



The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, May 17, 2018 meeting:

Agenda Title: **Approval of Transfer Credit for April 2018, Office of the Registrar**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the Transfer Credit for May 2018.

Final Item: 4A

Agenda Title: **Proposed Changes to Admissions Chart 4 (IB Courses for Advanced Standing), Office of the Registrar**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed changes to the University Calendar Admissions Chart 4 regarding approved International Baccalaureate courses for advanced standing.

Final Item: 4B

Agenda Title: **Proposed changed to Existing Admission Requirements for French language placement test, Faculté Saint-Jean**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, under delegated authority from General Faculties Council, approve the proposed changes to admissions requirements for Bachelor of Science in Nursing (Bilingual) program, Faculté Saint-Jean.

Final Item: 4C

Agenda Title: **Proposal for Direct Entry into Bachelor of Arts Honors, Faculty of Arts**

CARRIED MOTION:

THAT the Academic Standards Committee approve, with delegated authority from the General Faculties Council, the proposed admission changes including direct entry from high school, for the BA Honors, as set forth in Attachment 2, to take effect in September 2019.

Final Item: 5

Agenda Title: **Proposal for the suspension of Admission/Transfer to the Computing Science and the Printmaking routes in the Bachelor of Design, the BA Honors in Classical Languages, the BA Honors in Creative Writing & another major, and BA Honors in History and Classics Combined**

CARRIED MOTION:

THAT the Academic Standards Committee approve, with delegated authority from the General Faculties Council, suspension of admission/transfer to the Computing Science and the Printmaking routes in the

Bachelor of Design, the BA Honors in Classical Languages, the BA Honors in Creative Writing & another major, and BA Honors in History and Classics Combined, Faculty of Arts, to take effect September 2019.

Final Item: 6

Agenda Title: **Proposal for an Embedded Certificate in Ethics, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Certificate in Ethics, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2018.

Final Item: 7

Agenda Title: **Proposed Admission/Transfer and Academic Standing requirements for a new interdisciplinary Bachelor of Arts major in Media Studies, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority, the admission/transfer and academic standing requirements for a new interdisciplinary Bachelor of Arts major in Media Studies, as proposed by the Faculty of Arts, and as set forth in the attached documents, to take effect September 2020.

Final Item: 8

Agenda Title: **Proposed Changes to existing Entrance Requirements and Academic Standing requirements for the Master of Science program in Communication Sciences and Disorders, Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine.**

CARRIED MOTION:

THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed revisions to existing Entrance Requirements and Academic Standing for the Master of Science program in Communication Sciences and Disorders, as proposed by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, as set forth in Attachment 1, to be published in the 2019-2020 Calendar.

Final Item: 9

OUTLINE OF ISSUE
Action Item

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

4A. Approval of Transfer Credit for May 2018, Office of the Registrar

4B. Proposed Changes to Admission Chart 4 (IB Courses for Advanced Standing), Office of the Registrar

4C. Proposed Changes to Admissions Requirements for Bachelor of Science in Nursing (Bilingual) program, Faculté Saint-Jean

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice-Provost and Registrar
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 item for detail on proposed changes submitted by the Office of the Registrar
The Impact of the Proposal is	See individual item for detail on proposed changes submitted by 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 2018-2019 Item 4C: To take effect 2018-2019
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 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 – May 17, 2018

Final Approver	GFC Academic Standards Committee
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Alignment/Compliance

Alignment with Guiding Documents	<i>For the Public Good</i> , Comprehensive Institutional Plan, Institutional values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal	<p>1. Post-Secondary Learning Act (PSLA): 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.</p> <p>2. GFC ASC Terms of Reference</p> <p>“A. Definitions</p> <p>i. “Routine and/or Editorial</p> <p>[...]</p> <p>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.</p> <p>[...]</p> <p>B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>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.</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations”</p> <p>“D. Alberta Transfer Guide</p> <p>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.</p> <p>ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.</p> <p>iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.</p> <p>iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.”</p> <p>3. UAPPOL Transfer Credit Articulation Procedure</p> <p>4. UAPPOL Admissions Policy</p>

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| | 5. <u>UAPPOL Undergraduate Admissions Procedure:</u> |
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Attachments

1. Attachment A: Office of the Registrar: Proposed Approval of Transfer Credit for May 2018
2. Attachment B: Office of the Registrar: Proposed Changes to University Calendar for Admission Chart 4 (IB Courses for Advanced Standing)
3. Attachment C: Office of the Registrar: Proposed Changes to Admissions Requirements for Bachelor of Science in Nursing (Bilingual) program, Faculté Saint-Jean

Prepared by: Meg Brolley, GFC Secretary, meg.brolley@ualberta.ca

DATE

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR

Proposals Recommended for APPROVAL of Transfer Credit at the Academic Standards Committee Meeting on May, 17, 2018

Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
Ambrose	EN 320(3)	ENGL 3XX (3) AUENG 240 (3)		
Athabasca	ADST 200 (3)	ART 1XX (3)		
Bow Valley College	PSYC 1101 (3)	AUPSY 103 (3)		
	PSYC 1202 (3)	AUPSY 256 (3)		
	PSYC 2301 (3)	AUPSY 2XX (3) Arts		
	PSYC 2401 (3)	AUPSY 2XX (3) Science Student will not also receive credit for AUPSY 483 at U of A		
Grande Prairie Regional	EN 2940 (3)	WRITE 294 (3)		
	SO 3500 (3)	SOC 3XX (3) AUSOC 3XX (3)		
	EN 1990 (3)	ENGL 199 (3)		

Appendix 1 - Proposed Changes to University Calendar - Admissions Chart 4

Admissions Chart 4 - IB Courses Approved for Advance Standing

Current			Proposed		
International Baccalaureate Courses	University of Alberta Equivalents (Camrose)	Augustana Faculty Equivalents (Camrose)	International Baccalaureate Courses	University of Alberta Equivalents (Camrose)	Augustana Faculty Equivalents (Camrose)
			Japanese A (HL)	JAPAN 100-level (★6) (not to take JAPAN 101 or JAPAN 102)	AU Language 100-level (★6)
Japanese AB (SL)	JAPAN 101 (★3) and JAPAN 102 (★3)	AU Language 100-level (★6)	Japanese AB (SL)	JAPAN 101 (★3) and JAPAN 102 (★3)	AU Language 100-level (★6)
Japanese B (HL or SL)	JAPAN 101 (★3) and JAPAN 102 (★3)	AU Language 100-level (★6)	Japanese B (HL or SL)	JAPAN 101 (★3) and JAPAN 102 (★3)	AU Language 100-level (★6)
			Korean A (HL)	Korea 100-level (★6) (not to take KOREA 101 or 102)	AU Language 100-level (★6)
			Korean B (HL or SL)	KOREA 101 (★3) and	AU Language 100-level (★6)

				KOREA 102 (★3)	
			Korean AB (SL)	KOREA 101 (★3) and KOREA 102 (★3)	AU Language 100-level (★6)
			Mandarin A (HL)	CHINA 100-level (★6) (not to take CHINA 101 or CHINA 102)	AU Language 100-level (★6)
Mandarin AB (SL)	CHINA 101 (★3) and CHINA 102 (★3)	AU Language 100-level (★6)	Mandarin AB (SL)	CHINA 101 (★3) and CHINA 102 (★3)	AU Language 100-level (★6)
Mandarin B (SL)	CHINA 101 (★3) and CHINA 102 (★3)	AU Language 100-level (★6)	Mandarin B (SL)	CHINA 101 (★3) and CHINA 102 (★3)	AU Language 100-level (★6)
Mandarin B (HL)	CHINA 101 (★3) and CHINA 102 (★3)	AU Language 100-level (★6)	Mandarin B (HL)	CHINA 101 (★3) and CHINA 102 (★3)	AU Language 100-level (★6)

Faculté Saint-Jean
CALENDAR CHANGE REQUEST
Implementation 2018-19

CURRENT	PROPOSED
<p><u>Faculté Saint-Jean (En Français) - Admission</u></p> <p>Baccalauréat ès sciences infirmières (bilingue)</p> <p>Note: Les candidats doivent soumettre la demande d'admission à la Faculty of Nursing (voir BSc in Nursing-Bilingual Program/Baccalauréatès sciences infirmières (bilingue) et BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)).</p> <p>L'admission est limitée étant donné que le programme est contingenté.</p> <p>Exigences des compétences langagières</p> <ol style="list-style-type: none"> 1. Anglais: Pour des informations concernant les règlements généraux au sujet de la compétence dans la langue anglaise ainsi que les règlements spécifiques au sujet de la maîtrise de l'anglais oral qui sont applicables à tous les domaines des sciences de la santé, voir Language Proficiency Requirements . 2. Français: Les candidats devront démontrer leurs compétences langagières en français de deux façons: <ol style="list-style-type: none"> a. Réussir un de ces cours : Français 30-1 ou 30-2 (offerts dans les écoles francophones), French Language Arts 30-1, 30-2 (offerts dans les programmes de français immersion), French 30 (9 ans), ou French 31 (offerts dans les écoles anglophones). ET b. Satisfaire aux critères d'admission en écrivant le test de placement en français de la Faculté Saint Jean. (Pour obtenir des renseignements supplémentaires, prière de communiquer avec le conseiller académique de la Faculté Saint Jean). 	<p><u>Faculté Saint-Jean (En Français) - Admission</u></p> <p>Baccalauréat ès sciences infirmières (bilingue)</p> <p>Note: Les candidats doivent soumettre la demande d'admission à la Faculty of Nursing (voir BSc in Nursing-Bilingual Program/Baccalauréatès sciences infirmières (bilingue) et BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)).</p> <p>L'admission est limitée étant donné que le programme est contingenté.</p> <p>Exigences des compétences langagières</p> <ol style="list-style-type: none"> 1. Anglais: Pour des informations concernant les règlements généraux au sujet de la compétence dans la langue anglaise ainsi que les règlements spécifiques au sujet de la maîtrise de l'anglais oral qui sont applicables à tous les domaines des sciences de la santé, voir Language Proficiency Requirements . 2. Français: Réussir un de ces cours : Français 30-1 ou 30-2 (offerts dans les écoles francophones), French Language Arts 30-1, 30-2 (offerts dans les programmes de français immersion), French 30 (9 ans), ou French 31 (offerts dans les écoles anglophones), ou équivalent.

CURRENT	PROPOSED
<p>Faculté Saint-Jean (English) - Admission</p> <p>Bachelor of Science Nursing (Bilingual) program</p> <p>Note: Prospective students must apply for admission to the Faculty of Nursing (see BSc in Nursing–Bilingual Program/Baccalauréat ès sciences infirmières (bilingue) and BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)).</p> <p>Admission to this quota program is limited.</p> <p>Language Proficiency Requirements</p> <ol style="list-style-type: none"> English: For information regarding general English Language proficiency requirements as well as spoken English requirements applicable to all health sciences disciplines see Language Proficiency Requirements. French: Applicants will have to demonstrate their language proficiency in French in two ways: <ol style="list-style-type: none"> successfully complete one of the following courses: Français 30-1 or 30-2 (offered in French schools), French Language Arts 30-1, or 30-2 (offered in French immersion programs) French 30 (9 year), or French 31 (offered in English schools). AND Satisfy Faculté Saint-Jean's admission requirements by taking the French language placement test. (For additional information please contact the academic advisor, Faculté Saint-Jean). 	<p>Faculté Saint-Jean (English) - Admission</p> <p>Bachelor of Science in Nursing (Bilingual) program</p> <p>Note: Prospective students must apply for admission to the Faculty of Nursing (see BSc in Nursing–Bilingual Program/Baccalauréat ès sciences infirmières (bilingue) and BScN—Bilingual Program/Baccalauréat ès sciences infirmières (bilingue)).</p> <p>Admission to this quota program is limited.</p> <p>Language Proficiency Requirements</p> <ol style="list-style-type: none"> English: For information regarding general English Language proficiency requirements as well as spoken English requirements applicable to all health sciences disciplines see Language Proficiency Requirements. French: Successfully complete one of the following courses: Français 30-1 or 30-2 (offered in French schools), French Language Arts 30-1, or 30-2 (offered in French immersion programs), French 30 (9 year), or French 31 (offered in English schools), or equivalent.

Submitted by: Dr. P. Mulatris

Date: May 18, 2017

Approved by: Faculté Saint-Jean Council Committee

Date: May 5, 2017

Rationale: In practice, the French language placement test has never been applied to nursing students by Faculté Saint-Jean despite what is indicated in the Calendar. This test is not required as all nursing students are placed in the same french classes throughout their program, whatever their level of French or French background (from Immersion or French schools). Furthermore, there no room in the student schedule for an additional french course required by the French language placement test.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for Direct Entry into Bachelor of Arts Honors, Faculty of Arts**

Motion: THAT the Academic Standards Committee approve, with delegated authority from the General Faculties Council, the proposed admission changes including direct entry from high school, for the BA Honors, as set forth in Attachment 2, to take effect in September 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter	Rebecca Nagel, Associate Dean (Student Programs) Aidan Rowe, Associate Dean (Teaching and Learning) Kristy Wuetherick, Senior Officer, Student Programs and Services

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To allow direct entry from high school into the BA Honors. Students will still be able to apply for admission later if they meet the admission standards. Admission/readmission dates
The Impact of the Proposal is	To attract and retain high-quality students and raise the profile of the existing Honors programs in the Faculty of Arts.
Replaces/Revises (eg, policies, resolutions)	Existing admissions policy. Students currently apply for admission to Honors at the end of first year or in second year.
Timeline/Implementation Date	September 2019
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	The Faculty of Arts recruitment team will work with the Office of the Registrar to update information for prospective students.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • See pages 6 – 9 of the BA Honors Review (attached) for a detailed list
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Melissa Padfield, Deputy Registrar, and Norma Rodenburg, Senior Advisor, Office of the Registrar (September 20, 2017) • Arts Teaching and Learning Engagement Committee • Faculty of Arts Departmental Honors Advisors • Christine Brown, Head Librarian, HSS Library • Undergraduate Student Services staff in Advising and Recruitment • Organization for Arts Students & Interdisciplinary Studies (OASIS)

Item No. 5

	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> BA Honors Program Review Committee (chaired by the Associate Dean, Teaching and Learning, Allen Ball 2016-17, Aidan Rowe 2018)
Approval Route (Governance) (including meeting dates)	Arts Faculty Council (November 23, 2017) – for recommendation; ASC Subcommittee on Standards – April 5, 2018 GFC Academic Standards Committee – April 19, 2018
Final Approver	GFC Academic Standards Committee

Alignment/Compliance

Alignment with Guiding Documents	<p>Institutional Strategic Plan – <i>For the Public Good</i> Excel: Objective 14, strategy i: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p>Faculty of Arts Academic Strategic Plan 2017-2022 — <i>Change for Good</i> Teaching and Learning Objective I: Reinvigorate Arts honors programs to provide challenging opportunities for hands-on research and mentoring.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC.</p> <p>2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. UAPPOL Admissions Policy</p> <p>4. UAPPOL Undergraduate Admissions Procedure</p> <p>5. GFC Academic Standards Committee “B. Admission and Transfer [...]” ii. ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations”</p>

Attachments:

1. BA Honors review (18 pages)
2. BA Honors Calendar change forms (19 pages)

Prepared by: Rebecca Nagel, Associate Dean (Student Programs), rebecca.nagel@ualberta.ca

Faculty of Arts BA Honors Program Review

Introduction:

The Faculty of Arts at the University of Alberta has outstanding Honors programs, providing Honors students with challenging and rewarding research and learning opportunities. Our Honors programs distinguish the University of Alberta's Faculty of Arts from our provincial peers and help us attract and retain exceptional undergraduate students. (See Appendix 1)

A number of the Faculty of Arts Honors programs have low enrollments and numerous Arts undergraduate students – both inside and outside our Honors programs – note that they learn of the Honors programs far too late in their undergraduate degrees. In September 2016, Dean of Arts Lesley Cormack therefore asked Associate Dean (Student Programs: Teaching and Learning) Allen Ball to undertake a detailed review of the Faculty of Arts current BA Honors Programs. Allen Ball convened a BA Honors Review Working Group, drawn from members of the Arts Teaching and Learning Engagement Committee (ATLEC), and carried out extensive consultations. The following document presents that working group's recommendations regarding the Faculty of Arts Honors program. These recommendations aim to strengthen and promote our existing Honors programs through a series of straightforward, practical initiatives.

BA Honors Program Review Process: Consultation and Research:

The recommendations contained in this document stem directly from consultations with Faculty of Arts Honors advisers, Arts Honors students, and Associate Chairs for Undergraduate Studies. (See Appendix 2)

The BA Honors Review Working Group also researched Arts Honors programs at the University of Toronto, McGill University, the University of Montreal, University of Calgary, MacEwan University, Arizona State University, and the University of British Columbia. The research results were revealing but not especially helpful: none of the reviewed Canadian institutions structured or promoted their Arts honors programs in a notable way. In general, these institutions provide Honors information as an addendum to their BA program descriptions and they offer only minimal information about the advantages of an Honors degree. As such, there is no apparent "best-practice model" for us to emulate. (See Appendix 3)

Rationale for Recommendations:

Despite the high quality of our various Arts Honors programs, a number of these programs have been under enroll. Historically, the burden of promoting programs has been on individual departments and/or Honors program advisors. The BA Honors Review Working Group is proposing broad initiatives that will fortify – rather than overhaul -- all of our Arts Honors programs. If individual departments would like to pursue further changes to their own Honors programs, they are certainly welcome to do so. (See Appendix 4)

Many Arts undergraduate students have expressed frustration that they are learning about the Honors program options too late in their undergraduate careers. This means that many students who would like to pursue an Honors degree are unable to do so and that some Honors students are condensing two-year programs into a single (difficult) year.

The BA Honors Review Working Group is convinced that robust Honors programs benefit our Arts undergraduate students, faculty members, departments, and the Faculty as a whole.

Our Arts Honors programs vary a great deal in their structures and sizes, as do our many different Arts majors. The BA Honors Review Working Group regards this diversity as a strength and understands that there is no single metric appropriate for gauging the strength of our various Honors programs. While we can, in general, aspire to having 10% of our Arts undergraduates majors enrolled in Honors programs, it would be an unreasonable expectation for all programs to meet the 10% target. Instead, individual Departments should work with the Faculty office to determine the capacity for each program to take on Honors students.

Current Honors Program Challenges:

Through our consultations, the BA Honors Review Working Group has flagged several issues that may be discouraging undergraduates from pursuing an Honors degree.

- Students cannot be admitted into UofA Arts Honors programs until after their first year of university. Most UofA Science Honors programs, in contrast, offer students the option of direct entry from high school. (See Appendix 5) As such, our Arts faculty recruiters spend a minimal amount of time promoting our Honors programs in high schools. In addition, the fact that talented high school students cannot directly enter an Arts Honors program perpetuates the myth that Arts is somehow a less rigorous or challenging course of study than, say, Science.
- Many graduate programs no longer require an honors degree
- Mentoring Honors students demands time from individual faculty members, with the perception that faculty members receive little FEC recognition for working with Honors students
- Students learn about Honors programs too late in their course of study
- Students apply in year 2 or 3 but may not have taken the foundational courses that would help them finish in a timely manner
- Students have trouble figuring out how to apply to Honors programs
- The actual application process of “reapplying” to the University of Alberta (for an internal transfer) is intimidating
- Information about the application fee is not easily found, leading to significant misconceptions about cost
- Honors intake is only once a year, which could affect internal transfer students
- Honors students do not have regular contact with one another. This is especially true for students whose Honors program does not include a mandatory shared course. As such, many of our students have lamented that they do not see themselves as part of a community of Honors students.

Recommendations:

To fortify our Arts Honors programs – increasing and/or stabilizing the number of Honors students as well as improving our Arts Honors students’ general experience of their Honors programs – the BA Honors Review Working Group proposes the following short, medium and long-range initiatives:

Short term (>1 year):

- Allow direct entry into the Honors program for students’ first year of university.
 - This is the most dramatic change we are recommending, and it would require changes to the University Calendar
 - Students choosing to begin university in an Arts Honors Program would have to meet a minimum GPA out of high school
 - Accepted students would enter an “Honors Foundation Year” and then declare a specific honors major by the end of their first year of university
 - Students in the “Honors Foundation Year” would have as much freedom with their programs as any first-year Arts students, but they would also receive recommendations of WHICH courses to take, signaled by our various departments
 - This change does NOT require the restructuring of current Honors programs
 - Students would STILL be able to apply to Honors at other points in their university program (eg after 1st or 2nd year)
 - Students would have to maintain high GPA levels to continue in the Honors program
 - Students currently have 5 years after admission to complete an Honors program, this may have to be extended to 6 years if direct entry into first year Honors programs is adopted
 - The proposed change to allow first year students to enter the BA Honors Program will follow the standard governance pathway (See Appendix 6)

- Work with departments, URI and University Libraries to coordinate an annual Honors conference.

- Collaborate with University Libraries in the development of specialized information literacy instruction sessions that would be geared to honors students’ needs at each academic level. The sessions could be delivered to students as a cohort.

- Develop a Faculty-wide website, similar to +EXP, that acts as a portal for all our Honors programs, and connects our departmental experiential learning opportunities together in one place (This has already been created: <https://www.ualberta.ca/arts/programs/undergraduate-programs/honors>)

- ATLEC will pursue ongoing sharing of information regarding best practices for all Honors programs regarding program structure, invitations for applications, peer mentorship, and Honors Student Conferences.

- Identify and allocate Honors specific study and meeting spaces within the Faculty.

- Hold social events for Honors students such as an annual lunch with the Dean, both to signal the Honors programs' importance in the faculty and to foster community.
- Support our recruiters to effectively promote the Honors programs.
- Develop a prominent and simple application "short cut" for current Faculty of Arts students wanting to apply to Arts Honors programs. While the technical aspects of application would be the same, the online application would be specific to Honors and not appear as though we are asking students to reapply to the University of Alberta (as in our current system).

Medium term (>2 years):

- Develop an Honors undergraduate student journal that can be hosted using University Libraries journal hosting services.
- Work with the University of Alberta Press to offer book prizes for students accepted into the Honors program.
- Review and possibly increase GPA thresholds to make the various Honors programs more prestigious.
- Develop common courses that could serve as requirements for multiple Honors programs (e.g. a stats course) to create community among Honors students in different programs, and make for more effective use of faculty teaching resources.
- The \$125 application fee charged students who have never attended the University of Alberta, and \$75 for transfer students within the University (and Faculty) charged by the RO to apply to Honors programs will be covered by the Faculty of Arts (one time only).
- Ensure that faculty members are recognized in FEC for the extra work that taking on Honors students creates. Especially in the instance where the faculty member is playing a major role in supervising an Honors thesis or research paper, perhaps an Honors student would be seen as equivalent to a Masters student in FEC.

Long term (>2 years):

- Develop a floor at Lister Hall exclusively for Honors students or potentially combine with our Leadership floors working with Resident Services University of Alberta.
- Develop a scholarship fund for Honors students to attend conferences within the year of convocation.
- Work with the University Libraries to determine if spaces and places within the library system meet the needs of Honors Students.
- Build an interdisciplinary electronic archive of Honors theses within the Education & Research Archive and feature the archive on the Faculty of Arts webpage.

- Consider and investigate the creation of a new interdisciplinary General Arts Honors program.
- Explore the possibility of creating a Postdoctoral fellowship to develop interdisciplinary work at the very highest level between departments and programs across the Faculty.

Conclusion:

The BA Honors Review Working Group believes the recommended initiatives will strengthen our existing Honors programs both by encouraging students to enter Honors programs earlier in their academic careers and by minimizing the obstacles that prospective students encounter. The recommended initiatives will also help foster a greater sense of community among our Honors students and provide them with enriched academic opportunities. Doing so, we will improve our Honors students' undergraduate experiences and (hopefully) gain their positive recommendations about our programs. An important outcome of this review process is the acknowledgement that we need to work together to advertise the value of having an Honors degree within and outside of the Faculty. These initiatives also form part of a broader effort by the Faculty of Arts to offer a truly outstanding undergraduate program that will attract and retain the very best and brightest students from Alberta, Canada, and the world.

Appendix 1: How Honors program benefits students, faculty members, departments and the Faculty:

The following lists the tangible benefits of maintaining robust Arts Honors programs:

- For students
 - Although many graduate programs no longer require an Honors degree, it is still seen as adding value to prospective graduate programs, law programs, and other professional programs
 - Holders of Honors degrees have a distinct advantage in the job market
 - Sparks camaraderie and the ability to build supportive networks with other students in dedicated spaces
 - Creates the ability to develop a one-on-one relationship with an advisor/mentor
 - Generates opportunity to develop research skills and conduct in-depth research projects
 - Signals academic strength as there is a GPA requirement to enter into and continue in Honors programs
 - Provides a more specific program focus and self-directed learning opportunities
 - Establishes increased networking opportunities
 - Offers the possibility of increased financial support through student awards and scholarships
 - Involves a greater academic challenge
- For faculty members
 - Promotes mutual respect and builds a community atmosphere between students and instructors
 - Stimulates focused, long-term, one-on-one mentorship opportunities

- Ability to influence the future of your discipline by mentoring students, directing their research interests, helping get them into graduate programs or opening up employment opportunities
- Attract talented students who are directly and specifically interested in your discipline
- Signal the academic talent of your students via publishing and presenting opportunities
- For departments
 - Enhance recruiting opportunities for graduate studies
 - Present opportunities to promote achievements of students (& possibly attract external funding)
 - Deepen student engagement with the program
 - A robust Honors program can positively affect the academic strength of other program offerings within a department
- For the Faculty
 - Attract and retain the very best and brightest students from Alberta, Canada, and the world
 - Increase the quality of graduates both in and outside of the Honors program
 - Advertising/Marketing the excellent work of Honors students (sharing stories of our remarkable students; presenting their research etc.) will help raise awareness of the variety of Faculty of Arts programs and the options available to students
 - Investing early in young scholars and developing a positive relationship with them
 - Competitive offerings which may entice a student to attend the U of A instead of an alternate post-secondary institution

Appendix 2: Ongoing BA Honors Program Review Consultation Process:

Associate Dean Ball and the BA Honors Program Review Committee has undertaken a comprehensive consultative process with input from the following:

The process has also been discussed extensively in the following 2016-2017 Arts Teaching and Learning Engagement Committee (ATLEC) meetings:

September 14, 2016
 October 19, 2016
 November 16, 2016
 January 18, 2017
 February 15, 2017
 April 12, 2017
 September 13, 2017

The 2016-2017 ATLEC membership includes:

Allen Ball	Associate Dean, Student Programs
David Barnet	Professor, Drama
Akansha Bhatnagar	Undergraduate Student
Christine Brown	Head Librarian, HSS Library

Sean Caulfield	Professor, Art and Design
Anne Commons	Associate Professor, East Asian Studies
Robin Cowan	Senior Officer, Student Programs & Services, Faculty of Arts
Cecily Devereux	Professor, English & Film Studies
Valentina Galvani	Associate Professor, Economics
Murray Gingras	Professor, Earth and Atmospheric Sciences
Glenn Griener	Associate Professor, Philosophy
Jane Heather	Professor, Drama
Jaymie Heilman	Associate Professor, History & Classics
Peter Hurd	Associate Professor, Psychology
Claudia Kost	Associate Professor, Modern languages and Cultural Studies
Robert Losey	Associate Professor, Anthropology
Michelle Meagher	Associate Professor, Women and Gender Studies
Marie-Eve Morin	Associate Professor, Philosophy
Maryam Moshaver	Associate Professor, Music
Rebecca Nagel	Associate Dean, Student Programs
David Peacock	Director, Community Service Learning
Annina Plummer	Undergraduate Student
Aidan Rowe	Associate Professor, Art and Design
Mark Simpson	Associate Professor, English and Film Studies
Lisa Strohschein	Associate Professor, Sociology
Patricia Tao	Associate Professor, Music
Ben Tucker	Associate Professor, Linguistics
Rob Aitken	Associate Professor, Political Science

The following Honors Program Review Working Group was drawn from the 2016-2017 ATLEC:

Allen Ball	Associate Dean, Student Programs
Christine Brown	Head Librarian, HSS Library
Robin Cowan	Senior Officer, Student Programs & Services, Faculty of Arts
Cecily Devereux	Professor & Associate Chair (Academic), English & Film Studies
Valentina Galvani	Associate Professor, Economics
Jaymie Heilman	Associate Professor, History & Classics
Maryam Moshaver	Associate Professor, Music
Rebecca Nagel	Associate Dean, Student Programs
Ben Tucker	Associate Professor, Linguistics

The Honors Program Review Working Group meetings were held:

March 15, 2017
 April 4, 2017
 April 27, 2017
 June 1, 2017
 September 27, 2017
 October 11, 2017

The following subcommittee was formed to create the Honors Program Web Portal, in collaboration with the communications staff from within the Office of the Dean:

Allen Ball	Associate Dean, Student Programs
Melissa Boisvert	Communications Manager, Faculty of Arts
Kris Connor	Recruitment, Faculty of Arts
Robin Cowan	Senior Officer, Student Programs & Services, Faculty of Arts
Cecily Devereux	Professor & Associate Chair (Academic), English & Film Studies
Valentina Galvani	Associate Professor, Economics
Kelly Gray	Governance Coordinator, Faculty of Arts
Jaymie Heilman	Associate Professor, History & Classics
Kyle Ireland	Recruitment, Faculty of Arts
Joanne Miller	Marketing & Communications Manager, Faculty of Arts
Maryam Moshaver	Associate Professor, Music
Aiden Rowe	Assistant Professor, Art and Design
Sergio Serrano	Graphic Designer
Ben Tucker	Associate Professor, Linguistics
Marcie Whitecotton-Carroll	Web Content Manager, Faculty of Arts

Honors Program Review Web Portal Working Group meetings were held:

June 1, 2017
July 6, 2017
August 1, 2017

During the 2016-2017 academic year, Associate Dean Ball held individual meetings with all 15 Faculty of Arts Departmental Honors Advisors:

Rob Aitken	Associate Professor, Political Science
David Barnet	Professor, Drama
Anne Commons	Associate Professor, East Asian Studies
Walter Davis	Associate Professor, Art and Design
Alison Dunwoody	Undergraduate Associate Chair, Sociology
Andrew Gow	Professor, OIS (Director, Religious Studies)
David Gramit	Professor, Music
Pete Hurd	Professor, Psychology (BSc)
Chelsi Hudson	Undergraduate Advisor, Economics
John Kitchen	Associate Professor, History
Robert Losey	Associate Professor, Anthropology
Kristy Lynn	Undergraduate Program Coordinator, Sociology
Kelly MacFarlane	Faculty Lecturer, Classics
Michelle Meagher	Associate Professor, Women's and Gender Studies
Marie-Eve Morin	Associate Professor, Philosophy
Elena Nicoladis	Acting Associate Dean Learning & Innovation, Faculty of Science
Kim Noels	Professor, Psychology (BA)
DM (Mark) Simpson	Associate Professor, English and Film Studies
Benjamin Tucker	Associate Professor, Linguistics
Natalie Van Deusen	Assistant Professor, MLCS

Further, discussions continue with Dr. Christine Brown, Head Librarian, HSS Library, to identify and address any resource implications that the proposed BA Honors Program Review recommendations may generate for library services.

Ongoing updates on the BA Honors Program Review process have been provided by Associate Dean Ball to members of central administration, including:

- Dr. Sarah Forgie, Vice Provost (Learning Initiatives)
- Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
- Melissa Padfield, Deputy Registrar, Office of the Registrar
- Norma Rodenburg, Senior Advisor, Office of the Registrar

Roundtable sessions have taken place with the Undergraduate Student Services staff to address the possible administrative impacts of the recommendations of the BA Honors Program Review programs. In addition, the Recruitment and Engagement team have clearly articulated the needs and interests of prospective students.

We are developing an open and robust dialogue with students regarding the BA Honors Renewal process through numerous discussions with our Faculty of Arts Students' Association, OASIS (Organization for Arts Students and Interdisciplinary Studies). This dialogue will continue throughout the roll-out of the working group's recommendations.

Appendix 3: Comparable Arts Honors Programs:

Honors Review Executive Summary

This research reviewed the honors programs at the following institutions:

[University of Alberta](#)
[Arizona State University - Barrett Honors College](#)
[University of British Columbia](#)
[University of Calgary](#)
[MacEwan University](#)
[McGill University](#)
[University of Montréal](#)
[University of Toronto¹](#)

The full dataset on honors programs offerings [can be accessed here](#).

Overall Findings

In general, the universities reviewed did not take many steps to distinguish or highlight their honors programs; honors information was generally an addendum to BA program descriptions, and specific

¹ It should be noted that all of the BA programs offered at the University of Toronto are exclusively honors programs, so their results are largely omitted here as they do not offer any honors-specific benefits and do not follow conventions of honors programs.

program advantages were rarely described beyond enhanced research experience and an advantage in attaining admittance to graduate studies. Within the Faculties of Arts at each institution substantial variation existed from program to program in terms of GPA requirements, activities, and program benefits. Of the Canadian universities, no institutions provided a clear enough emphasis on their honors program to serve as a best-practice model. The Barrett Honors College at Arizona State University, which self identifies as the “gold standard” in Honors programming, was included in the review as a best-practice model for their extensive honors-related programming.

Honors Websites

None of the universities surveyed had Arts Faculty-wide websites devoted to their honors programs, although some had a site with a list of possible honors programs, or that made an effort to answer frequent questions related to honors programs, similar to that of the University of Alberta. Arizona State’s Honors College includes extensive information about honors overall requirements, as well as pdf documents outlining the academic requirements of specific honors programs.

Departments offering honors programs:

There is substantial variation between institutions in which departments offer honors programs. No clear theme emerged in which departments did not have honors programs, although several Indigenous Studies and Film Studies programs did not have an honors option. Well-established disciplines like Anthropology, English, Economics, and Political Science almost universally had honors programs. The only Canadian university with a higher ratio of departments offering honors to those not offering honors was McGill (24:1), to the University of Alberta’s (20:5). Arizona State houses its honors programs in a stand-alone Honors College, with each department determining their own honors curriculum; thus they seem to have the flexibility to develop an honors route through any program.

Entry, Retention, and Graduation Requirements

Generally, entry to honors programs occurred in the student’s second or third year of studies, or after a corresponding number of credits were completed. A small number of programs allowed entrance in the first year, but this was not common.

The average entry requirement for an honors program was a 3.0² overall. Many programs at the U of A, McGill, and UBC further required their students to have a GPA of 3.3 in the subject area to gain admission to honors. The University of Calgary had the highest entry GPA of the Canadian institutions at 3.3 across all programs. Occasionally, entry to an honors program was competitive, thus raising the actual average GPA of an admitted student to a 3.5, although applying with a lower GPA was possible. Arizona State’s competitive entry GPA of 3.79 (from high school) was substantially higher than all Canadian institutions. Retention and graduation GPA requirements were generally the same as the admission requirements, usually retaining the priority on a higher discipline-specific GPA³. Notably, Arizona State’s graduation GPA of 3.25 marks the largest disparity between entry and graduation GPA. Most institutions had substantial variation in the admission, retention and graduation GPA requirements from program to program.

Honors Activities

² All GPA requirements have been converted to a 4.0 scale and are thus rounded up to the nearest decimal point

³ Note that many programs did not have clear retention and graduation GPA requirements for honors students listed on their websites or in their calendars.

The University of Alberta and MacEwan University seemed to be the only universities reviewed with a universal thesis requirement for honors students⁴. Students at Arizona State could choose between a thesis and a creative project, depending on their discipline. All of the honors programs reviewed were more research-intensive than their regular BA counterparts, with many including additional honors-specific courses on research methods and disciplinary methodologies. Programs that did not include a thesis often provided students further opportunities to explore research projects or required practicums. Mentoring and faculty support was an oft-cited aspect of honors programs.

Program Benefits

Of the universities reviewed, only the Arizona State University cited any Faculty-wide benefits to pursuing honors programs besides the enhanced focus on academic excellence and an advantage when pursuing graduate studies⁵. The U of A's programs identified more potential perks for honors students than most other institutions, such as dedicated office space, research colloquiums, and honors-specific scholarship opportunities.

The University of Montréal's Industrial Relations program offered MA program entrance awards to their undergraduate honors students, and permitted them to transfer credits to the MA program, eliminating a full trimester of study. Similarly, their Economics program offered honors students exemptions from some required MA courses.

The most distinctive honors benefits are offered at Arizona State University, whose stand-alone Barrett Honors College allows them to offer substantial additional programming to students, including additional funding, internships, summer research programs, study abroad opportunities, and honors signature courses.

Arizona State University

[Barrett Honors College](#)

[See Honors Review Data spreadsheet for more details.](#)

Which department's honors programs differ from the U of A?

Honors pathways can be arranged in all programs of study.

What are the requirements for entry & retention in the honors program?

- Entry time: Incoming students apply direct to the honors college for their 1st year, or can transfer into the college later in their post-secondary education
- Entry requirements: 3.79 is competitive high school admission GPA; 3.6 for transfer students
- Retention requirements: Unclear
- Graduation requirements: 3.25 cumulative

What do the students do in the honors program?

Students in the honors program are required to complete 'Signature Courses' through the honors college, in addition to their regular program's course load. Departments offer honors seminars, and

⁴ With the exception of the BA in Math at U of A and the course based Honors in Economics.

⁵ Although as these are advertised through the Honors College, they are more accurately university-wide; no advertising for honors programs specifically at the Arts level; their Arts programs are also divided into several different faculties.

through 'honors contracts', students can add a higher-level project or outcome to a non-honors course. All students are required to complete an honors thesis or creative project.

What does the university do to differentiate their honors program from other universities, or departments within their Faculty?

Honors students are offered additional opportunities such as scholarships, study abroad opportunities, internships, and independent research studies; considerable advising support seems available to honors students. Specialized pre-medicine and pre-law support routes are available through Barrett College. Many departments offer honors enrichment courses, and departments offer perks such as access to seminars and lectures with faculty and graduate students, and additional summer research opportunities.

University of British Columbia - Honors Review Narrative Summary

[Degree Program Options](#)

[See Honors Review Data spreadsheet for more details.](#)

Which department's honors programs differ from the U of A?

Unlike the U of A, the University of British Columbia's Gender Studies program does not have an honors degree. Otherwise, each of UBC's equivalent programs also have an honors option when compared to the programs at the U of A. Often their Okanagan campus will not have an honors option when their main campus in Vancouver does. Therefore honors programs are somewhat limited at their Okanagan campus.

What are the requirements for entry & retention in the honors program? Requirements vary by department, as they set all their own individual requirements, but entry often happens after a student's second year, and their marks are expected to be in the B+ to A- range (around a 3.3 to 3.7 GPA).

What do the students do in the honors program? Generally some sort of thesis or research project is required, although this is not true for all honors programs. Courses specifically tied to methodology or research are often an added requirement, and sometimes a practicum is required in place of a thesis.

What does the university do to differentiate their honors program from other universities, or departments within their Faculty?

The honors options are not heavily advertised. Each program page has a Yes/No box that is fairly visible, but there is no accompanying information on admission or program requirements. These are located individually on department webpages and the availability of information varies greatly, as do program requirements. Students are unable to filter for honors programs while searching the program list page.

The Psychology department's effort to market their honors program is limited to the following phrase: "Students intending to pursue graduate studies in Psychology are advised to consider taking the honors Program since many Canadian universities expect potential graduate students to have completed an honors degree."

University of Calgary - Honors Review Narrative Summary

[Honors Program Site](#)

[See Honors Review Data spreadsheet for more details.](#)

Which department's honors programs differ from the U of A?

The University of Calgary has an honors program for Film Studies, Ancient and Medieval History, Archaeology, Canadian Studies, Communication Studies, Development Studies and Law and Society where the U of A does not. The U of A has honors programs in Drama and East Asian Studies where the U of C does not.

What are the requirements for entry & retention in the honors program?

Although program requirements do vary by department, no program has less than a 3.30 GPA requirement for admission and all require at least some university courses to be completed before applying, rendering it impossible to apply straight out of high school. Some programs require the submission of a research proposal, confirmation of supervisory and/or laboratory arrangements, etc, in order to be admitted.

What do the students do in the honors program?

It is a bit of a challenge to find specific information on what extra work a student completes in an honours program. Program requirements vary by department but the information does not frequently appear on department websites. The general honors website suggests that honors programs have additional course material and generally include an honours thesis/seminar course.

