissertations and Theses Global. We are confident of the Library's current ability to support the program collections needs and any additional costs it might entail.

The program can be supported through the existing library facilities and services that support the School of Public Health. In-class library instruction and one-on-one student and faculty consultations will be provided by our designated Liaison Librarian to School of Public Health.

Executive summary of costs:

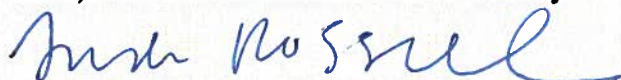
<b>Total Costs</b>	<b>Start Up</b>	<b>On going (expected annual maintenance costs)</b>
Collections budget	0	0
Capital budget	0	0
Operating/staffing budget	0	0
Incremental Cost for Licensed Resources	0	0
<b>Total Costs: Summary</b>	<b>0</b>	<b>0</b>

The proposed program should have no impact on Library staff, facilities or collection resources. We support the creation of the proposed program and look forward to working with its instructors and students in the years to come.

Signed:



Marlene Dorgan  
Head, John W.Scott Health Sciences Library



Trish Rosseel  
Associate University Librarian, Public Services

Dated: December 15, 2016

Office of the Vice-Dean, Research  
2J2.00 WMC  
University of Alberta  
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Fax: (780) 492-7303  
www.med.ualberta.ca

October 25, 2016

Faith Davis, PhD, FACE  
Professor and Vice-Dean  
School of Public Health  
University of Alberta

**Re: Graduate Certificate in Communicable Diseases**

Dear Dr. Davis:

Thank you for your message of October 18, requesting our comments relating to the new School of Public Health certificate in communicable diseases. This looks like a well thought out program and we commend you and your colleagues for organizing and proposing it.

The only thing we would note is that the Department of Medical Microbiology & Immunology offers a variety of double-labeled (i.e. undergraduate/graduate) courses covering relevant topics in bacteriology, virology, and/or immunology. These might be a useful complement to the courses you have already mapped out for the program. At some point you may want to consider incorporating extra flexibility in the curriculum so that one or more of these courses could be accepted for academic credit. By doing so, you could make the program more accessible to a greater number of students.

Please accept this letter as indicating our strong support for the proposal. Best of wishes as you pilot it through the University's approval process.

Sincerely,



David Evans, PhD, FCAHS  
Vice-Dean, Research



Hanne Ostergaard, PhD  
Associate Dean Research,  
Graduate Programs



Fraser R. Brenneis, MD, CCFP FCFP  
Vice-Dean, Education

/em

6-020 Katz Group Centre  
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Tel: 780.492.2309  
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Dr. Faith Davis, Vice Dean  
School of Public Health  
Phone: 780-492 1312  
Email: Faith.davis@ualberta.ca

October 24, 2016

Re: Graduate Certificate in Communicable Diseases – School of Public Health

Dear Dr. Davis,

This letter is to provide support and express my enthusiasm regarding your proposal to establish a new University of Alberta embedded credit certificate in “Communicable Diseases”. There is no doubt that the field remains highly important as emerging pathogens such as the Zika virus or re-emerging pathogens such as influenza appear frequently in the news, which reminds us that the prevention and control of communicable diseases is a problem of global dimensions.

The proposed program addresses this problem in that students enrolled in a non-laboratory MSc’s level program in the School of Public Health will be given the opportunity to attend courses that cover timely topics, including the control of HIV, Tuberculosis, Malaria, and outbreak investigation. This program is also of potential interest to students in the department of Medical Microbiology & Immunology who are enrolled in a laboratory-based graduate program. The certificate in communicable diseases is complementary to the classic program offered in our department and facilitates interdisciplinary learning. To my best knowledge, there is no overlap with existing courses. I would also like to point out that the proposal is well-aligned with the university-wide research and training Initiative in Infectious Diseases that assembles trainees, scientists, and clinicians to support collaborative efforts in the area of infectious diseases.

Please don’t hesitate to contact me if you have any further questions.

Sincerely,



Matthias Götte, PhD  
Professor and Chair

**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Proposed Changes to Existing Admission Requirements for Special Students, Faculty of Law**

**Motion:** THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed changes to Existing Admission Requirements for Special Students, as proposed by the Faculty of Law, and as set forth in Attachment 1, to take effect 2019/2020.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Paul Paton, Dean, Faculty of Law
Presenter	Robert Bechtel, Assistant Dean Administration, Faculty of Law Karlyn Elford, NCA Coordinator, Faculty of Law

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To change admission requirements for NCA Special Students to reflect increased English Language Proficiency requirements. The proposed increases are to ensure that NCA students have sufficient English proficiency to be successful in class. The proposed changes were approved by the Law Faculty Council on November 8, 2016. Proposed Requirements are as follows: - TOEFL: Minimum score of 600 (paper-based) or a total score of 100 with a score of at least 25 on each of the individual skills areas (internet-based) - IELTS (Academic): Minimum overall band score of 7.0 with at least 5 on each band - PTE (Academic): overall minimum score of 68 - EAP 550 course through the Faculty of Extension
The Impact of the Proposal is	NCA Special Students applying in future years would be required to achieve higher standards of English proficiency. It is anticipated that these new requirements will increase the likelihood of student success within the program. As NCA students are paying a substantial tuition cost, we would like to do what we can to ensure that they can successfully complete the program. With the improvements, it is anticipated that professors with special students in their class will have a reduced load, as they will spend less time assisting them with language based challenges.
Replaces/Revises (eg, policies, resolutions)	Current admission requirements for special students published in the University Calendar
Timeline/Implementation Date	For publication in the 2018/19 calendar to take effect for 2019/20
Estimated Cost and funding source	
Next Steps (ie.: Communications Plan, Implementation plans)	<ul style="list-style-type: none"> <li>Update the Faculty of Law website to include current English Language Proficiency requirements as well as upcoming changes.</li> <li>Communicate the current requirements as well as the upcoming changes to potential students via phone and email inquiries.</li> </ul>
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)