What does the university do to differentiate their honors program from other universities, or departments within their Faculty?

No extensive marketing effort has been made, as there is no evidence of dedicated study rooms, but there is a website dedicated to honors programs in the Faculty of Arts. It lists some general advantages such as practicing research & analytical skills, pursuing an extended research project of interest, and providing an advantage in pursuing graduate studies, but this page mostly serves as an information station which answers frequent questions and that links to other pages on the website or to specific entries in the academic calendar.

MacEwan University - Honors Review Narrative Summary

[BA Honors Program Site](#)

[See Honors Review Data spreadsheet for more details.](#)

Which department's honors programs differ from the U of A?

MacEwan University only offers 6 honors programs for their BA: Anthropology, Economics, English, Political Science, Psychology, Sociology. The U of A has a corresponding honors program for each.

What are the requirements for entry & retention in the honors program?

Students must have a GPA of 3.0 or higher, with a minimum 3.3 GPA in all courses in the Honours discipline. It is unclear when a student applies to the honors program, as they are directed to contact the honors advisors to receive this information.

What do the students do in the honors program?

Students must always complete a thesis project as of the requirements in 2016. All the information on 2017 requirements is not available on the website; students can visit the Program Services Office 6-211 for more information.

What does the university do to differentiate their honors program from other universities, or departments within their Faculty?

The university cites limited enrollment, more intensive study in a chosen field, and an advantage when pursuing graduate studies as benefits conferred by the honors program. Very little else is said; although the options and breadth requirements are posted on the BA honors website these do not differ in any significant way from the regular BA options and breadth requirements. The site mentions that honors requirements differ between programs, but directs students offline in order to gain this information, posting only archived information from previous years.

McGill University - Honors Review Narrative Summary

No Honors Website

[See Honors Review Data spreadsheet for more details.](#)

Which department's honors programs differ from the U of A?

The only BA degree without an honors program is Indigenous Studies.

What are the requirements for entry & retention in the honors program?

These vary by department, but many recruit at a GPA of 3.00. Admissions can be competitive which may render the actual admission GPA closer to a 3.50. The required GPA for retention generally remains the base admission requirement, regardless of competitive admissions.

What do the students do in the honors program?

Not all honors programs require a thesis to be written and presented. Many programs require more research-based courses, either focused on teaching methodology or practical research projects.

What does the university do to differentiate their honors program from other universities, or departments within their Faculty?

Honors programs are browsable in the "all programs" list along with the majors and minors. No department seems to make an effort to market their honors programs, although some may emphasize the applicability of an honors degree to graduate school. The webpages explain course requirements clearly, but admission, research and thesis requirements are often lacking or unclear.

University of Montréal - Honors Review Narrative Summary

List of Honors programs

[See Honors Review Data spreadsheet for more details.](#)

Which department's honors programs differ from the U of A?

Roughly half the departments at the University of Montréal have honors programs - there doesn't seem to be a clear theme as to which departments have programs, some well established disciplines like Anthropology and Sociology do not have programs. Many of the existing honors programs are new, so they may be in the process of expanding their honors programming.

What are the requirements for entry & retention in the honors program?

Some variation in when students can enter, but generally in their third year of study. The GPA requirements vary as well, from roughly 3.1 in Economics (converted from 4.3 scale) to 3.5 (also converted) in Art History. The University does not provide clear information about the requirements for maintaining registration or graduating from their honors programs.

What do the students do in the honors program?

Honors students at the University of Montréal generally do not write theses, although students in some departments such as Environmental Geography complete special projects. They are usually offered additional courses on research design and disciplinary methodologies. Some receive specialized tutoring or mentoring support within their departments.

What does the university do to differentiate their honors program from other universities, or departments within their Faculty?

The most noteworthy differentiation at the University of Montréal is the advantage students in some honors programs gain in the corresponding Master's degree - students who complete an undergraduate honors program in Industrial Relations can complete the corresponding Master's program in only three trimesters (instead of the regular 4). Likewise, students who complete an honors Economics undergraduate degree are exempted from some of the mandatory courses in an Economics Master's program (although they must complete the same number of credits in their Master's, they can choose more options). Some departments (like Industrial Relations) also provide entrance scholarships for their Master's programs to undergraduate honors students.

University of Toronto - Honors Review Narrative Summary

No Honors Website

[See Honors Review Data spreadsheet for more details.](#)

Which department's honors programs differ from the U of A?

All BA programs at the U of T are honors programs - they do not have a non-honors alternative.

What are the requirements for entry & retention in the honors program?

Synonymous with entry to the university; for high school students, entrance marks in the high 70s-80s. Retention marks are fairly low - 1.6 on a 4.0 scale for year to year retention. Graduation requirement is a 1.85 cumulative GPA. These are of course much lower than the U of A's honors requirements (in the 3.0-3.3 range) as they are not really academically advanced programs vis-à-vis the institution at large.

What do the students do in the honors program?

No thesis requirement as honors is the regular program; course requirements vary between programs but are more parallel with differences between regular BA major/minors at the U of A.

What does the university do to differentiate their honors program from other universities, or departments within their Faculty?

N/a

Appendix 4: Current Faculty of Arts Honors Programs:

University of Alberta - Honors Review Narrative Summary

[Honors Site](#)
[Summary of Honors Admission Info](#)

[See Honors Review Data spreadsheet for more details.](#)

The Faculty of Arts at the U of A has Honors programs in the following:

- BA (Honors) Anthropology
- BA (Honors) Classical Studies
- BA (Honors) Drama
- BA (Honors) East Asian Studies
- BA (Honors) Economics
- BA (Honors) English
- BA (Honors) History
- BA (Honors) History of Art, Design and Visual Culture
- BA (Honors) Linguistics
- BA (Honors) Math
- BA (Honors) Modern Languages and Cultural Studies
- BA (Honors) Philosophy
- BA (Honors) Political Science
- BA (Honors) Psychology
- BA (Honors) Music
- BA (Honors) Religious Studies
- BA (Honors) Sociology
- BA (Honors) Women's and Gender Studies
- BA (Honors) Human Geography

The U of A has honors programs in all of its Arts departments except for:

- Film Studies
- Criminology
- Planning
- Environmental Studies
- Science, Technology, and Society

What are the requirements for entry & retention in the honors program?

Entrance times vary significantly amongst U of A honors programs - none can be entered in the first year of study, and a large number can be entered after the first year of study. However, some programs require a minimum number of credits (such as Psychology, 48*), and in some programs entry is allowed in later years (after 2nd or 3rd year). In some programs, such as Classics and Psychology, students must fulfill several mandatory courses prior to application to honors, requiring them to consult with program advisors in their first year of studies.

The entrance GPA requirements for Honors programs at the U of A are fairly consistent - all programs require at minimum a 3.0 GPA and 3.3 in the chosen Honors program area. Some programs additionally require an overall GPA of 3.3, or a 3.3 GPA across a certain number of credits. Retention and graduation requirements are generally the same GPAs as the program's admission criteria,

although in programs with a 3.3 overall GPA entrance requirement (such as Political Science), the continuation and graduation overall GPA drops back down to 3.0.

What do the students do in the honors program?

All honors programs in the Faculty of Arts include a thesis component, with the exception of the course based Honors in Economics, and the BA in Mathematics offered jointly with the Faculty of Science. Students completing a thesis are matched with a faculty advisor who offers guidance and support in their thesis writing process, and a mentoring relationship. Most programs include specialized honors seminars, and some departments (such as Political Science) offer special honors courses that only honors students are eligible to take.

While program requirements of course vary substantially between programs, it is noteworthy that Honors programs allow students to take more courses from within the department than are permitted in a regular BA.

What does the university do to differentiate their honors program from other universities, or departments within their Faculty?

English and Economics are the only departments to offer internal honors-student specific scholarships. History and Classics offers cubicle spaces to their honors students, and English students also receive access to an Undergraduate Student Lounge.

Psychology and Art & Design both arrange annual colloquium events for honors students to present their research, and students in MLCS organize an annual student conference. The Psychology honors program also includes a research apprenticeship in students' third years of study. MLCS also offers a monthly discussion group for honors students and faculty to discuss interests and concerns related to all areas of their academic studies.

No specific information about what differentiates U of A honors programs is available on the general honors website.

Appendix 5: University of Alberta Honors Programs Currently Offering Direct Entry:

Faculty	Program	Direct Entry?	Calendar Section	Admission Details	Notes
ALES	Honors in Food Science	N	Honors in Food Science	ALES Honors Programs General Info	
ALES	Honors in Nutrition	N	Honors in Nutrition	ALES Honors Programs General Info	
Arts	BA (Honors)	N	BA (Honors)	BA Honors Specific Admission Requirements Chart	
Business	BCom Honors Accounting	N	BCom Honors Accounting	BCom Honors Program	
Business	BCom Honors Finance	N	BCom Honors Finance	BCom Honors Program	
Business	BCom Honors in Management Science	N	BCom Honors in Management Science	BCom Honors Program	
Business	BCom Honors in Operations Management	N	BCom Honors in Operations Management	BCom Honors Program	
CSJ	Honors in Canadian Studies (CSJ)	N	Honors in Canadian Studies (CSJ)	CSJ Admissions	
CSJ	Honors in French - Language & Literature (CSJ)	N	Honors in French - Language & Literature (CSJ)	CSJ Admissions	
CSJ	Honors in Interdisciplinary Studies (CSJ)	N	Honors in Interdisciplinary Studies (CSJ)	CSJ Admissions	
CSJ	Honors in Socio-Political Science (CSJ)	N	Honors in Socio-Political Science (CSJ)	CSJ Admissions	
Native Studies	BA Native Studies (Honors)	N	BA Native Studies (Honors)	Native Studies Honors Admissions	
Nursing	BScN - Honors Program	N	BScN - Honors Program	BScN Honors Admissions	
Science	Computing Science Honors Stream in Bioinformatics	Y	Computing Science Honors Stream in Bioinformatics	2014-15 Science Honors Admissions Chart	No longer admitting (Sept 2016)
Science	Honors in Applied Mathematics	Y	Honors in Applied Mathematics	Science Honors Admissions Chart	
Science	Honors in Applied Mathematics, Minor in Computing Science	Y	Honors in Applied Mathematics, Minor in Computing Science	Science Honors Admissions Chart	
Science	Honors in Applied Mathematics, Minor in Statistics	Y	Honors in Applied Mathematics, Minor in Statistics	Science Honors Admissions Chart	
Science	Honors in Astrophysics	Y	Honors in Astrophysics	Science Honors Admissions Chart	
Science	Honors in Atmospheric Sciences	Y	Honors in Atmospheric Sciences	Science Honors Admissions Chart	
Science	Honors in Biochemistry	Y	Honors in Biochemistry	Science Honors Admissions Chart	
Science	Honors in Biological Sciences	Y	Honors in Biological Sciences	Science Honors Admissions Chart	No longer admitting (Sept 2016)
Science	Honors in Cell Biology	Y	Honors in Cell Biology	Science Honors Admissions Chart	
Science	Honors in Chemistry	Y	Honors in Chemistry	Science Honors Admissions Chart	
Science	Honors in Computing Science	Y	Honors in Computing Science	Science Honors Admissions Chart	
Science	Honors in Environmental Earth Sciences	N	Honors in Environmental Earth Sciences	Science Honors Admissions Chart	
Science	Honors in Geology	N	Honors in Geology	Science Honors Admissions Chart	
Science	Honors in Geophysics	Y	Honors in Geophysics	Science Honors Admissions Chart	
Science	Honors in Immunology and Infection	Y	Honors in Immunology and Infection	Science Honors Admissions Chart	
Science	Honors in Mathematical Physics	Y	Honors in Mathematical Physics	Science Honors Admissions Chart	
Science	Honors in Mathematics	Y	Honors in Mathematics	Science Honors Admissions Chart	
Science	Honors in Mathematics and Economics	Y	Honors in Mathematics and Economics	Science Honors Admissions Chart	
Science	Honors in Mathematics and Finance	N	Honors in Mathematics and Finance	Science Honors Admissions Chart	
Science	Honors in Mathematics, Minor in Computing Science	N	Honors in Mathematics, Minor in Computing Science	Science Honors Admissions Chart	
Science	Honors in Mathematics, Minor in Statistics	Y	Honors in Mathematics, Minor in Statistics	Science Honors Admissions Chart	
Science	Honors in Neuroscience	Y	Honors in Neuroscience	Science Honors Admissions Chart	
Science	Honors in Paleontology	N	Honors in Paleontology	Science Honors Admissions Chart	
Science	Honors in Pharmacology	Y	Honors in Pharmacology	Science Honors Admissions Chart	
Science	Honors in Physics	Y	Honors in Physics	Science Honors Admissions Chart	
Science	Honors in Physiology	Y	Honors in Physiology	Science Honors Admissions Chart	
Science	Honors in Psychology (Science)	N	Honors in Psychology	Science Honors Admissions Chart	
Science	Honors in Statistics	Y	Honors in Statistics	Science Honors Admissions Chart	

Appendix 6: Governance Pathway for the Proposed Changes to BA Honors Program:

The proposed change to allow 1st. year students to enter the BA Honors Program will follow the standard governance pathway. Within the Faculty of Arts, changes will be presented first to Academic Affairs Committee (AAC) on October 26, 2017 and to Arts Executive Committee (AEC) on November 2, 2017. Arts Faculty Council (AFC) will consider and vote on the proposal November 23, 2017. The next step is for the proposed changes to be presented for approval by Academic Standards Committee (ASC) of GFC. Approval of GFC is required through routine circulation in Winter 2018 for implementation in Fall 2019.

The BA Honors Program Renewal/Review proposal, as it stands, would require a number of University of Alberta Calendar changes. These changes will affect Calendar section entries for the Bachelor of Arts (BA), BA Honors Program Requirements, and the After Degree Programs.

FACULTY OF ARTS CALENDAR CHANGE REQUEST FORM

Department: Faculty of Arts – Undergraduate Student Services

Check one of these boxes:

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

2017-18 DEADLINES

October 12, 2017
 January 11, 2018
 March 15, 2018
 April 12, 2018

Check one of these boxes:

- Type of Change:** Program Regulation Admission Requirements
 New Course Course Change
 Course Deletion Editorial

CURRENT Calendar Section Number (§) Faculty of Arts BA Honors Admission Requirements	PROPOSED Calendar Section Number (§) Faculty of Arts BA Honors Admission Requirements
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<u>Strike through and highlight</u> deletions	<u>Underline and highlight</u> additions
<p>BA Honors</p> <p>General Admission Requirements</p> <p>Entrance to the Honors programs ordinarily takes place at the end of the first year of university studies. Students planning to seek admission to an Honors program should consult the appropriate department Honors advisor before first-year registration. A few departments will consider applications to transfer to Honors submitted by students who have completed the second year of another program. In rare cases, a few departments may consider applications from students who have already completed their third year of studies in another program. There is normally no January admission to Honors.</p> <p>Admission to Honors requires a minimum admission grade point average (AGPA) of 3.0 with an average of 3.3 or better in all courses in the areas of concentration and the recommendation of the Department concerned whose required grade point average may exceed the Faculty minimum. To be eligible for admission to Honors, applicants must also have successfully completed a minimum of ★24. Refer to Transfer from a Postsecondary Institutions for information on the calculation of the admission grade point average.</p>	<p>BA Honors</p> <p>General Admission Requirements</p> <p><u>Admission to the BA Honors program is competitive. Consideration for the BA Honors Foundation Year requires a minimum application average of 85% on the required five admission subjects outlined in Required Grade 12 Admission Subjects.</u></p> <p><u>Students who have completed at least *24 in other programs must consult Admission Chart 6 for minimum Admission Grade Point Average (AGPA) and minimum average requirements and any prerequisites for preferred major(s).</u></p> <p><u>Students must also complete by the end of their first year an online Program Selection Form accessed through the Faculty of Arts website to indicate their preferred major(s). Students may be selected into their major(s) once they have completed at least *24. The Faculty reviews the number of spaces in all majors annually to ensure appropriate resources are available to students in each major. Enrolment in each major is limited.</u></p>

High School Requirements: Normally, there is no admission directly from high school; however, applicants must present the high school subject requirements as specified in [High School Requirements](#)

Transfer Applicants: Refer to [High School Requirements](#) and [Transfer Applicants, General Admission Requirements \(above\)](#) and [Postsecondary Applicants](#).

Nonmatriculated Applicants: There is no direct admission. Presentation of the admission requirements to the BA program ([Nonmatriculated Applicants](#)) and completion of the first year in the BA program are required.

Specific Admission Requirements

The Faculty of Arts offers BA Honors programs in the subject areas listed in [Admission Chart 6](#).

Combined Honors Programs

For combined Honors programs, students must meet the minimum GPA requirements as specified in each area of concentration (see [Admission Chart 6](#)) and obtain the recommendation of each department concerned.

Admission Requirements for Cooperative Work Option Within Honors Programs

Students must have successfully completed a minimum of two years (★60) in an academic program and otherwise meet the requirements for admission to the academic honors program.

[See [General Admission Requirements](#) and [Specific Admission Requirements \(above\)](#).]

Transfer Applicants: Refer to [High School Requirements](#) and [Transfer Applicants, General Admission Requirements \(above\)](#) and [Postsecondary Applicants](#).

Nonmatriculated Applicants: There is no direct admission. Presentation of the admission requirements to the BA program ([Nonmatriculated Applicants](#)) and completion of the first year in the BA program are required.

Specific Admission Requirements

The Faculty of Arts offers BA Honors programs in the subject areas listed in [Admission Chart 6](#).

Enrolment in each major is limited.

Combined Honors Programs

For combined Honors programs, students must meet the minimum GPA requirements as specified in each area of concentration (see [Admission Chart 6](#)) and obtain the recommendation of each department concerned.

Considerations:

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

1. Please see the BA Honors review report for details.

2. **Since the AWE program already allows for BA Honors students to participate , the specific requirements listed here for Cooperative work option are no longer required.**

Submitted by: Robin A Cowan on behalf of A Ball (Associate Dean, Teaching & Learning)	Signature of Department Chair or Designee Complete this section	Date: October 06, 2017
Revised by Rebecca Nagel, Associate Dean (Student Programs)		May 3, 2018

SUBMIT completed, signed pdf **and** word versions to [google drive](#).

2017-18 Academic Affairs Committee Schedule:

October 25, 2017
January 24, 2018
March 28, 2018
April 25, 2018

**FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM**

Department: Faculty of Arts – Undergraduate Student Services

Check one of these boxes:

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

2017-18 DEADLINES

October 12, 2017
 January 11, 2018
 March 15, 2018
 April 12, 2018

Check one of these boxes:

Type of Change: Program Regulation Admission Requirements
 New Course Course Change
 Course Deletion Editorial

CURRENT	PROPOSED
Calendar Section Number (\$) <u>Faculty of Arts BA Honors Admission & Documents Deadlines</u>	Calendar Section Number (\$) <u>Faculty of Arts BA Honors Admission & Documents Deadlines</u>
Strike through and highlight deletions	Underline and highlight additions
<p>Admission Application Fall Term – May 01 Winter Term – No Admission Spring/Summer – No Admission</p> <p>Documents Fall Term – June 15 Winter Term Spring/Summer</p> <p>Readmission Application Fall Term – May 01 Winter Term – Previous Students November 15 Spring/Summer – Previous Students March 01</p> <p>Documents Fall Term – June 15 Winter Term – Not Applicable Spring/Summer – Not Applicable</p> <p>Other Requirements</p>	<p>Admission Application Fall Term – <u>March 01</u> Winter Term – No Admission Spring/Summer – No Admission</p> <p>Documents Fall Term – <u>High School applicant – March 15 (see Note 1)</u> <u>August 01 (see Note 2)</u> <u>Post-Secondary transfer applicant</u> <u>March 15 (see Note 1)</u> <u>June 15 (see Note 2)</u> Winter Term – Not applicable Spring/Summer – Not applicable</p> <p>Readmission Application Fall Term – <u>March 01</u> Winter Term – Previous Students November 15 Spring/Summer – Previous Students March 01</p> <p>Documents Fall Term – June 15 Winter Term – Not Applicable Spring/Summer – Not Applicable</p> <p>Other Requirements</p> <p>Notes <u>1. All previously completed course work and course registration of current year.</u> <u>2. Final results of current year.</u></p>

Considerations:

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

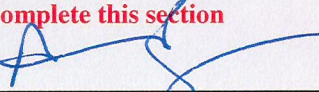
Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

Please see the BA Honors review report for details

Submitted by: Robin A Cowan on behalf of A Ball (Associate Dean, Teaching & Learning)	Signature of Department Chair or Designee Complete this section 	Date: October 06, 2017
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SUBMIT completed, signed pdf **and** word versions to [google drive](#).

2017-18 Academic Affairs Committee Schedule:

October 25, 2017

January 24, 2018

March 28, 2018

April 25, 2018

**FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM**

Department: Faculty of Arts – Undergraduate Student Services

Check one of these boxes:

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

2017-18 DEADLINES

October 12, 2017
 January 11, 2018
 March 15, 2018
 April 12, 2018

Check one of these boxes:

- Type of Change:** Program Regulation Admission Requirements
 New Course Course Change
 Course Deletion Editorial

<p>CURRENT Calendar Section Number (§) Faculty of Arts BA Honors Admission Chart 6</p>	<p>PROPOSED Calendar Section Number (§) Faculty of Arts BA Honors Admission Chart 6</p>
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<p>Strike through and highlight deletions</p>	<p><u>Underline and highlight</u> additions</p>
--	---

	<p>Notes:</p> <ol style="list-style-type: none"> 1. Admission to BA Honors is competitive and presentation of minimum average requirements does not guarantee admission. The Faculty reviews the number of spaces in all majors annually to ensure appropriate resources are available to students in each major. Enrolment in each major is limited. 2. High School applicants are admitted to the BA Honors Foundation Year. Students must complete an online Program Selection Form accessed through the Faculty of Arts website by the end of the first year of study (minimum *24) to indicate their preferred major(s). The minimum average requirements and any prerequisites are outlined below. Students are encouraged to complete the requirements for at least two majors in their Foundation Year. 3. Students who have completed a minimum of *24 in other programs may apply for transfer to the BA Honors. Students must also complete an online Program Selection Form accessed through the Faculty of Arts website to indicate their preferred major(s).
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<p>Honors Program Anthropology</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Anthropology courses</p>	<p>Honors Program Anthropology</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Anthropology courses</p>
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<p>Other Entrance to Honors in Anthropology will ordinarily take place at the end of the first year of university study. Students planning to apply for admission should consult the department Honors advisor for first-year course selection which should include ANTHR 101.</p>	<p>Other Students planning to apply for transfer, or to select Anthropology from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include a minimum of *3 ANTHR. ANTHR 101 is highly recommended.</p>
<p>Honors Program Classical Languages or Classical Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Classics and Latin and Greek courses.</p> <p>Other Entrance to Honors in Classical Languages or Classical Studies ordinarily takes place at the end of the first year of university study. Students planning to apply for admission should consult the Department Honors advisor for first-year course selection which should include LATIN 101/LATIN 102 and GREEK 101/GREEK 102.</p>	<p>Honors Program Classical Languages</p> <p>Effective September 2019, there will be no further admission to this major. Students who entered the program prior to September 2019 must complete all program requirements by April 30, 2024. The last BA Honors degree with a Classical Languages major will be granted at Spring Convocation 2024.</p> <p>Classical Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Classics and Latin and Greek courses.</p> <p>Other Students planning to apply for transfer, or to select Classical Studies from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include at least *6 in LATIN, GREEK, OR CLASS. LATIN 101/LATIN 102 and/or GREEK 101/GREEK 102, and/or *3 in CLASS are highly recommended.</p>
<p>Comparative Literature</p>	
<p>Creative Writing (Department of English and Film Studies)</p> <p>AGPA Requirements A minimum AGPA of 3.3 with a minimum average of 3.3 or better in all Creative Writing courses completed.</p> <p>Entrance to a Combined Honors in Creative Writing ordinarily takes place at the end of the second year of university study, with the completion of at least one of WRITE 294, WRITE 295, or WRITE 298. Note: The submission of a writing sample is required prior to registration in all Creative Writing courses, except WRITE 294, WRITE 295, WRITE 298, WRITE 397, WRITE 398 and WRITE 498.</p>	<p>Creative Writing (Department of English and Film Studies)</p> <p>Effective September 2019, there will be no further admission to this major. Students who entered the program prior to September 2019 must complete all program requirements by April 30, 2024. The last BA Honors degree in Creative Writing combined with another major will be granted at Spring Convocation 2024.</p>
<p>Honors Program Drama</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Drama courses.</p>	<p>Honors Program Drama</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Drama courses.</p>

<p>Other Entrance to Honors ordinarily takes place at the end of the first or second year of university study. Students planning to apply for admission to the Honors program should consult BA Honors for common admission requirements for the Honors program. Normally, the students entering Honors will have taken DRAMA 103 and DRAMA 150.</p>	<p>Other Students planning to apply for transfer, or to select Drama from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include at least *6 in DRAMA. DRAMA 103 and DRAMA 150 are highly recommended.</p>
<p>Honors Program East Asian Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in the area of the major by the Department of East Asian Studies.</p> <p>Other Entrance to Honors in East Asian Studies will ordinarily take place at the end of the first year of university study. Students planning to apply for admission to the Honors program should consult the Department Honors advisor for first-year course selection.</p>	<p>Honors Program East Asian Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in East Asian Studies courses.</p> <p>Other Students planning to apply for transfer, or to select East Asian Studies from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include at least *6 in CHINA, EASIA, JAPAN, or KOREA. EASIA 101 (*3) and *6 from CHINA, JAPAN or KOREA are highly recommended.</p>
<p>Honors Program Economics</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Economics courses.</p> <p>Other Entrance to Honors in Economics will ordinarily take place at the end of the first year of university study. Entrance may be granted by the Department at an earlier or later stage depending on circumstances. Students planning to apply for admission to the Honors program should consult BA (Honors) for general program requirements and the Department Honors advisor.</p>	<p>Honors Program Economics</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Economics courses.</p> <p>Other Students planning to apply for transfer, or to select Economics from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include ECON 101 (*3) and 102 (*3) or equivalent. STAT 151 and MATH 156 or equivalent are highly recommended.</p>
<p>Honors Program English</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in English courses (at least *6).</p> <p>Other Application to the Honors program in English is normally made at the end of the first year, when students will have completed *6 selected from ENGL 102, ENGL 103, ENGL 125, WRS 101, or equivalent. Students applying for admission to the Honors program in English should consult BA Honors. See BA (Honors) for Faculty regulations concerning the Honors program.</p>	<p>Honors Program English</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in English courses (at least *6).</p> <p>Other Students planning to apply for transfer, or to select English from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include *6 selected from ENGL 102, 103, 125, WRS 101 or equivalent.</p>

<p>Honors Program Germanic Languages (See Modern Languages and Cultural Studies)</p>	
<p>Honors Program History</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in History courses.</p> <p>Other Entrance to Honors in History will ordinarily take place at the end of the first or second year of university study. Students planning to apply for admission to the Honors program should consult the Department Honors advisor for first-year course selections which should include a 100-level History course.</p>	<p>Honors Program History</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in History courses.</p> <p>Other Students planning to apply for transfer, or to select History from the BA Honors Foundation Year should consult the Department advisor for first-year course selections which must include a minimum of *3 HIST. A 100-level History course is highly recommended.</p>
<p>Honors Program History of Art, Design, and Visual Culture</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Art History courses.</p> <p>Other Entrance to Honors in History of Art, Design, and Visual Culture will ordinarily take place at the end of the first year of University study. Entrance may be granted by the Department at an earlier or later stage depending on circumstances. Students planning to apply for admission should consult the Department Honors advisor for first-year course selection which should include ART H 101/ART H 102, and a Language other than English (normally French, German, or Italian).</p>	<p>Honors Program History of Art, Design, and Visual Culture</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in History of Art, Design and Visual Culture courses.</p> <p>Other Students planning to apply for transfer, or to select History of Art, Design and Visual Culture from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include a minimum of *3 HADVC (or equivalent). *6 in one Language other than English (normally French, German, or Italian) is highly recommended.</p>
<p>Honors Program Human Geography</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Human Geography courses.</p> <p>Other Entrance to Honors in Human Geography will ordinarily take place at the end of the second year of university study. Entrance may be granted by the Department at an earlier or later stage depending on circumstances. Students with an interest in Honors are advised to enrol in the BA Major in Human Geography (see Human Geography [Arts]) and choose courses in consultation with the Human Geography Honors advisor.</p>	<p>Honors Program Human Geography</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Human Geography courses.</p> <p>Other Students planning to apply for transfer, or to select Human Geography from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include a minimum of *3 HGP (or equivalent). HGP 100 is highly recommended.</p>
<p>Honors Program Linguistics</p> <p>AGPA Requirements</p>	<p>Honors Program Linguistics</p> <p>AGPA Requirements</p>

<p>A minimum AGPA of 3.0 with an average of 3.3 or better in Linguistics courses.</p> <p>Other Entrance to Honors in Linguistics may take place at the end of the first, second or third year of university study. Students planning to apply for admission to the Honors program should consult the Department Honors advisor.</p>	<p>A minimum AGPA of 3.0 with an average of 3.3 or better in Linguistics courses.</p> <p>Other Students planning to apply for transfer, or to select Linguistics from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include a minimum of *3 LING. LING 101 is highly recommended.</p>
<p>Honors Program Mathematics (see also BSc (Honors) and Admissions Chart 7 for BSc admission requirements)</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Mathematics courses.</p> <p>Other Entrance to Honors in Mathematics will ordinarily take place at the end of the first year of university study. Entrance may be granted at an earlier or later date depending on circumstances. Recommended first year courses include MATH 117, MATH 118, MATH 125, and MATH 228.</p>	<p>Honors Program Mathematics (see also BSc (Honors) and Admissions Chart 7 for BSc admission requirements)</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Mathematics courses.</p> <p>Other Students planning to apply for transfer, or to select Mathematics from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include a minimum of *6 MATH. MATH 117, 118, 125 and 228 are highly recommended.</p>
<p>Honors Program Modern Languages and Cultural Studies: Germanic, Romance, French, German, Romance Languages, Scandinavian (Combined Program only), Spanish and Latin American Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in courses offered by the Department of Modern Languages and Cultural Studies.</p> <p>Other Entrance to all Honors programs in the Department of Modern Languages and Cultural Studies will ordinarily take place at the end of the first year of university study. Students planning to apply for admission to the Honors program should consult the advisor in the appropriate area.</p>	<p>Honors Program Modern Languages and Cultural Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in courses offered by the Department of Modern Languages and Cultural Studies.</p> <p>Other Students planning to apply for transfer, or to select Modern Languages and Cultural Studies from the BA Honors Foundation Year should consult the advisor in the appropriate area for first-year course selection which must include a minimum of *6 offered by the Department.</p>
<p>Honors Program Music</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Music courses.</p> <p>Other Entrance to Honors in Music will ordinarily take place at the end of the first year of University study.</p>	<p>Honors Program Music</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Music courses.</p> <p>Other Students planning to apply for transfer, or to select Music from the BA Honors Foundation Year should</p>

<p>Entrance may be granted at an earlier or later date depending on circumstances. Students should consult Honors in Music for requirements in Honors programs in Music. The Departmental Honors advisor should be consulted for first-year course selection. First year music options include MUSIC 124, MUSIC 126 and MUSIC 127. An audition is required for admission to MUSIC 124, MUSIC 126 and MUSIC 127. (Auditions take place in March and May.)</p>	<p>consult the Department advisor for first-year course selection which must include a minimum of *6 MUSIC. First year music options include MUSIC 124, MUSIC 126 and MUSIC 127. An audition is required for admission to MUSIC 124, MUSIC 126 and MUSIC 127. (Auditions take place in March and May.)</p>
<p>Honors Program Philosophy</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Philosophy courses.</p> <p>Other Entrance to Honors in Philosophy will ordinarily take place in the second or third year of study.</p>	<p>Honors Program Philosophy</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Philosophy courses.</p> <p>Other Students planning to apply for transfer, or to select Philosophy from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include a minimum of *6 PHIL.</p>
<p>Honors Program Political Science</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in Philosophy courses.</p> <p>Other Entrance to Honors in Political Science will ordinarily take place at the end of the second year of university study. First-year students with an interest in Honors are advised to enrol in the BA program (see BA (Honors)) and choose courses in consultation with the Department Honors advisor. These courses should include POL S 101.</p>	<p>Honors Program Political Science</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in Political Science courses.</p> <p>Other Students planning to apply for transfer, or to select Political Science from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include a minimum of *3 POL S. POL S 101 is highly recommended.</p>
<p>Honors Program Psychology</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in Psychology courses.</p> <p>Other Entrance to Honors in Psychology can take place only after completion of a minimum of ★48. Students must complete PSYCO 104 or SCI 100; PSYCO 105; two of PSYCO 223, PSYCO 239, PSYCO 241, two of PSYCO 258, PSYCO 275, PSYCO 282, and STAT 151 or SCI 151 (STAT 141 may be substituted) prior to admission. Acceptance is dependent upon obtaining written approval from a potential research supervisor by August 31. Students planning to apply</p>	<p>No Changes at this time</p>

<p>for admission should consult the Department Honors advisor.</p>	
<p>Honors Program Religious Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Religious Studies and approved cross-listed courses.</p> <p>Other Entrance to Honors in Religious Studies will ordinarily take place at the end of the first year of university study. Students planning to apply for admission to the Honors program should consult the Program Honors advisor for first-year course selection which should include ★6 Junior ENGL, or ★3 Junior ENGL and ★3 Junior WRS; and ★6 in Religious Studies at the 100-level.</p>	<p>Honors Program Religious Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in Religious Studies and approved cross-listed courses.</p> <p>Other Students planning to apply for transfer, or to select Religious Studies from the BA Honors Foundation Year should consult the program advisor for first-year course selection which must include a minimum of *6 RELIG which may include *3 approved cross-listed courses. RELIG 102 and 103 are highly recommended.</p>
<p>Honors Program Romance Languages (See Modern Languages and Cultural Studies)</p>	
<p>Honors Program Slavic Languages (See Modern Languages and Cultural Studies)</p>	
<p>Honors Program Sociology</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in all Sociology courses and no grade of less than B- in any Sociology course.</p> <p>Other Admission to Honors in Sociology normally occurs after completion of a minimum of ★24 of university study including SOC 100. Faculty compulsory common requirements should be met as detailed in BA (Honors).</p>	<p>Honors Program Sociology</p> <p>AGPA Requirements A minimum AGPA of 3.3 with an average of 3.3 or better in all Sociology courses.</p> <p>Other Students planning to apply for transfer, or to select Sociology from the BA Honors Foundation Year should consult the Department advisor for first-year course selection which must include SOC 100 (or equivalent).</p>
<p>Honors Program Women's and Gender Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in any Women's and Gender Studies (WGS) courses and cross-listed Women's and Gender Studies courses.</p> <p>Other Entrance to Honors in Women's and Gender Studies will ordinarily take place at the end of the second year of university-level studies. Students planning to apply</p>	<p>Honors Program Women's and Gender Studies</p> <p>AGPA Requirements A minimum AGPA of 3.0 with an average of 3.3 or better in any Women's and Gender Studies (WGS) courses and cross-listed Women's and Gender Studies courses.</p> <p>Other Students planning to apply for transfer, or to select Women's and Gender Studies from the BA Honors Foundation Year should consult the Department</p>

for admission should consult the Women's and Gender Studies program advisor.

advisor for first-year course selection which must include a minimum of *6 WGS and approved cross listed courses. *3 in WGS at the 100 or 200-level is highly recommended.

Considerations:

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

1. Please see the BA Honors review report for details.
2. The revisions include changes proposed for 2019 regarding suspended programs and the proposed new MLCS program.
3. Specific reference to the "Department Honors Advisor" has been changed to "Department advisor" as not all departments have a specific Honors advisor.

Submitted by: Robin A Cowan on behalf of A Ball (Associate Dean, Teaching & Learning) Revised by Rebecca Nagel, Associate Dean (Student Programs)	Signature of Department Chair or Designee Complete this section	Date: October 11, 2017 May 8, 2018
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**FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM**

Department: Faculty of Arts – Undergraduate Student Services

Check one of these boxes:

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

2017-18 DEADLINES

October 12, 2017
 January 11, 2018
 March 15, 2018
 April 12, 2018

Check one of these boxes:

- Type of Change:** Program Regulation Admission Requirements
 New Course Course Change
 Course Deletion Editorial

CURRENT Calendar Section Number (§) BA Honors	PROPOSED Calendar Section Number (§) BA Honors
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<u>Strike through and highlight</u> deletions	<u>Underline and highlight</u> additions
<p>BA Honors</p> <p>This degree provides specialization in the chosen subject(s), with study in greater depth than is provided in the BA program, and demands a higher standard of performance. Also see BA Honors and BA Major/Minor Requirements for Major and Minor Requirements.</p>	<p>BA Honors</p> <p><u>A Bachelor of Arts Honors degree provides outstanding students a challenging and rewarding research-intensive learning experience within a specialized subject. Honors degrees offer a greater depth of engagement within a discipline than is provided in the BA Program, and demand a higher standard of performance.</u></p> <p><u>Admission to BA Honors is competitive and presentation of minimum average requirements and prerequisites does not guarantee admission. The Faculty reviews the number of spaces in all majors annually to ensure appropriate resources are available to students in each major. Enrolment in each major is limited.</u></p> <p><u>Students may be selected into their major(s) once they have completed at least *24. Students who are not selected into a major by the time they have completed *60 will be transferred to the BA program, provided they meet admission requirements.</u></p> <p><u>See the Faculty of Arts Honors website for further information and links to detailed department information.</u></p> <p><u>Students interested in more than one discipline may wish to consider the combined Honors</u></p>

	<p>program in which two majors are declared. All normal admission, promotion and graduation requirements apply. This option is available for most majors in the Faculty of Arts.</p>
<p>Residence Requirement:</p> <p>The BA Honors degree is a program which normally requires a minimum of ★120 (some departments may require more) of which</p> <p>a minimum of ★63 must be in courses offered by the Faculty of Arts;</p> <p>a minimum of ★60 must be in courses taken at the University of Alberta;</p> <p>a minimum of ★30 must be completed while registered in the honors degree program;</p> <p>a minimum of half the courses required in the major discipline, including any honors thesis, paper or project, must be completed with courses offered by the Faculty of Arts at the University of Alberta.</p>	<p>Residence Requirement:</p> <p>The BA Honors degree is a program which normally requires a minimum of ★120 (some departments may require more) of which</p> <p>a minimum of ★63 must be in courses offered by the Faculty of Arts;</p> <p>a minimum of ★60 must be in courses taken at the University of Alberta;</p> <p>a minimum of ★30 must be completed while registered in the honors degree program;</p> <p>a minimum of half the courses required in the major discipline, including any honors thesis, paper or project, must be completed with courses offered by the Faculty of Arts at the University of Alberta.</p>
<p>Course Load Requirements:</p> <p>Unless otherwise noted in Anthropology to Women's and Gender Studies, there is no minimum course load requirement for the BA Honors program each year; however, all degree requirements must be completed within five academic years of admission to and initial registration in the program.</p> <p>Note: The course load required for major scholarships and awards is generally ★30 (★24 for selected Faculty of Arts awards) in any given Fall/Winter term. Students who complete less than ★30 in any given Fall/Winter term may disqualify themselves from scholarship/award competition.</p>	<p>Course Load Requirements:</p> <p>Unless otherwise noted in Anthropology to Women's and Gender Studies, there is no minimum course load requirement for the BA Honors program each year; however, all degree requirements must be completed within six academic years of admission to and initial registration in the program.</p> <p>Note: The course load required for major scholarships and awards is generally ★30 (★24 for selected Faculty of Arts awards) in any given Fall/Winter term. Students who complete less than ★30 in any given Fall/Winter term may disqualify themselves from scholarship/award competition.</p>
<p>Program Requirements</p> <p>The BA Honors degree requires the successful completion of ★120 (or more if specified by the department). In each year, Honors students' programs, and every change of registration, must</p>	<p>Program Requirements</p> <p>The BA Honors degree requires the successful completion of ★120 (or more if specified by the department). Students are encouraged to discuss</p>

be approved by the Departmental Advisor signifying the approval of the Department.

Common Requirements for all Honors

Programs: ★3 Junior ENGL or WRS; ★6 in one Language other than English; and ★6 from Non-Arts Discipline(s). See Arts Chart 1 for details. Courses in the major subject(s) or voluntary minor(s) that meet Common Requirements must also be counted toward the major subject(s) or minor(s).

Junior Courses: No more than ★48 at the junior level are permitted for credit in the program.

Non-Arts or Non-Science Courses: A maximum of ★18 in non-Arts or non-Science courses may be taken outside the Faculties of Arts or Science, as long as the courses do not duplicate courses already offered by these two Faculties.

Requirements in the Major Subject: An Honors program in a single discipline will normally require a minimum of ★48 in the major subject, as defined by the Department. A minimum of ★6 must be at the 400-level; however, some departments may require more. Normally, no more than ★60 may be presented in the major subject unless otherwise specified by the Department. Where a maximum has been specified, it may not be exceeded (i.e., additional courses in the subject of concentration may not be taken as options).

Requirements in Combined Honors: For Combined Honors programs, the minimum number of courses in each subject of concentration will be decided through consultation with the Departments concerned in planning the total program; however, a minimum of ★36 at the junior and senior level in each discipline will be required in all Combined Honors programs. At least ★30 in each discipline must be at the senior level. More than this may be required in some disciplines to meet specific program requirements. For further information on the requirements of a particular program, see the appropriate Department Calendar statement in [BA Honors and BA Major/Minor Requirements](#).

their course selections with their Department advisors every year.

Common Requirements for all Honors

Programs: ★3 Junior ENGL or WRS; ★6 in one Language other than English; and ★6 from Non-Arts Discipline(s). See Arts Chart 1 for details. Courses in the major subject(s) or voluntary minor(s) that meet Common Requirements must also be counted toward the major subject(s) or minor(s).

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Students should be aware that a Combined Honors program may not qualify them for direct admission to a graduate program in one of the disciplines. Further coursework in one of the disciplines may be required for Graduate Studies.

Minor Subject: Most Honors programs do not require a minor subject; however, where a minor or related subjects are required, these will be specified in the individual department requirements in [Anthropology to Women's and Gender Studies](#). Students in BA Honors programs that do not require a minor may declare a minor if they wish. Declaration of a minor in these programs is strictly voluntary; however, when a student chooses to declare a minor they must meet the requirements for that minor as specified in Anthropology to Women's and Gender Studies. Students should be aware that it may not be practical to declare a minor in all Honors programs, since completion of a voluntary minor will not replace existing requirements for those programs.

Honors Essay: Some departments require the completion of an Honors Essay in addition to specific course requirements. In the case of Combined Honors programs, students may be required to complete an Honors Essay in one or both disciplines, depending on specific departmental requirements. Where both departments require an Honors Essay, students will complete one for each department or may, on special request, be permitted to write a Combined Essay [INT D 520](#) (★6) which will meet the requirements of both departments. Students should refer to the specific department entries in [BA Honors and BA Major/Minor Requirements](#) to determine which departments offer combined honors programs and require an Honors Essay. Where a Combined Essay is permitted, this will be noted in the Department Calendar entry, and in such cases the following conditions will apply:
A combined essay is applicable only to students in combined honors programs.
It is applicable only when both departments require an essay and only when both departments agree to a combined essay.

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A combined essay is applicable only to students in combined honors programs.
It is applicable only when both departments require an essay and only when both departments agree to a combined essay.

<p>The combined essay INT D 520 (★6) will meet the essay requirements of both departments. The combined essay will be supervised by, and graded jointly by, the cooperating departments; a single final grade will be submitted. The essay will address the subject matter in both departments equally and in a way that emphasizes the interaction between the two disciplines.</p>	<p>The combined essay INT D 520 (★6) will meet the essay requirements of both departments. The combined essay will be supervised by, and graded jointly by, the cooperating departments; a single final grade will be submitted. The essay will address the subject matter in both departments equally and in a way that emphasizes the interaction between the two disciplines.</p> <p>Since students are required to submit proposals to both Department advisors for review and approval, and registration has to be approved by the Faculty of Arts Undergraduate Student Services Office, students must apply to arts.undergrad@ualberta.ca by August 01 for registration in INT D 520.</p>
<p>Promotion and Graduation</p> <p>1. Promotion Requirements: Promotion from year to year requires a minimum grade point average of 3.0 on all courses taken during the Fall/Winter and the recommendation of the department concerned whose required grade point average for promotion may exceed the Faculty minimum. Where an individual department's requirements vary from the Faculty minimum, this will be specified in each individual department entry in BA Honors and BA Major/Minor Requirements. Students must also meet promotion requirements as outlined in individual department entries during their final year.</p>	<p>Promotion and Graduation</p> <p>1. Promotion Requirements: Promotion from year to year requires a minimum grade point average of 3.0 on all courses taken during the Fall/Winter. Promotion requirements for individual programs or departments may exceed the Faculty minimum. Where an individual department's requirements vary from the Faculty minimum, this will be specified in each individual department entry in BA Honors and BA Major/Minor Requirements. Students must also meet promotion requirements as outlined in individual department entries during their final year.</p> <p>Students who have a grade point average between 2.7 and 2.9 inclusive on Fall/Winter before they have been selected into their major(s) are on academic warning. They may transfer to another program in the Faculty if they meet the requirements for that program or they may appeal to the Associate Dean (Student Programs) to continue in BA Honors. Only one period of attendance on academic warning will be permitted.</p> <p>Students who fail to attain the standard necessary to continue in Honors will be required to withdraw from Honors but may transfer to another program in the Faculty if they meet the requirements for that program. After such transfer, they must complete all requirements.</p>

2. Graduation Requirements: In most departments, graduation with Honors requires a graduation average of at least 3.0 with an average of at least 3.3 in all courses in the major subject; however, individual Department **recommendations** for graduation with Honors may exceed these minimum Faculty requirements. Where an individual department's requirements vary from the Faculty minimum, this will be specified in each individual department entry in [BA Honors and BA Major/Minor Requirements](#). To be eligible to graduate, students must also meet promotion requirements as specified in point (1) above. The graduation average is the quotient of a) the total number of grade points earned by students in courses credited to the degree, and b) the total weight of those courses.

3. Graduation with First-Class

Honors: Departments shall choose one of the following options as their policy for determining First-Class Honors. (Refer to Departmental entries [Anthropology](#) to [Women's and Gender Studies](#) .)

A minimum average of 3.7 on all senior-level courses in the major, and an average of at least 3.5 on all courses in the final year. The final year shall be defined as the last ★30.

A minimum average of 3.7 on all courses in the two final years in the major and an average of at least 3.5 in all courses in the two final years. The two final years shall be defined as the last ★60. If the last ★30 or ★60 (whichever is applicable) does not fall exactly within a given Fall/Winter or Spring/Summer, a weighted average is used. Please contact the Undergraduate Student Services Office for further information (1-17 Humanities, (780) 492-4295, e-mail:arts.undergrad@ualberta.ca).

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[moved from point 4 below]

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transfer, they must complete all requirements.
[moved to end of point 1]

5. Students who are not recommended for graduation with Honors at the end of their fourth year (i.e., after successfully completing ★120) may be granted the BA degree if they have successfully completed ★120 including the Common Requirements and the major requirements for the BA (see Bachelor of Arts (BA)). In no case shall more than ★60 in the major subject be counted as part of the required ★120. Students deficient in any respect may be required to take one or more courses.

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Considerations:

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

1. Please see the BA Honors review report for details.

2. If the change to admit students from high school is approved, the completion deadline should be extended from five to six years.

3. If the change to admit students from high school is approved, promotion requirements have to be addressed, as this group of students will not have declared majors in the program.

4. It should be noted that the requirement for all registrations to be approved by the Honors advisor in the department was discontinued approximately 15 years ago. USS staff will continue to encourage BA Honors students to discuss their registrations with their department advisors each year.

5. Department recommendations for promotion and graduation were discontinued several years ago as well as this requirement was based entirely on the GPA and delayed providing responses to students significantly.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for the suspension of Admission/Transfer to the Computing Science and the Printmaking routes in the Bachelor of Design, the BA Honors in Classical Languages, the BA Honors in Creative Writing & another major, and BA Honors in History and Classics Combined**

Motion: THAT the Academic Standards Committee approve, with delegated authority from the General Faculties Council, suspension of admission/transfer to the Computing Science and the Printmaking routes in the Bachelor of Design, the BA Honors in Classical Languages, the BA Honors in Creative Writing & another major, and BA Honors in History and Classics Combined, Faculty of Arts, to take effect September 2019.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter	Rebecca Nagel, Associate Dean (Student Programs) Kristy Wuetherick, Senior Officer, Student Programs and Services

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Suspend admission/transfer to these Faculty of Arts programs: the Computing Science and the Printmaking routes in the Bachelor of Design, the BA Honors in Classical Languages, the BA Honors in Creative Writing & another major, and BA Honors in History and Classics Combined
The Impact of the Proposal is	We anticipate minimal impact to students. The programs listed all have very low enrolments. Students currently enrolled or admitted in Fall 2018 will have until Winter 2024 to complete their program. Students will still be able to take courses in these disciplines for credit towards other programs.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	No new admissions after 2018
Estimated Cost and funding source	n/a
Next Steps (ie.: Communications Plan, Implementation plans)	If the proposal is approved: -- there will be no new admissions to any of these programs effective September 2019. -- Undergraduate Student Services will contact all students currently enrolled in any of these programs and advise them that they must complete all program requirements by April 30, 2024. The last degree in any of these programs will be granted at Spring Convocation 2024. -- Undergraduate Student Services will work with the Office of the Registrar to update information for students.

Supplementary Notes and context	
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Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> Arts Faculty Council
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Nat Kav, Vice-Provost Programs (December 1, 2016) Academic Affairs Committee (March 29, 2017) Marina Banister, VP Academic, Students' Union (April 26, 2017) Shane Scott, VP Academic, Students' Union (May 25, 2017) Tammy Hopper, Vice-Provost Programs (August 22, 2017) Arts Faculty Council (October 4, 2017) GFC Academic Standards Committee, Subcommittee on Standards (May 3, 2018)
	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none">
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Arts Academic Affairs Committee (March 29, 2017) Arts Executive Committee (September 14, 2017) Arts Faculty Council (October 4, 2017) GFC Academic Standards Committee (May 17, 2018)</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Institutional Strategic Plan – For the Public Good GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Faculty of Arts Academic Strategic Plan 2017-2022 — Change for Good GOAL: We will support our people and sustain our programs by attracting and stewarding appropriate resources. Objective I. Secure and manage the Faculty's resources to sustain, enhance, and promote our mission, vision, and 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. Post-Secondary Learning Act (PSLA) Section 26 (1): "Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting to the generality of the foregoing has the authority to [...] (n) determine standards and policies respecting the admission of persons to the university as students"</p>

	<p>2. PSLA Section 29(1): “A faculty council may (a) determine the programs of study for which the faculty is established [...] (c) provide for the admission of students to the faculty [...] (e) authorize the granting of degrees”</p> <p>3. UAPPOL Admissions Policy</p> <p>4. GFC Academic Standards Committee: “B. Admission and Transfer [...] i. All proposals from the Faculties or Administration related to admission and transfer [...] 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.”</p>
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Attachments:

1. Suspension templates (21 pages)
2. Calendar copy (16 pages)

Prepared by: Rebecca Nagel, Associate Dean (Student Programs), rebecca.nagel@ualberta.ca

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Computing Science and Printmaking Routes (Department of Art and Design)
Credential awarded	Bachelor of Design
Proposed start date of suspension	September 2019
Proposed end date of suspension	June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

As you can see from the statistics included below, student interest in pursuing these two Bachelor of Design routes has been minimal.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Computing Science Route

Enrolment	2017	2016	2015	2014	2013
Total head count	2	1	1	2	2

• Full-Time Year 1	1	0	0	0	1
• Full-Time Year 2	1	0	0	1	1
• Full-Time Year 3	0	0	1	1	0
• Full-Time Year 4	0	1	0	0	0
Total FLE	2	1	1	2	2
• FLE Year 1	1	0	0	0	1
• FLE Year 2	1	0	0	1	1
• FLE Year 3	0	0	1	1	0
• FLE Year 4	0	1	0	0	0

Printmaking Route

Enrolment	2017	2016	2015	2014	2013
Total head count	3	0	2	2	3
• Full-Time Year 1	1	0	1	0	0
• Full-Time Year 2	1	0	0	0	0
• Full-Time Year 3	1	0	1	0	2
• Full-Time Year 4	0	0	0	2	1
Total FLE	3	0	2	2	3
• FLE Year 1	1	0	1	0	0
• FLE Year 2	1	0	0	0	0
• FLE Year 3	1	0	1	0	2
• FLE Year 4	0	0	0	2	1

1.1.2 Indicate when admissions into program/specialization will be or were closed.
Admissions will be closed for September 2019

1.1.3 Explain how the proposed end date of the suspension was determined.

Students in the Bachelor of Design program are required to complete *30 each Fall/Winter; *24 with permission of the Department. Any students admitted to year one with no credit in 2018 could finish in five years by taking the reduced course load permitted without taking any spring/summer term courses.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

Faculty of Arts, Academic Affairs Committee (March 29, 2017)

Faculty of Arts, Arts Executive Committee (September 14, 2017)

Faculty of Arts Council (October 04, 2017)

- Attachment: AFC minutes

GFC Academic Standards Committee

- Attachment: ASC minutes

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Printmaking courses are still available for students to take as part of the BFA (Art and Design) and Bachelor of Design programs as studio options.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

There are undergraduate and graduate student members on Faculty of Arts Committees

- Academic Affairs Committee – Five Undergraduate Students, Three Graduate Students
- Arts Executive Committee – Four Undergraduate Students

- Arts Faculty Council – Up to 35 Undergraduate Students, Five Graduate Students
- Associate Dean, Student Programs and Teaching Learning, Allen Ball, also consulted with the Arts Students’ Association (OASIS)
- Associate Dean, Student Programs, Rebecca Nagel, also consulted with Students’ Union Vice-Presidents Academic, Marina Bannister (2016-17) and Shane Scott (2017-18)

2.3 Describe your institution’s plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Two students are currently registered in the Computing Science route, and three students are currently registered in the Printmaking route. No difficulty is anticipated for these students to complete requirements since required courses will continue to be offered.

After suspension is approved, students will be contacted by email with an explanation of the program status and a summary of remaining program requirements, including contact information for assistance in both the Department and Faculty.

2.4 Describe your institution’s plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

One stop out student has been identified. The student’s grades were poor and was advised not to continue in the program in 2015. The student transferred to a different program and was subsequently required to withdraw. It is not anticipated that the student would be in a position to a) submit a competitive portfolio for the Bachelor of Design program in general and would have to complete additional course work (*24 with a 2.7 average in accordance with calendar requirements) before being considered for re-admission to the program as well.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Associate Deans Ball and Nagel discussed the proposed suspension of this and other programs with undergraduate students in the Faculty of Arts as well as with the Student's Union Vice-President Academic.

Discussions with faculty took place through Academic Affairs Committee, Arts Executive and Arts Faculty Council meetings. All faculty are voting members of Arts Faculty Council.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Financial Impacts are minimal as courses will continue to run, and students will continue to be able to take the Bachelor of Design degree, which may include Printmaking or Computing Science courses when offered and subject to availability. Administrative costs include advising affected students and preparing required documents. Faculty staff and the Registrar's Office Staff will update administrative systems to reflect the change.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Classical Languages (Department of History and Classics)
Credential awarded	BA Honors (Classical Languages)
Proposed start date of suspension	September 2019
Proposed end date of suspension	June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

As you can see from the statistics included below, student interest in pursuing this program has been minimal. The BA Honors Classical Studies program continues and will allow students to focus on the study of LATIN and/or GREEK.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Enrolment	2017	2016	2015	2014	2013
Total head count	1	2	1	1	0

• Full-Time Year 1	-	-	-	-	-
• Full-Time Year 2	0	1	0	1	0
• Full-Time Year 3	1	0	1	0	0
• Full-Time Year 4	0	1	0	0	0
Total FLE	1	2	1	1	0
• FLE Year 1	-	-	-	-	-
• FLE Year 2	0	1	0	1	0
• FLE Year 3	1	0	1	0	0
• FLE Year 4	0	1	0	0	0

1.1.2 Indicate when admissions into program/specialization will be or were closed.
Admissions will be closed for September 2019

1.1.3 Explain how the proposed end date of the suspension was determined.

Students in the BA Honors program have five years to complete the program from the time of admission to that program. Based on current information, the one remaining student in the program should be finished in time for Spring Convocation 2019, but we would like to allow for some additional time.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

Faculty of Arts, Academic Affairs Committee (March 29, 2017)

Faculty of Arts, Arts Executive Committee (September 14, 2017)

Faculty of Arts Council (October 04, 2017)

- Attachment: AFC minutes

GFC Academic Standards Committee

- Attachment: ASC minutes

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Since students can complete the same courses required for this program in the BA Honors Classical Studies major, access is maintained.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

There are undergraduate and graduate student members on Faculty of Arts Committees

- Academic Affairs Committee – Five Undergraduate Students, Three Graduate Students
- Arts Executive Committee – Four Undergraduate Students
- Arts Faculty Council – Up to 35 Undergraduate Students, Five Graduate Students
- Associate Dean, Student Programs and Teaching Learning, Allen Ball, also consulted with the Arts Students' Association (OASIS)
- Associate Dean, Student Programs, Rebecca Nagel, also consulted with Students' Union Vice-Presidents Academic, Marina Bannister (2016-17) and Shane Scott (2017-18)

2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

One student is currently registered in the program, and is on track to complete the program in Spring 2019. No difficulty is anticipated for this student to complete requirements since GREEK and LATIN courses continue to be offered.

After suspension is approved, students will be contacted by email with an explanation of the program status and a summary of remaining program requirements, including contact information for assistance in both the Department and Faculty.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

No stop-out students have been identified.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Associate Deans Ball and Nagel discussed the proposed suspension of this and other programs with undergraduate students in the Faculty of Arts as well as with the Student's Union Vice-President Academic.

Discussions with faculty took place through Academic Affairs Committee, Arts Executive and Arts Faculty Council meetings. All faculty are voting members of Arts Faculty Council.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Financial Impacts are minimal as courses will continue to run, and students will continue to be able to declare two majors in the BA Honors program in the future. Administrative costs include advising affected students and preparing required documents. Faculty staff and the Registrar's Office Staff will update administrative systems to reflect the change.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Combined Honors in Creative Writing
Credential awarded	BA Honors (Creative Writing Combined with another discipline)
Proposed start date of suspension	September 2019
Proposed end date of suspension	June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

The Department of English & Film Studies, and the Creative Writing team specifically, are reviewing the different options available to them for revised programming, combining the best use of resources with what will suit the needs of students and faculty in the future. As you can see from the statistics included below, student interest in pursuing this program as it exists has been minimal.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Enrolment	2017	2016	2015	2014	2013
Total head count	7	5	4	4	6
• Full-Time Year 1	-	-	-	-	-
• Full-Time Year 2	1	0	2	2	2
• Full-Time Year 3	2	3	0	1	0
• Full-Time Year 4	4	2	2	1	4
Total FLE	7	5	4	4	6
• FLE Year 1	-	-	-	-	-
• FLE Year 2	1	0	2	2	2
• FLE Year 3	2	3	0	1	0
• FLE Year 4	4	2	2	1	4

1.1.2 Indicate when admissions into program/specialization will be or were closed.
Admissions will be closed for September 2019

1.1.3 Explain how the proposed end date of the suspension was determined.

Students in the BA Honors program have five years to complete the program from the time of admission to that program. At present, students must have completed a minimum of *24 to be admitted into BA Honors, so this means students will have five years, including spring and summer registrations to complete a maximum of *96.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

Faculty of Arts, Academic Affairs Committee (March 29, 2017)

Faculty of Arts, Arts Executive Committee (September 14, 2017)

Faculty of Arts Council (October 04, 2017)

- Attachment: AFC minutes

GFC Academic Standards Committee

- Attachment: ASC minutes

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

Creative Writing (WRITE) courses will continue to be offered during the review and students will still be able to declare a Creative Writing minor in the BA Honors program.

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

There are undergraduate and graduate student members on Faculty of Arts Committees

- Academic Affairs Committee – Five Undergraduate Students, Three Graduate Students
- Arts Executive Committee – Four Undergraduate Students
- Arts Faculty Council – Up to 35 Undergraduate Students, Five Graduate Students
- Associate Dean, Student Programs and Teaching Learning, Allen Ball, also consulted with the Arts Students' Association (OASIS)
- Associate Dean, Student Programs, Rebecca Nagel, also consulted with Students' Union Vice-Presidents Academic, Marina Bannister (2016-17) and Shane Scott (2017-18)

2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Of the seven students currently registered in the program, four students are on track to complete requirements in Winter 2018, two will complete year 3 by the end of Winter 2018, and one student will have *69.

It is anticipated that since WRITE courses will continue to be offered students will be able to complete requirements by the specified deadline.

After suspension is approved, all students will be contacted by email with an explanation of the program status and a summary of remaining program requirements, including contact information for assistance in both the Department and Faculty.

2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

One student was admitted to year 3 of an After Degree program and has completed a total of *84. This student has not been registered since Fall 2014, but could be accommodated to complete the degree well within the deadline. After suspension is approved, the student will be contacted by regular mail at the last known address we have on file to explain the status of the program and how the student can complete the degree if desired.

All other students no longer active in the program have received their degrees.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Associate Deans Ball and Nagel discussed the proposed suspension of this and other programs with undergraduate students in the Faculty of Arts as well as with the Student's Union Vice-President Academic.

Discussions with faculty took place through Academic Affairs Committee, Arts Executive and Arts Faculty Council meetings. All faculty are voting members of Arts Faculty Council.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Financial Impacts are minimal as courses will continue to run, and students will continue to be able to declare Creative Writing as a minor. Administrative costs include advising affected students and preparing required documents. Faculty staff and the Registrar's Office Staff will update administrative systems to reflect the change.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization;

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program/specialization name	Combined Honors in History and Classics (Department of History and Classics)
Credential awarded	BA Honors (History and Classics Combined)
Proposed start date of suspension	September 2019
Proposed end date of suspension	June 30, 2024

SECTION A: PROGRAM SUSPENSION

SECTION 1: RATIONALE

1.1 Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).

As you can see from the statistics included below, student interest in pursuing this program has been minimal. In addition, students can already declare two majors to make combined honors programs, of which History and Classics will remain options. In effect, this change will remove specific reference to combined honors in History and Classics which appears in the Calendar, but not the ability for students to declare these two majors in the Honors program.

1.1.1 Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.

Enrolment	2017	2016	2015	2014	2013
Total head count	2	1	0	0	0
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	1	0	0	0	0
• Full-Time Year 3	0	0	0	0	0
• Full-Time Year 4	1	0	0	0	0
Total FLE	2	1	0	0	0
• FLE Year 1	1	0	0	0	0
• FLE Year 2	0	0	0	0	0
• FLE Year 3	0	0	0	0	0
• FLE Year 4	1	0	0	0	0

1.1.2 Indicate when admissions into program/specialization will be or were closed.

Admissions will be closed for September 2019

1.1.3 Explain how the proposed end date of the suspension was determined.

Students in the BA Honors program have five years to complete the program from the time of admission to that program. At present, students must have completed a minimum of *24 to be admitted into BA Honors, so this means students have five years, including spring and summer registrations to complete a maximum of *96.

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

Faculty of Arts, Academic Affairs Committee (March 29, 2017)

Faculty of Arts, Arts Executive Committee (September 14, 2017)

Faculty of Arts Council (October 04, 2017)

- Attachment: AFC minutes

GFC Academic Standards Committee

- Attachment: ASC minutes

1.2 Check the applicable box to specify the longer-term plan.

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

2.1 Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

The BA Honors program allows for two majors, referred to as a “Combined” Honors program. This option remains in place for students, and in effect, after this specific combination is suspended and finally terminated, students will still be able to choose to declare two majors in the BA Honors program, which can still be History and Classics

2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.

2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.

There are undergraduate and graduate student members on Faculty of Arts Committees

- Academic Affairs Committee – Five Undergraduate Students, Three Graduate Students
- Arts Executive Committee – Four Undergraduate Students
- Arts Faculty Council – Up to 35 Undergraduate Students, Five Graduate Students
- Associate Dean, Student Programs and Teaching Learning, Allen Ball, also consulted with the Arts Students’ Association (OASIS)
- Associate Dean, Student Programs, Rebecca Nagel, also consulted with Students’ Union Vice-Presidents Academic, Marina Bannister (2016-17) and Shane Scott (2017-18)

2.3 Describe your institution’s plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.

Of the two students registered in the program, the first is on track to convocate in June 2018. All required courses remain active for students in the Honors programs so the second student should have no difficulty meeting degree requirements in the next five years.

It is anticipated that since HIST and CLASS courses will continue to be offered students will be able to complete requirements by the specified deadline.

After suspension is approved, students will be contacted by email with an explanation of the program status and a summary of remaining program requirements, including contact information for assistance in both the Department and Faculty.

2.4 Describe your institution’s plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.

No stop-out students have been identified.

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Faculty | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input checked="" type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (identify below) |

3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Associate Deans Ball and Nagel discussed the proposed suspension of this and other programs with undergraduate students in the Faculty of Arts as well as with the Student’s Union Vice-President Academic.

Discussions with faculty took place through Academic Affairs Committee, Arts Executive and Arts Faculty Council meetings. All faculty are voting members of Arts Faculty Council.

3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

Financial Impacts are minimal as courses will continue to run, and students will continue to be able to declare two majors in the BA Honors program in the future. Administrative costs include advising affected students and preparing required documents. Faculty staff and the Registrar's Office Staff will update administrative systems to reflect the change.

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

1.1 Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

1.1.1 Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

1.2 If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

1.3 Explain how the duration of the suspension extension was determined.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

Proposed Program Suspension Calendar Changes

Academic Affairs Committee - March 29, 2017

Arts Executive Committee – September 14, 2017

Arts Faculty Council – October 04, 2017

CURRENT	PROPOSED
<u>Bachelor of Fine Arts (Art and Design) and Bachelor of Design Admission Requirements</u>	<u>Bachelor of Fine Arts (Art and Design) and Bachelor of Design Admission Requirements</u>
<p>Bachelor of Fine Arts (Art and Design) and Bachelor of Design</p> <p>A successful portfolio is required for all applicants [see Notes (1) and (2) below]. Applicants must also meet the following admission requirements:</p> <p>I. High School Requirements</p> <ol style="list-style-type: none"> 1. English Language Arts 30-1 2. Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C. 3. Mathematics 30-2 may be used for admission to the BFA or BDes programs, though some routes require or Mathematics 30-1 as a prerequisite for required courses (see below). Only one of Mathematics 30-1 or 30-2 will be used for admission purposes. 4. See additional requirements below for specific routes. <p>For applicants intending to enter the BDes Engineering Route, Mathematics 30-1 is required. Mathematics 31 and Physics 30 are recommended.</p> <p>For applicants intending to enter the BDes Computing Science Route, Mathematics 30-1 is required.</p> <p>Note: Applicants intending to enter the BDes Social Sciences Route with a concentration in Psychology are advised that Mathematics 30-1 is a prerequisite for certain courses.</p>	<p>Bachelor of Fine Arts (Art and Design) and Bachelor of Design</p> <p>A successful portfolio is required for all applicants [see Notes (1) and (2) below]. Applicants must also meet the following admission requirements:</p> <p>I. High School Requirements</p> <ol style="list-style-type: none"> 1. English Language Arts 30-1 2. Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C. 3. Mathematics 30-2 may be used for admission to the BFA or BDes programs, though some routes require or Mathematics 30-1 as a prerequisite for required courses (see below). Only one of Mathematics 30-1 or 30-2 will be used for admission purposes. 4. See additional requirements below for specific routes. <p>For applicants intending to enter the BDes Engineering Route, Mathematics 30-1 is required. Mathematics 31 and Physics 30 are recommended.</p> <p>Note: Applicants intending to enter the BDes Social Sciences Route with a concentration in Psychology are advised that Mathematics 30-1 is a prerequisite for certain courses.</p>

II. Transfer Requirements

Applicants with the high school requirements and with the required matriculation average are considered for admission if they also meet the Faculty Transfer regulations specified in [Postsecondary Applicants](#). Applicants who do not present the high school requirements or the required matriculation average may be considered for admission if they successfully complete, at an accredited postsecondary institution, one year (★30) or more of coursework transferable to the BFA (Art and Design) or the BDes program. This work is accepted in place of matriculation subject requirements, except for English Language Arts 30-1 (or equivalent), which is required. Such applicants must also meet the Faculty transfer regulations specified in [Readmission and Transfer b, c, and d](#) and [Transfer from the Transition Year Program](#).

III. Nonmatriculated Applicants

Refer to [Nonmatriculated Applicants](#).

Notes

1. Because enrolment is limited and because the studies in this interpretive/creative field involve highly specialized training, candidates must satisfy a selection committee that they have the ability and commitment to undertake the program. The selection committee decides based on evidence derived from an assessment of any course that may have been taken and a portfolio of work done by the candidate.
2. Portfolios and applications must be received by the deadlines noted in [Undergraduate Application Deadlines for Admission and Readmission](#).
3. Enquiries regarding the detailed artistic requirements for admission to these programs should be directed initially to the Department of Art and Design, University of Alberta, Edmonton, Alberta T6G 2C9; telephone (780) 492-5712, e-mail artdes@ualberta.ca.
4. Students seeking readmission to the BFA (Art and Design) program (see [Withdrawal](#)) or readmission to the BDes program (see [Withdrawal](#)) following a recommendation not to continue must meet the program readmission requirements.

No further changes.

II. Transfer Requirements

Applicants with the high school requirements and with the required matriculation average are considered for admission if they also meet the Faculty Transfer regulations specified in [Postsecondary Applicants](#). Applicants who do not present the high school requirements or the required matriculation average may be considered for admission if they successfully complete, at an accredited postsecondary institution, one year (★30) or more of coursework transferable to the BFA (Art and Design) or the BDes program. This work is accepted in place of matriculation subject requirements, except for English Language Arts 30-1 (or equivalent), which is required. Such applicants must also meet the Faculty transfer regulations specified in [Readmission and Transfer b, c, and d](#) and [Transfer from the Transition Year Program](#).

III. Nonmatriculated Applicants

Refer to [Nonmatriculated Applicants](#).

Notes

1. Because enrolment is limited and because the studies in this interpretive/creative field involve highly specialized training, candidates must satisfy a selection committee that they have the ability and commitment to undertake the program. The selection committee decides based on evidence derived from an assessment of any course that may have been taken and a portfolio of work done by the candidate.
2. Portfolios and applications must be received by the deadlines noted in [Undergraduate Application Deadlines for Admission and Readmission](#).
3. Enquiries regarding the detailed artistic requirements for admission to these programs should be directed initially to the Department of Art and Design, University of Alberta, Edmonton, Alberta T6G 2C9; telephone (780) 492-5712, e-mail artdes@ualberta.ca.
4. Students seeking readmission to the BFA (Art and Design) program (see [Withdrawal](#)) or readmission to the BDes program (see [Withdrawal](#)) following a recommendation not to continue must meet the program readmission requirements.

No further changes.

<p style="text-align: center;">CURRENT Bachelor of Design</p>	<p style="text-align: center;">PROPOSED Bachelor of Design</p>
<p>Bachelor of Design (BDes)</p> <hr/> <p>← Return to: Faculty of Arts - Programs General Information</p> <hr/> <p>The Department of Art and Design offers six program routes leading to the degree of Bachelor of Design: the General Route (★120), the Printmaking Route (★120), the Business/Marketing Route (★120), the Engineering Route (★120), the Computing Science Route (★120), and the Social Sciences Route (★120).</p> <p>The required courses in the various routes as well as the recommended sequencing are detailed in the following chart. Departmental approval is required for all courses selected to fulfil unspecified requirements or options.</p> <p>Program Requirements</p> <hr/> <p>Arts or Science options exclude courses offered by the Department of Art and Design.</p> <p>General Route (★120)</p> <p style="text-align: center;"><i>No Changes Until</i></p> <p>Printmaking Route (★120)</p> <hr/> <p>Year 1 (★30)</p> <hr/> <p>ART 136 – Art Fundamentals I ART 137 – Art Fundamentals II</p>	<p>Bachelor of Design (BDes)</p> <hr/> <p>← Return to: Faculty of Arts - Programs General Information</p> <hr/> <p>The Department of Art and Design offers four program routes leading to the degree of Bachelor of Design: the General Route (★120), the Business/Marketing Route (★120), the Engineering Route (★120), and the Social Sciences Route (★120).</p> <p>The required courses in the various routes as well as the recommended sequencing are detailed in the following chart. Departmental approval is required for all courses selected to fulfil unspecified requirements or options.</p> <p>Program Requirements</p> <hr/> <p>Arts or Science options exclude courses offered by the Department of Art and Design.</p> <p>General Route (★120)</p> <p style="text-align: center;"><i>No Changes Until</i></p> <p>Printmaking Route (★120)</p> <p>Effective September 2019, there will be no further admissions to this route. Students who entered the program prior to September 2019 must complete studio courses by April 30, 2024 and must complete all program requirements by April 30, 2024. The last BDes degree with a Printmaking route will be granted at Spring Convocation 2024.</p>

DES 138 - Design Fundamentals I
DES 139 - Design Fundamentals II
ART 140 - Drawing I
HADVC 101 - Introduction to the History of Art,
Design, and Visual Culture I
HADVC 102 - Introduction to the History of Art,
Design, and Visual Culture II
100-level ENGL (★6)
Arts or Science option (100- or 200-level) or
HADVC 400-level (★6)
Year 2 (★33)

DES 393 - Foundations of Visual Communication
Design I
DES 394 - Foundations of Visual Communication
Design II
DES 395 - Introduction to Form, Visual Elements
and Systems
DES 396 - Introduction to Research and Theory
in Design
ART 322 - Printmaking: Introductory Studies I
ART 323 - Printmaking: Introductory Studies II
ART 340 - Drawing II
HADVC 209 - History of Modern Design
HADVC (200-level) (★3)
Arts or Science options (100- or 200-level) (★6)
Year 3 (★30)

DES 493 - Concepts and Systems in Visual
Communication Design I
DES 494 - Concepts and Systems in Visual
Communication Design II
DES 425 - Word and Image: Intermediate
Projects in Printmaking for Designers and Artists
ART 422 - Printmaking: Intermediate Studies I
HADVC (200- or 300-level) (★3)
DES 483 - Seminar on Design Issues
Arts or Science options (200- or 300-level) (★6)
Year 4 (★27)

DES 593 - The Practice of Graphic Design I
DES 594 - The Practice of Graphic Design II
DES 525 - Word and Image: Advanced Projects
in Printmaking for Designers and Artists
ART 522 - Printmaking: Advanced Studies I
HADVC (300- or 400-level) (★3)

Continuing students must refer to the Calendar under
which they were admitted for program, promotion and
graduation requirements.

Arts or Science options (200- or 300-level) or
HADVC 400-level (★6)

Business/Marketing Route (★120)
No Further Changes Until

Engineering Route (★120)

Computing Science Route (★120)

Year 1 (★30)

ART 136 - Art Fundamentals I
ART 137 - Art Fundamentals II
DES 138 - Design Fundamentals I
DES 139 - Design Fundamentals II
ART 140 - Drawing I
HADVC 101 - Introduction to the History of Art,
Design, and Visual Culture I
HADVC 102 - Introduction to the History of Art,
Design, and Visual Culture II
100-level ENGL (★6)
CMPUT 101 - Introduction to Computing

Year 2 (★30)

DES 300 - Foundations of Industrial Design
I **AND**
DES 301 - Foundations of Industrial Design II
OR
DES 393 - Foundations of Visual Communication
Design I **AND**
DES 394 - Foundations of Visual Communication
Design II

DES (300-level) (★6)

ART or DES (300-level) (★6)

ART 340 - Drawing II
HADVC 209 - History of Modern Design
CMPUT 174 - Introduction to the Foundations of
Computation I
CMPUT 175 - Introduction to the Foundations of
Computation II

Business/Marketing Route (★120)
No Further Changes Until

Engineering Route (★120)
No Further Changes Until

Computing Science Route (★120)

Effective September 2019, there will be no further admissions to this route. Students who entered the program prior to September 2019 must complete studio courses by April 30, 2024 and must complete all program requirements by April 30, 2024. The last BDes degree with a Computing Science route will be granted at Spring Convocation 2024.

Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.

Year 3 (★30)

DES 400 - Intermediate Industrial Design Principles and Practices I AND

DES 401 - Intermediate Industrial Design Principles and Practices II

OR

DES 493 - Concepts and Systems in Visual Communication Design I AND

DES 494 - Concepts and Systems in Visual Communication Design II

DES (400-level) (★6)

ART or DES (300- or 400-level) (★3)

HADVC (200-level) (★3)

DES 483 - Seminar on Design Issues

CMPUT 250 - Computers and Games

CMPUT 301 - Introduction to Software Engineering

CMPUT 206 - Introduction to Digital Image

Processing

Year 4 (★30)

DES 500 - The Practice of Industrial Design I AND

DES 501 - The Practice of Industrial Design II

OR

DES 593 - The Practice of Graphic Design I AND

DES 594 - The Practice of Graphic Design II

DES (500-level) (★6)

ART or DES (300- or 400- or 500-level) (★6)

CMPUT (200- or 300- or 400-level) (★6)

CMPUT (300- or 400-level) (★6)

Social Sciences Route (★120)

No Further Changes Until

Promotion

a. To be promoted to the next year students will need a grade point average of at least 2.7 in Fall/Winter, and Departmental recommendation.

Social Sciences Route (★120)

No Further Changes Until

Promotion

a. To be promoted to the next year students will need a grade point average of at least 2.7 in Fall/Winter, and Departmental recommendation.

b. A grade of either D or D+ in a central subject may normally be credited only once in a BDes student's program. For any subsequent ★3 or ★6 in which either D or D+ is received, an alternate ★3 or ★6 approved by the Department must be substituted.

c. Final-year requirements include a minimum GPA of 2.7 on the last ★27 taken toward the degree in the General, Printmaking, Computing Science, and Social Sciences Routes, and on the last ★30 taken toward the degree in the Business/Marketing, and Engineering Routes, and Departmental recommendation.

d. For students undertaking the Computing Science Route, a minimum GPA of 2.7 will be required for all Math and Computing Science courses in Years 1 and 2 before proceeding to Computing Science 200-, 300-, and 400-level courses.

e. For students undertaking the Social Sciences Route, Social Science Option courses must be chosen from the following disciplines:
Anthropology (ANTHR)
Community Service-Learning (CSL)
Earth and Atmospheric Studies (EAS- only those courses designated as Arts EAS X9X)
Economics (ECON)
History (HIST)
Human Geography and Planning (HGP)
Interdisciplinary Undergraduate (INT D) - subject to approval by the advisor
Linguistics (LING)
Middle Eastern and African Studies (MEAS)
Political Science (POL S)
Psychology (PSYCO- only those courses designated as Arts courses)
Science, Technology and Society (STS)
Sociology (SOC)
Women's and Gender Studies (WGS)

f. Students who are not recommended to continue in the program at the end of the first, second, or third year of study must withdraw from the program. Such students may transfer to another program in the Faculty of Arts, except the BFA (Art and Design) program, if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be completed. Readmission to the BDes or BFA program will only be considered following completion of ★24

b. A grade of either D or D+ in a central subject may normally be credited only once in a BDes student's program. For any subsequent ★3 or ★6 in which either D or D+ is received, an alternate ★3 or ★6 approved by the Department must be substituted.

c. Final-year requirements include a minimum GPA of 2.7 on the last ★27 taken toward the degree in the General and Social Sciences Routes, and on the last ★30 taken toward the degree in the Business/Marketing, and Engineering Routes, and Departmental recommendation.

d. For students undertaking the Social Sciences Route, Social Science Option courses must be chosen from the following disciplines:
Anthropology (ANTHR)
Community Service-Learning (CSL)
Earth and Atmospheric Studies (EAS- only those courses designated as Arts EAS X9X)
Economics (ECON)
History (HIST)
Human Geography and Planning (HGP)
Interdisciplinary Undergraduate (INT D) - subject to approval by the advisor
Linguistics (LING)
Middle Eastern and African Studies (MEAS)
Political Science (POL S)
Psychology (PSYCO- only those courses designated as Arts courses)
Science, Technology and Society (STS)
Sociology (SOC)
Women's and Gender Studies (WGS)

e. Students who are not recommended to continue in the program at the end of the first, second, or third year of study must withdraw from the program. Such students may transfer to another program in the Faculty of Arts, except the BFA (Art and Design) program, if the entrance and promotion requirements for such a program are met. After transfer, all requirements for the new program must be completed. Readmission to the BDes or BFA program will only be considered following completion of ★24

<p>in coursework that will meet program requirements in one Fall/Winter with a GPA of 2.7 and a successful portfolio submission. Only one readmission to the BDes or BFA program following a recommendation not to continue will be considered.</p> <p>g. Students who fail to meet the final-year requirements for the program will be permitted to fulfil those requirements only with the approval of the Department and the Dean of Arts.</p> <p>h. A Bachelor of Design program may be interrupted only with Departmental consent.</p> <p style="text-align: center;"><i>No Further Changes</i></p>	<p>in coursework that will meet program requirements in one Fall/Winter with a GPA of 2.7 and a successful portfolio submission. Only one readmission to the BDes or BFA program following a recommendation not to continue will be considered.</p> <p>f. Students who fail to meet the final-year requirements for the program will be permitted to fulfil those requirements only with the approval of the Department and the Dean of Arts.</p> <p>g. A Bachelor of Design program may be interrupted only with Departmental consent.</p> <p style="text-align: center;"><i>No Further Changes</i></p>
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CURRENT	PROPOSED
BA Honors Admissions Chart 6	BA Honors Admissions Chart 6
<p>Admissions Chart 6 Specific Admission Requirements to BA Honors Programs</p> <p style="text-align: center;"><i>No Changes Until</i></p> <p>Honors Program</p> <p>Classical Languages or Classical Studies</p> <p>AGPA Requirements</p> <p>A minimum AGPA of 3.0 with an average of 3.3 or better in Classics and Latin and Greek courses.</p>	<p>Admissions Chart 6 Specific Admission Requirements to BA Honors Programs</p> <p style="text-align: center;"><i>No Changes Until</i></p> <p>Honors Program</p> <p>Classical Studies</p> <p>AGPA Requirements</p> <p>A minimum AGPA of 3.0 with an average of 3.3 or better in Classics and Latin and Greek courses.</p>

Other

Entrance to Honors in **Classical Languages or** Classical Studies ordinarily takes place at the end of the first year of university study. Students planning to apply for admission should consult the Department Honors advisor for first-year course selection which should include LATIN 101/LATIN 102 and GREEK 101/GREEK 102.