FINAL Item No. 7

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<p><b><i>Those who have been informed:</i></b></p> <ul style="list-style-type: none"> <li>• Dean Paton has been informed of the desired increase to ELP requirements. He was also in attendance at the LFC meeting where the motion was approved.</li> </ul>
	<p><b><i>Those who have been consulted:</i></b></p> <ul style="list-style-type: none"> <li>• These increases were proposed and approved unanimously at the Law Faculty Council meeting on November 8, 2016.</li> <li>• Courtney Wagner – Former NCA Coordinator, Current Student Recruitment/Financial Advisor</li> </ul>
	<p><b><i>Those who are actively participating:</i></b></p> <ul style="list-style-type: none"> <li>• Dr. Moin Yahya – Vice Dean</li> <li>• Dr. Robert Bechtel – Assistant Dean, Administration</li> <li>• Karlyn Elford – NCA Coordinator</li> </ul>
Approval Route (Governance) (including meeting dates)	Faculty of Law Council – November 8, 2016 GFC ASC Subcommittee on Standards – February 2, 2017 (for discussion)
Final Approver	GFC Academic Standards Committee – February 16, 2017

**Alignment/Compliance**

Alignment with Guiding Documents	<p><b><i>For the Public Good</i></b></p> <p>Goal: <b>BUILD</b> a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p>
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>1. <b><i>Post-Secondary Learning Act (PSLA)</i></b>: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</li> <li>2. <b><i>PSLA</i></b>: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</li> <li>3. <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 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.”</li> </ol>

FINAL Item No. 7

**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 GFC Academic Standards Committee For the Meeting of October 18, 2012 FINAL Item No. 4A – 4F 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 Terms of Reference (Mandate):**

"A. Definitions

*i. Routine and/or Editorial*

[...] 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 which do not involve alternation of an existing quota or establishment of a new quota. Editorial or routine changes include any and all change to the wording or an admissions or academic standing policy."

"B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, [...]

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.

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations"

Attachments (each to be numbered)

1. Attachment 1 (page 1) Calendar entry for Juris Doctor (JD) / General Admission Requirements / Special Student Applicants

Prepared by: Karlyn Elford, NCA Coordinator, [law.nca@ualberta.ca](mailto:law.nca@ualberta.ca), with the assistance of University Governance

University of Alberta Calendar 2016-2017	Proposed Calendar Provisions
<p><b>Faculty of Law Juris Doctor (JD) General Admission Requirements Special Student Applicants</b></p> <p>National Committee on Accreditation students (NCA students): NCA Students are permitted to register in one or more courses which are not being taken for credit toward a degree or diploma at this or another institution. To be considered for admission as an NCA Student, applicants must normally have received a Law degree from an accredited postsecondary institution, equivalent to a Canadian JD or LLB degree, <del>must meet English Language proficiency requirements as specified in Language Proficiency Requirements, and must provide documentation setting out their assigned requirements as assessed by Canada's National Committee on Accreditation.</del> Since the Faculty of Law has limited enrolment, priority in admission is given to applicants to degree programs. NCA Students who wish to continue must reapply each year, and priority is given to students who have not previously attended as NCA Students.</p> <p>The application for admission as an NCA student is available from the web at <a href="http://www.registraroffice.ualberta.ca">www.registraroffice.ualberta.ca</a>. Any required documentation should be submitted directly to the Faculty of Law at: Admissions Office, Room 128E, Law Centre, University of Alberta, T6G 2H5. Applications will be received and assessed on a rolling basis.</p>	<p><b>Faculty of Law Juris Doctor (JD) General Admission Requirements Special Student Applicants</b></p> <p>National Committee on Accreditation students (NCA students): NCA Students are permitted to register in one or more courses which are not being taken for credit toward a degree or diploma at this or another institution. To be considered for admission as an NCA Student, applicants must normally have received a Law degree from an accredited postsecondary institution, equivalent to a Canadian JD or LLB degree, <u>must meet English Language proficiency, and must provide documentation setting out their assigned requirements as assessed by Canada's National Committee on Accreditation.</u> <u>Applicants from outside of Canada may meet their English Proficiency requirement based on the university they have attended or the country in which they reside. Some conditions apply. Where applicable, a minimum TOEFL score of 600 (Paper-based) or total score of 100 with a minimum of 25 in each section (Internet-based), a minimum Academic IELTS score of 7.0, with at least 5 on each band, a minimum Academic PTE score of 68, or the EAP 550 course is required.</u> Since the Faculty of Law has limited enrolment, priority in admission is given to applicants to degree programs. NCA Students who wish to continue must reapply each year, and priority is given to students who have not previously attended as NCA Students.</p> <p>The application for admission as an NCA student is available from the web at <a href="http://www.registraroffice.ualberta.ca">www.registraroffice.ualberta.ca</a>. Any required documentation should be submitted directly to the Faculty of Law at: Admissions Office, Room 128E, Law</p>

Attachment 1

	Centre, University of Alberta, T6G 2H5. Applications will be received and assessed on a rolling basis.
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