No Further Changes Until

Honors Program

Creative Writing (Department of English and Film Studies)

AGPA Requirements

A minimum AGPA of 3.3 with a minimum average of 3.3 or better in all Creative Writing courses completed.

Other

Entrance to a Combined Honors in Creative Writing ordinarily takes place at the end of the second year of university study, with the completion of at least one of WRITE 294, WRITE 295, or WRITE 298. **Note:** The submission of a writing sample is required prior to registration in

Other

Entrance to Honors in Classical Studies ordinarily takes place at the end of the first year of university study. Students planning to apply for admission should consult the Department Honors advisor for first-year course selection which should include LATIN 101/LATIN 102 and GREEK 101/GREEK 102.

Honors Program

Creative Writing (Department of English and Film Studies)

Effective September 2019, there will be no further admission to this major. Students who entered the program prior to September 2019 must complete all program requirements by April 30, 2024. The last BA Honors degree in Creative Writing combined with another major will be granted at Spring Convocation 2024.

<p>all Creative Writing courses, except WRITE 298, WRITE 397, WRITE 398 and WRITE 498.</p> <p style="text-align: center;">No Further Changes</p>	
<p style="text-align: center;">CURRENT Honors Classical Languages</p>	<p style="text-align: center;">PROPOSED Honors Classical Languages</p>
<p>Classics [Arts]</p> <p>Honors in Classical Languages or Classical Studies</p> <hr/> <p>Students planning to apply for admission to the Honors program should consult BA Honors for admission requirements. See BA (Honors) for Faculty regulations concerning the Honors program. [moved to section below]</p> <p>Honors in Classical Languages Requirements</p> <hr/> <p>Minimum ★60, maximum ★72 in GREEK, LATIN and CLASS, with at least ★6 at the 400-level.</p> <p>As the language component (total of ★33):</p> <hr/> <p>★12 in GREEK and ★12 in LATIN and An additional ★9 in GREEK and/or LATIN ★6 from among</p> <hr/> <p>CLASS 102 – Greek and Roman Mythology CLASS 103 - Introduction to Ancient Greece CLASS 104 - Introduction to Ancient Rome CLASS 110 – The Ancient World ★18 in</p> <hr/> <p>CLASS, GREEK and/or LATIN</p> <p>Note:</p> <hr/>	<p>Classics [Arts]</p> <p>Honors in Classical Languages</p> <hr/> <p>Effective September 2019, there will be no further admission to this major. Students who entered the program prior to September 2019 must complete all program requirements by April 30, 2024. The last BA Honors degree with a Classical Languages major will be granted at Spring Convocation 2024.</p> <p>Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.</p>

Students wishing to enter graduate study in Classical Languages are strongly advised to satisfy ★18 in CLASS, GREEK and/or LATIN requirement with as many GREEK and LATIN courses as possible.

★3 Honors Essay

(one of)

- CLASS 500 - Fourth-Year Honors Tutorial
- GREEK 500 - Fourth-Year Honors Tutorial
- LATIN 500 - Fourth-Year Honors Tutorial

Honors in Classical Studies Requirements

Minimum ★60, maximum ★72 in GREEK, LATIN and CLASS.

As the language component (total of ★12):

- ★12 in GREEK or
- ★12 in LATIN or
- ★6 in GREEK and ★6 in LATIN
- ★6 from among**

- CLASS 102 - Greek and Roman Mythology
- CLASS 103 - Introduction to Ancient Greece
- CLASS 104 - Introduction to Ancient Rome
- CLASS 110 - The Ancient World

★39 in

CLASS, GREEK, LATIN and/or HIST 324, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level.

★3 Honors Essay

(one of)

- CLASS 500 - Fourth-Year Honors Tutorial
- GREEK 500 - Fourth-Year Honors Tutorial

Honors in Classical Studies Requirements

Students planning to apply for admission to the Honors program should consult [BA Honors](#) for admission requirements. See [BA \(Honors\)](#) for Faculty regulations concerning the Honors program. [moved from section above]

Minimum ★60, maximum ★72 in GREEK, LATIN and CLASS.

As the language component (total of ★12):

- ★12 in GREEK or
- ★12 in LATIN or
- ★6 in GREEK and ★6 in LATIN
- ★6 from among**

- CLASS 102 - Greek and Roman Mythology
- CLASS 103 - Introduction to Ancient Greece
- CLASS 104 - Introduction to Ancient Rome
- CLASS 110 - The Ancient World

★39 in

CLASS, GREEK, LATIN and/or HIST 324, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level.

★3 Honors Essay

(one of)

- CLASS 500 - Fourth-Year Honors Tutorial

LATIN 500 - Fourth-Year Honors Tutorial

Note:

Students wishing to enter graduate study in Classical Studies are strongly advised to consult the Honors Advisor.

Promotion Requirements

Promotion from year to year requires a GPA of at least 3.0 with an average of at least 3.3 in all CLASS and GREEK and LATIN courses.

Graduation Requirements

Graduation with Honors in **Classical Languages or** Classical Studies requires a graduation average of at least 3.0 with an average of at least 3.3 in all CLASS and GREEK and LATIN courses. Graduation with First Class Honors requires an average of at least 3.7 on all CLASS and GREEK and LATIN courses taken in the last two years and an average of 3.5 or better on all courses in the two final years (last ★60).

Combined Honors in Classics and Another Discipline

Students may pursue a Combined Honors program in Classics and another discipline. **See here for the specific requirements of the Combined Honors program in History and Classics.**

The common requirements in a Combined Honors program are the same as for other Honors programs (refer to [BA \(Honors\)](#)).

The requirement in Classics is a minimum of ★36 in CLASS and/or GREEK and/or LATIN, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level. The Honors Essay ([CLASS 500](#), [GREEK 500](#), or [LATIN 500](#)) or a Combined Honors Essay, [INT D 520](#), may be included for ★3 of the minimum ★36. Interested students must consult the Honors Advisor in Classics. Honors Advisors in both disciplines must be in agreement about the program. Students must satisfy Honors requirements for promotion and graduation in each discipline.

Promotion and Graduation Requirements

In a Combined Honors program, students must meet the promotion and graduation standards of each

GREEK 500 - Fourth-Year Honors Tutorial LATIN 500 - Fourth-Year Honors Tutorial

Note:

Students wishing to enter graduate study in Classical Studies are strongly advised to consult the Honors Advisor.

Promotion Requirements

Promotion from year to year requires a GPA of at least 3.0 with an average of at least 3.3 in all CLASS and GREEK and LATIN courses.

Graduation Requirements

Graduation with Honors in Classical Studies requires a graduation average of at least 3.0 with an average of at least 3.3 in all CLASS and GREEK and LATIN courses. Graduation with First Class Honors requires an average of at least 3.7 on all CLASS and GREEK and LATIN courses taken in the last two years and an average of 3.5 or better on all courses in the two final years (last ★60).

Combined Honors in Classics and Another Discipline

Students may pursue a Combined Honors program in Classics and another discipline. The common requirements in a Combined Honors program are the same as for other Honors programs (refer to [BA \(Honors\)](#)).

The requirement in Classics is a minimum of ★36 in CLASS and/or GREEK and/or LATIN, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level. The Honors Essay ([CLASS 500](#), [GREEK 500](#), or [LATIN 500](#)) or a Combined Honors Essay, [INT D 520](#), may be included for ★3 of the minimum ★36. Interested students must consult the Honors Advisor in Classics. Honors Advisors in both disciplines must be in agreement about the program. Students must satisfy Honors requirements for promotion and graduation in each discipline.

Promotion and Graduation Requirements

In a Combined Honors program, students must meet the promotion and graduation standards of each

<p>Department. The requirements in Classics are outlined above.</p> <p style="text-align: center;">No Further Changes</p>	<p>Department. The requirements in Classics are outlined above.</p> <p style="text-align: center;">No Further Changes</p>
<p style="text-align: center;">CURRENT Creative Writing</p>	<p style="text-align: center;">PROPOSED PROPOSED Creative Writing</p>
<p>Creative Writing [Arts]</p> <p>Department of English and Film Studies See also English [Arts]</p> <p>Combined Honors in Creative Writing</p> <hr/> <p>The common requirements are the same as for other Honors programs (see BA (Honors)).</p> <p>A Combined Honors program in Creative Writing and another discipline requires a minimum of ★36 at the senior level in writing courses offered by the Departments of English and Film Studies, and Drama. Minimum requirements in Creative Writing follow:</p> <p>★6 selected from</p> <hr/> <p>WRITE 294 – Introduction to Writing Poetry WRITE 295 – Introduction to Writing Fiction WRITE 298 – Introduction to Writing Nonfiction ★12 selected from</p> <hr/> <p>WRITE 392 – Intermediate Poetry WRITE 393 – Intermediate Fiction WRITE 394 WRITE 395 – Intermediate Creative Writing: Fiction WRITE 397 – Intermediate Nonfiction WRITE 398 – Intermediate Creative Writing: Nonfiction WRITE 399 – Projects in Genre and</p>	<p>Creative Writing [Arts]</p> <p>Department of English and Film Studies See also English [Arts]</p> <p>Combined Honors in Creative Writing</p> <hr/> <p>Effective September 2019, there will be no further admission to this major. Students who entered the program prior to September 2019 must complete all program requirements by April 30, 2024. The last BA Honors degree in Creative Writing combined with another major will be granted at Spring Convocation 2024.</p> <p>Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.</p>

DRAMA 361 - Playwriting

★6 selected from

WRITE 494 - Advanced Creative Writing: Poetry

WRITE 495 - Advanced Creative Writing: Fiction

WRITE 498 - Advanced Creative Writing:

Nonfiction

and

DRAMA 461

★12 may be selected from the above categories.

(In Year 4, students may take WRITE 532 (Tutorial),
for either ★6 or ★3.)

With approval from the Write Program Director

Students may also use one of the following courses to
fulfill their program requirements for (4) above:

ENGL 212 - Introduction to the English Language

ENGL 300 - Social and Cultural History of the
English Language

MLCS 300 - Introduction to Translation

HIST 290 - Introduction to Historiography

LING 204 - English Syntax

Note

See Cross-Listed Courses for regulations concerning
cross-listed courses.

Promotion and Graduation Requirements

In the Combined Honors Program, students must
meet the promotion and graduation standards of each
department. The requirements in Creative Writing are
as follows:

Promotion Requirements: Promotion from year to year
requires a minimum GPA of at least 3.0 and an
average of at least 3.3 in all Creative Writing courses
(including DRAMA 361 and 461, if taken) in the
Fall/Winter.

Graduation Requirements: Graduation with Honors in
Creative Writing requires a minimum GPA of at least
3.0 in the last year of study and a minimum average of
3.3 in all Creative Writing courses (including DRAMA
361 or 461, if taken). Graduation with First Class
Honors requires an average of at least 3.7 in all
senior-level Creative Writing courses,
(including DRAMA 361 or 461 if taken) and an overall
average of at least 3.5 on the last ★30.

<p>Students should note that a Combined Honors program may not qualify them for admission to a graduate program in Creative Writing.</p> <p style="text-align: center;">No Further Changes</p> <p>Minor in Creative Writing</p>	<p style="text-align: center;">No Further Changes</p> <p>Minor in Creative Writing</p>
<p style="text-align: center;">CURRENT</p> <p style="text-align: center;">Combined Honors in History and Classics</p>	<p style="text-align: center;">PROPOSED</p> <p style="text-align: center;">Combined Honors in History and Classics</p>
<p style="text-align: center;">Combined Honors in History and Classics</p> <hr/> <p>Students may pursue a Combined Honors program in History and Classics. This degree requires a minimum of ★42 (at the junior and senior levels) in History and ★36 (at the junior and senior levels) in Classics.</p> <p>The common requirements in a Combined Honors program are the same as for other Honors programs (see BA (Honors)).</p> <p>Requirements in History</p> <hr/> <p>HIST 500 (★6) Historiography seminar is required in the third year.</p> <p>HIST 501 (★6) Honors Essay is normally required in the fourth year. However, with the Advisor's approval, this may be replaced with ★6 in History if the student will be completing an Honors Essay in the other discipline. With special permission, a Combined Honors Essay may also be permitted in lieu of HIST 501 [see Honors Essay]. Consult the Honors Advisor for further information.</p> <p>Additional units of course weight in History as needed to achieve the minimum of ★42 required; at least ★36 must be at the senior level, and at least ★6 must be at the 400-level. HIST 500 and HIST 501 are counted toward the minimum units of course weight required. Advisor approval of course selection is required.</p>	<p style="text-align: center;">Combined Honors in History and Classics</p> <hr/> <p>Effective September 2019, there will be no further admission to this specific Combined Honors major. Students who entered the program prior to September 2019 must complete all program requirements by April 30, 2024. The last degree with this specific combined Honors major will be granted at Spring Convocation 2024.</p> <p>Continuing students must refer to the Calendar under which they were admitted for program, promotion and graduation requirements.</p>

Students must satisfy the second language requirements of the History and Classics Department.

Requirements in Classics

A minimum of ★36 in CLASS and/or GREEK and/or LATIN, with at least ★18 at the 300-level or above, including at least ★6 at the 400-level. The Honors Essay (CLASS 500, GREEK 500, or LATIN 500) or a Combined Honors Essay, INT D 520, may be included as ★3 of the ★36 minimum. Interested students must consult the Honors Advisor in Classics.

Promotion and Graduation Requirements

In a combined Honors program, students are required to meet the promotion and graduation standards of each discipline. The requirements in Classics are outlined in [Honors in Classical Languages or Classical Studies](#) and for History are outlined in [Honors in History](#).

No Further Changes

Combined Honors in History

Students may pursue a Combined Honors program in History and another discipline.

However, students should be aware that a Combined Honors program may not directly qualify for admission to a graduate program in History. Please consult the Graduate Chair for advice. A Combined Honors program may also take longer than the usual four years to complete.

The common requirements in a Combined Honors program are the same as for other Honors programs (refer to [BA \(Honors\)](#)).

A Combined Honors degree in History and another discipline requires a minimum of ★42 (at the junior and senior levels) in History and a minimum of ★36 in the other discipline.

No Further Changes

Combined Honors in History

Students may pursue a Combined Honors program in History and another discipline.

However, students should be aware that a Combined Honors program may not directly qualify for admission to a graduate program in History. Please consult the Graduate Chair for advice. A Combined Honors program may also take longer than the usual four years to complete.

The common requirements in a Combined Honors program are the same as for other Honors programs (refer to [BA \(Honors\)](#)).

A Combined Honors degree in History and another discipline requires a minimum of ★42 (at the junior and senior levels) in History and a minimum of ★36 in the other discipline.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for an Embedded Certificate in Ethics, Faculty of Arts**

Motion: THAT the GFC Academic Standards Committee, with delegated authority from General Faculties Council, approve the proposed embedded Certificate in Ethics, as submitted by the Faculty of Arts, and as set forth in Attachment 1, to take effect Fall 2018.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dr. Glenn G. Griener, Department of Philosophy; Dr. Jack Zupko, Department of Philosophy
Presenter	Dr. Glenn G. Griener, Department of Philosophy

Details

Responsibility	Department of Philosophy
The Purpose of the Proposal is (please be specific)	The purpose of the proposal is to establish a Certificate in Ethics. The Certificate aims to develop students' understanding of influential approaches to ethical theory, to nurture a commitment to ethical reflection, and to develop skills in ethical decision making. The need for engaged citizens who can think carefully about the implications of rapid and disruptive technological innovation has been recognized by the university, governments and professional organizations. This Certificate intends to meet that need for individuals to be well versed in ethics.
The Impact of the Proposal is	The proposed Certificate in Ethics will have an impact on two distinct groups of students. The first target audience is philosophy majors who would benefit by concentrating their studies in ethics. A number of our current students develop a deep interest in the field of ethics. A certificate will have the impact of helping this group satisfy their interest and to gain admission into traditional MA or PhD programs or into a career in applied ethics working outside the academy (for instance, as a clinical ethicist employed by a healthcare organization.) The second target group is students pursuing careers in other disciplines and through other faculties, including science, engineering, business and the health care professions. In each of these realms there is growing awareness of the need for an ability to address ethical challenges arising in everyday practice. A practitioner's ability to provide rigorous in-depth analysis of ethical questions is now recognized as an essential core competency. A Certificate in Ethics will equip our graduates in such fields to meet these professional challenges and thereby foster change for the good.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Fall, 2018
Estimated Cost and funding source	The Certificate will be managed through the Department of Philosophy in the Faculty of Arts. A faculty advisor in the Department will help provide information and guidance to students; this will be part of the faculty member's service to the Department and thus poses no cost. All of the courses included in the Certificate are regularly taught. No increases on enrolment caps are planned, and no additional sections will be needed. Therefore, no increase in resources is needed.

Item No. 7

<p>Next Steps (ie.: Communications Plan, Implementation plans)</p>	<p>Submit the final proposal package to GFC Academic Standards Committee.</p> <p>Create information and advertising packages for the Certificate utilizing the Faculty of Arts new visual identity.</p> <p>Complete the generation of learning outcomes for all of the philosophy courses included in the Certificate in order to help our students appreciate what they are expected to know, understand, and demonstrate through their learning.</p> <p>Create a plan for integrating Indigenous content in the Certificate and encourage pedagogical approaches that value Indigenous voices and ways of knowing.</p> <p>Create a plan to increase opportunities for experiential learning.</p>
<p>Supplementary Notes and context</p>	<p>Initial planning for the Certificate in Ethics began in the Undergraduate Studies Committee of the Department of Philosophy during the summer of 2015.</p> <p>The Staff Council of the Department reviewed and approved the proposal at its meeting October 2015.</p> <p>Proposal was reviewed and approved by Arts Executive on February 27, 2018.</p> <p>Proposal was reviewed and approved by Arts Faculty Council on March 22, 2018.</p> <p>Proposal was reviewed and approved by Arts Faculty Council, Academic Standards Committee on January 24, 2018.</p>

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • John Dossetor Health Ethics Centre, Winter 2017. • Faculty of Nursing, Winter, 2017. <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Robin Cowan, (then) Senior Officer Programs & Services (Fall 2016) • Rebecca Nagel, Associate Dean (Student Programs) • Undergraduate Philosophy Association was initially consulted in Fall 2016. Additional consultation to address specific concerns by the UPA executive took place during March 2018. <p>During January 2018, the Deans of Associate Deans of the following faculties consulted about inclusion of their students or their courses in the Certificate:</p> <ul style="list-style-type: none"> • St. Joseph's College • Faculty of Education
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Item No. 7

	<ul style="list-style-type: none"> • Faculty of Kinesiology, Sport, and Recreation • Faculty of Science
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Department of Philosophy <p>The following faculties have expressed interest in having the Certificate available to their students and in making selected courses available to students from other faculties:</p> <ul style="list-style-type: none"> • St. Joseph’s College • Faculty of Education • Faculty of Kinesiology, Sport, and Recreation
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Arts Faculty Council-March 22, 2018. GFC ASC Subcommittee on Standards-May 3, 2018 GFC Academic Standards Committee-May 17, 2018</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>The Certificate in Ethics is very tightly aligned with both the University’s institutional strategic plan, <i>For the Public Good</i> and the Faculty of Arts’ Academic Strategic Plan, <i>Change for the Good</i>. Ethics comprises critical reflection on the fundamental values of our diverse society.</p> <p>Teaching and scholarship in ethics epitomizes the values which lie at the core of <i>Change for Good</i>:</p> <p style="padding-left: 40px;">“The Faculty of Arts values intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, and service. ... We value diversity, inclusivity, respect, and equity across and among our peoples and disciplines... The Faculty of Arts values social responsibility, engaged citizenship, and social justice, and is committed to respectful relations with Indigenous peoples within and beyond our Faculty community.”</p> <p>Courses in ethical theory will provide our students with understanding of diverse sources of value and different visions of the good. Knowledge of the methods of respectful moral reasoning will enable our students to participate in dialogue aimed at achieving a shared vision of the public good. Education in such applied areas as environmental ethics, biomedical ethics, animal welfare and social justice will develop the core competencies in ethical reasoning necessary to engage with fellow citizens in resolving the many complex and pressing ethical issues arising across the sciences, business and the health professions.</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. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. GFC Academic Standards Committee (ASC) Terms of Reference</p>

(3. Mandate of the Committee):

“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).”

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

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

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

5. UAPPOL Admissions Procedure:

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

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

6. PSLA: The PSLA gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may

Item No. 7

	<p>continue the student's program of studies in a faculty" (Section 29(1)(d)).</p> <p>7. UAPPOL Academic Standing Policy: "All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar."</p> <p>8. UAPPOL Academic Standing Regulations Procedures: "All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation. 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."</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 6) Program Approval Template
2. Attachment 2 (page(s) 1 - 3) Faculty of Arts Calendar Change Request Form
3. Attachment 3 (page(s) 1-3) Library Impact Statement
4. Attachment 4 (page 1) Letter of Support St. Joseph's College.
5. Attachment 5 (page 1) e-mail of support Faculty of Education
6. Attachment 6 (page 1) e-mail of support Faculty of Kinesiology, Sport, and Recreation

Prepared by: Dr. Glenn G. Griener, Department of Philosophy

Revised: 5/8/2018

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**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; Graduate Certificate in Community-Based Research and Evaluation offered by Faculty of Graduate Studies and Research and Faculty of Extension.)

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.

Section A: Basics		
Program Name	Certificate in Ethics	
Sponsoring Faculty/ Academic Unit	Faculty of Arts / Department of Philosophy	
Contact information	Name and Title	Jack Zupko, Chair and Professor
	Phone	492-0616
	Email	jack.zupko@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	The Department of Philosophy in the Faculty of Arts will award the Certificate in Ethics.	
Units of Course Weight	The Department of Philosophy proposes an embedded undergraduate credit <i>Certificate in Ethics</i> . This certificate would be available to undergraduate students in any degree program.	
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	<p>The Certificate in Ethics will be awarded to undergraduate students in any Faculty who complete ★ 18 credits in approved ethics courses. One strength of this proposal lies in the flexibility it affords students. The list of approved courses includes offerings in the history of ethics, ethical theory, social justice and in various areas of practical ethics. This wide range of courses in ethics gives students the freedom to tailor the certificate to meet their individual interests and career aspirations. The inclusion of topics courses, covering such areas as just war theory and inter-generational ethics, expands the range even further.</p> <p>The proposed Certificate in Ethics targets two distinct groups of students. The first target audience is philosophy majors who would benefit from concentrating their studies in ethics. A number of our current students develop a deep interest in the field of ethics. They often consider an academic career in the field or a career in applied ethics working outside the academy, for instance, as a clinical ethicist in a healthcare organization. A certificate will help them gain admission into MA or PhD programs or into more specialized training in particular areas of applied ethics. The second target group is students pursuing careers in other disciplines, including science, business and the health care professions. In all of these realms there is growing awareness of ethics, and a practitioner's ability to provide rigorous in-</p>	

	<p>depth analysis of ethical questions is now recognized as a valuable core competency. For example, nursing students who wish to contribute to their profession by the development of nursing ethics may choose the Certificate in Ethics as an attractive addition to the BScN.</p>
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Section B: Rationale, Implications and Impact	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.</p>	<p>The proposal for a Certificate in Ethics is driven by several considerations. The need for ethical reflection on the implications of rapid and disruptive technological innovation has long been recognized by government and research funding agencies, among others. This generates a need for individuals who are well versed in ethics. The Department of Philosophy is ideally positioned to satisfy this need. Changes in the tenured faculty and the availability of excellent contract academic staff allow the Department to offer a wide range of well subscribed ethics courses on a regular basis. Creation of a Certificate in Ethics allows optimal use of these resources to meet students’ interest and career plans.</p>
<p>Vision and Academic Plan How does the proposed program align with the strategic goals described in <i>For the Public Good</i>? How does the program further the objectives or align with the strategies in the University’s Institutional Strategic Plan?</p>	<p>The Certificate in Ethics is very closely aligned with both the University’s institutional strategic plan, <i>For the Public Good</i> and the Faculty of Arts’ Academic Strategic Plan, <i>Change for the Good</i>. Ethics comprises critical reflection on the fundamental values of our diverse society.</p> <p>Courses in ethical theory will provide our students with understanding of diverse sources of value and different visions of the good, including Indigenous values and sources outside the Western tradition. Knowledge of the methods of respectful moral reasoning will enable our students to participate in dialogue aimed at achieving a shared vision of the public good.</p> <p>Education in practical ethics in such areas as environmental ethics, biomedical ethics, animal welfare and social justice will develop the core competencies in ethical reasoning necessary to engage with fellow citizens in resolving the many complex and pressing ethical issues arising across the sciences, business and the health professions. In keeping with the University and Faculty’s commitment to truth and reconciliation, the issues of ethics and justice in dealings with Canada’s indigenous community will be a focus in these courses.</p>
<p>Resource Implications 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>Introduction of the embedded Certificate in Ethics would not require new resources. The Department of Philosophy reviewed and rationalized its course offerings two years ago to reflect changes in the academic staff and student demand for courses. At that time, many changes were made to the Calendar. Therefore, there are no additional changes needed at this time.</p> <p>As introduction of the Certificate in Ethics does not require the approval of any new courses, the impact on the library collection is anticipated to be negligible. Only collection development for ongoing support of current teaching and research is required.</p> <p>The Department has sufficient depth and breadth of expertise in the permanent faculty and among advanced graduate students and contract faculty to ensure that the courses on the list are offered regularly. During the Fall and Winter Terms of</p>

	the 2016-17 academic year, for instance, all but one of the courses was scheduled in at least one section, with the more popular courses scheduled in multiple sections. Phil 250 was offered in both terms. A similar range of courses is on offer for the 2017-18 academic year. Several of the courses are also regularly scheduled in Spring Session, providing students with flexibility in scheduling.
Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.	The Department of Philosophy's ethics courses are among our most attractive to undergraduate students. Once introduced to the subject, a considerable number of these students enroll in additional courses in the field. It is therefore expected that in the early years, approximately ten to twelve students per year will pursue the Certificate in Ethics.
Implications of Introduction of the Credit Certificate 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.?	There are no similar ethics programs on offer in the province.
Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.	The Certificate in Ethics represents a more effective use of the learning resources already available on campus. The development of additional topics courses within the program would be part of the natural evolution of courses within the department. Therefore, they have no appreciable impact on any of the service units of the University.

Appendices	
Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.	<p>Students will be required to complete PHIL 250. Additional courses would be chosen from the following list of courses. All of the courses on this list are existing courses.</p> <p>PHIL 101 Introduction to Philosophy: Values and Society ★ 3 (fi 6) (either term, 2-1s-0) An introduction to the classical problems of philosophy through study and critical discussion of selected philosophical classics and contemporary works. Emphasis will be placed on questions of moral and other values and on the nature of society and justice.</p> <p>PHIL 217 Biology, Society, and Values ★ 3 (fi 6) (either term, 3-0-0) The philosophical and social impact of historical and contemporary topics in the biological sciences.</p> <p>PHIL 250 Contemporary Ethical Issues ★ 3 (fi 6) (either term, 3-0-0) An examination of questions of</p>

	<p>right and wrong, good and evil, and the application of ethical theories to practical issues.</p>
PHIL 269	<p>Moral Issues in a Christian Context {Offered by St. Joseph's College}</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) Analysis and evaluation of selected moral and social issues.</p>
PHIL 279	<p>Philosophy of Hunting {Offered by St. Joseph's College}</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) The moral, conceptual, existential, environmental, socio-political, and spiritual issues raised by the practice of hunting by humans.</p>
PHIL 350	<p>Foundations of Ethics</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) A philosophical investigation of theoretical questions about ethics, such as whether ethical values are objective or subjective, why we should be moral, whether virtues really exist, what role reason plays in ethical deliberation, and what constitutes the basis of our ethical obligations.</p>
PHIL 355	<p>Environmental Ethics</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) Philosophical dimensions of issues raised by our relationship to the environment.</p>
PHIL 366	<p>Computers and Culture</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) A philosophical examination of moral and social issues arising from the computer revolution. Possible topics include hacking, internet culture, smart environments and cyborgs.</p>
PHIL 368	<p>Topics in Social Justice</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) Variable content course which may be repeated if topic(s) vary.</p>
PHIL 384	<p>Topics in Practical Ethics</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) Variable content course which may be repeated if topic(s) vary.</p>
PHIL 386	<p>Health Care Ethics</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) A study of ethical issues that arise in health care and in the practice of health professions.</p>
PHIL 450	<p>Topics in Ethics</p> <p>★ 3 (<i>fi 6</i>) (either term, 3-0-0) Prerequisite: At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department.</p>

	<p>PHIL 451 Topics in History of Moral and Political Philosophy ★ 3 (<i>fi 6</i>) (either term, 3-0-0) Prerequisite: At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department.</p>
	<p>PHIL 470 Topics in Social and Political Philosophy ★ 3 (<i>fi 6</i>) (either term, 3-0-0) Prerequisite: At least *6 in PHIL, *3 of which must be at the 200-level, or consent of Department.</p>
	<p>PHIL 486/487 Directed Reading ★ 3 (<i>fi 6</i>) (either term, 3-0-0) Prerequisite: consent of Department.</p>
	<p>PHIL 498 Honors Essay ★ 3 (<i>fi 6</i>) (either term, 3-0-0) Preparation of the honors essay, required in the fourth year of the Honors program.</p>
	<p>CHRTC 394 Business Ethics: Christian Perspectives ★ 3 (<i>fi 6</i>) (either term, 3-0-0) A theological study of ethical issues in business settings, dealing with such themes as employer-employee relations, job security, advertising, distribution of wealth, acquisitive individualism, the common good; decisions on ethical issues in light of contemporary Catholic teaching.</p>
	<p>EDPS 410 Ethics and Law in Teaching ★ 3 (<i>fi 6</i>) (either term, 3-0-0) This course will examine the ethical and legal responsibilities of teachers. Among the topics addressed will be the following: punishment and child abuse; freedom of speech and academic freedom in schools; parents' rights and teachers' professional autonomy; issues of quality such as inclusive education and the problems of racism and sexism; fairness in assessment and evaluation; teachers' private lives and public obligations; indoctrination and the teaching of value. It is recommended that students take EDU 100 (EDU 300 for After Degree students), 210, and 211 prior to taking this course. May contain alternative delivery sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p>
	<p>GENET 424 Ethical Issues in Genetics ★ 3 (<i>fi 6</i>) (second term, 0-3s-0) A seminar and discussion course where students will use their existing knowledge of genetics to investigate, evaluate, and discuss how the field of genetics affects society. Students participate in classroom presentations, written submissions and discussions that may include medical research ethics, genetically modified organisms (GMOs), gene patenting, and other current topics. Enrollment is limited and is by permission of the instructor(s). Prerequisite: Any two GENET</p>

	<p>300-level lecture courses.</p> <p>HGP 410 Professional Planning Practice and Ethics ★ 3 (fi 6) (either term, 3-0-0) The professional practice of planning is covered including the role of planners in society and professional ethics for planners. Prerequisite: HGP 310. Restricted to Planning Major and Planning Specialization students.</p> <p>KIN 401 Applied Ethics in Physical Education and Sport ★ 3 (fi 6) (either term, 2-1s-0) A philosophical examination of ethical questions in the professional practice of physical education and sport. Prerequisite: PERLS 104. Note: Credit will be granted for only one of KIN 401 or PEDS 401.</p> <p>POL S 469 Ethics in International Relations ★ 3 (fi 6) (either term, 0-3s-0) Sources of and debates on ethical issues in international relations, especially surrounding human rights, economic justice and war. Prerequisite: One of POL S 261 (or 260) or Department consent.</p> <p>WGS 390 Ecofeminism ★ 3 (fi 6) (either term, 3-0-0) Feminist approaches to environmental ethics and politics. Prerequisite: Any 100 or 200 level WGS or W ST course, or consent of department.</p>
<p>Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	

**FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM**

Department: **Philosophy**

Check one of these boxes:

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

2017-18 DEADLINES

October 12, 2017
 January 11, 2018
 March 15, 2018
 April 12, 2018

Check one of these boxes:

Type of Change: Program Regulation Admission Requirements
 New Course Course Change
 Course Deletion Editorial

CURRENT Calendar Section Number (§) Enter the calendar URL here	PROPOSED Calendar Section Number (§) <u>Faculty of Arts - Certificate</u>
	<u>Certificate in Ethics</u>
<u>Strike through and highlight</u> deletions	<u>Underline and highlight</u> additions
	<p><u>Certificate in Ethics</u> <u>The Certificate in Ethics is a Faculty of Arts certificate that aims to develop future ethical leaders in the humanities, business, science and the professions. The Certificate program will provide students with an understanding of central ethical theories and with core competencies in the application of this theoretical knowledge to emerging ethical issues. Students who complete the program may choose to utilize the learning outcomes in a professional career outside the academy or to continue with a career in the academic setting.</u> <u>This Certificate is offered by the Faculty of Arts, but is open to undergraduate students in all Faculties at the University of Alberta. Students wishing to pursue the Certificate in Ethics must apply through the Undergraduate Student Services in the Faculty of Arts by the application Deadline for Graduation (see Academic Schedule).</u></p>
	<p><u>Certificate Requirements:</u> <u>Students must complete:</u></p> <ol style="list-style-type: none"> <u>1. All program requirements for any undergraduate degree at the University of Alberta.</u> <u>2. Phil 250.</u> <p><u>★ 15 additional required courses from the list of approved courses. See (Insert link to webpage with list.)</u></p>

Designated courses:

PHIL 101 Introduction to Philosophy: Values and Society

PHIL 217 Biology, Society, and Values

PHIL 269 Moral Issues in a Christian Context

PHIL 279 Philosophy of Hunting

PHIL 350 Foundations of Ethics

PHIL 355 Environmental Ethics

PHIL 366 Computers and Culture

PHIL 368 Topics in Social Justice

PHIL 384 Topics in Practical Ethics

PHIL 386 Health Care Ethics

PHIL 450 Topics in Ethics

PHIL 451 Topics in History of Moral and Political Philosophy

PHIL 470 Topics in Social and Political Philosophy

PHIL 486/487 Directed Reading

PHIL 498 Honors Essay

CHRTC 394 Business Ethics: Christian Perspectives

EDPS 410 Ethics and Law in Teaching

GENET 424 Ethical Issues in Genetics

HGP 410 Professional Planning Practice and Ethics

KIN 401 Applied Ethics in Physical Education and Sport

POL S 469 Ethics in International Relations

WGS 390 Ecofeminism

Variable content courses may be repeated for credit if topics vary.

PHIL 486/487 and PHIL 498 may only be applied when topic is appropriate and approved by the Associate Chair, Undergraduate Studies.

Other PHIL or AUPHIL courses maybe applied when appropriate and approved by the Associate Chair, Undergraduate Studies.

Considerations:

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No **Check one of these boxes**

Justification:

- There is no similar program being offered across any other faculties at this time.

Include justification here

Appendix to Embedded Undergraduate Certificate in Ethics submission Department of Philosophy

Submitted by: Complete this section	Signature of Department Chair or Designee Complete this section <i>Glenn G. Lerner</i> ACTING CHAIR	Date: Complete this section 04 May 2018
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SUBMIT completed, signed pdf and word versions to [google drive](#).

2017-18 Academic Affairs Committee Schedule:

- October 25, 2017
- January 24, 2018
- March 28, 2018
- April 25, 2018



Library Impact Statement

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

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

Library Contact:

Name: Lindsay Johnston	Date: 25/01/2018
Library Unit: Humanities and Social Science/ Law	Email: Lindsay.johnston@ualberta.ca

Program Proposal Contact:

Name: Dr. Jack Zupko	Dept./School: Philosophy
Faculty: Faculty of Arts	jack.zupko@ualberta.ca

Proposed Program Changes:

<p>Certificate in Ethics - awarded to undergraduate students in any Faculty who successfully complete 18 credits in approved ethics courses</p>

Library Service or Resource	Description of Library Impact
<p>Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)</p>	<p>Instruction related to Ethics course will be useful for undergraduate students undertaking the certificate. Information literacy instruction may include tours of the physical and virtual library, advanced information search/retrieval, and citation management. Instruction can be included as an objective of PHIL 250, so that all program participants benefit from information literacy instruction. Instruction is already provided in some of the eligible courses, such as PHIL 217. In addition to the <u>Libraries' guide to Philosophy</u>, customized guides can be created for the certificate program.</p> <p>The Libraries offer a range of <u>drop in research workshops</u> throughout the academic year to assist students with their research needs. In addition, <u>online instructional guides and tutorials</u> are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate <u>subject librarian</u> to discuss.</p>
<p>Reference assistance (e.g., ongoing one-on-one help)</p>	<p>The Philosophy Librarian and librarians in related programs are available for one-to-one consultations for specialized assistance.</p>

	<p>General reference assistance is available at all University of Alberta Libraries <u>service desks</u>. <u>Ask us services</u> are also available via chat, email and phone.</p>
<p>Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</p>	<p>As the proposed program makes use of regularly offered courses, students and faculty will continue to use library resources already provided within the collection. A wide range of resources are available to support academic and professional programs.</p> <p>The Libraries' current subscriptions and monograph (book) existing collections and ordering plans should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through <u>Interlibrary Loan</u>.</p> <p>Databases and collections that provide discovery and access to primary sources, secondary literature, and reference works for undergrads with particular relevance to this program include:</p> <ul style="list-style-type: none"> ● Philosopher's Index ● Phil Papers ● series such as Cambridge Companions to Philosophy and Oxford Companions ● Etc. <p>Submit <u>course reading list and reserve requests</u> online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
<p>Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)</p>	<p>The first target audience for this certificate is philosophy majors, so the main impact is on the Humanities and Social Science Library. As this Certificate program has the potential for cross-disciplinary appeal, librarians from other units have been informed of the application and are prepared to support the program as needed (eg: Nursing, Engineering). These librarians also provide information literacy instruction to their departments, which includes consideration of the ethical use of information.</p> <p>For example, in Engineering at the Science & Technology Library, existing collection strategies are sufficient to ensure strong information resource support for this program. Our collection already includes discipline-specific coverage of these topics, to help students apply these concepts to their main area of study (e.g. eBooks on Business Ethics, Ethics for Scientists and Engineers, etc.)</p>
<p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p>	<p>Physical facilities are in place to support student research needs. There are bookable group <u>study spaces</u>, as well as collaborative and individual study spaces in all library locations across UA campuses.</p>
<p>Other (specify)</p>	

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

Unit Head Signature:

Date: _____

Associate University Librarian Signature:

Date: _____

January 19, 2018

Dr. Glenn Greiner
Department of Philosophy
University of Alberta
Edmonton, AB T6G 2J5

Dear Dr. Greiner,

This letter is in response to our recent conversations about the Department of Philosophy's new proposed 'Certificate in Ethics' at the University of Alberta. We would like to thank you for including the College in this important initiative, and would note that we are very supportive of the Department's efforts in this regard.

In terms of the details of the proposed certificate, it is our understanding that the Department of Philosophy would like to list three St. Joseph's College courses that could count toward completion of the certificate. The courses that the Department would like to list are:

- 1.) PHIL 269, Moral Issues in a Christian Context
- 2.) PHIL 279, Philosophy of Hunting
- 3.) CHRTC 394, Business Ethics: Christian Perspectives.

The College would be delighted for these courses to be included, so please feel free to include these courses in the certificate proposal and to let any relevant parties know of our willingness to participate. Please contact us if we can be of further assistance in this matter.

We are very happy to collaborate with the Department of Philosophy in this project and look forward to our continued collaboration in myriad other ways.

Sincerely,



Shawn Flynn
Academic Dean

Matthew Kostelecky
Associate Academic Dean



Lynn McGarvey Jan 21

to **Sheila, Larry**, me

Hello Glenn,

Thank you for forwarding the copy of the certificate proposal. The proposal has been reviewed by both the Chair and Associate Chair (Undergraduate) in the Department of Educational Policy Studies. We are willing to support the certificate with the inclusion of EDPS 410. I'm not sure how many Education students will take up this opportunity, but we appreciate that it is a possibility for them.

Let me know if you need anything further from us in the way of support.

Regards,

Lynn

Janice Causgrove Dunn <jcausgro@ualberta.ca> Jan 18 (5 days ago)

to me

Hello Glenn:

The proposed Certificate in Ethics sounds very interesting and am willing to have KIN 401 added to the list of approved courses -- provided having it on the list does not suggest to students that they can have access to it if they are working toward the certificate. We do not normally open KIN 401 up to non-faculty students (though I will not say that we never have) because it is a required course for our two largest degree programs and is usually at capacity with our own students. (As well, it does have a prerequisite, making it harder for non-faculty students to qualify.) Just last week we had had to respond to a few non-faculty students demanding access to a different course because it appeared on a list, so perhaps I'm a little oversensitive about this at the moment!

So, assuming that having a course on the list does not mean all students seeking certificate may have access to it, I am in support of your proposal. Let me know if you require anything additional from me in this regard.

Kind regards,

Janice

Janice Causgrove Dunn, PhD
Professor and Associate Dean (Undergraduate Programs)
Faculty of Kinesiology, Sport, and Recreation
University of Alberta
3-115 University Hall
Edmonton, Alberta
T6G 2H9
Email: janice.causgrovedunn@ualberta.ca
Website: uab.ca/KSR

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Admission/Transfer and Academic Standing requirements for a new interdisciplinary Bachelor of Arts major in Media Studies, Faculty of Arts**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority, the admission/transfer and academic standing requirements for a new interdisciplinary Bachelor of Arts major in Media Studies, as proposed by the Faculty of Arts, and as set forth in the attached documents, to take effect September 2020.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty of Arts
Presenter	Michael O'Driscoll, Acting Vice-Dean, Faculty of Arts Astrid Ensslin, Professor, Faculty of Arts

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Establishment of BA Major in Media Studies. As the file demonstrates, the Faculty of Arts has remarkable breadth and depth of expertise, as well as reputational excellence in teaching and research, in the field of Media Studies that is dispersed across a dozen or more departments but is unsupported and uncoordinated by any standardized programming structure. At the same time, we provide strong evidence of student, industry, and employer demand for interdisciplinary media studies training of the sort the proposed program will deliver. Expert reviews and extensive consultation have contributed to and confirmed the rationale for the program design. The program offers opportunities for enriched learning experiences, including compelling double majors, professionalizing pathways, and coordination with Community Service Learning and Arts Work Experience programming. The program will provide a base for the development of new Indigenous curricular content and might prove a strong recruitment tool for Indigenous students. The proposal supports many of the key goals and objectives of both "For the Public Good" and "Change for Good," the Faculty of Arts five-year Academic Strategic Plan. The proposed program will complement rather than duplicate existing professional communications programming available in the region, and several Campus Alberta PSE's are strongly supportive of the opportunities this will present for collaboration and new learner pathways.
The Impact of the Proposal is	Increased student options, recruitment potential, meeting student need and career market demand, consolidation of faculty expertise
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	September 2020
Estimated Cost and funding source	TBD
Next Steps (ie.: Communications Plan, Implementation plans)	In anticipation of governance route to approval we will, at the appropriate time, 1) implement program management and leadership in OIS, and 2) communicate this program opportunity to current and prospective

	students.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> The proposal has been widely circulated for information and feedback to Faculty of Arts students, staff, faculty, Chairs, lead administrators, Directors, Dean’s Executive
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Members of two preceding ad hoc committees tasked with this initiative (began March, 2014) 8 member cross-disciplinary advisory committee (representation from Art & Design, EFS, HuCo, MLCS, Sociology) (meetings in June and September 2017) Provosts Office: Vice-Provost (Programs); Portfolio Initiatives Manager; Director, Academic Budget & Planning (June 2017) UAlberta Libraries: Head, Humanities and Social Science Library (December 2017) Dean of Arts Office: Dean; Associate Deans; Chief Financial Officer; Senior Officer Student Programs; Career Development Officer (Arts Work Experience); Director, Community Service Learning (April to August 2017) Arts Chairs Council; Director of Office of Interdisciplinary Studies (November to December 2017) Faculty, Staff, and Students in attendance at feedback townhall (32 in attendance) (December 2017) Undergraduate students (Faculty-wide online survey; focus group organized by President of OASIS) (November to December 2017) Alberta Media Industry Experts (senior officers at Bioware, CBC, City of Edmonton Communications, National Film Board, Calder-Bateman) (August to October 2017) Teaching staff and students at Lillian Osborne High School and McNally High School (November to December 2017) Visiting external academic experts under Dean’s Office Media Studies Speaker Series fund (September 2016, February 2017, November 2017, March 2018) Director, Master of Arts in Communication Technology program, Faculty of Extensions (January, 2018) Academic External Experts (January-February 2018)
	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Michael O’Driscoll, Acting Vice-Dean, Faculty of Arts Astrid Ensslin, Professor, MLCS and HuCo
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Arts Council – March 22, 2018 GFC ASC Subcommittee on Standards – May 3, 2018 GFC Academic Standards Committee – May 17, 2018 GFC Academic Planning Committee – June 20, 2018</p>
<p>Final Approver</p>	<p>GFC Academic Planning Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Please see attachment 1, Part A: System Coordination Review-Section 6.1, “Institutional Capacity” for detailed account of alignment with the “Arts Academic Strategic Plan 2017-2022,” and “For the Public Good.”</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. <i>Post-Secondary Learning Act (PSLA)</i>: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. <i>PSLA</i>: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>3. <i>UAPPOL Admissions Policy</i></p> <p>4. <i>UAPPOL Academic Standing Policy</i></p> <p>5. <i>GFC Academic Standards Committee</i>: ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which ... are part of a proposal for a new program” (3.A.ii). “B. Admission and Transfer, Academic Standing [...]” i. All proposals from the Faculties or Administration related to admission and transfer, to the academic standing of students [...] are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.</p> <p>7. <i>GFC Academic Planning Committee</i> Establishment/Termination of Academic Programs: “ 3.8 a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p>

Attachments:

1. Part A: System Coordination Review
2. Appendix A1: Program Structure & Courses
3. Appendix A2: Letters of Support
4. Part B: Campus Alberta Quality Council Review
5. Appendix B1: Curriculum Vitae of Faculty
6. Appendix B2: Library Impact Statement
7. Calendar Copy-Program
8. Calendar Copy-Courses

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Proposal Template: New Bachelor’s and Applied Degree Programs and Specializations (Part A: System Coordination Review)

Complete this template for proposals for new bachelor’s degree and applied degree programs or specializations within existing programs.

Indicate “not applicable” when questions are not relevant to a particular proposal.

SECTION 1: PROPOSAL OVERVIEW

1.1 Basic Information *(Complete the table below)*

Institution	University of Alberta, Faculty of Arts
Program/Specialization Name	Media Studies
Credential Awarded	Bachelor of Arts in Media Studies
Proposed Effective Date	September, 2020

1.2 Type of Initiative *(Answer the following questions)*

1.2.1. *This is a proposal for (check one):*

new program

1.2.2 *What nomenclature will appear on parchments and transcripts?*

Bachelor of Arts in Media Studies

SECTION 2: OVERVIEW OF PROPOSED PROGRAM OF STUDY

2.1 Program Description *(Answer the following questions)*

2.1.1 *Provide a 3-4 sentence calendar description of the program.*

The proposed degree meets the growing need in contemporary society for an educated workforce that has been trained in how to systematically navigate, analyze, and critically evaluate, as well as contribute meaningfully and ethically, to today’s global media ecologies. The past decade has seen the rapid and ground-breaking effects of digital technologies on the blurring boundaries between private and public spheres, between work and play, and between virtual and actual lives. We have

seen the fast and pervasive rise of social networking and its effects on individual and group identities and their communicative practices, on cyberbullying and cybercrime, on political campaigning and activism, as well as on the growth of maker culture. In the past decade, the meaning of networks has shifted from a predominantly broadcast and mass communication focus to a complex and multi-layered concept that interweaves bottom-up and top-down mediation, and reflects radical shifts and fluctuations in power between institutions and individuals.

In order for professionals to “read” and participate appropriately and effectively in today’s media-saturated world, an in-depth understanding is needed of how our contemporary media landscape has evolved from the invention of the printing press through the cultural industries of twentieth-century mass media to today’s proliferating interactive, participatory, and social media. Similarly, there is a growing need to understand how individuals as well as commercial and public organizations use, and have used in the past, media technologies strategically to disseminate memes and messages, to generate narratives of ‘truth,’ as well as to create and perpetuate ideological discourses. Finally, there is a growing need to understand how human beings draw on and respond to each other’s communicative actions in developing meanings related to identity, power, and belonging.

The University of Alberta has long been a center of international excellence in media research and teaching, despite a lack of unified undergraduate programming in the field. The 2017 QS World University Rankings by Subject for Media and Communication Studies placed the University of Alberta in the top 51-100 in the world; the only other university within Canada to achieve that distinction is McGill. This is a remarkable reputational achievement that reflects the world-leading quality of research and teaching across a number of faculties, including the MA in Communications and Technology program in the Faculty of Extension. In the Faculty of Arts, that quality rests with several dozen faculty members who self-identify as working in the field of Media Studies, producing broad transdisciplinary activity in cultural studies, media history, humanities computing, visual design, and the social, political, and aesthetic study of the dominant forms of representation and communication in the past and in today’s world. Media Studies students will be able to benefit not only from that multidisciplinary strength, but also from existing support available from the Arts Resource Centre (which provides data management and advanced programming services to the Faculty), as well as a variety of infrastructural developments currently undertaken by the University Library. Amongst them are a new Digital Scholarship Centre, to be housed in the Cameron Library, as well as an interactive media and video game repository. The Faculty of Arts is also home to the Canadian Institute for Research Computing and the Arts, the Canadian Writing Research Collaboratory (an online infrastructure for literary research), the Kule Institute for Advanced Studies, and the Sound Studies Initiative (a multidisciplinary, cross-platform focused on sound media and cultures). The Faculty of Extension houses the Mobile Applications for Research Support (MARS) Lab, organizes a high level annual symposium, and each year co-hosts the Rundle Summit, a graduate-led conference developed in collaboration with the University of Calgary. All of these collective efforts generate rich opportunities for experiential learning, undergraduate research, and advanced learning in Media Studies and related fields. This new program is designed, then, to build upon and consolidate those already recognized existing strengths in order to better meet the needs of

our undergraduate students and other constituencies we serve.

The proposed **Media Studies Major** will be embedded within the Faculty of Arts BA. It is conceptualized as a four-year, **36-credit** (ie. 12 course) curriculum (out of a total credit requirement of 120-credits) with a series of new core courses, at each level, supplemented by optional, approved course offerings across the Faculty of Arts. The core courses will form the backbone of the program, which students will complement with approved courses that reflect their specific interests as well as the Faculty of Arts' unique strengths. In addition to 6 required core courses, students will be required to fulfill an additional 6 courses drawing from approved, extant courses offered by participating departments. These courses, detailed in the Appendix, provide a variety of opportunities to specialize in specific fields or related disciplines of interest. The approved courses will be offered to the students as part of thematic pathways, which students can combine and switch between as they deem appropriate. The pathways do not form formal, commissive streams but rather suggestions for meaningful academic trajectories. Among the optional pathways are, for example, "Historical Media Studies," "Media, Technology, and Culture," "Media, Politics, and Society," "Digital Cultures and Publics," "Transnational Media Studies," "Visual Culture," "Feminism and Media Studies," and "Games and Interactive Media." In response to the TRC Calls to Action (62-65) under the heading of "Education for Reconciliation" we intend to implement an additional stream in the area of Indigenous Media Studies in consultation with recent and in-process hires of Indigenous scholar-practitioners in the areas of Intermedia Studies, Creative Writing/Media Studies, and Film Studies. All students will be strongly encouraged to pursue additional practical training, skills development, and professionalization through the Arts Work Experience Co-op Program and/or the Certificate in Community Engagement and Service-Learning or through CSL course offerings. Furthermore, we expect that the recently revised and more liberal Arts BA Core requirements will make it possible for students in Media Studies to opt for double majors that will present complementary training leading to unique and compelling professional profiles (for example, double majors in Psychology and Media Studies; Modern Languages and Media Studies; History of Art, Design, and Visual Culture and Media Studies; etc.).

The program will be administered by the Office of Interdisciplinary Studies, under the advice of an interdisciplinary committee of expert faculty members, with contributions from Art and Design; East Asian Studies, English and Film Studies; Humanities Computing; Modern Languages and Cultural Studies; Music; Philosophy; Political Science; Sociology; Science, Technology, and Society; and Women's and Gender Studies. The program will also draw on the newly forged alliance between the Faculty of Arts and the Faculty of Science in developing the Certificate in Computer Game Development. In this case, the Department of Computing Science offers courses in 3D modelling, programming, animation, and game design that will be particularly relevant to students pursuing options in the digital and interactive pathways.

Teaching will be conducted primarily by means of lecture and seminar course, and, where possible, with the added elements of workshop, practical, and discovery-based learning approaches. In Year 1 students will take one core introductory course ("Introduction to Media Studies"). Created specifically

for this program, it aims to provide students with a solid foundation in Media Studies, including how it has developed as a discipline, its historical objects and contemporary tools of study, and how it contributes to our understanding of culture. In Year 2 students will have two newly developed and required courses building on the foundations laid in Year 1: “Critical Media Studies” and “Contemporary Media Culture.” The former will introduce them to a genealogy of advanced Media Studies theories and approaches that are both canonical (eg. the Frankfurt School) and resistant (eg. feminist, Indigenous, and postcolonial theories of mediation), while the latter will capture key topical (and changing) trends and issues in media culture, such as participatory and social media culture; cyberbullying; fan culture; convergence; gamification; network culture; and maker culture. 300-level offerings include a core research methods course (“Researching Media”), and another core course on “Media Professions, Institutions and Ethics,” which will introduce them to theoretical issues relating to the political economy of media, democracy, activism, and freedom of expression, regulation and control, as well as issues relating to privacy, surveillance and sousveillance. It will further enable them to engage directly with individuals working in various media industries and professions, and will contain an optional Community Service Learning component. At the 400-level there is one core capstone course, “Media Portfolio,” in which students will produce individually or collaboratively designed and executed analytic and creative projects in a way that (a) synthesizes what they have learnt in the duration of the program, and (b) allows them to work on a project portfolio that will be immediately relevant to their career goals.

The following describes the intended Media Studies program structure; a more detailed table is provided as Appendix A1: Program Structure and Courses. For the full program design please see Part B: Section 5 Program Specifics.

	Required Courses	Approved Courses
Year One	MS 100: Introduction to Media Studies (*3)	*18 Approved Courses from various departments. Minimum of *15 at senior level, including *6 at 400 level.
Year Two	MS 200: “Critical Media Studies” (*3) MS 210: “Contemporary Media Culture” (*3)	
Year Three	MS 300: “Researching Media” (*3) MS 310: “Media Professions, Institutions and Ethics,” (*3)	
Year Four	MS 400: “Media Portfolio” (*3)	
	*18	*18
Total Credits = *36		

2.1.1a *Attach a proposed program of study (including course names, descriptions, credits and prerequisites, by semester or year of study) as an appendix to this proposal.*

See Appendix A1.

2.1.2 *List program learning outcomes (append material from Part B, 5.1.1, when applicable to avoid repetition).*

We envisage that, upon completion of the proposed degree, students will:

1. be able to critically evaluate the complex and interrelating technological, political, regulatory, economic, cultural, social, philosophical, and ethical forces underlying contemporary media and the messages circulated through them; as well as the ways in which specific media and their uses can affect notions of power, identity, community, and belonging.
2. be able to analyze and critically evaluate how our global contemporary media ecology evolved historically, and how processes of trans- and remediation link various stages of media history.
3. be able to understand, analyze, critically evaluate, and use contemporary participatory media in an ethically considerate and professional way;
4. have become confident, versatile and adaptable media experts, with advanced theoretical knowledge as well as practical, creative, and transferable skills that are highly relevant to employers in media and related industries;
5. have developed a wide range of transdisciplinary, qualitative, and quantitative research skills for media studies projects.
6. have developed advanced communication skills reflecting high levels of media, visual, and digital literacy and demonstrating that they can write critically and coherently in and about various media.

2.1.3 *Indicate where the program will be offered (i.e., campus locations and/or off-site locations) and how it will be delivered (i.e., face-to-face, online, or blended).*

The degree will be taught primarily on UAlberta North Campus locations (e.g. Main Arts, Humanities Centre, Tory), by means of physical classes. However, media subjects typically lend themselves to distributed and blended learning techniques, and the proposed degree will offer a mixture of classroom-based and e-learning methods, as well as guest lectures and workshops from industry professionals, and experiential, on-site learning with community partners. Practical skills taught for example in Art & Design, Music, and Humanities Computing are conveyed via lab-style or studio, hands-on workshops, typically in block format.

2.1.4 *Identify any collaborations or potential collaborations with other post-secondary institutions or other organizations that this program respectively facilitates or provides for.*

Importantly, the proposed BA in Media Studies at the University of Alberta offers what is a distinctively complementary program in relation to other Central Alberta PSEs. Our neighbouring institutions have a clear focus on professional communications programming that intersects with, but does not overlap, the design of the UAlberta Media Studies program. This presents exciting opportunities for cross-fertilization and compelling learner pathways

We have had preliminary discussions with **MacEwan University** about future options for offering credentials that draw from unique elements of each degree (BA Communication Studies at MacEwan and BA Media Studies at UAlberta) reciprocally to students enrolled at the other institution, for enhanced complementary, collaborative education. MacEwan focuses primarily on journalism and public relations attributes, while neither professional track constitutes the core focus of the UAlberta program. Conversely, the UAlberta program is poised to offer historical, critical, and comparative understandings of media that could enrich the professionalizing aspects of the MacEwan program.

We also had a very positive preliminary discussion with **NAIT** that focused on the value propositions of both sets of institutional programs and explored compelling possibilities for collaboration at the capstone stage of each program (imagine, for example, NAIT and UAlberta students collaborating on portfolio development by enriching each other's technical and critical capacities). UAlberta will also provide a natural learner pathway for students completing either one or two-year certificates in NAIT's suite of programs under the Design and Communications banner, such as "Digital Media and IT," "Graphic Communications," "Radio and Television," etc.

The proposed BA in Media Studies will present students in the two year BA transfer programs in Communications Studies (BA) and Media Studies and Professional Communication (diploma) at **Red Deer College** with an alternative for furthering their degree studies. Discussions with our colleagues at Red Deer identified this as potentially viable learner pathway, but we also discussed other forms of collaboration that might emerge with the transition of Red Deer to university status. In this, as in other cases, we will ensure credit transfers are rationalized.

2.1.5 Indicate how the proposed FLE and load calculations align both with internal institutional practices and with similar Ministry-approved programs. (Consult with the Ministry as required.)

For the purpose of calculating FLEs we have applied to the program projections the average ratio of Head Count/FLE for the Faculty of Arts as a whole (1.2/1.0). Departmental Programs with similar ratios in the Faculty include English and Film Studies, History and Classics, Modern Languages and Cultural Studies, Political Science, and Psychology.

2.1.6 Document the CIP ([Classification of Instructional Programs, Statistics Canada](#)) code being proposed for this program and explain the rationale for its selection, if necessary (e.g., in the case of an interdisciplinary program).

The proposed program combines at least three subject areas defined by CIP. The main program goals and core courses neatly fall into the descriptors of **09.0102 "Mass communication/media studies"** (see below), particularly in areas of media history and aesthetics, interpretation and criticism, social and cultural effects of mass and participatory media, cultural studies, political economy of media, institutions and ethics, privacy and regulation, as well as visual and transmedia literacy. Further to this, the program will offer a strong interactive media component and provide

students with ample opportunity to engage critically with maker culture and to embark on experiential learning projects.

An area that the Faculty is particularly strongly resourced in, and that our consultants have unanimously identified as being in high demand in employee recruitment, is critical media and cultural studies. We agree with the CIP language used in code **30.2601 “Cultural studies/critical theory and analysis”** (see below) that this is a highly interdisciplinary area of scholarship that spans disciplines as diverse as musicology, art and design, philosophy, women’s and gender studies, history, and studies in languages and literatures. The transdisciplinary, synchronic and diachronic, transnational and transcultural media studies approach we are following with this proposal is strongly informed by “analysis and critique of culture in its varied forms, including values, ideas, belief systems, and expressive acts, and the relationship between cultural forms, everyday life, and structures of power.” In its interdisciplinary focus and its integration of optional courses from a variety of existing programs and departments in the Faculty of Arts and beyond, the proposed program strongly reflects the general aims of **CIP 30. “Multidisciplinary/interdisciplinary studies.”**

CIP descriptors:

[09.0102 - Mass communication/media studies](#)

“This instructional program class comprises any program that focuses on the analysis and criticism of media institutions and media texts, how people experience and understand media content, and the roles of media in producing and transforming culture. These programs include courses in communications regulation, law, and policy; media history; media aesthetics, interpretation, and criticism; the social and cultural effects of mass media; cultural studies; the economics of media industries; visual and media literacy; and the psychology and behavioural aspects of media messages, interpretation, and utilization.”

[30.2601 - Cultural studies/critical theory and analysis](#)

“This instructional program class comprises any interdisciplinary program that focuses on the analysis and critique of culture in its varied forms, including values, ideas, belief systems, and expressive acts, and the relationship between cultural forms, everyday life, and structures of power. These programs include courses in anthropology, communications, history, literary studies, philosophy, political economy, and sociology, as well as recent theories and methodologies such as semiotics, deconstruction, postcolonial studies, gender theory, and ethnography.”

[30. - Multidisciplinary/interdisciplinary studies](#)

“This series comprises instructional programs that derive from two or more distinct programs to provide a cross-cutting focus on a subject concentration that is not subsumed under a single discipline or occupational field.”

2.2 Work Integrated Learning *(If applicable, answer the following questions)*

The Media Studies Program will draw on the growing capacities of the Arts Work Experience and Community Service Learning programs at the University of Alberta. Revisions to the BA core requirements have been designed precisely to afford students more opportunities to take part in the professionalization, networking, and skills training that can result from putting their knowledge to work in the community and in industry. Students in the Media Studies program will be well

positioned to take advantage of complementary, practical training paths. The Arts Work Experience (or AWE) is accredited by the Canadian Association for Co-operative Education and offers career related, paid work experience for students across the Faculty of Arts. Students admitted to the AWE program complete a cumulative total of 12 months work experience and all degree requirements. Community Service-Learning (CSL) courses allow students to complete 20 hours of service with a non-profit organization while gaining valuable hands-on experiences and contribute to their communities in meaningful ways. By integrating community-based activities with classroom learning, students are able to draw real-life connections between social issues and course material. Service-learning also allows students to meet community leaders, explore potential career paths, and develop their leadership, collaboration, and communication skills. Students who significantly integrate CSL into their degree can obtain a Certificate in Community Engagement and Service-Learning.

Both AWE and CSL have been fully assessed for liability and risk to both students and employers and best practices are fully maintained in the management of these programs.

2.2.1 Identify the number of placements required in the program (including type of work setting and duration/timing of activities).

The AWE program currently works with over 100 Alberta-based employers and continues to build its pool of available opportunities for 150 currently registered AWE students. The Director of Media Studies will work with AWE staff to develop additional capacity in the public and private sectors relevant to student learning and professional aspirations. The number of Media Studies AWE placements will depend on student interest and employment availability, but we anticipate strong engagement amongst the students and both potential employers and AWE administrators have indicated excellent prospects for the number of placements that could be made available. Placements can be 4, 8, or 12 months in length, and students will be required to complete 12 months of placement during years 2-4 in order to receive their Co-op designation. If we assume a 33% student participation rate, at full capacity the program would require on average 30 four-month placements per year. We would anticipate work settings in keeping with those described in section 5.1 Employment Outcomes: software, digital, newspaper, periodical, and book publishers; video and sound production companies; game and application developers; broadcasting and telecommunications companies; Internet service providers, web search portals and data processing services; public relations, communications, and marketing firms; as well as dedicated media and public relations departments across private, public, and non-profit sectors.

The Community Service Learning program began in 2003 and as of 2017 was facilitating partnerships between more than 75 courses and 170 community partners that provided community-based opportunities for 1500 students. The Director of Media Studies will work with staff, students, and teachers to develop meaningful connections between CSL educational strategies and program goals and objectives. At this point, we have identified only one core course (MS 310) that would be specifically designed as a CSL course with a registration of forty students. CSL courses typically engage 20% student participation in the optional CSL component, and so assuming a higher than normal 25% participation rate, we would require 10 twenty-hour placements annually in that course. However, in consultation with the Director of Community Service Learning, instructors at the University of Alberta can develop their own CSL courses that connect students to the program. We would hope and anticipate that further interest and capacity would allow for additional CSL programming in Media Studies. CSL work settings typically involve community partners that reach across the full breadth of not-for-profit societies, organizations, and

associations, and students work in a variety of capacities, including client services, event planning, research and evaluation, outreach, project design, and resource development. Media Studies students would be particularly suited to helping resource challenged organizations develop communications and other public facing outreach activities.

2.2.2 Describe communications from employers (e.g., letters of support, minutes of program advisory committee meetings, etc.) that would indicate that sufficient placements will be available when needed.

Appendix A2: Letters of Support (Section 4.0) includes letters from employers in the areas of Marketing and Communications, Film Production, Video Game Production, and Journalism that describe abundant interest in engaging Media Studies students. In addition, letters in Section 1.10 (Faculty of Arts Associate Dean Teaching and Learning and the Director of Arts Work Experience) and Section 1.11 (Director of Community Service Learning) describe already engaged and prospective employers and community service partners that are well positioned to take up Media Studies students through these well established and resourced programming opportunities.

2.2.2a Comment on whether/how work integrated learning placements in other programs (at the institution or at other Campus Alberta institutions) may be impacted as a result of this program.

At the University of Alberta, the Faculty of Arts AWE and CSL programs have the capacity to engage additional Media Studies students without impacting the quality or effectiveness of those programs.

We do not anticipate adverse effects on other Campus Alberta institutions in this regard. Not only is the proposed University of Alberta program distinctive in its approach within the Edmonton region, but where there are areas of potential overlap in student training, labour market analysis demonstrates sufficient demand.

2.2.3 Describe the student's role, if any, in securing placements.

AWE positions are posted on the University of Alberta Career Centre Campus Bridge Job Board and are open only to those students registered in the program. Application instructions and deadlines are determined by individual employers and the application process is competitive. Students are available for 4, 8, or 12 month postings commencing at the outset of each term.

Students register for recognized CSL courses and register for those that fit their interests, schedule, and program of study. Students then register for placement options through the CSL Portal and develop their plans for placement, scheduling, and communication through consultation with their community supervisor.

2.3 Endorsement of and/or Support for Program *(If applicable, describe endorsement(s) from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.)*

During August - October, 2017 the program designers met and consulted with 5 Alberta media industry leaders, representing diverse and vital areas of the field, in order to solicit feedback on the Media Studies program design. Those individuals included:

- Neil Thompson, Director of Art and Animation, Bioware
- Glenn Kubish, Director of Communications, City of Edmonton
- Catrin Owen, CEO, Calder-Bateman Communication
- David Christensen, Executive Producer Northwest Centre, National Film Board
- Helen Henderson, Senior Director, Journalism and Programming, CBC Calgary

We provided a draft of this proposal in advance of the meeting and sought feedback on the preparation of students for work in media-related fields and the attributes, skills, and knowledge that our experts believe are key to valued employees and media literacy more generally. Letters from each of those individuals are included in the appendix to this application.

All five employers were highly supportive of the proposed degree. They emphasized the need for critical thinking and historical contextualization skills that would enable employees to make creative, forward-thinking contributions; to facilitate the creative work of others; to see media developments in their larger historical context, and to be able to make informed predictions about future markets and consumer trends. All consults seemed in agreement that the proposed degree would teach these skills, and that specifically the combination with other Majors and experiential learning (e.g. through CSL and AWE) would lead to high employability levels. They were highly supportive of the embedded making component and confirmed our understanding that, for contemporary, generic media production provision, professional studio equipment is no longer required. Further elements they explicitly commended were the research methods core course; the possibility to combine core courses with key provision in philosophy, economics, arts, and critical theory; and the focus on building an understanding of the importance of cultural diversity. They further emphasized the importance of giving students the opportunity to become adaptable and flexible vis-a-vis the rapid changes in today’s media landscape and in organization-specific technological requirements, and to develop effective cross-platform storytelling skills.

Their letters of support can be found in Appendix A2, Section 4.

SECTION 3: ENROLMENT PLANNING

3.1 Projected Domestic Student Enrolment *(Complete the table below as applicable)*

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Total headcount	25	50	73	94	0	94
• Full-Time Year 1	25	25	25	25	0	25
• Full-Time Year 2	0	25	25	25	0	25
• Full-Time Year 3	0	0	23	23	0	23
• Full-Time Year 4	0	0	0	21	0	21
Total FLE	0	42	61	79	0	79
• FLE Year 1	21	21	21	21	0	21

• FLE Year 2	0	21	21	21	0	21
• FLE Year 3	0	0	19	19	0	19
• FLE Year 4	0	0	0	18	0	18
Anticipated No. of Graduates	0	0	0	18	0	18

3.2 Projected International Student Enrolment *(Complete the table below as applicable)*

In anticipating International Student enrolment in the program, we would expect a distribution of students similar to that across the University of Alberta campus. A projection of 15% of the Media Studies student population is reasonable, and is represented below.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Total headcount	0	10	14	18	18
• Year 1	5	5	5	5	5
• Year 2	0	5	5	5	5
• Year 3	0	0	4	4	4
• Year 4	0	0	0	4	4
• Year 5	0	0	0	0	0
Total FLE	0	8	11	14	14
• FLE Year 1	4	4	4	4	4
• FLE Year 2	0	4	4	4	4
• FLE Year 3	0	0	3	3	3
• FLE Year 4	0	0		3	3
• FLE Year 5	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	3	3

3.3 Enrolment Planning Assumptions *(Answer the following questions)*

3.3.1 *Will total enrolment (as measured in FLEs) at your institution increase as a result of implementation of this proposed program?*

This proposal does not project a net increase in FLEs at the University of Alberta or in the Faculty of Arts.

3.3.1a *Identify enrolment impacts on similar programs/specializations within your institution, when applicable.*

The Faculty of Arts will see no net increase in student enrolments as a result of this program's implementation. We anticipate little decreased enrolment in other programs. The Faculty's move to a more flexible set of core requirements will also enable students to more readily declare double majors and we see Media Studies as an attractive complement to existing disciplinary programs.

While the six proposed MS core courses will require additional resourcing, the program's reliance on extant course offerings, in other departments, for approved options will minimize resource reallocation while ensuring maximum enrolments in those existing courses.

3.3.2 *How many cohorts or intakes of new students will occur per year, or is a continuous intake model used?*

Students entering the program will do so by declaring their Major area of study following the first year of enrolment in the Faculty of Arts. We anticipate 30 such declarations per year, with a complement of 90 Majors after four years of implementation. The table above records these as a headcount of 30 students per annum (25 domestic and 5 international).

3.3.3 *When applicable, provide rationale for how enrolment projections were established with regard to domestic/international student ratio.*

The projection of total student headcount is based on a combination of available resource commitments considered in relation to expressed interest and conventional uptake across the Faculty of Arts. We've taken into account the fledgling status of the program, but we've also noted trends across the country. The projection of 90 students total is based on our November, 2017 survey of Arts students. In that survey, 172 students out of 6000 responded and, of those, 72.1% said they were either very (31.4%) or somewhat (40.7%) likely to pursue the proposed degree as a Major. The response rate itself, and the expression of "likely" majors, is indicative of a modest but substantive interest in the program. As a result, we've correlated our projection with the program size with that of the smaller but viable programs in the Faculty such as Anthropology, East Asian Studies, Linguistics, and Philosophy. The international proportion of that population mirrors target goals of the University of Alberta as a whole.

3.3.4 *Explain assumptions regarding attrition and/or numbers of graduates.*

Undergraduate year-over-year retention rates for the Faculty of Arts, 2016-17, were 90.5%. The above calculations assume a comparable attrition and graduation rate for the Media Studies program.

3.3.5 *What is the minimum number of FLEs needed for this program to be viable (i.e., the "break-even" point)?*

There is no break-even point as this is not a cost recovery program.

As expressed in 4.1 Annual Budget and Funding Sources, program funding relies on both tuition and operating dollars. The current balance of resourcing as detailed is considered acceptable by Faculty of Arts standards.

It should be noted that the Faculty of Arts maintains strict standards for the efficient delivery of programs. Since 2013, the Faculty has suspended 36 programs that did not meet minimum enrolment standards. Those measures were taken specifically in order to achieve efficiencies and create opportunities for strategic program development and resource allocation as represented in this proposal.

3.4 Learner Demand (*Answer the following questions*)

3.4.1 *Describe the labour market demand for graduates of the proposed program within the province, detailing how such demand was forecasted. (Append supporting documentation, as appropriate.)*

Quantitative labour market information available includes the following:

The Government of Alberta 2016 Labour Market Review shows that the Industry of Information, Culture and Recreation accounted for 3.4% of total employment in Alberta in 2016. Employment in this industry is expected to grow at an average rate of 1.7% from 2016 to 2019. The industry is expected to account for 3.3% of total employment in Alberta in 2017. Over the last 10 years, employment increased by 6,500 from 2006, a 0.9% increase. There were 76,300 employed in the industry in 2016, of whom 64.5% were full time and 35.5% were part time. The Professional, Scientific and Technical Services Industry (which includes “graphic, industrial or computer systems design services” as well as “advertising, public relations or market research services”) anticipates a growth rate of 2.3% from 2016 to 2019. For more information, see <http://work.alberta.ca/labour/industry-profiles.html>.

The Government of Alberta’s Occupational Demand and Supply Outlook, 2015-2025, projects demand for Managers in Art, Culture, Recreation & Sport (A34) growing from 1,401 in 2015 to 1,634 in 2025. Demand for interactive media developers is projected to grow from 12,418 in 2015 to 14,259 in 2025, leading to a growth in cumulative shortage from 211 in 2018 to 514 in 2025. See <https://work.alberta.ca/documents/occupational-demand-and-supply-outlook-2015-2025.pdf>

The Government of Alberta Learning Information Services identifies several related occupational fields as “emerging occupations . . . created by advances in technology and consumer demand.” These include Social Media Specialists, Search Engine Optimization Specialists, Cloud Architects, Cyber Forensic Investigators, Data Miners, and Instructional Designers. The same information source describes as “medium demand” the following areas: “professional occupations in advertising, marketing, and public relations,” “advertising, marketing, and public relations managers,” “computer programmers and interactive media developers,” and “business development officers and marketing researchers and consultants.” <https://alis.alberta.ca/plan-your-career/occupations-in-alberta/occupations/emerging-occupations/>

3.4.2 *Identify which stakeholder groups were consulted regarding demand/need for this program:*

Students/learners

Faculty

Program advisory committee

Regulator and/or accreditation bodies

Employers and professional associations

Community organizations

Other post-secondary institutions

Other (external area experts)

3.4.2a *Discuss the results of these consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.*

Consultation Overview

Between March, 2014 and March, 2018 the following consultations were held:

- Members of two preceding ad hoc committees tasked with this initiative (began March, 2014)
 - Result: first brainstorming activities about program structure, content, and administration
- 8 member cross-disciplinary advisory committee (representation from Art & Design, EFS, HuCo, MLCS, Sociology) (meetings in June and September 2017)
 - Result: systematic discussion of various proposed curricular concepts, leading to the syllabus, pathway recommendations, and course content as proposed
- Provosts Office: Vice-Provost (Programs); Portfolio Initiatives Manager; Director, Academic Budget & Planning (June 2017)
 - Results: roadmap for governance and program prerequisites; budgeting considerations
- UAlberta Libraries: Head, Humanities and Social Science Library (December 2017)
 - Result: support from UAlberta Libraries as documented
- Dean of Arts Office: Dean; Associate Deans; Chief Financial Officer; Senior Officer Student Programs; Career Development Officer (Arts Work Experience); Director, Community Service Learning (April to August 2017)
 - Result: important structural and curricular decisions as reflected in proposal
- Arts Chairs Council; Director of Office of Interdisciplinary Studies (November to December 2017)
 - Results: strong support for program by members of Chairs Council; feedback for further development
- Faculty, Staff, and Students in attendance at feedback townhall (32 in attendance) (December 2017)
 - Result: important feedback for further program development
- Undergraduate students (Faculty-wide online survey; focus group organized by President of OASIS) (November to December 2017)
 - Results: evidence of considerable student interest; important questions and feedback for further program development
- Alberta Media Industry Experts (senior officers at Bioware, CBC, City of Edmonton Communications, National Film Board, Calder-Bateman) (August to October 2017)
 - Results: strong support and helpful feedback; letters of support

- Teaching staff and students at Lillian Osborne High School and McNally High School (November to December 2017)
 - Results: strong support and helpful feedback; letters of support
- Visiting external academic experts under Dean's Office Media Studies Speaker Series fund (September 2016, February 2017, November 2017, March 2018)
 - Results: important comparative information from other institutions and their approaches to Media Studies, as well as challenges they face(d); advice on program structure, content, and administration; letters of support
- Director, Master of Arts in Communication Technology program, Faculty of Extensions (January, 2018)
 - Results: exploration of collaborative opportunities; support
- Alberta Post-Secondary Institutions with related programming: Calgary, Mt. Royal, Red Deer, MacEwan, NAIT (November 2017-April 2018)
- Other Academic External Experts (Berkeley, McGill) (January-February 2018)
 - Results: advice; letters of support

UAlberta Student Consultation

In November/December 2017, we conducted an online survey with 6000 undergraduate students in the Faculty of Arts, which produced the following results:

Out of 172 respondents:

- 72.1% said they were either very (31.4%) or somewhat (40.7%) likely to pursue the proposed degree as a Major.
- 97.7% said they felt that that the program was very (63.4%) or somewhat (34.3%) likely to be of interest to other students in the Faculty of Arts.
- 94.7% said they believed that the program was very (61.4%) or somewhat (33.3%) likely to be of interest to local high school graduates.
- 77.3% believed that students graduating from this program were very (37.2%) or somewhat (40.1%) likely to be of interest to potential employers in Alberta.

In collaboration with OASIS, we further conducted a focus group discussion with 4th and 5th year Faculty students from various subject areas. Participants seemed most interested to hear whether the degree would also be offered as a minor, as an honours program, or even as a certificate. Students commended the consistency of the proposed provision with the learning outcomes, the overall design of the program and the possibility of taking double majors, as well as the emphasis on historical and critical media studies. They particularly liked the term "Critical Media Studies." The students expressed a desire for additional focus on journalism. Students pointed out the need to advertise the program effectively, and were interested to hear that close collaboration with MacEwan is envisaged. They pointed out that the possibility of taking double majors as part of the new FoA BA needs to be promoted more effectively amongst new and existing students.

For letters of student support, see Appendix A2, Section 2.

Secondary School Consultation

To gain an understanding of the needs and interests of high school students in relation to Media Studies, we consulted with teachers of social sciences, digital music production, and computer

science (Media Studies is not taught as a self-contained program in EPSs) at two high schools in Edmonton. In a meeting with Lillian Osborne’s Robert Batke, Michael Zhang, and Principal Janet Hancock, we were given enthusiastic feedback on the proposed degree. They particularly praised its interdisciplinary design because, at high school level, there is limited scope for cross-curricular interaction. According to Ms Hancock, the program “just fits modern youth.” She mentioned a far higher-than-average uptake in classes offered at LO that are related to popular culture and classes that link STEM topics with humanities thought, for example as part of the English curriculum. However, the teachers also pointed out that students would greatly benefit from guidance in distinguishing between different career pathways and endorsed the idea of offering students various optional, thematic pathways through the degree.

Robert Gardner, Head of Social Studies at McNally High School, also spoke out in favor of the proposal. He found the program as a whole to be “engaging” and particularly commended its integration of experiential learning through CSL and AWE. He also confirmed the importance of bringing media professionals into the classroom, as per MS 310 “Media Professions, Institutions, and Ethics.” High School students, according to Mr Gardner, tend to be savvy in specific niches or sectors of media production or interaction, such as games, or online streaming. A lot of them also excel in using technologies to create professional-standard media objects, and take multimedia production courses (e.g. photography, film production and editing) at high school level. However, Mr Gardner explained that high school graduates tended to lack an understanding of the audiences that might be reached by the media they create, and that they also tended to lack a critical insight into ethical implications underlying media production, including how media tend to be manipulated by global political and economic players. Similarly, they struggle with concepts of truth and alt-facts, which determine levels of credibility and shape decisions as to whom and what to believe, and on what grounds. All issues raised by Mr Gardner are addressed by the proposed MS curriculum.

In a focus group workshop with McNally students (Grades 10 and 11), we learnt that the majority of them (75%) were interested in taking up Media Studies at university level. They pointed out the fast changing and dynamic nature of media and the importance of being adaptable to changing technologies. In a MS program they would like to be given a “look behind the scenes” and learn how to analyze and understand political and economic agendas, as well as media psychology and sociality; to be equipped with tools that’ll enable them to distill the “truth” from the many false and part-truths in circulation, as well as to learn how media production operates across sectors.

For letters of Secondary Education support, see Appendix A2, Section 5.

Alberta Post-Secondary Consultation

In the development of this proposal consultations were held with **post-secondary institutions** in Edmonton, Red Deer, and Calgary. We received valuable feedback from our expert colleagues at MacEwan University, NAIT, University of Calgary, Mt. Royal University, and Red Deer College, both on matters of program design and the positioning of the program in Campus Alberta. The following is a brief summary of key points:

MacEwan University: Rey Rosales, Associate Dean, Faculty of Fine Arts and Communications
Dr Rosales’ response to the proposal was very supportive. He particularly commended the program’s interdisciplinary focus and scope. He agreed that UAlberta’s provision would be complementary to MacEwan’s and seemed keen to develop collaborative agreements in the future, for example in terms

of offering reciprocal, cross-institutional credentials for students to combine with their respective majors. Dr. Rosales has provided a letter of support in Appendix A2, Section 3.

NAIT: Steve Chattaroon, Chair, Digital Media & IT, School of Applied Sciences and Technology. Mr. Chattaroon offered high praise for the program design and learning outcomes, noting in particular the capacity for students to tackle the big questions facing our media saturated society. He was particularly enthusiastic about the convergence of digital technologies and more conventional media technologies, and saw in the program the potential to educate students for workplace and professional expertise that is only now beginning to come into view.

University of Calgary: Barbara Schneider, Head, Department of Communication, Media, & Film, and Charles Tepperman, Associate Professor in Film and Media Studies (CMF)
Dr Schneider advised us that they were not authorized to offer support but that they would answer our questions. She explained UofC's rationale for a self-contained Media Studies program, which follows a more narrowly defined, discipline-focused approach than the interdisciplinary approach proposed for UofA. An option worth considering for future developments at UofA would be a collaboration between UAlberta and NAIT, similar to UofC's successful collaboration with SAIT, for a specific, professionally oriented Bachelor of Communication and Media Studies. Drs Schneider and Tepperman expressed the need for attention to the resource demands of our capstone course and the need to ensure that students have opportunities to engage in media production throughout their degree. We believe that the program as designed accounts for these necessary elements.

Mount Royal University: Elizabeth Evans, Dean, School of Communication Studies, and Brad Clark, Broadcasting and Journalism Chair, School of Communication Studies
Dr Evans' and Mr Clark's comments on the proposal were very positive. They emphasized that Media Studies is an "area of growing potential" and that there is considerable complementary and collaborative potential between Campus Alberta institutions in this area. They commended the program's multidisciplinary angle and wealth of choices offered to students. They referred to the proposed spine of core courses as a "great foundation." They recommended closer ties with provision in Business Studies, to foster entrepreneurialism amongst students, as well as provision in visual narrative and media editing techniques. They further stressed the importance of advising students about potential careers and pathways throughout the degree. Drs. Evans and Clark have provided a letter of support in Appendix A2, Section 3.

Red Deer: Jane MacNeil, Associate Dean, School of Arts and Sciences, and Trish Campbell, Professor of Communications
Our colleagues at Red Deer College were enthusiastic and supportive of this initiative. They noted its distinctive character from that of the two-year BA transfer program in Communications Studies and the diploma in Media Studies and Professional Communication, but also remarked on the possibility of developing new learner pathway articulations. We considered such matters as program design, media production skills education, and the contributions of industry professionals to the program. Both institutions feel this presents a new set of opportunities for collaborations on research and teaching fronts, even with the major changes in institutional status to which Red Deer is now looking forward.

For letters of PSE support, see Appendix A2, Section 3.

External Academic Review

In preparation of this proposal we conducted oral interviews with four prominent experts in the field of Media Studies. Those experts were each given the opportunity to review draft versions of the program

and meet with both the proposal authors and our multi-disciplinary advisory team. We also solicited letters of external assessment, which are included in Appendix A2. Expert responses to our program design and learning objectives were overwhelmingly positive. At the same time, each external expert had valuable input, much of which has been integrated into the design of the proposed program.

For letters of external academic review, see Appendix A2, Section 6.

For overview of employers' endorsements, see Section 2.3. Their letters of support can be found in Appendix A2, Section 4.

3.4.3 *Identify and discuss any additional factors that may impact demand for this proposed program.*

The relevance of Media Studies as a discipline that teaches us how to understand the implications of our mediated actions and interactions has never been more tangible than in recent months and years. The democratic *and* autocratic power of social media sites like Facebook and Twitter has been shaping global politics and social justice movements in unprecedented ways, and it is important to understand and critically engage with processes of data management, privacy regulation and maintenance, political meddling, piracy, cyberbullying and the spread of fake news, as much as with the democratizing, socially connective affordances of contemporary online technologies. Everyday occurrences across media outlets will increasingly shape the demand for a program like this as students develop an ever stronger need to come to terms with, filter, contribute to, and build resilience towards a variety of online (ab)uses in a systematic and autonomous way.

3.4.4 *Will this program target students from outside the institution's traditional catchment zone? (If yes, where will these students be targeted – i.e., which particular regions/jurisdictions within Alberta and Canada, foreign countries, and/or geographic regions?)*

April, 2017 data as expressed in the University of Alberta Annual Report indicates that approximately 70% of Province of Alberta undergraduate students in attendance at the University of Alberta are from the Edmonton area and that approximately 27% of the domestic undergraduate student population is from a Province other than Alberta. Our intention in developing this program is to target students from the institution's traditional catchment areas. In addition, we hope that this program might provide additional opportunities for the recruitment of Indigenous students in keeping with Faculty recruitment priorities as described in the section titled "Respectful Relations" of the Arts Academic Strategic Plan, which underwrites the Faculty's response to the TRC Calls to Action.

3.4.5 *Describe how the enrolment plan aligns with the anticipated demand for this program, taking into account the identified labour market demand.*

As described in Section 3.3 Enrolment Planning Assumptions, our enrolment plan aligns with anticipated demand for this program. As identified in 3.4.1., however, relevant industries in Alberta are expected to grow at an average rate of 1.7-2.6% in the near future, with a steadily growing surplus of market-specific positions that might exceed the projected annual number of Media Studies graduates

(as anticipated for 2024). This translates into a healthy labour market for Media Studies graduates in the Province of Alberta, and suggests the possibility of future growth.

3.4.6 Comment on the overall sustainability of learner demand for this program over the longer term.

Media Studies is a highly malleable and fast changing discipline, which is closely aligned to current local, regional, national and global affairs, as well as the scholarly, academic and creative interests and expertise that lie at the heart of the University of Alberta’s Faculty of Arts. Media Studies can be seen as a meta-discipline -- as a multi-faceted, multi-method kaleidoscopic lens through which contemporary and historical events, philosophies, ideologies, communities, individuals, and their cultural artefacts can be studied, analyzed, and critically evaluated across nations and cultures. Similarly, it teaches important skills of making -- in its endless possible manifestations -- as a form of critical thinking and innovation. Learner demand for this discipline is therefore highly likely to sustain itself.

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

4.1 Annual Budget and Funding Sources *(Complete the table below as applicable)*

- *Identify annual and one-time expenditures and annual revenues for the program in the budget tables below.*
- *If program implementation will take place over more than one year, provide estimates for each year until full implementation.*

Ongoing Revenue and Operational Costs

	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Revenue					
Domestic Tuition/Fees	\$139,521	\$279,043	\$405,277	\$524,867	\$524,867
International Tuition/ Fees	\$98,505	\$197,010	\$270,889	\$344,767	\$344,767
External Funding	\$0	\$0	\$0	\$0	\$0
Internal Reallocation	\$68,285	\$128,071	\$225,770	\$330,113	\$330,113
By-Product Sales/Services	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$306,311	\$604,124	\$901,935	\$1,199,747	\$1,199,747
Operational Costs					
Faculty Salaries/Benefits	\$163,760	\$319,019	\$474,279	\$629,539	\$629,539
Service Teaching Costs	\$24,438	\$48,875	\$73,313	\$97,750	\$97,750
Admin Salaries/Benefits	\$10,671	\$21,343	\$32,014	\$42,685	\$42,685
Materials/Contracted Service	\$2,414	\$4,827	\$7,241	\$9,655	\$9,655
Other Direct Costs	\$14,882	\$29,765	\$44,647	\$59,529	\$59,529
Faculty Indirect Costs	\$10,267	\$20,534	\$30,801	\$41,068	\$41,068
Institutional Indirect Costs	\$79,880	\$159,761	\$239,641	\$319,522	\$319,522

Total Operational Costs	\$306,312	\$604,123	\$901,935	\$1,199,747	\$1,199,747
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One-Time Expenditures

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$3,000	Arts Strategic Initiative Fund	Office space improvements if required
Equipment and IT	\$2,000	Arts Strategic Initiative Fund	Administrative computer for director
Curriculum Development	\$47,500	Arts Strategic Initiative Fund	4 course release to develop the program proposal, 1 course release for curriculum development, network and outreach funding
Marketing and Promotion	\$3,000	Arts Strategic Initiative Fund	Marketing materials and promotion of the program
Faculty Recruitment and Establishment	\$0		
Library Enhancements	\$0		
Other	\$0		

4.2 Budgetary Assumptions *(Answer the following questions)*

4.2.1 *If revenue projections include internal reallocations, comment on institutional impacts for other programs/operations.*

The reallocations taken are in response to shifting demands in student enrolments and the resulting impact on other programs and operations is minimal.

The Faculty of Arts has hired four full time, continuing faculty specifically with expertise in Media Studies over the last several years in the Departments of English & Film Studies, Modern Languages and Cultural Studies, and Art & Design. One additional hire in the fields of Creative Writing, Indigenous literature, and Media Studies is set for July 1, 2019, and a second .25 hire in Indigenous film practice (.75 of the hire will be in the Faculty of Native Studies) is currently in process. As detailed in Part B Section 6.2 Staffing Plan, these individuals are in addition to more than three dozen faculty members and five contract instructors who self-identified as experts in the field during the development of this proposal. Those recent hires represent internal reallocations of existing resources into new positions in response to growing needs in this area.

4.2.2 *If program revenues include by-product sales/services, describe/discuss prices charged*

for specific products/services and basis upon which prices were established.

n/a

4.2.3 *Provide staffing plan information to support faculty salaries/benefits projections (append selected material from Part B - 6.2 when applicable to avoid repetition).*

As shown in the table in Part B, Section 6, the majority of academic staff teaching in the Media Studies degree will be full-time, continuing, tenured faculty. Full-time faculty have a regular teaching load of four Half Course Equivalents (HCEs) per year in their home department. Because these faculty are housed in various departments (the Office of Interdisciplinary Studies does not provide a “faculty home,”) teaching in an Interdisciplinary Program such as Media Studies requires cross-appointments and course buyouts to meet those needs.

Professor salary budgets assume 40 courses per year are offered to students for the 4 year program. One quarter of the courses are taught by Academic Teaching Staff and three-quarters are taught by faculty. 30 courses requires 7.5 faculty members to support (assuming each faculty member teaches the full four courses to meet the 30 courses required) and these costs are split between 50% teaching and research.

Other salary actuals assume 50% of Assistant Chair Administration salaries and benefits is dedicated to teaching. 50% of that is then split between grad and undergrad proportions.

Continuing support staff costs assume that 50% of Admin salaries and benefits is dedicated to teaching. A further 50% is split between grad and undergrad proportions.

Graduate Teaching Assistant budgets assume a proportional draw on graduate budgets used for undergraduate courses.

4.2.3a *In cases where service teaching costs are projected, indicate number of courses being purchased.*

We estimate that one quarter of the courses taught will be provided by Academic Teaching Staff. This equates to 10 courses per year. Courses are valued at \$8,500 each plus benefits.

4.2.4 *Identify what types of material costs and contracted services costs are projected.*

Material costs are standard office supplies and services costs related to the undergraduate students. Total non-salary costs in the departments were split 50/50 between research and teaching. The Teaching portion was then split 50% between undergraduate and graduate and prorated according to the number of students in the program.

4.2.5 *Specify what direct costs include.*

Direct costs include the following: faculty and administrative staff salary and benefits, directorship stipend, a portion of 50% of the graduate expenses for teaching assistantships, salary and benefit costs related to academic teaching staff courses and supply costs.

4.2.6 *Explain how indirect costs are projected and calculated (e.g., formula-driven, full-costing, etc.).*

There are two indirect costs calculated in the proposal. The first pertains to the Faculty of Arts indirect costs which include salary and supply costs related to services provided to students for finance support, fundraising, communication, HR governance, and administration. It is estimated that 5% of these cost are related to undergraduate students. While this may seem low, it is because the majority of the costs and services related to these students are provided by the departments. The two exceptions are in the services provided by our undergraduate domestic and international student services. The indirect costs for these two areas are calculated using the proportion of undergraduate students in the program.

The institutional indirect costs are calculated on top of the Faculty's direct and indirect costs. These costs are calculated at 36.3% of total costs in the Faculty.

4.2.7 *Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.*

Costs associated with the delivery of this program come under the Dean's authority to spend as determined annually by the Provost, University of Alberta. Any variation in revenue or costs are the fiscal responsibility of the Dean who regularly determines the reallocation of resourcing to meet changing needs and strategic priorities.

4.2.8 *In cases of a new specialization, describe relationship with larger program budget.*

n/a

4.3 Tuition and Student Cost Considerations *(Answer the following questions)*

4.3.1 *Compare the proposed tuition rate (both domestic and international) with that of similar programs in the Campus Alberta system and in other relevant jurisdictions. (Consult with the Ministry as needed.)*

Tuition for this program will be at the standard fee index rate for the University of Alberta. A *3 weight course carries a fee index of 6, which is currently valued at \$532.08 for domestic students. A fee index of 6 for international students is valued at \$2,166.84. There are no additional program fees or faculty-specific fees attached to the BA in Media Studies.

According to figures available at Universities Canada, out of 8 PSE institutions listed, the University of Alberta ranks 6th highest for domestic undergraduate fees and 1st highest for international undergraduate fees.

4.3.2 *Does the proposed program align with the Tuition Fee Regulation?* x Yes; or No

4.3.2a *Please elaborate on above answer, if necessary.*

n/a

4.3.3 *List additional projected financial costs (e.g., books, equipment, IT, etc.) for students.*

Non-instructional fees for undergraduate students at the University of Alberta are \$943.19 per term. The University of Alberta estimates annual books and supplies costs at \$1,750 per student. There are no additional costs associated with this program.

SECTION 5: GRADUATE OUTCOMES AND PATHWAYS

5.1 Employment Outcomes *(Answer the following questions)*

5.1.1 *What percentage of program graduates, roughly speaking, do you estimate entering the labour market directly upon graduation?*

According to the latest QS rankings, UofA graduates “have the highest employment rate in Canada and one of best in the world” (Brown, Sept 13, 2017, [Folio News](#)). Brown further explains that, “[a]ccording to a U of A Career Centre Employment Survey performed in 2015, 91.4 per cent of alumni who had been graduated for five years were employed, and the unemployment rate for U of A grads five years out was just 2.8 per cent, significantly lower than the 6.8 per cent national average.”

Some of the reasons for this high performance are evident: the University and the Faculty cherish excellent working relationships with local, regional, and supra-regional employers and equip students uniquely for employability through high quality programming, career services (e.g. job shadowing and career mentoring) programs, and Faculty-specific initiatives such as the AWE and CSL experiential learning programs in Arts. These programs, as well as other existing and evolving links with the non- and for-profit sectors, will form an integral component of the proposed degree, and it can be expected that up to 80% of program graduates will be able to enter the labour market directly upon (i.e. within a few weeks or months of) graduation.

5.1.2 *For what types of career paths (including entrepreneurial and/or self-employment paths) and employment opportunities does the proposed program/specialization prepare graduates?*

Students undertaking a BA Media Studies degree at UAlberta would have numerous employment opportunities available to them. Potential employers include software, digital, newspaper, periodical, and book publishers; video and sound production companies; game and application developers; broadcasting and telecommunications companies; Internet service providers, web search portals and data processing services; public relations, communications, and marketing firms; as well as dedicated media and public relations departments across private, public, and non-profit sectors.

Typical positions into which Media students may be recruited (with or without additional vocational training, and depending on specific specialisations and skill sets) include, for example, copywriters, editors, publicists, announcers, media analysts and critics, event coordinators, social media managers, public relations specialists, information directors, game designers, media curators,

heritage interpreters, primary and secondary school teachers, media producers, reporters, technical writers, web designers, and web masters.

5.1.2a *For the employment opportunities listed above, do any employers require successful candidates to have an undergraduate or applied degree or are there other routes into the occupation/profession? (Elaborate when applicable.)*

In most cases, students will emerge from this program job-ready and a BA in Media Studies will meet the career requirements for most of these sectors. Routes to these career paths can be variable, and can include specific forms of technical and/or vocational training that also lead to career success. However, our industry consultants repeatedly emphasized their preference for university-trained candidates with highly adaptable and broad based fundamental skill sets focused on research, analysis, critical interpretation, and communication.

5.1.2b *In cases of regulated professions, how was the regulatory body consulted and what feedback did it provide in terms of labour market factors?*

n/a

5.1.3 *Identify existing or planned program or institutional supports that enable transition from post-secondary institution to work for graduates.*

Section 2.2 Work Integrated Learning identifies in detail the program's integration with Arts Work Experience and Community Service Learning programs that will enable studies in the BA Media Studies to prepare for transition to the workforce. In addition, the program features two core courses designed particularly to enable such transitions: MS 310: Media Professions, Institutions, and Ethics will allow students to assess career paths and institutional opportunities across the breadth of media industries while making contact with individuals in those areas; MS 400: Media Portfolio is a capstone course that will allow students to consolidate their learning experiences in the development of a presentable, professional portfolio of career materials.

In collaboration with the University of Alberta Career Centre, Arts Careers and the HUB Career Centre provide advising, career coaching, employer information sessions, job shadowing and mentoring, internship and work experience programming, and other strategic and professionalizing opportunities for Arts students. Students in the BA Media Studies will not only have full access to such programming, they will be actively encouraged to integrate this into their learning experiences.

5.2 Societal and Community Benefits *(Identify anticipated benefits from implementation of the proposed program to the wellbeing of communities in Alberta, particularly those that your institutions serves.)*

Implementation of the BA in Media Studies will serve the wellbeing of communities in Alberta in a variety of ways. For example, well educated Media Studies experts are poised to: 1) contribute to the development and vitality of a diversified Alberta economy; 2) serve the needs of the province and its citizens in fully participating in a global information mediascape; 3) support local, regional, and provincial organizations (for profit and not-for-profit) in communicating with their constituencies in a

manner that is effective and efficient; 4) educating Albertans and ensuring their access to reliable forms of information and communication pathways; and 5) contributing to the cultural vitality of the province through the development and circulation of cutting-edge creative and critical media.

The University of Alberta institutional strategic plan, *For the Public Good*, emphasizes the role of the university in seeking knowledge, educating citizens, and asking big questions in order to provide meaningful education, promote innovative thinking, and develop compelling solutions to challenging problems. The BA in Media Studies will contribute to that mission in vital and important ways.

5.3 Learner Pathways *(If proposal is for a bachelor's degree, answer the following questions)*

5.3.1 *What percentage of program graduates, roughly speaking, do you estimate going on to complete further studies (including within the same field as this proposed program) within 5-years after graduation?*

We expect graduates of the BA in Media Studies to be ready to enter professional career paths on completion of their degree. However, the minority of students opting for further professional (eg. law, business) or graduate training will be well placed to enter into advanced programming at any number and variety of institutions.

5.3.2 *What types of further studies, if not within the same field, would graduates be most likely to pursue?*

Graduates of the BA in Media Studies might consider graduate studies in Media Studies or a variety of related fields (communications, information studies, cultural studies, digital humanities, etc.) at any number of national and international institutions. At the University of Alberta, several possible options are already in place, including the MA in Humanities Computing and the MA in Modern Languages and Cultural Studies (Media and Cultural Studies stream) in the Faculty of Arts, and the MA in Communications and Technology in the Faculty of Extension. Premier graduate programs in Canada include University of Toronto's Master of Information; McGill University's MA and PhD programs in Communication Studies; UBC's MA in Digital Media and MA in Media Studies Technology in Education; York & Ryerson Universities' Joint Graduate Program in MA Culture and Communication; McMaster University's MA Cultural Studies and Critical Theory and MA Communication and New Media.

SECTION 6: INSTITUTIONAL IMPACT

6.1 Institutional Capacity *(Answer the following questions)*

6.1.1 *Describe how the proposed program builds on institutional strengths and/or builds institutional capacity.*

A number of departments and units in the Faculty of Arts and beyond already have a host of Media Studies and Cultural Studies courses integrated in their provision without, however, offering a bespoke MS degree. This is reflected by the extensive list of optional, extant courses that will be available for students on the MS degree, to complement the spine of core courses as outlined in 2.1.1. As mentioned in the same section, in the 2017 QS World University Rankings by Subject, the University of Alberta ranked among the top 51-100 institutions in the world, and second in Canada, in Media and Communication Studies. The proposed program is informed by some of the Faculty of Arts' unique scholarly strengths, which are in critical, comparative, and transnational media studies, media history, media design, contemporary media studies, digital, interactive media narratives, and digital humanities. Departments will be encouraged to further expand and systematize their offerings to both support and benefit from the Media Studies major, and some of these strategic moves are already underway in the form of new MS courses being built and offered, as well as strategic hires across disciplines. Provision of optional courses across disciplines and departments will be coordinated by the Program Director, in close collaboration with chairs of the contributing departments and academic units.

6.1.1a *Explain how the proposed program fits with existing programs at the institution.*

The Media Studies Program is designed to enhance and complement existing program strengths while consolidating diversified expertise across the Faculty of Arts. The program will require minimal new resourcing in supporting core courses and administrative oversight while drawing on the full capacity of aligned programming across the Faculty. At present, a number of FoA departments offer Media Studies courses as part of a broader humanities and social sciences curriculum. Taken together, extant offerings will form a substantive and stable backbone to the proposed Media Studies program, and on those terms we have established significant interest and buy-in from faculty and departmental leadership. Prominent examples include:

- **Modern Languages and Cultural Studies**, which offers undergraduate and postgraduate media studies courses in various international contexts as part of its curriculum; and **East Asian Studies**, which offers a range of senior courses in popular culture and film in China and Japan
- **English and Film Studies**, which has a dedicated Major/Minor in Film Studies, and a variety of media courses in its English Major/Minor that are broadly subsumed under transmedial literary studies;
- **The Office of Interdisciplinary Studies:**
 - **Humanities Computing** offers Master's level courses in digital media and game studies in particular that would readily lend themselves to double-coding and could easily accommodate considerably larger student numbers
 - the **Certificate in Computer Game Development** integrates a variety of practical and theoretical courses in game and interactive media design and development;
- **Art & Design, Music, and History**, which offer key historical courses relating to individual media, representational modes, and technologies, as well as to technology and society more generally; A&D and Music further offer practical courses that would greatly benefit a Media Studies degree with a conceptually incremental practical component;
- **Philosophy, Political Science, Sociology, and Women's and Gender Studies**, which offer individual courses that fall within the remit of media studies and focus particularly on the socio-cultural contexts of media ecologies.

The **Faculty of Extension** offers courses as part of its MA Communications and Technology that will

be of interest to Media Studies students. Given that this is a graduate level program, there will be no direct negative impact. In consultation with the Director of MACT, we have identified possible points of collaboration around research programming, student conferencing, professionalizing opportunities, and cross-faculty engagement. In particular, the mid-career professionals who populate the MACT program might make excellent candidates for special class visits in MS 310: Media Professions, Institutions, and Ethics, where the undergraduates would benefit from their experience and expertise, while the graduate students might benefit from such mentoring as a further professionalizing and networking experience.

6.1.1b *Describe how the proposed program aligns with the institution's mandate and Comprehensive Institution Plan, and other planning documents.*

The **Faculty of Arts 2017 Academic Strategic Plan** identifies several high level and key goals that will be supported by the development of a Media Studies program: These include the Faculty's intention to "[o]ffer integrated, experiential, and student-centred programs at the undergraduate and graduate levels that inspire transformative learning, cultivate the life of the mind, and foster engaged citizenship." Key Objectives in this instance include the following:

- "Reinvigorate Arts' honors programs to provide challenging opportunities for hands-on research and mentoring";
- "Create a plan for integrating Indigenous content in Arts curricula and encourage pedagogical approaches that value Indigenous voices and ways of knowing."
- "Generate program learning outcomes in order to help our students appreciate what they are expected to know, understand and demonstrate through their learning";
- and "Enhance support systems for experiential learning, including global interactions and community and work-integrated learning, in undergraduate and graduate programs."

In addition, the Media Studies program will enhance the Faculty's goals of "fostering mutually beneficial relationships with our alumni and partners" in pursuing our desire to "[e]nhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our Faculty-community connections" as well as "sustaining the Arts community and programming by attracting and stewarding appropriate resources" through the development of a forward-looking program designed to meet community, industry, and student needs.

The Media Studies program is in alignment with a number of the University of Alberta's primary strategic goals as articulated in the **2017 Institutional Strategic Plan, "For the Public Good"**:

Objective 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. (And, in particular, Strategy ii: "Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.")

Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.

Objective 8: Create and facilitate co-curricular and extracurricular 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.

Objective 12: Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader

Objective 14: Inspire, model, and support excellence in teaching and learning.

Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.

Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross unit engagement and collaboration.

Objective 18: Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.

Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.

6.1.2 *Comment on the facilities and equipment available at your institution to support the program.*

Existing support is available from the Arts Resource Centre (which provides data management and advanced programming services to the Faculty), as well as a variety of infrastructural developments currently undertaken by the University Library. Amongst them are a new Digital Scholarship Centre, to be housed in the Cameron Library, facilities (e.g. media-facilitated study rooms) for joint or individual media interaction and analysis, as well as a film, interactive media, and video game repository. The Faculty of Arts is also home to the Canadian Institute for Research Computing and the Arts, the Canadian Writing Research Collaboratory (an online infrastructure for literary research), the Kule Institute for Advanced Studies, and the Sound Studies Institute (a multidisciplinary, cross-platform initiative focused on sound media and cultures). The Faculty of Extension houses the Mobile Applications for Research Support (MARS) Lab, organizes a high level annual symposium, and each year co-hosts the Rundle Summit, a graduate-led conference developed in collaboration with the University of Calgary. All of these collective efforts generate rich opportunities for experiential learning, undergraduate research, and advanced learning in Media Studies and related fields.

6.1.3 *In cases where facilities and equipment are shared with other programs identify impacts and/or mitigating strategies. (Append selected material from Part B – 6.4 when applicable to avoid repetition.)*

No significant impacts are anticipated.

This program does not require any additional, specialized infrastructure. It will benefit from developments currently underway (e.g. the Digital Scholarship Center and the Videogames Repository), and existing labs and research activities, but these are not required for the immediate demands of the program.

A Library Impact Statement is included Appendix B2 in this document. Prepared by Christine Brown, Head of the Humanities and Social Sciences Library, the Impact Statement notes that the “Libraries’ current subscriptions to print and electronic journals and books should adequately support this program,” and details opportunities for further the expansion of holdings.

6.2 Internal Review and Approval (*Indicate which internal governance body recommended approval and specify date of approval*).

This proposal was developed by Dr. Astrid Ensslin, Professor of Digital Humanities and Game Studies with cross-disciplinary expertise in digital media, literary studies, and applied linguistics, and Dr. Michael O’Driscoll, Professor in the Department of English and Film Studies, and Acting Vice-Dean, Faculty of Arts. The governance path was determined in consultation with appropriate administrators in the Faculty of Arts and the Provost’s Office, and the program design was developed in consultation with an Advisory Group of eight faculty experts drawing from the departments of Art & Design, English & Film Studies, Humanities Computing, Modern Languages and Cultural Studies, and Sociology. The proposal was further discussed by Faculty members, ATS instructors, and staff in a town hall meeting a month before submission to Arts Academic Affairs Committee.

Additional detail regarding stakeholder consultations can be found in Section 3.4.2a.

The proposal has been submitted for review, feedback, and approval of the following bodies:

- January 24, 2018: Arts Academic Affairs Committee
- March 1, 2018: Arts Executive Committee
- March 22, 2018: Arts Faculty Council
- May 3, 2018: Academic Standards Committee - Subcommittee on Standards (ASC-SOS)
- May 17, 2018: Academic Standards Committee (ASC)
- June 20, 2018: Academic Planning Committee (APC)

SECTION 7: SYSTEM IMPACT

7.1 Program/Specialization Duplication (*Answer the following questions*)

We would like to begin this section by quoting from a supportive email we received on March 23, 2018, from Dr Shawn W. Flynn, Academic Dean of St. Joseph’s College at the University of Alberta, which confirms our own understanding of the current proposal and how it complements, synthesizes and/or systematizes, rather than duplicates, existing programming at the University of Alberta and in the Campus Alberta system. Dr Flynn explains that the program, as proposed, “is a creative way to leverage current resources while becoming more attractive for students. It also does not compete with other departments but dovetails with them and offers a bridge to encourage enrolments in other departments.” We would add that this “bridge” will extend to other Campus Alberta institutions, and important headway has already been made in setting the course for a more integrated Media (and related) Studies ecology, especially but not exclusively in Central and Northern Alberta (see sections 2.1.4. and 3.4.2a.).

7.1.1 Does the proposed program/specialization potentially duplicate existing programming in the Campus Alberta system?

7.1.1a If yes, list these programs.

The Media Studies program as proposed would supplement what is predominantly (although not entirely) a communications, public relations, and journalism oriented regional ecology of existing programs in Alberta. This proposal is distinct in its interdisciplinary focus on critical, historical, trans-cultural, and cross-platform media studies, as well as its strengths in digital media theory and videogame and interactive media design. Of key importance are UAlberta's offerings in experiential learning through the CSL and AWE programs, as well as the institution's breadth of programs that students could combine with Media Studies to form powerful learning and career paths, including, for example, media studies and political science; media studies and visual design; or media studies and history. The skills, expertise, and adaptability students will acquire in these and other combinations will be highly relevant to future high-demand careers on Alberta's labour market.

Related programs at other Campus Alberta institutions include:

- **MacEwan University:** Bachelor of Communication Studies (Majors in Journalism and Professional Communication).
- **NAIT:** offers a BA in Technology Management, and programs in Captioning and Court Reporting, Digital Media and IT, Graphic Communication, Photographic Technology, and Radio and Television.
- **Athabasca University:** offers a Bachelor of Professional Arts Communications Studies major
- **Red Deer College:** BA Communications Studies, 2 years at RDC following 2 years at another university; Media Studies and Professional Communication (2 year diploma)
- **University of Calgary:** Department of Communication, Media & Film offers a BA in Communication and Media Studies; a BA Honours Communication and Media Studies; a Bachelor of Communication and Media Studies (BCMS); and a Minor in Communication and Media Studies.
- **Mount Royal University:** Bachelor of Communications with majors in Broadcast Media Studies, Information Design, Journalism and Public Relations
- **University of Lethbridge:** offers a BFA in New Media, which focuses predominantly on digital and interactive media practice. UoL also has a pre-professional transfer program in Journalism, especially for the University of Regina.

In every instance, we have consulted with the academic leadership of these programs. We envisage close collaboration with institutional and program leads on matters of student transfer and complementary training paths. The program as designed would be readily accessible for transfer students.

7.1.2 If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

The suite of programs offered at the University of Calgary, and in particular the BA in Communication and Media Studies, is the most comparable to the proposed UAlberta BA in Media Studies. While there is necessarily some overlap between the otherwise distinct disciplines of Communications and

of Media Studies, our understanding is that the UCalgary programs focus more concertededly on communications expertise in a manner that is not assumed to be a widespread area of expertise at UAlberta. Rather, the UAlberta program will not only offer opportunities for students for whom location or other constraints might be at issue, but brings to this an strong and broad range of multidisciplinary perspectives on the field of Media Studies that will provide a set of unique learning opportunities as a distinct alternative to UCalgary programming.

SECTION 8: OTHER CONSIDERATIONS

Are there are other considerations that you believe that the Ministry should take into account when reviewing this proposal?

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Appendix A1: Program Structure & Courses

(Please note: special topics courses will be subject to review and approval by the program director. A sample of such courses noted below have been marked with an asterisk but will not be included in requested calendar changes due to their variable content.)

	Required Courses	Approved Courses
Year 1	<p>MS 100 Introduction to Media Studies *3 (fi 6) (either term, 3-0-0) This course introduces students to the discipline of Media Studies, how it has developed, its historical objects and contemporary tools of study, and how it contributes to our understanding of culture. Students will trace media history from Gutenberg to Zuckerberg; they will study a range of key theoretical texts and apply them to their own media habits and experiences, as well as to case studies drawn from historical and contemporary media, including oral, print, photographic, cinematic, broadcast, and digital media. They will also be introduced to the foundations of media archeology as a key, cutting-edge media-historical methodology.</p>	<p>Anthropology: ANTHR 230 - Anthropology of Science, Technology, and Environment</p> <p>Art and Design: ART 134 - Art Fundamentals DES 135 - Design Fundamentals HADVC 210 - History of Photography HADVC 256 - History of Art, Design and Visual Culture in the Contemporary Era</p> <p>Comparative Literature: C LIT 210 - Cyberliterature C LIT 228 - Literature, Popular Culture, and the Visual Arts</p>
Year 2	<p>MS 200 Critical Media Studies *3 (fi 6) (either term, 3-0-0) This advanced course introduces students to a genealogy of advanced Media Studies theories and approaches in their historical contexts. Students will close-read and critically evaluate key texts from those theoretical movements that shaped Media Studies thought and research methods, such as the Chicago School, the Toronto School, and the Frankfurt School, as well as the main focal areas of critical media studies, including media industries, messages, and audiences. Students will further examine alternatives to canonical Western media theory by exploring, for example, Indigenous approaches to mediation and political communication. In their analyses, students will apply key theoretical approaches from feminism, postcolonialism, Marxism and ideology, and psychoanalysis.</p> <p>MS 210 Contemporary Media Culture *3 (fi 6) (either term, 3-0-0) This course introduces students to key topical (and rapidly changing) trends and issues in contemporary media culture, such as participatory and social media activism and demagoguery; election meddling; cyberbullying; fan culture; convergence; gamification; virtual reality; Artificial Intelligence; network culture; and maker culture. Students will develop a critical understanding of the media practices surrounding them</p>	<p>East Asian Studies EASIA 230 - Popular Culture and Contemporary Chinese Society EASIA 260 - Popular Culture and Contemporary Japanese Society</p> <p>English and Film Studies: ENGL 208 - Reading Histories: Making Books FS 201 - Introduction to Film History I FS 202 - Introduction to Film History II FS 203 - Television from Broadcasting to Screen Cultures FS 215 - Film Theory</p> <p>History: HIST 293 - History of Science, Technology, and Medicine</p> <p>Modern Languages and Cultural Studies: *MLCS 199 - Superheroes in Comics & Beyond *MLCS 299 - Folklore and Film</p> <p>Music: MUSIC 103 Introduction to Popular Music MUSIC 203 Issues in Popular Music Studies MUSIC 245 - Introduction to Music Technologies</p> <p>Science, Technology, and Society: STS 200 - Introduction to Studies in Science, Technology and Society</p>

	<p>and how they are shaping their own lives, realities, and subjectivities. They will also gain a keen sense of how contemporary phenomena are historically anchored, and how they might allow projections for future developments in media industries and technologies.</p>	<p>Sociology: SOC 226 - Social Studies of Surveillance</p> <p>Women's and Gender Studies: WGS 101 - Representations of Girls and Women WGS 220 - Feminism and Popular Culture</p>
Year 3	<p>MS 300 Researching Media <u>*3 (fi 6) (either term, 3-0-0)</u> This course offers a survey of research methods in media studies. With a view to developing their own research projects for their final year, students will familiarize themselves with and form a critical understanding of various qualitative and quantitative research paradigms, methodologies, and analytical practices, such as text and discourse analysis, surveys, content analysis, observation and interview, advanced media archeology, as well as practical forms of research creation. They will learn how to design a valid and rigorous research project, to identify a research question and choose appropriate methods to perform and draw conclusions from the research. They will also form an understanding of the ethical, cultural and economic implications of media research.</p> <p>MS 310 Media Professions, Institutions and Ethics <u>*3 (fi 6) (either term, 3-0-0)</u> This course introduces students to theoretical and ethical issues surrounding the political economy of media, democracy, censorship, and freedom of expression, regulation and control, as well as issues relating to privacy, surveillance and sousveillance. It will further enable them, through guest lectures and workshops, to engage directly with individuals working in various media industries and professions. To help students work towards a professional portfolio, the course contains an optional Community Service Learning component.</p>	<p>Comparative Literature: C LIT 352 - Literature and the Other Arts</p> <p>Computer Science: INT D 350 - Game Design Principles and Practice CMPUT 307 - 3D Graphics and Animation with 3DS Max</p> <p>East Asian Studies EASIA 337 - Women in Modern Chinese Literature and Film EASIA 345 - Topics in Japanese Film EASIA 352 - Popular Culture of Taiwan</p> <p>English and Film Studies: ENGL 301 - Social and Cultural History of Genre ENGL 303 - Computing Technology and Culture: Cyberculture ENGL 304 - Computing Technology and Culture: Digital Humanities ENGL 384 - Popular Culture: Reading Popular Texts ENGL 385 - Issues in Popular Culture ENGL 395 - Media Culture and History FS 322 - Gender and Sexuality in Film FS 386 - Screening Race FS 309 - Quebec Cinema FS 310 - English Canadian Film FS 321 - Animation FS 340 - Making Television: Production Cultures FS 341 - Television Genres *WRITE 399 - Creative Writing for Video Games</p> <p>History: HIST 391 - History of Technology</p> <p>Modern Languages and Cultural Studies: GERM 343 - Postwar Cultures GERM 345 - The Holocaust in Literature, Image, and Film LA ST 310 - Latin America at the Movies *MLCS 399 - Folklore and the Internet *MLCS 399 Videogames across Cultures SCAND 356 - Women in Scandinavian Literature and Popular Culture SPAN 325 - Introduction to Cinema</p> <p>Philosophy: PHIL 366 - Computers and Culture PHIL 365 - Philosophy of Computing</p>

		<p>Science, Technology, and Society: STS 350 - Understanding Video Games</p> <p>Sociology: SOC 344 - Media Culture and Society SOC 345 - Cultural Studies SOC 346 - Media and the Production of Culture SOC 369 - Sociology of Globalization</p> <p>Women's and Gender Studies: WGS 321 - Feminism and Film</p>
Year 4	<p>MS 400 Media Portfolio <u>*3 (fi 6) (either term, 0-3s-0)</u> In this capstone course, students will produce individually or collaboratively designed and executed analytic and creative projects in a way that (a) synthesizes what they have learnt in the duration of the program, and (b) allows them to work on a project portfolio that will be immediately relevant to their career goals. Students will develop their critical / creative media projects through independent study and classwork involving peer-to-peer criticism and review. Written work will feature strongly in both scholarly and creative projects, with critical and reflexive commentaries being required from students who opt for the latter.</p>	<p>Comparative Literature: C LIT 440 - Comparative Studies in Popular Culture</p> <p>Computer Science: INT D 450 - Computers and Games</p> <p>East Asian Studies EASIA 436 - Chinese Modernity: Literature and Film</p> <p>English and Film Studies: ENGL 424 - Studies in the History of Books ENGL 483 - Studies in Popular Culture ENGL 484 - Studies in Literature and Film ENGL 486 - Studies in Computer Technologies and Culture FS 410 - Topics in Filmmakers FS 415 - Global Television and Screen Cultures FS 412 Topics in Film Studies: Remix Culture</p> <p>History: HIST 486 - Topics in the History of Technology</p> <p>Modern Languages and Cultural Studies: FREN 445 - Contemporary French Cinema GERM 455 - Media and Image LA ST 425 - Latin American Film Genres MLCS 473 - Cultural Representations, World Media and Ethics MLCS 475 - X-Rated: Sex on Screen RUSS 404 - Russian Film SPAN 425 - Hispanic Filmmakers</p> <p>Music: MUSIC 445 Electroacoustic Music MUSIC 488 Studies in Music and Film</p> <p>Political Science: POL S 418 - Media and Politics in Canada POL S 448 - Gender Politics and Mass Media</p> <p>Sociology: SOC 477 - Media and Cultural Globalization: Theory and</p>

		Practice Women's and Gender Studies *WGS 498 - Digital Feminisms
Credits	*18	*18
	Total Credits = *36	

¹Appendix A2: Letters of Support

1. University of Alberta Academic and Service Units
 - 1.1. Department of Anthropology
 - 1.2. Department of East Asian Studies
 - 1.3. Department of English and Film Studies
 - 1.4. Office of Interdisciplinary Studies
 - 1.5. Department of Modern Languages and Cultural Studies
 - 1.6. Department of Music
 - 1.7. Department of Political Science
 - 1.8. Department of Psychology
 - 1.9. Women's and Gender Studies
 - 1.10. Faculty of Extension, MACT
 - 1.11. Associate Dean (Student Programs: Teaching and Learning) and Arts Work Experience
 - 1.12. Community Service Learning
2. FoA students (OASIS)
 - 2.1. Ben Angus, President, Organization of Arts Students and Interdisciplinary Studies
3. Campus Alberta institutions
 - 3.1. Dr. Rey Rosales, Department of Communication, MacEwan University
 - 3.2. Dr. Elizabeth Evans, Dean, Business and Communication Studies & Dr. Brad Clark, Chair, Journalism, Broadcast Media Studies, Mount Royal University
4. Employers
 - 4.1. Catrin Owen, CEO, Calder Bateman Communications
 - 4.2. David Christensen, Executive Producer, National Film Board of Canada
 - 4.3. Neil Thompson, Director of Art & Animation, BioWare
 - 4.4. Helen Henderson, Senior Director, Journalism/Programming, CBC Calgary
5. High school teachers
 - 5.1. Robert Batke, Applied Graphic Arts, Digital Music, Lillian Osborne High School
 - 5.2. Robert Gardner, Social Studies Department Head, McNally High School
6. External reviewers
 - 6.1. Dr. Vivian Sobchack, Department of Film, Television and Digital Media, University of California, Berkeley
 - 6.2. Dr. Darin Barney, Grierson Chair in Communication Studies, McGill University

1. University of Alberta Academic and Service Units

1.1. Department of Anthropology



DEPARTMENT OF ANTHROPOLOGY

13-15 HM Tory Building
Edmonton, Alberta, Canada T6G2H4
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Fax: 780.492.5273
anthropo@ualberta.ca
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15 January 2018

Michael O'Driscoll
Vice-Dean
Faculty of Arts
University of Alberta

Re: Proposal for new Bachelor of Arts degree in Media Studies

Dear Dean O'Driscoll,

I am writing to support the Faculty of Arts at the University of Alberta's proposal to establish a new Bachelor of Arts degree in Media Studies. Although we have long had courses in media studies, including the Anthropology Department's course in Visual Anthropology, we have not had a formal degree program. Judging from the reception of that course, I predict that the new BA degree would be both popular with students and would offer them useful skills and training. Our graduates would welcome the opportunity to become involved in careers in mass media, and have the potential to form a bridge between the University of Alberta and the wider society.

Please let me know if there is anything more that the Anthropology Department can provide in the way of support.

Sincerely,

Jean DeBernardi

Jean DeBernardi
Acting Chair and Professor
Anthropology Department
jdeberna@ualberta.ca
780 492-0131

1.2. Department of East Asian Studies



DEPARTMENT OF EAST ASIAN STUDIES
CHRISTOPHER LUPKE, CHAIR

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Edmonton, Alberta, Canada T6G 2H8
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lupke@ualberta.ca
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January 31, 2018

Professor Michael O'Driscoll
Acting Vice Dean
Faculty of Arts
University of Alberta

Dear Vice Dean O'Driscoll and Concerned Faculty:

****Letter of Support for Media Studies Major Proposal****

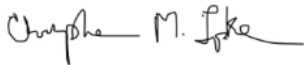
I am writing this letter to express my endorsement of the Media Studies Major Proposal. First of all, in this day and age, media saturate our lives. It is imperative that we study it, investigate it, think about it, and hold it up to our students for examination. We would be hard pressed to find a human nowadays untouched by media. Moreover, given the digitization of culture throughout the world, we are now connected globally in ways that even 20 years ago we were not. The phenomena of digital media and virtual culture are here to stay. The importance of this is underscored by the fact that the most important academic association in North America on film studies has, in the past ten years, changed its name from The Society of Cinema Studies to The Society of Cinema and Media Studies. Just this week, after lengthy discussion and an all-member vote, SCMS has changed the name of its flagship journal from *The Journal of Cinema Studies* to *The Journal of Cinema and Media Studies*. The University of Alberta prides itself on being a highly ranked, top-flight research institution that provides a broad education to a very large population of students. It behooves us to move into this field full force. Moreover, other institutions with whom we compete for students already offer such a major option.

Secondly, we have most of the resources to mount a credible major and in fact have more resources than most of our peer institutions in this geographical area of the country. We can offer this major without seeking further revenue to do so. One way we can distinguish ourselves from virtually all other institutions in the area is through our strong presence in East Asian Studies. Additionally, in time, as new positions are available, some of them in part can be justified by the knowledge that such appointments can contribute to this new major as well.

Third, generally speaking, I find the proposal to be well-thought-out, well-organized, and comprehensive. The proposal makes the most of our current resources and builds bridges across departments. As well all know, departments are the basic unit of organization in an academic institution, but the world is not set up this way. The abolition of departments is neither feasible nor wise, but they do not exist solely or primarily because they are a faithful reflection of the world we live in. Thus, in order to present to students knowledge organized in ways relevant to the contemporary world, we need to work across departments and develop at least some interdisciplinary majors. The Media Studies major is a case in point. For these three reasons, I support the current proposal.

If you need any additional information, I would be happy to provide it. Please feel free to email or call.

Gratefully yours,

A handwritten signature in black ink that reads "Christopher M. Lupke". The signature is written in a cursive style with a long horizontal line extending to the right.

Christopher Lupke, Ph. D.
Professor of Chinese Cultural Studies and Chair of East Asian Studies
lupke@ualberta.ca

1.3. Department of English and Film Studies

1 February 2018

3-5 Humanities Centre
Edmonton, Alberta, Canada T6G 2E5
Tel: 780.492.3258
Fax: 780.492.8142
efs@ualberta.ca

Re. Letter of Support, Media Studies BA Major at the U of A

Dear Mike and Astrid:

Please accept this letter as my statement of support for the adoption/implementation of a Media Studies program (BA) in the Faculty of Arts, along the lines presented in your recent proposal. I believe there is significant potential in the proposal to see a genuinely interdisciplinary Media Studies program come into being at the U of A, making full use of the many resources already existing in Arts (departmentally-based expertise across a wide array of disciplines) as well as developing a series of new, foundational courses representing various pathways for students to pursue their interests. EFS is excited about the prospect of contributing meaningfully to such a program, even while it continues to develop and expand its own range of courses focusing on new media and media culture.

With best wishes for success in this important venture,



Peter W. Sinnema
Professor & Chair, Department of English & Film Studies

1.4. Office of Interdisciplinary Studies



OFFICE OF INTERDISCIPLINARY STUDIES
FACULTY OF ARTS

- Environmental Studies
- Game Development (Certificate)
- Humanities Computing
- International Studies
- Peace & Post-Conflict Studies (Certificate)
- Religious Studies
- Science, Technology & Society
- Writing Studies

Suite 400 Arts & Convocation Hall
Edmonton, Alberta, Canada T6G 2E6
Tel: 780.492.9557
Fax: 780.492.9787
ois@ualberta.ca
uofa.ualberta.ca/interdisciplinary-studies

13 February 2018

Michael O'Driscoll
Vice-Dean, Faculty of Arts
University of Alberta

Re: Support for Media Studies

Dear Mike,

I write today in robust support for the proposed new program in Media Studies at the University of Alberta. This new program promises to create unique opportunities for students to learn about the history, practice, and theory of media forms—within classrooms at the university and beyond. The Office of Interdisciplinary Studies will be pleased to serve as the institutional home for this exciting new program and we look forward to supporting and promoting Media Studies across the Faculty of Arts and within the mediascape of Alberta more generally.

This is a timely and creative initiative that we hope finds strong support across campus and from our community and industry stakeholders.

Sincerely,

A handwritten signature in black ink, appearing to read "Nat Hurley", on a light grey background.

Nat Hurley
Senior Director, Office of Interdisciplinary Studies
Associate Professor, Department of English and Film Studies

1.5. Department of Modern Languages & Cultural Studies

200 Arts Building
Edmonton, Alberta
Canada T6G 2E6
Tel: 780.492.4926
Fax: 780.492.9106
mlcs@ualberta.ca
twitter.com/uofamllcs
www.uab.ca/mlcs

January 11, 2018

Dear Associate Dean Michael O'Driscoll,

Please accept this letter in unequivocal support of the proposed BA in Media Studies, to be located in the Faculty of Arts at the University of Alberta. Media figures prominently in my departmental expertise. We have on staff many faculty members with Media Studies research interests, whether this is represented in the form of film, digital media, feminist media studies, discourse analysis, media industries, folklore and media, to mention just a few. Researchers working in this area come from a number of linguistic and cultural backgrounds and include Dr. Victoria Ruetalo (Spanish), Dr. William Anselmi (Italian), Dr. Daniel Laforest (French), Dr. Natalie Kononenko (Ukrainian Folklore), Dr. Elisabeth Le (French/Applied Linguistics), Dr. Chris Reyns (French), Dr. Elena Siemens (Russian), Dr. Irene Sywenky (Comparative Literature), Dr. Astrid Ensslin (Applied Linguistics/Humanities Computing), and myself (German). Along with these research interests we offer courses in specific languages as well as in English in a cross-cultural context on the topics of media studies. This strength is mirror in our recent restructuring of our graduate programs, which includes Media and Cultural Studies as one of four specializations within our MA and PhD programs.

As a Department, Modern Languages and Cultural Studies has a strong capacity and keen interest to contribute to a program that amalgamates existing strengths in the Faculty of Arts in such a unique way. We support this initiative wholeheartedly.

Sincerely,



Dr. Carrie Smith-Prei
Chair, Modern Languages and Cultural Studies

1.6. Department of Music

January 4, 2018

Michael O'Driscoll, Vice Dean
Faculty of Arts
University of Alberta

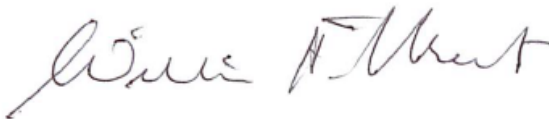
Expression of Support for Proposed Media Studies Program

Dear Michael,

The Department of Music is excited about the proposal of a University of Alberta Faculty of Arts Bachelor of Arts in Media Studies. The study of musical performance (historical and actual) is strongly related to Media Studies. This is an area where our students will find synergies and collaboration.

We offer courses in popular music, closely related to radio and other broadcast media and see this as an important area of future impact on society and the study of society. We offer our full support to this degree and plan to commit our efforts with popular music study, performance and the Sound Studies Initiative toward collaborative projects, courses and research.

Sincerely,



William H. Street
Professor and Chair
Department of Music, Faculty of Arts

1.7. Department of Political Science



UNIVERSITY OF
ALBERTA

Department of Political Science
Faculty of Arts

10-18 HM Tory Building
Edmonton, [Alberta](#), Canada T6G 2H4

WWW: www.ualberta.ca/polsci
pohac1@ualberta.ca

TEL: 780 492 3555
FAX: 780 492 3556

January 10, 2018

Dr. Michael O'Driscoll, Vice Dean
Faculty of Arts
6-33 Humanities Centre
University of Alberta

Dear Mike:

It is my pleasure to offer this letter in support of the proposed new major in Media Studies. The program offers students a rigorous education in communications history, theory and practice, ensuring that media studies students have a cohort experience while also being able to pursue interests in a broad range of humanities and social science disciplines. The strong encouragement to students to develop practical skills in order to apply their classroom learning in less scholarly settings is very compelling. Certainly from the perspective of Political Science, where the media is often a source of information as well as an object of study, this media studies major is a welcome addition to the educational options available to our students and I anticipate that we will have a healthy number of students pursuing double majors.

We look forward to working with the program as it develops. Best of luck with this initiative.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lois Harder".

Lois Harder
Chair and Professor

1.8. Department of Psychology



Meghan Huffman <huffman@ualberta.ca>

Re: {AR Dean of Arts - Mail List - All Chairs} Media Studies - Reminder, Department Letters of Support

Christopher Sturdy <csturdy@ualberta.ca>

Wed, Jan 31, 2018 at 9:39 AM

To: Meghan Huffman <meghan.huffman@ualberta.ca>, Michael O'Driscoll <mo@ualberta.ca>

Dear Mike,

I am writing now in support and in favour of the proposed Media Studies BA. It seems like a timely and sensible addition to the Faculty of Arts.

Sincerely,
Chris

--

Christopher B. Sturdy, Ph.D.
Professor and Chair
Department of Psychology
University of Alberta
P-217 Biological Sciences Building
T6G 2E9

telephone (Psychology): (780) 492-7843

facsimile (Psychology): (780) 492-1768

telephone (Chair): (780) 492-5299

sturdy url: <https://www.cms.ualberta.ca/science/about-us/contact-us/faculty-directory/christopher-sturdy>lab url: <http://songbirdneuroethologylab.weebly.com/>twitter: <http://twitter.com/cbsturdy>**Confidentiality Notice**

This communication, including attachments, is intended only for the use of the recipient(s) to whom it is addressed and may contain information that is confidential, and/or exempt from disclosure under applicable law. Please do not distribute/print this note without my authorization. If you have received this message in error, or are not the named recipient(s), please notify the sender by reply email and delete this email message, including any attachments.

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

[Quoted text hidden]

1.9. Department of Women's & Gender Studies



UNIVERSITY OF
ALBERTA

DEPARTMENT OF WOMEN'S & GENDER STUDIES
FACULTY OF ARTS

1-17 Assiniboia Hall
Edmonton, Alberta, Canada T6G 2E7
Tel: 780.248.1192
Fax: 780.248.1185
wgs@ualberta.ca
www.wgs.ualberta.ca

February 16, 2018

To Whom It May Concern:

I am writing to express the full support of the Department of Women's and Gender Studies (WGS) for the proposed Major in Media Studies in the Faculty of Arts at the University of Alberta.

The proposed inter- and cross-disciplinary degree program promises to become much sought after by students who more than any previous generation live media-mediated lives. The program will not only be popular but also offer much needed critical media skills. At a time when fake news are increasingly difficult to distinguish from real ones, with potentially devastating effects for democracy, we need to train and equip students with the necessary tools to be informed and engaged citizens in the digital sphere. Training students in critical media literacy and media ethics especially holds the potential for students to utilize social media productively, for example for social justice advocacy, and in so doing enhance gender equity, diversity, and inclusion. Such training seems especially relevant today in the light of yet another news story breaking about the abuses of social media, this time among some members of the RCMP, who utilized facebook for circulating sexist and racist content among a group of male members.

The proposed Media Studies program aligns directly with our programs' learning goals and our Department's commitment to social justice and equity. The Department of Women's and Gender Studies is looking forward to contributing our researchers' expertise in the area of gender, feminism, and media to the program. We look forward to helping train Media Studies students' enhance their analytical skills concerning the gendered and racialized dimensions of various media genres, including media's organizational structures, representations, and their effectiveness in producing social belonging. And will encourage WGS students to become double majors in Media Studies, so as to have them acquire the necessary knowledge and expertise that will help them succeed professionally across the range of sectors that employ our graduates, including but not limited to education, government, non-profit organizations, as well as the corporate domain.

Sincerely,

A handwritten signature in black ink that reads "S. Luhmann".

Susanne Luhmann, Ph.D.
Associate Professor and Chair

1.10. Faculty of Extension, MACT program



COMMUNICATIONS AND TECHNOLOGY
GRADUATE PROGRAM

Enterprise Square
10230 Jasper Avenue NW
Edmonton, Alberta, Canada T5J 4P6

February 28, 2018

Re: Proposed BA Media Studies program – endorsement letter

To Whom It May Concern:

I am writing as the Academic Director of the Faculty of Extension's MACT (Master of Arts in Communications and Technology) program to convey my support for the proposed BA Media Studies major in the Faculty of Arts at the University of Alberta.

Having reviewed the proposal and discussed it with its authors, Drs Astrid Ensslin and Michael O'Driscoll, I believe that it is a well conceived program with a strong interdisciplinary approach that will serve the needs of students who find themselves in an increasingly media-saturated society. I particularly like the proposal's emphasis on bridging critical scholarship with experiential learning experiences, including community service-learning. In my opinion, graduates of the proposed program will emerge with a diverse and relevant skill set that will make them highly sought-after among employers not only in the media sector, but in many other sectors where media are increasingly central to strategic communications.

The proposed BA Media Studies Major will complement the professional-orientation of the MACT program and create a variety of opportunities for cross-faculty collaboration in teaching, learning, and research. For example, MACT students are mid-career communication professionals working in media-related fields and I can foresee the possibility of creating a mentorship initiative between our graduate students and undergraduates in the BA program. MACT faculty members maintain active research programs, some with research assistantship opportunities that may be suitable for undergraduate students. My own research is integrated with community service learning and study abroad opportunities that may be of interest to students from the BA program. MACT hosts an annual Distinguished Speaker series and topical webinars, which would be open to students in the BA program. In addition, MACT co-hosts the annual Rundle Summit student conference in Banff during winter term break. This event could offer presentation, networking, and mentorship opportunities for undergraduate students from the BA program who are nearing graduation.

To conclude, I fully support the new Media Studies major in the Faculty of Arts, and I look forward to collaborating with the Program Director on mutually cross-promoting the educational and scholarly opportunities offered by Faculty of Extension and Faculty of Arts. If you have any further questions regarding my assessment of this proposed program of study, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gordon A. Gow".

Gordon A. Gow
Associate Professor, Academic Director
MACT Program, Faculty of Extension

1.11. Associate Dean (Student Programs: Teaching and Learning) and Arts Work Experience



OFFICE OF THE DEAN
FACULTY OF ARTS

6-33 Humanities Centre
Edmonton, Alberta, Canada T6G 2E5
Tel: 780.492.ARTS
Fax: 780.492.7251
www.arts.ualberta.ca

February 16, 2018

Re: Proposed Bachelor of Arts in Media Studies, University of Alberta

To Whom It May Concern,

In our capacities as Associate Dean (Teaching and Learning, Student Programs) and Career Development Officer with oversight of our Faculty's Experiential Learning initiatives and Arts Co-op Program respectively, we offer this letter of strong support for the proposed BA in Media Studies.

After reviewing the proposal, we feel that the BA in Media Studies offers excellent potential to prepare undergraduate students with skills that are in industry demand as well as the opportunity to enhance their learning in academic and applied settings. The proposed program would provide students with a historical context and critical understanding of the uses, ethical considerations and applications of media. By applying these insights outside of the classroom, in experiential learning settings (such as a co-op term, internship or a community service-learning placement), students would observe and work to address 'real world' challenges in a rapidly evolving field. We believe this combination of traditional academic learning combined with experiential studying opportunities is crucial to helping educate engaged and empowered citizens.

Our Arts Co-op Program works with employer partners who hire in fields that are complementary to this area of study including, communications and marketing, journalism, digital and social media, video game development, video production, and many more. Some specific recent examples of employers who have posted related co-op opportunities within Edmonton and Calgary include, all levels of government, PCL Construction Ltd., Electronic Arts (Canada), Bioware Inc., DIALOG Design, Oilers Entertainment Group, Scotiabank, Syncrude Canada Ltd., Canadian Tire, and others. We anticipate these employer partnerships and job opportunities would continue to grow with the addition of specialized programming in this field. Growth opportunities within these related industries are further supported by employment data, provided in the proposal from the Government of Alberta's 2016 Labour Market Review and on the Alberta Learning and Information Services website.

In addition, this program fits well with areas of career interest for many Arts students. Based on intake interviews with students who have joined the Arts Co-op Program since 2016, 26% noted a long-range employment interest in fields related to media studies (e.g. marketing and communications, game development, visual communication, video production, journalism, event planning, etc.). This program has an opportunity to meet an area of student demand, as well as the needs of employers.

Infrastructure to support access to experiential learning opportunities, specifically a rapidly growing co-op program, exists within the Faculty of Arts. The Arts Co-op Program is accredited by Co-operative Education and Work-Integrated Learning Canada (formerly called CAFCE) and follows rigorous standards for securing professional-oriented work experiences linked to skills that students gain in the classroom. Through participation in co-op, students have the opportunity to set learning goals, in collaboration with a workplace mentor, and reflect on their learning outcomes. Employers have indicated that recruitment of future talent and providing mentorship opportunities to emerging professionals are key reasons that they participate in co-op programming.

In closing, we feel the proposed BA in Media Studies sits firmly at the intersection between student interest and employer demand and that it would be a valuable addition to Arts undergraduate programming at the University of Alberta. We look forward to working with the faculty, staff and students involved. If you have questions regarding our assessment of this proposed program, please do not hesitate to contact us.

Sincerely,



Aidan Rowe
Associate Dean (Student Programs: Teaching and Learning)
Associate Professor Design Studies

1-29 Humanities Centre, University of Alberta
e: aidan.rowe@ualberta.ca
p: 001 780 492 7653



Amber Nicholson
Career Development Officer

HUB Career Centre (8917 HUB)
e: amber.nicholson@ualberta.ca
p: 001 780 492 6022

1.12. Community Service Learning

Dr Michael O'Driscoll
Acting Vice-Dean, Faculty of Arts
Professor
Department of English and Film Studies
University of Alberta

January 31, 2018

Dear Michael,

On behalf of Community Service-Learning (CSL) at the University of Alberta (North Campus), I am pleased to write to support the proposed Media Studies program.

CSL is a form of experiential learning in which students, during academic courses taught across a number of faculties at UAlberta, work and serve between 20-30 hours over the term in not-for-profit and social enterprises in the Edmonton community, on community identified projects that match the learning goals of the course. We currently partner approximately 75 courses, 1500 students and 170+ community-based organizations to both deepen student engagement in academic learning as well as build the capacity of our partner organizations.

The CSL team and its collaborators can work together very fruitfully with the proposed Media Studies program. As not-for-profit agencies in Alberta increasingly engage in collaborative responses to complex social issues, spanning multiple networks of practice, their ability to communicate with each other and to their publics becomes critical to their success. This capacity of social sector workers to innovate and achieve greater impacts for Albertans and others is clearly related to how fluent and reflexive they are in their use of contemporary communicative practices. We see the proposal as potentially building this capacity.

I am particularly pleased to see the connection in the proposal to the 300 level courses (e.g. (Media Issues, Institutions and Professions') and the commitment of the Director of Media Studies to encourage an experiential learning ethos within the discipline. This leadership encourages the kinds of active experimentation and social entrepreneurship within the students that our community partners are keenly seeking. When critical media studies is coupled with experiential learning in not-for-profit organizations, students are likely to gain sophisticated skills that are valued by employers, and our communities are also likely to benefit.

The CSL staff will assist Media Studies faculty in with syllabus design and assessment strategies so as to better integrate the experiential and theoretical elements in a course, deepening both

400 Arts & Convocation Hall

Edmonton, Alberta, Canada T6G 2E6

780.492.9557

student understandings and, in this case, assisting community partners become more aware of effective media strategies and communication practices.

CSL and its partners look forward to working with you, Michael, as you progress this program. We are excited to explore these connections with you and to support our students and community partners in new ways.

Yours Sincerely,



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

2. FoA students

Organization of Arts Students and Interdisciplinary Studies

Humanities 2-10, Edmonton, AB | oasis@ualberta.ca



Sunday, January 7th, 2018

Re: Proposed BA Media Studies program – endorsement letter

To Whom It May Concern:

I am writing as the president of the Organization for Arts Students and Interdisciplinary Studies (OASIS) to show my support for the newly proposed BA Media Studies major in the Faculty of Arts at the University of Alberta. OASIS functions as the main student representation group for the student body of the Faculty of Arts.

Having reviewed the proposal and discussed it with its authors, Drs Astrid Ensslin and Michael O'Driscoll, I feel that it is well designed and meets the needs of an increasingly media-saturated society. I also had the opportunity to take part in a focus group, which allowed me to develop a further understanding and appreciate the benefits this will bring to students in the Faculty of Arts.

In my opinion, graduates of the proposed program will emerge with a diverse and relevant skill set that will make them highly sought-after among employers in the broader media and communication sector. This program features the added benefit of providing a deeper understanding of the historical content, the ability to think critically about media studies, and the ability to use this new skillset in an increasingly relevant job field.

I embrace the opportunity for students on the program to take double majors. Graduates with the resulting diverse skillsets will be adaptable graduates with a good insight into socio-cultural issues of our time and region and beyond, not least because they will have gone through a robust series of experiential learning experiences, including community service-learning.

To conclude, I emphatically support the new Media Studies major in the Faculty of Arts at the University of Alberta. I am confident this will be an exciting and rewarding opportunity for current and future students. If you have any further questions regarding my assessment of this proposed program of study, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Ben Angus". The signature is fluid and cursive, with the first name "Ben" and the last name "Angus" clearly distinguishable.

Ben Angus, President, OASIS - Humanities 2-10

3. Campus Alberta institutions



MacEwan
UNIVERSITY

P.O. Box 1796
Edmonton, Alberta
Canada T5J 2P2

Toll Free: 1-888-497-4622
Tel: 780-497-5040
Email: info@macewan.ca

January 15, 2018

To Whom It May Concern:

I am writing to offer support to the proposed undergraduate major in media studies at the University of Alberta (Faculty of Arts). The initial proposal presented to me for the Bachelor of Arts in Media Studies contained a strong core curricular framework and a significant room for flexibility allowing students to customize their program of study based on their strengths and field(s) of interest.

With the rapid changes happening in society today brought mostly by advances in digital technology, it is highly important that graduates develop competencies in adaptability, critical thinking, creative problem-solving, collaboration, learnability and other high level knowledge and skills in order to succeed in their chosen careers. The proposed new major addresses the need to develop these required competencies and meets the learning outcomes required for the 21st century workforce.

Thank you,

A handwritten signature in blue ink, appearing to read "Rey Rosales".

Dr. Rey Rosales
Associate Professor
Department of Communication
MacEwan University
Email – RosalesR2@macewan.ca



School of Communication Studies
Office of the Dean

T. 403.440.6315

mtroyal.ca/communicationstudies

January 5, 2018

Re: Proposed BA Media Studies program – endorsement letter

To Whom It May Concern:

I write on behalf of myself as the chair of the Broadcast Media Studies and Journalism department, as well as the dean of the Faculty of Business and Communication Studies at Mount Royal University, to show our support for the newly proposed BA Media Studies major in the Faculty of Arts at the University of Alberta. The dean and I have spent considerable time contemplating curricula in this area in recent times, having just been through an extensive program review for our Journalism major. In addition, it was just over a year ago that we launched the Broadcast Media Studies major, a completely new program and the only four-year media production degree in Western Canada.

It is with that background that we reviewed the U of A's BA Media Studies proposal and discussed it with its authors, Drs. Astrid Ensslin and Michael O'Driscoll. We feel that it is well designed for students looking to meet the media needs of society's growing appetite for content. In our opinion, graduates of the proposed program will emerge with a diverse and relevant skill set that will make them highly sought after among employers in the broader media and communication sector. In particular, employers in various media and related sectors will appreciate graduates' critical, historical, and intercultural competencies, as well as their ability to create and evaluate a variety of media independently and with ethical integrity. The program as designed would complement our own provision at Mount Royal University extremely well. We offer a Bachelor of Communications with majors in Broadcast Media Studies, Information Design, Journalism, and Public Relations. Our program has a distinct focus on experiential learning and media practice. By comparison, the U of A proposal is founded on critical, historical and interdisciplinary Media Studies.

Further aspects of the proposal we endorse include the emphasis on the importance of maker culture. As well, we embrace the opportunity for students on the program to take double majors. Graduates with the resulting diverse skillsets will be adaptable citizens with a good insight into socio-cultural issues of our time and region and beyond. They will have gone through a robust series of experiential learning opportunities, including community service learning.



School of Communication Studies
Office of the Dean

t. 403.440.6315

mtroyal.ca/communicationstudies

To conclude, we fully support the new Media Studies major in the Faculty of Arts at the University of Alberta. If you have any further questions regarding my assessment of this proposed program of study, please do not hesitate to contact us.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brad Clark".

Brad Clark, D.Comm.
Associate Professor, Chair
Journalism; Broadcast Media Studies
School of Communication Studies
Mount Royal University
4825 Mount Royal Gate SW
Calgary, AB, Canada T3E 6K6
(403) 440-5696

A handwritten signature in blue ink, appearing to read "Elizabeth Evans".

Elizabeth Evans MBA, PhD
Dean, Business and Communication Studies
Mount Royal University, Calgary AB

4. Employers



December 21, 2017

To whom it may concern:

I am writing in support of the University of Alberta's proposed Media Studies degree.

As a business leader within the communications, media and marketing sector in Edmonton, I am of the view that an academic program with this focus would be an important addition to the Faculty of Arts, and to Alberta's post-secondary learning system.

There has long been a need for sophisticated media literacy – from the early days of the 18th century broadsheet to the constant bombardment of the 24/7 traditional and social media news cycle today. To be an engaged and informed media consumer is to understand, navigate, analyze and evaluate what is being presented, by whom and under what ownership structures.

As the media environment gets ever more complicated, the proposed degree will help students develop an in-depth understanding of the evolution of the contemporary media landscape from Gutenberg to Zuckerberg! How humans make meaning in a complex world has been, and will continue to be, heavily influenced by media products, services, ideologies and technologies. Building understanding of the epistemological role of media in modern life is an invaluable course of study and critical to an arts faculty that prides itself on relevance, building great thinkers and contributing to the development of new knowledge that informs our public discourse.

As the University of Alberta advances its *For The Public Good* strategy, this degree will not only be good for the Faculty of Arts, it will *do good* for the contemporary scholarly context to which it will contribute. Growth of understanding and insight into one of the most important and ubiquitous forces in society today is not only positive, it is necessary.

This new degree has my wholehearted and unqualified support. I do hope that you will see fit to grant it status as part of the University of Alberta's academic offerings for 2018.

Yours sincerely,

Catrin Owen
CEO



December 18th, 2017

Re: Proposed BA Media Studies program – endorsement letter

To Whom It May Concern:

I am writing as the Executive Producer of the National Film Board of Canada's North West Studio in Edmonton to show the NFB's support for the newly proposed BA Media Studies major in the Faculty of Arts at the University of Alberta.

With production studios from coast to coast, the NFB works with directors and creative teams across this country to produce a national slate of short animation, interactive projects, and documentaries with a focus on creative and social exploration. With our body of work, we strive to explore and expand the creative possibilities of documentary storytelling and to forefront perspectives/voices that are absent from the mainstream national narrative.

Having reviewed the proposal and discussed it with its authors, Drs. Astrid Ensslin and Michael O'Driscoll, I feel that it is well designed and meets the needs of an increasingly media-saturated society. In my opinion, graduates of the proposed program will emerge with a diverse and relevant skill-set that will make them both unique content creators of documentary, animation and interactive projects as well as highly sought-after employees in the broader media and communication sector. In particular, employers in the film industry will appreciate the graduates' critical thinking, their historical, and intercultural skills, as well as their ability to create and evaluate a variety of media independently and with ethical integrity.

As the Executive Producer at Canada's only public production agency, I also appreciate the proposal's strong emphasis on the importance of what it calls "maker culture", meaning that the graduates will have the skills to develop and create their own stories in a variety of media with a high degree of skill.

Canada



As well, I like that there's opportunity for students in the program to take double majors. Graduates with diverse skillsets will be adaptable citizens with a good insight into socio-cultural issues of our time, not least because they will have gone through a robust series of hands-on learning experiences, including community service-learning.

The National Film Board particularly values strong storytelling skills and a keen awareness of audiences. We appreciate a solid understanding of how different cultures tell stories, as well as a mature understanding of ethical and psychological implications of media use, including intellectual property. Finally, strong research skills and an understanding of the different tools required to do effective content creation and media research (as well as to understand their strengths and shortcomings), are much needed in our sector. I am confident that the proposal addresses all of these issues.

To conclude, I fully support the new Media Studies major in the Faculty of Arts at the University of Alberta. If you have any further questions regarding my assessment of this proposed program of study, please do not hesitate to contact me.

Sincerely,

David Christensen

National Film Board of Canada
#142, 9700 Jasper Ave
Edmonton, AB T5J4C3

Neil Thompson / BioWare

200, 4445 Calgary Trail, Edmonton, AB T6H 5R7 | 780-430-0164 | neilt@bioware.com

1/4/2018

Re: Proposed BA Media Studies program – endorsement letter

To Whom It May Concern:

I am writing as the Director of Art, Animation & Audio of BioWare a Division of Electronic Arts to show my support for the newly proposed BA Media Studies major in the Faculty of Arts at the University of Alberta. In my role, I recruit extensively much of it internationally; in part due to the shortage of graduate applicants in Alberta. Courses that are able to provide creatively minded students an environment in which they can effectively evolve their inspirational palette and problem-solving skills will always receive my support. BioWare has a long history of supporting students from the University of Alberta, predominantly in the engineering track and I would like to expand this in the field of arts.

Having reviewed the proposal and discussed it with its authors, Drs Astrid Ensslin and Michael O’Driscoll, I am confident that it meets the needs of an increasingly diverse, media-saturated society, and I believe that graduates of the proposed program will bring a multi-faceted and relevant skill set to various media industries, including the interactive entertainment sector.

The interactive media sector needs individuals that can embrace and adapt to rapid changes in hardware and software technologies. Employees in this sector have to be able to think creatively, to problem-solve in various ways, and facilitate the creative work of others. They have to be able to apply knowledge and skill sets, as well as understand practices from various disciplines, such as architecture, fine arts and design, literature and narrative. They have to be able to think critically and ethically, and they have to be effective communicators and team players. I believe that the program as proposed addresses these needs and will be particularly valuable if offered and taken as combined majors, specifically with art, design, and computing sciences.

To conclude, I whole-heartedly support the development of the proposed, new Media Studies major in the Faculty of Arts at the University of Alberta.

Sincerely,

Neil Thompson

December 13, 2017

Re: Proposed BA Media Studies program – endorsement letter

To Whom It May Concern:

I am writing as the Senior Director, Journalism and Programming of CBC Calgary to show my support for the proposed BA Media Studies major in the Faculty of Arts at the University of Alberta. As a graduate of the University of Alberta, and as the senior journalist charged with recruiting new staff for our station, I have a keen interest in the development of the next generation of critical thinkers and potential journalists.

Having reviewed the proposal and discussed it with its authors, Drs Astrid Ensslin and Michael O'Driscoll, I am confident that it meets the needs of an increasingly diverse, media-saturated society, and I believe that graduates of the proposed program will bring a multi-faceted and relevant skill set to the broader media and communication sector.

Among the aspects of the proposal I endorse most strongly are its multi-disciplinary architecture, its integration of media research skills (including ethical concerns), its openness for double majors (particularly with liberal arts, philosophy, and economics), and its emphasis on the importance of maker culture. Media production is increasingly happening from personally owned, portable devices, and users have a host of high-quality, accessible, networked technologies at their fingertips, which helps democratize creation and dissemination. At the CBC, we expect our employees to be able to teach themselves and think creatively about technological design and usage. This requires a mode of thinking that is adaptable to our fast changing technological landscape, and that contributes pro-actively to these transformations.

I strongly support the opportunity for students in the Media Studies program to take double majors. Graduates with the resulting diverse skillsets will be flexible citizens with good insights into socio-cultural issues of our time and region and beyond, who will have benefited from robust experiential learning experiences. The CBC particularly values strong storytelling skills, as well as a dedication to fairness, balance, mission, and mandate. We want to bring the public into broadcasting; we want our audiences to find the truth amongst many truths; and we want our employees to have strong meta-journalistic, (self-)critical attributes. I am confident that the proposal addresses all these issues and that students with the degree will obtain a good academic underpinning for journalism-related careers.

To conclude, I whole-heartedly support the development of the proposed, new Media Studies major in the Faculty of Arts at the University of Alberta.

Sincerely,



Helen Henderson

Senior Director,
Journalism/Programming
CBC Calgary
(m)403-8135842
Helen.henderson@cbc.ca

5. High school teachers



Lillian Osborne High School

2019 Leger Rd NW *Inspiring our students through meaningful*
Edmonton, AB T6R 0R9 *learning opportunities that nurture community,*
(780) 391-2450 *resilience, passion, and academic success*

January 5, 2018

Re: Proposed BA Media Studies program – endorsement letter

To Whom It May Concern:

I am writing as a high school teacher of media-based courses to show my support for the newly proposed BA Media Studies major in the Faculty of Arts at the University of Alberta. I teach Applied Graphic Arts and Digital Music at Lillian Osborne High School.

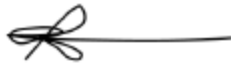
Our school holds a heavy emphasis on the creative arts, and continues to offer progressive media-based courses. Our creative arts programs encourage students to position themselves in a state of becoming critical-creative thinkers, and ultimately agents of their own creative expression. In addition to my role of teaching Applied Graphic Arts and Digital Music, I also hold a technology lead position at Lillian Osborne. My duties in that role are managing and proctoring locked browser technology for written assessments in English Language Arts and Social Studies, as well as carrying out various audio/visual related tasks for the school.

Having reviewed the proposal and discussed it with its authors, Drs Astrid Ensslin and Michael O'Driscoll, I feel that it meets the needs of an increasingly media-saturated and evolving society. In my opinion, graduates of the proposed program will emerge with a diverse and relevant skill set that will assist them in navigating a technological, media-centric future. In particular, employers in various media and related sectors will appreciate graduates' critical, historical, and intercultural competencies, as well as their ability to create and evaluate a variety of media independently and with ethical integrity. I am confident that the program would attract a large number of high school graduates, to whose needs it is ideally suited. My own students engage in visual and musical literacies that are made possible by technological affordances through software like the Adobe

creative suite and Ableton Live. My students are able to utilize these tools to challenge societal norms and pressures, and overcome the barriers of stratified organizations within education by contributing to the collective pool of creative, media-based content as both producers and consumers. To which, I strongly endorse the proposed BA's emphasis on the importance of maker culture, which implies that media users are prosumers and can contribute to (re-)mediation autonomously and with a high degree of autodidactic agency. As well, I embrace the opportunity for students on the program to take double majors. Graduates with the resulting diverse skill sets will be adaptable citizens with a good insight into socio-cultural issues of our time and region and beyond, not least because they will have gone through a robust series of experiential learning experiences, including community service-learning.

I fully support the new Media Studies major in the Faculty of Arts at the University of Alberta. If you have any further questions regarding my assessment of this proposed program of study, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, consisting of a stylized, looped initial followed by a long horizontal line extending to the right.

Robert Batke

Teacher - Applied Graphic Arts, Digital Music

Lillian Osborne High School

Robert.Batke@epsb.ca

January 10, 2018

Re: Proposed BA Media Studies program – endorsement letter

To Whom It May Concern:

In my capacity of Social Studies teacher and Department Head of Social Studies at McNally High School, I would like to offer my support for the newly proposed BA Media Studies major in the Faculty of Arts at the University of Alberta. I recently became aware of the proposed program, and I believe that it provides a much needed opportunity for post-secondary students to examine media in an academic setting, and to also gain practical experience beyond the walls of a classroom.

Having reviewed the proposal and discussed it with its authors, Drs Astrid Ensslin and Michael O'Driscoll, I feel that it is well designed and meets the needs of an increasingly media-saturated society. In my high school classes I find that many students believe that they are media savvy but actually are not. My students can use media, but tend not to be particularly reflective or analytical about it; I believe the proposed program will effectively address this reality.

I have many students who are interested in media studies generally, and many who are pursuing a post-secondary education in that field; however, their default decision is to enroll in programs or courses at NAIT (not necessarily a poor decision, but I believe that the U of A proposal is a stronger program). In my opinion, graduates of the proposed program will emerge with a diverse and relevant skill set that will make them highly sought-after among employers in the broader media and communication sector.

I am confident that the program would attract a large number of high school graduates, to whose needs it is ideally suited. I like the fact that a good deal of the proposed program's courses already exist within the Arts Faculty. High school students can be confident that they are not jumping into something completely new, untried or unproven. Our high schools are seeing increased demand for Communications Technology classes, and core subjects like Social Studies and English engage in some study of media, but these are a bit rudimentary, and inconsistent in their delivery. A more deliberate examination of media at a post-secondary level would be valuable. Further aspects of the proposal I endorse strongly include its emphasis on a robust series of experiential learning experiences, including community service-learning -- the sort of hands-on experience that many high school students are considering when making their plans for after graduation.

To conclude, I fully support the new Media Studies major in the Faculty of Arts at the University of Alberta. If you have any further questions regarding my assessment of this proposed program of study, please do not hesitate to contact me at the school at 780-469-0442.

On a personal note, I was delighted that Drs Ensslin and O'Driscoll were able to bring this proposal to my attention as it gives me another direction in my conversations with students who are contemplating their futures.

Sincerely,



Robert Gardner
Social Studies Department Head
McNally High School



5. External reviewers

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

March 1, 2018

To Whom It May Concern:

This letter is a formal response to the request that I evaluate the Faculty of Arts at the University of Alberta's proposal for a new Bachelor of Arts major and degree in Media Studies. After reading "Part A: System Coordination Review" of the "New Degree Proposal Template," I am pleased to be able to offer my very strong support for this transdisciplinary and innovative new degree program. Most of the commentary to follow focuses on the intellectual substance and structural organization of the proposed B.A. curriculum. I also offer a few remarks and suggestions in relation to its administrative governance. Finally, given that experience tells me there will be a rapid and significant increase in student demand for this major and degree, I want to address, if briefly, the issue of resources available to accommodate the program's future growth.

Let me first indicate that I write from extensive experience with Film and Media Studies in both their discrete and combinatory disciplinary configurations at the undergraduate and graduate levels. Although formally retired, I remain academically and professionally active in the field, and continue to teach in the Critical Media Studies area of the Department of Film, Television, and Digital Media at the UCLA School of Theater, Film and Television. My long academic, administrative, and professional career spans the history of Film and Media Studies programs in the U.S. from their beginnings to their present. Most relevant in this context, perhaps, is that my own scholarly work has been wide-ranging in its address of media objects and has been considered "cutting-edge" in relation to the forms and phenomenology not only of cinema but also of "new media" and "media culture." As an administrator, I was founding Dean of the Arts at the University of California, Santa Cruz and then Associate Dean for Academic Affairs and, on occasion, Acting Dean of the School of Theater, Film, and Television here at UCLA. I have also been President of the Society for Cinema and Media Studies, the major international organization for the scholarly study of moving image media, a long-time member of the Board of Directors of the American Film Institute, and, over the years, have served as external reviewer for many academic programs in what has become an increasingly expansive discipline.

In this regard, the proposed B.A. in Media Studies is extremely timely in terms of its relevance to "media" as it is systemically conceived and lived today. I applaud that this new program is constructed as an independent degree and major, rather than "bespoke" and "beholden" to traditionally-structured departments that have added "media" to their names and some new courses to their primary film/television curricula. Although dependent upon departmental faculty from a range of disciplines, this independence allows for innovative rather than derivative intellectual and pedagogical design. Indeed, I find the curriculum's intellectual expansiveness quite exciting, and the core courses and programmatic structure that keep this expansiveness "in check" both carefully and well thought out. There is no question that both major and degree will have great academic appeal to students. Moreover, with its companion emphasis on internships and some "hands-on" production components, the proposed program promises to be of interest not only to students but also to a range of media professionals and potential employers.

Curricular Scope

I am particularly impressed with the transdisciplinary scope enabled by the proposed B.A. degree. As suggested, its expansiveness is grounded in a conception of "media" that is much broader than that in any current Media Studies program of which I am aware—even those with a somewhat similar organizational structure in which participating faculty are housed in an array of departments in the humanities and arts. Most of these, however, have been M.A. and Ph.D. programs and, until quite recently, have historically privileged film and, to lesser degree, television as their primary media objects. Hence, their interdisciplinary curricular alliances have been with what now are "the usual suspects": i.e., English (where, in many instances, including the University of Alberta, Film Studies is housed); Comparative Literature; Modern Languages & Cultures (which include "Area Studies" such as East Asian Studies); and Women's Studies, Gender Studies, and/or LGBT Studies. Certainly, all of these alliances are necessary—and desirable—in relation to Media Studies at any academic level, and will offer a significant range of elective courses relevant to the new B.A. and student-selected "tracks" within it.

Nonetheless, in the context of the rapidly changing technologies, institutional configurations, and professional alliances that constitute the contemporary media environment and culture, it is increasingly clear that these disciplines are not sufficient to the study of "media" as we live it today. Now technologically as well as globally convergent, homogenous despite the heterogeneity of its devices, forms, and functions, "media" has usurped the privilege once afforded to any singular "medium," and its technological compass circumscribes a broader domain and "intersectional" inquiry. Thus, what is truly innovative about the curriculum proposed for the B.A. is that, in addition to elective courses from the "usual suspects," it recognizes the need to expand its alliances so as to offer students other elective possibilities that are of great intellectual and practical consequence to any study of media. Hence its decision to forge alliances beyond the Arts and Humanities, namely in disciplinary areas in the Social Sciences, Computer Sciences, and Science and Technology Studies. This move follows, to some degree, that of a very few Humanities-based B.A./B.S. programs located in technology-oriented universities such as Georgia Institute of Technology.

In sum, the disciplinary expansiveness of the proposed degree is particularly responsive to the variable and combinatorial professional alliances, technological functions, and cultural

consequences of media today. It also allows for a unique curricular flexibility that will be able to accommodate not only a wide range of navigational "thematic pathways" through the major but also respond to the speed at which media devices, functions, and impact change and/or come into existence to excite new interests and raise new problems. Indeed, various focus groups and interviews cited in the proposal applauded the curriculum's non-restrictive and combinatory possibilities for student "pathways" and thus its flexibility. This aspect excited not only current and prospective students but, just as important, also excited industry professionals, who tended to feel that the structure and content of most academic programs focused on media were not temporally "in sync" with real world experience.

The Curriculum "Core" and "Thematic Pathways"

Certainly, and particularly important for an undergraduate program, the transdisciplinary expansiveness and curricular flexibility of the proposed degree demand an extremely strong set of "core" requirements at—and as—their center. These courses must not only introduce, define, and set the parameters of "media," its historical evolution, and its modes of study as do core courses in other programs. Given the variety of specific forms (mediums), functions, and impacts of "media," the core courses must additionally subtend and ground this diversity or "medium specificity" in a systemic "whole" that will provide a centripetal center for every student's centrifugal journey through their chosen "thematic pathway." In sum, it will be the core that "disciplines" what is, in its particulars, an especially "unruly" discipline.

The proposed set of core courses does just this in a progressive movement from a foundational introduction to the discipline (its historical development, objects, and methods of study) in the first year to more advanced courses the second: one focused on critical/theoretical approaches to media study and the other on topical issues related to contemporary media. In the third year, respectively the two core courses emphasize research methodology and media institutions, and in the last year, the "capstone" core requires the students, individually and/or collaboratively, to create a "project portfolio" that is the culmination of their pathway(s) through the program and relevant to their projected career goals. I am pleased to endorse all these core courses and their progression, and to note they are new courses, specifically dedicated to the program. In particular, I also want to point to a few of what I see as the core's particular strengths. The strongest is its integration of "Media Archaeology" into several core courses as a key approach to media history. While it is likely that several any year's elective course curricula will offer students several courses that give background in and/or focus on the history of a specific medium or media object, "Media Archaeology" seems the most appropriate historical approach to Media Studies as a discipline. Both intellectually and methodologically, it is able to subtend the great variety of Media Studies' (and its students') possible historically-embedded—and layered—media objects. It looks historically at what are often called "dead media" (neglected, purposely obscured, unsuccessful, "lost") which are often relevant to "new" media; at metaphors historically attached to media (some produced by media about itself); at historical/technological speculation and fantasies (in literature and art as well as film and television) about media and their influence on the actual development of media. It also has a certain "materialist" bent for "hands on" and "performance practice" ways of understanding historical media objects. I am also pleased to see that the third-year core course, "Media Professions, Institutions, and Ethics," is

explicitly announcing the importance of addressing media ethics in any program that purports to call itself "Media Studies."

Finally, I think the final core course is a terrific way to end the core progression, enabling as it will students to work on projects allied to their particular interests, skills, and career aspirations, be they academic or professional. It also provides faculty material for a "capstone" assessment and students with something to "show off" their talents when they look for professional employment or apply to M.A. or Ph.D. programs. It is especially laudable that students who choose to create an audio-visual project of some kind rather than a written project will also be required to include a written component that addresses the implications of their creative work within the context of contemporary media practice. Some evidence of communicative competence, particularly the ability to write, is of great importance to acceptance into graduate programs and/or to professional employment.

While the core courses give "Media Studies" students a coherent—and dependably iterable center—the "thematic pathways" are open to all sorts of combinatory—and contingent—possibilities. (The excellent list of "suggested" ones is guilty of generating more.) I am extremely pleased that the conception of these "pathways" has avoided the "strictures" of more traditional navigational structures such as established departmental or programmatic "tracks." Meant to foster variety within a major or interdisciplinarity across a subject, established "tracks" often close off possibilities rather than enable them. However, there are also pitfalls to the intellectual freedom enabled by the proposed student-selected and mutable "thematic pathways." Certainly, it will allow students to respond to both a changing media environment and changing elective offerings, but it could not only get them "off track" but also get them lost. In this regard, I greatly appreciate the proposal's remedy, which still allows students to design their own "pathway," but this with the oversight of a faculty advisor, and not until the end of their first year. This will allow students almost a full academic year to become introduced to the discipline, acclimated to the program, aware of the direction of their interests, and also of the following year's elective offerings.

Program Governance

There is very little in the proposal that indicates the program's administrative structure nor was I asked to address this. There is mention of a Director of Media Studies, presumably a faculty member but little detail. I also understand that staff support from OIS (which I assume includes student services) will be available. However, given my comments above about the program's often changing elective offerings and the special need for substantive faculty advising of students, I do want to make some suggestions in relation to the program's governance structure. Given that this is an interdisciplinary program spanning a potentially large number of academic departments, I assume there will be—and would strongly recommend—a Governance Committee made up of a manageable number of participating faculty who represent and can speak to the major disciplinary areas (not necessarily departments) that constitute the elective offerings. With the Director, their role should be to deal with and adjudicate program planning (i.e., what in a given year should be deemed an appropriate roster of electives, this particularly important given the emergence of new courses and disappearance of old ones in the affiliated departmental offerings); program policies; and possibly the selection of students for admission to

what is currently projected as a very limited number of majors (my prediction is that many more will be applying after word gets out about the program). The Director of Media Studies should chair the committee and its members should rotate on a staggered basis to keep some continuity and yet avoid the extra load of such a commitment; it need not meet more than a few times during the semester.

Student Enrolment, Program Growth, and Resources

My understanding is that very few new resources have been allocated to the proposed Media Studies B.A. program. Most of what is available seems to be invested (appropriately) in the new courses that form the program's core. It is to the planner's credit that they have gone far beyond "cobbling together" an academic program that rests primarily on the shoulders of interested faculty who have full-time commitments to their home departments. The proposed program is timely, structured to suit its subject matter, and intellectually exciting. However, as the planners have been well aware, with the resources currently available, the program—and the affiliated faculty and their departments—can only sustain admission of a maximum of 30 students per year. Without further and significant support, more than this number would wreak havoc not only within the program but also within the departments of participating faculty. However, I need to stress that over the years I've been in the discipline of Film and Media Studies, I've seen again and again its attractions as a major, students very quickly hear about and flocking to it in large numbers. Even research cited in the proposal indicates an extraordinarily high percentage of prospective students now in high school as well as those already at the University of Alberta would be interested in the major. Although it might take a year or two for word to get out, unless there is a legal way of "capping" annual enrolment at 30 students, you need to expect a much larger number who want to declare Media Studies their major. Moreover, because expectations of enrolment numbers are so low, there is nothing in the proposal about criteria and a process for selecting those 30 students from a much larger pool—unless the criteria is merely "first come, first served." In sum, if the B.A. is approved for this enrolment level, you will need to immediately start planning ahead for what will be its rapid growth and demand new resources, new dedicated faculty, and new course (and course "section") support.

Again, I am extremely enthusiastic about the substance and overall organization of the Media Studies B.A. Its core curriculum is one I would find exciting to teach (and, if necessary, for which to "retool"). I recommend that it be approved.

Sincerely,

A handwritten signature in black ink, reading "Vivian Sobchack". The signature is written in a cursive, flowing style.

Vivian Sobchack, Ph.D.

Professor Emerita

Department of Film, Television and Digital Media



**Department of Art History and
Communication Studies**
McGill University
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Enterprise and Advanced Education
Government of Alberta

March 3, 2018

Dear colleagues,

It is my pleasure to support the proposal for an undergraduate program in Media Studies at the University of Alberta. Indeed, my initial response to the prospect is to ask why it has taken so long. The field of communication studies – from which “media studies” derives – is firmly established internationally, and it is well known that Canadian thinkers and scholars have made a definitive contribution to its development. That a major Canadian institution such as the University of Alberta does not have an established program in this area is surprising in this light, and the proposed program is a welcome corrective. The discipline as a whole and the students of Alberta will both benefit from a vigorous and expansive program in this field going forward, particularly as its public relevance continues to grow, matching the breakneck speed of social and technological innovation in media practices worldwide.

There is no question that the proposed program will resonate strongly with Albertan, Canadian and international labour markets, and that it would be an immediate and consistent attractor of undergraduate enrollment. It is evident from the proposal that the University already benefits from a significant level of faculty expertise and active interest in the field, and the strategic choice to consolidate and focus these existing resources under the auspices of a dedicated degree program seems very sound. The prospective program design – a series of required core courses augmented by complementary offerings drawn from related fields – is consistent with the approach taken by other institutions seeking to initiate similar programs without an initial outlay of “new” faculty and administrative resources. Such an approach is viable in the short-term, under conditions where priorities dictate that resources be directed elsewhere. However, my strong hope is that the program would normalize over the medium term, with a consistent infusion of dedicated faculty and administrative resources. Only this will provide the quality, stability and collegial investment that will ensure the program meets its potential over the long-term.

It is exciting to see the University of Alberta moving to make a place for this discipline in its programs. Media and Communication Studies is among the most vital and dynamic fields in the contemporary humanities and social sciences, embodying a rich tradition of scholarship and engagement with key questions in public life. To make the most of this initiative, the University of Alberta should commit to building on the anticipated success of what is proposed here by

developing a departmentalized program, complete with several, dedicated tenure-track appointments, capable of sustaining focused attention on high-quality research, teaching and program development, consistent with an evolving field. Even the best of intentions are difficult to sustain under conditions of divided attention and distributed responsibility for an “interdisciplinary” program that belongs to no one and to which no one belongs. This proposal presents a tremendous opportunity for the University of Alberta. Here is hoping the institution can respond with the level of commitment that will be required to make the most of it.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Barney', with a stylized flourish extending to the right.

Darin Barney
Grierson Chair in Communication Studies
Associate Professor
Department of Art History & Communication Studies
McGill University

Part B: Campus Alberta Quality Council Review

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

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

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

SECTION 5: PROGRAM SPECIFICS

5.1 Program Structure and Learning Outcomes

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

We envisage that, upon completion of the proposed degree, students will:

1. be able to critically evaluate the complex and interrelating technological, political, regulatory, economic, cultural, social, philosophical, and ethical forces underlying contemporary media and the messages circulated through them; as well as the ways in which specific media and their uses can affect notions of power, identity, community, and belonging.
2. be able to analyze and critically evaluate how our global contemporary media ecology evolved historically, and how processes of trans- and remediation link various stages of media history.
3. be able to understand, analyze, critically evaluate, and use contemporary participatory media in an ethically considerate and professional way;
4. have become confident, versatile and adaptable media experts, with advanced theoretical knowledge as well as practical, creative, and transferable skills that are highly relevant to employers in media and related industries;
5. have developed a wide range of transdisciplinary, qualitative, and quantitative research skills for media studies projects.
6. have developed advanced communication skills reflecting high levels of media, visual, and digital literacy and demonstrating that they can write critically and coherently in and about various media

These learning outcomes were established in a series of consultations between media scholars in the Faculty of Arts, from departments that will contribute to the new degree program and are currently providing Media Studies courses as elements of syllabi in various humanities, social science, and fine arts disciplines. .

The achievement of the learning outcomes will be evaluated through participation and class engagement, individual and team-based coursework (e.g. essays and online writing tasks), mid-term quizzes and end-of-term exams, creative and/or critical portfolios, student-led presentations and workshops, as well as learning logs and media journals. The following table demonstrates how the program’s required courses map onto its learning outcomes. Complementary approved courses will add to individual learning outcomes comprehensively.

Course title (from required list)	Learning outcomes
MS 100: Introduction to Media Studies	1-4, 6
MS 200: “Critical Media Studies”	1-6
MS 210: “Contemporary Media Culture”	1, 3, 4, 6
MS 300: “Researching Media”	1, 4-6
MS 310: “Media Professions, Institutions and Ethics”	1, 3, 4, 6
MS 400: “Media Portfolio”	1-6

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

In keeping with the standards as described in the CDQF, students graduating from the University of Alberta, Faculty of Arts, with a BA in Media Studies are expected to demonstrate familiarity with the fundamental concepts and methods of Media Studies and its related disciplines, to deploy specialized knowledge derived from following specific learning pathways and participating in experiential learning opportunities, and to conduct independent intellectual work and professional practice in their area of expertise with an understanding of the ethical and professional responsibilities this entails. Students completing the BA in Media Studies will be prepared for a variety of career paths and will have the required credentials to continue their education through additional professional or graduate training.

The Faculty of Arts provides a rigorous context for the dissemination and development of specialized knowledges in the humanities, fine arts, and social sciences, and maintains standards of testing and achievement in keeping with Canada’s leading postsecondary research institutions. Students graduating with a Bachelor’s Degree from the Faculty of Arts meet the expectations of the CDQF across the full range of degree-level standards. The academic culture that supports and nurtures this level of achievements can be best expressed in the Faculty of Arts’ statement of values as articulated in its 2017-2022 Academic Strategic Plan:

The Faculty of Arts values intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, and service. We are committed to

academic freedom as fundamental to open inquiry, courageous and independent thinking, and the pursuit of truth.

We value diversity, inclusivity, respect, and equality across and among our peoples and disciplines.

We value curiosity-driven inquiry, critical reflection, creativity and imagination, boldness and rigour, and productive opportunities for dialogue and collaboration. We are committed to deepening our engagement with the public good through the dissemination of knowledge and sharing of research creations.

We value social responsibility, engaged citizenship, and social justice, and are committed to respectful relations with Indigenous peoples within and beyond our Faculty community.

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

Media Studies at the University of Alberta meets the description of an “interdisciplinary” major “based on a combination and integration of courses and staffing from two or more academic areas” (Handbook 58). Students majoring in Media Studies will be required to meet the Faculty of Arts BA admission and graduation requirements, which are compliant with CAQC standards. As described in the following table, the BA in Media Studies meets the standards as described in section 4.3.3.1 of the CAQC’s “Expectations for Design and Structure of Undergraduate Degrees”:

Standard	Requirement	Proposed Major	Variation, if any
Credits	*90-120	*120	n/a
Admission Requirements	SS Diploma, 30 level credits and GPA as determined by institution	Entry after year one; BA admissions as set by Faculty of Arts	n/a
Credential	BA	BA Media Studies	n/a
Structure	min. *120	min. *120	n/a
	min. *6 in Humanities, Social Sciences, and Science	as per BA requirements	n/a
	min. 102 in Arts and/or Science	as per BA requirements	n/a
	min *72 at senior level	as per BA requirements	n/a
	min. *3 in each of 5 disciplines	as per BA requirements	n/a

	max. *72 in any one discipline	as per BA requirements	n/a
	min. *42 in major; *30 at senior level	*36 in major; *30 at senior level	minimum credits required meets Faculty standard and enables ease of access and options for double majors, certificates, and experiential learning enhancements
	Areas of Study	as per BA requirements	

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

Please see section 1.2 Program Description and Appendix A for details.

Program structure

Component ¹		Junior courses (maximum)	Credits	Senior courses (minimum)	Credits
Major requirements	Specified courses	1 course	3 credits	5 courses	15 credits
	Electives			6 courses	18 credits
Required courses outside major		4 courses	12 credits	8 courses	24 credits
Additional requirements (please specify)					
Other electives		5 courses	15 credits	11 courses	33 credits
Total		10 courses	30 credits	30 courses	90 credits

¹ The names of the components in this column are only applicable to some programs at some institutions, and should be modified accordingly for the proposed program.

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

Typical student program

The following program of study describes one type of student would benefit strongly from a major in Media Studies. In this case, the student demonstrates a keen interest in the study of society and politics in the context of media saturation, with a particular emphasis on digital visual cultures. A student in this case might follow a pathway focused on **“Media, Culture, and Society,”** and would complement the core Media Courses with contributions from Political Science and Sociology in particular. That pathway would be built on a strong foundation of media awareness, expert knowledge of visual cultures (screen, film, television, design), and a cross-curriculum emphasis on writing, communication, and language skills. Such a student might complement this course of study with the Arts Work Experience program, completing 12 months of work experience in media-related industries (although we have not detailed AWE credits here). The graduating student would be an articulate, politically aware, culturally sensitive, media strategist/producer who could bring those skills and attributes to any public or private organization dependent on smart, critical engagement with contemporary media.

		FALL					
		Course number	Course title	Course level	Role in program	Credits	
1 st YEAR		MS 100	Introduction to Media Studies	j	Major prereq	3	
		ENGL 102	Introduction to Critical Analysis	j	ENGL/WRS Requirement	3	
		PSYCO 104	Basic Psychological Processes	j	Non-Arts Requirement	3	
		FREN 111	Beginner’s French I	j	LOE Requirement	3	
		POLS 101	Introduction to Politics	j	Elective	3	
	WINTER						
		ENGL 125	Aboriginal Writing	j	Elective	3	
		SOC 100	Introductory Sociology	j	Elective	3	
		PSYC 105	Individual and Social Behaviour	j	Elective	3	
		FREN 112	Beginner’s French II	j	LOE Requirement	3	
	FS 100	Introduction to Film Study	j	Elective	3		
2 nd YEAR	FALL						
		MS 200	Critical Media Studies	s	Major Requirement	3	
		STS 200	Introduction to Studies in Science, Technology, and Society	s	Major Elective	3	
		HADVC 100	Introduction to the History of Art, Design, and Visual Culture	j	Fine Arts Requirement	3	
		WGS 220	Feminism and Popular Culture	s	Elective	3	
	POL S 211	Introduction to the History of Political Theory	s	Elective	3		
2 nd YEAR	WINTER						
		MS 210	Contemporary Media Culture	s	Major Requirement	3	
		SOC 226	Social Studies of Surveillance	s	Major Elective	3	
		NS 111	Contemporary Perspectives in Native Studies	j	Non-Arts Requirement	3	
		HADVC 102	Introduction to the History of Art, Design, and Visual Culture II	j	Fine Arts Requirement	3	
	C LIT 210	Cyberliterature	s	Elective	3		

3rd YEAR	FALL				
	MS 300	Researching Media	s	Major Requirement	3
	SOC 334	Media and the Production of Culture	s	Major Elective	3
	POLS 304	Modern Political Theory	s	Elective	3
	FS 203	Television from Broadcasting to Screen Cultures	s	Elective	3
	WGS 301	History of Feminist Thought	s	Elective	3

3rd YEAR	WINTER				
	MS 310	Media Issues, Institutions, and Professions	s	Major Requirement	3
	ENGL 303	Computing Technology and Culture	s	Major Elective	3
	POL S 327	Aboriginal Peoples and Politics in Canada	s	Elective	3
	FS 330	Documentary Film	s	Elective	3
	SOC 301	Sociology of Gender	s	Elective	3

4th YEAR	FALL				
	MS 400	Media Portfolio	s	Major Requirement	3
	POL S 418	Media and Politics in Canada	s	Major Elective	3
	SOC 461	Sociology of Art	s	Elective	3
	ENGL 486	Studies in Computer Technologies and Culture	s	Elective	3
	FS 386	Screening Race	s	Elective	3

4th YEAR	WINTER				
	SOC 477	Media and Cultural Globalization	s	Major Elective	3
	POL S 448	Gender Politics and Mass Media	s	Elective	3
	SOC 435	Theorizing "the Social": Critical Debates in Social Theory	s	Elective	3
	STS 350	Understanding Video Games	s	Elective	3
	FS 415	Global Television and Screen Cultures	s	Elective	3

5.2 Criteria / Requirements for Admission and Academic Progression

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

Entrance to the program is in second year for students admitted to the Faculty of Arts. Minimum GPA for progression in a BA Major is 2.0. Requirements for admission to the Faculty of Arts, for high school students, is as follows:

Admission to the Faculty of Arts is competitive. For 2016/17, the minimum admission average was 72% for entry into the BA degree program.

Alberta Grade 12 Courses

English Language Arts 30-1

Four subjects from: Biology 30; Chemistry 30; an approved 30-level Fine Arts Course (only one Fine Arts course may be presented for admission); Aboriginal Studies 30; Social Studies 30-1; Mathematics 30-1; Mathematics 30-2; Mathematics 31; Physics 30; Science 30; Computer Science - Advanced Level CTS (5 credits); 30-level language other than English.

5.3 Engaged and Active Learning / Delivery Methods

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

The proposed degree follows a strong learner and learning-driven pedagogy and is informed by world-leading research and scholarship in subject matters related to the degree itself, as well as in pedagogical research. The learning outcomes (LOs) as listed in 5.1.1 will drive syllabus design, assessment, teaching methods, and the choice and design of learning activities. Critical, evaluative, and analytical LOs (1-4) will be achieved via a range of lecture and small group teaching styles, with an emphasis on student-centered learning and interactivity to support learner autonomy as well as engaged and active learning. LO 5 will be achieved via case study and project based learning, teaching research methods through direct application to Media Studies questions relating to audiences, texts, industries, and institutions. LO 6 comprises a wide range of communication skills, which students will acquire via diverse composition, interaction, and presentation tasks from more traditional forms of essay and report writing and one-to-many presentations to innovative, medium-specific forms such as blogging, streaming, game development, and learning through team project development and peer-to-peer review. MS teaching staff in the Faculty are fully trained in using a default range of highly effective e-learning platforms, including Moodle and Google Suite. All core teaching staff listed in 6.2 have strong academic and/or professional backgrounds in Media Studies and related subjects at post-doctoral level (or equivalent professional experience). In terms of technical resources, each continuing faculty member (as reflected in the list in 6.2) has access to significant, customized capital equipment to support their scholarship. In addition, the University's Centre for Teaching and Learning, the Arts Resource Centre, and the University Library offer substantive technological and informational resources (such as laptop and tablets) to support undergraduate teaching in Media Studies. All lecture theatres and seminar rooms are equipped with default, cutting edge, fully wifi-enabled projection technologies.

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

In what follows, references to the CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, distributed or Distance Modes will be abbreviated to the citation, "CAQC AQAS PDBDDM 2017".

The degree will be taught primarily on campus, by means of physical classes. However, media subjects typically lend themselves to distributed and blended learning techniques, and the proposed degree will offer a mixture of classroom-based and e-learning methods, as well as guest lectures and workshops from industry professionals, and experiential, on-site learning with community partners. Practical skills taught for example in Art & Design, Music, and Humanities Computing are conveyed via lab-style or studio, hands-on workshops, typically in block format.

The University has strong and well resourced learning technology support services available to students and teachers for blended, distributed, and distance learning. These services will match the added demand created by the proposed program. In cases where student learning takes place in collaboration with community or industry partners, course and program leaders will “negotiate permission to amend materials if changes are necessary to meet institutional standards of quality” (CAQC AQAS PDBDDM 2017: 88). The University holds well developed student privacy, copyright and intellectual property standards, which every teaching staff member has to revise and pass via an annual exam. Similarly, instructional materials are reviewed and updated on an annual basis via student, self and peer teaching evaluations that are part of the University’s annual staff and faculty evaluation scheme, “to ensure that [materials and services] continue to meet the requirements and standards for the program” (CAQC AQAS PDBDDM 2017: 89).

5.4 Program Comparison

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

Program component	Applicant institution	Institution A	Institution B	Institution C
Name of credential	University of Alberta, BA Media Studies	Trent University, BA Media Studies	University of Calgary, BA Communication & Media Studies; Bachelor in Communication and Media Studies	University of British Columbia, BA Media Studies
Entrance requirements	72%	min. 70% final average; Ontario Secondary School Diploma (OSSD) A minimum of six Grade 12 4U or 4M courses, including program specific prerequisites; ENG 4U with a minimum of 60%	“low 70s” (competitive range)	70%; Grade 12 English Language Arts 30-1 Social Studies 30-1 or equivalent; Three other approved Grade 12 courses
Areas of study / Curriculum	Critical and Culture-specific Media Studies, Media History, Game Studies /	Drawing from courses in Anthropology, Canadian Studies, Computer and Information Studies, Cultural Studies, Gender and Women’s Studies, Philosophy, and Sociology; emphasis on new/digital media	Communication and Media Studies (theoretical and practice-oriented paths); film studies	Art History and Visual Art, Creative Writing, Journalism Film Studies/Film Production, Information Studies, Critical Theory (English Department)/(Germ

	new media; drawing from extant, multi-disciplinary Faculty-wide provision in sociology, English, Modern Languages, etc.			an Department), Computer Science
Graduation requirements	*120 with major and BA requirements met	*15 total credits required for BA; 60% min. cumulative average for graduation; *4.0 credits required at 3000/4000 level; *8.0 credits max. in any discipline to count towards degree	Successful completion of an approved program consisting of 120 units (20.0 full-course equivalents)	*120 credits min. A minimum of 48 of these credits must be completed at the upper level through courses numbered 300 and above.
Total credits	*36, of which *18 are core courses (see Template A), and another *18 are approved electives (as per Template A, Appendix).	<p>20.0 credits including the following 9.0 credits:</p> <p>2.0 credits consisting of CUST 1535H, COIS 1010H, and CUST2035Y</p> <p>1.0 credit from Media Studies courses at the 4000-level</p> <p>6.0 credits from Media Studies courses in addition to the above</p>	48 units (8.0 full-course equivalents) to 60 units (10.0 full-course equivalents) in the Field of Communication and Media Studies	<p>Required "Core" courses: ARTH 380, ARTH 480, ASTU 100, CPSC 103 or 110, CPSC 344 or LIBR 555, CRWR 213, CRWR 302, ENGL 232, ENGL 332, FIPR 233, FIST 100, FIST 240, FIST 340, GERM 412, INFO 250, INFO 419, INFO 456, JRNL 100, VISA 110, VISA 210, VISA 241</p> <p>Plus: a minimum of 12 credits selected from "Core Plus" courses</p>

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

The only existing undergraduate program at UAlberta that is similar to the proposed degree, because of its links to cultural studies, media studies and the study of literature, is the BA Film Studies. Situated in the Department of English and Film Studies, the program examines cinema in North America and other parts of the world, exploring the moving image both as a medium of artistic expression and as a carrier of social values. The aim of the program is for students to develop an understanding of the moving image in its aesthetic modes, and within its social, cultural and historical contexts. Its restriction to film as an object of study complements the proposed Media Studies degree, and it is envisaged that various existing Film Studies courses will be cross-listed with Media Studies.

Admission requirements in Film Studies come under the main requirements of the Faculty of Arts BA and are therefore identical with the proposed Media Studies degree. Like the proposed Media Studies major, a major in Film Studies requires a total of *36 of required courses:

FS100 - Introduction to Film Study (*3)

*9 at the 200-level

*6 from the Genre/History stream at the 300-level

*3 FS 309 - Quebec Film OR

*3 FS 310 - English-Canadian Film

*3 from the National Cinemas/World Cinemas stream at the 300-level

*9 at the 400-level.

Additionally, a Film Studies major requires a minimum of *33, including *30 at the senior level, to a maximum of *48 in Film Studies or variable content/selected topics courses: Courses with variable content may, on approval of the Film Studies Advisor, be used for credit when they have appropriate subject matter.

5.5 Other elements affecting quality

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

Discussions are underway with Grant MacEwan University about future options for offering certificates that draw from unique elements of each degree (BA Communication Studies at MacEwan and BA MS at UAlberta) reciprocally to students enrolled at the other institution, for top-notch complementary, collaborative education.

SECTION 6: IMPLEMENTATION AND RESOURCES

6.1 Program Implementation Plan

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

We do not anticipate any additional academic hires in support of this program. Continuing positions that support the program are already in place. The six core courses supporting the program will be routed through governance alongside the program proposal, and other approved courses are already in place. On review of the program at maturity, we will consider the development of a minor if resourcing and demand permit. The cross-faculty structure that supports the co-op option is already in place and available to individual students at their discretion. Section 6.2.3 describes a phased-in approach to core course offerings as additional students come on board and progress through the program. Program implementation is assumed to be September, 2020.

6.2 Staffing Plan

6.2.1 *Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 6.1 above).*

Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).

Courses taught by academic staff by credential and specialization

Courses (required courses in bold)	NAME	Earned credentials and specialization¹	Academic staff status
MS 100 Introduction to Media Studies; MS 200 Critical Media Studies; FS 412 Topics in Film Studies: Remix Culture	Baron, Jaimie	PhD	Tenured (full-time)
FS 201 Introduction to Film History I; FS 310 - English Canadian Film	Beard, William	PhD	Tenured (full-time)
INT D 350 Game Design Principles and Practice	Bowling, Michael	PhD	Tenured (full-time)
ENGL 424 Studies in the History of Books	Brown, Sylvia	PhD	Tenured (full-time)
ENGL 301 Social and Cultural History of Genre	Bucknell, Bradley	PhD	Tenured (full-time)
HADVC 256 - History of Art, Design and Visual Culture in the Contemporary Era	Caulfield, Sean	MFA	Tenured (full-time)
SPAN 325 - Introduction to Cinema	Cobb, Russell	PhD	Tenured (full-time)
MS 300 Researching Media; ENGL 303 Computing Technology and Culture: Cyberculture	Cohn, Jonathan	PhD	Tenured (full-time)
MS 100 Introduction to Media Studies; FS 321 Animation; FS 386 Screening Race; FS 309 Quebec Cinema	Czach, Liz	PhD	Tenured (full-time)
WRITE 399 Creative Writing for Video Games	DeFehr, Wayne	PhD	Academic Teaching Staff
FS 215 Introduction to Film Theory; FS 322 Gender and Sexuality in Film	Del Rio, Elena	PhD	Tenured (full-time)
STS 200 - Introduction to Studies in Science, Technology and Society; HIST 391 History of Technology; HIST 486 - Topics in the History of Technology	Ede, Andrew	PhD	Tenured (full-time)
WGS 498 - Digital Feminisms	Engel, Maureen	PhD	Tenured (full-time)
MS 210 Contemporary Media Culture; C LIT 210 Cyberliterature; MLCS 399 Videogames Across Cultures	Ensclin, Astrid	PhD	Tenured (full-time)
MUSIC 103 Introduction to Popular Music; MUSIC 203 Issues in Popular Music Studies;	Fauteux, Brian	PhD	Tenured (full-time)
MUSIC 488 Studies in Music and Film	Gier, Christina	PhD	Tenured (full-time)
STS 350 Understanding Video Games; INT D 450 Computers and Games	Gouglas, Sean	PhD	Tenured (full-time)
SOC 226 Social Studies of Surveillance; SOC 369 - Sociology of Globalization	Haggerty, Kevin	PhD	Tenured (full-time)
MUSIC 245 Introduction to Music Technologies	Hannesson, Mark	DMA	Tenured (full-time)

HADVC 256 - History of Art, Design and Visual Culture in the Contemporary Era	Harvey, Gillian	MA	Tenure-track (full-time)
STS 200 - Introduction to Studies in Science, Technology and Society	Kowalsky, Nathan	PhD	Tenured (full-time)
ENGL 395 - Media Culture and History; WGS 321 - Feminism and Film	Hurley, Natasha	PhD	Tenured (full-time)
HADVC 210 History of Photography	Hutchinson, Kristen	PhD	Academic Teaching Staff
EASIA 351 - Culture and Identity in Taiwan	Iwasaki, Clara	PhD	Tenured (full-time)
MLCS 299 Folklore and Film; MLCS 399 Folklore and the Internet	Kononenko, Natalie	PhD	Tenured (full-time)
MS 210 Contemporary Media Culture; MLCS 473 - Cultural Representations, World Media and Ethics	Laforest, Daniel	PhD	Tenured (full-time)
MS 200 Critical Media Studies; ENGL 385 Issues in Popular Culture; ENGL 395 Media Culture and History	Litwack, Michael	PhD	Tenure-track (full-time)
HADVC 256 History of Art, Design, and Visual Culture in the Contemporary Era	Loveless, Natalie	PhD	Tenured (full-time)
EASIA 436 Chinese Modernity: Literature and Film	Lupke, Christopher	PhD	Tenured (full-time)
WGS 101 Representations of Girls and Women; WGS 220 Feminism and Popular Culture	Meagher, Michelle	PhD	Tenured (full-time)
MS310 Media Issues, Institutions and Professions; SOC 344 Media Culture and Society; SOC 346 Media and the Production of Culture; SOC 477 Media and Cultural Globalization: Theory and Practice	Mookerjea, Sourayan	PhD	Tenured (full-time)
ENGL 484 Studies in Literature and Film	Morris, Mark	PhD	Academic Teaching Staff
ENGL 208: Reading Histories: Making Books; FS 340 Making Television: Production Cultures	O'Driscoll, Michael	PhD	Tenured (full-time)
ENGL 384 Popular Culture: Reading Popular Texts	Okome, Onookome	PhD	Tenured (full-time)
FS 202 Introduction to Film History II; FS 410 Topics in Filmmakers	Ostrowska, Elzbieta	PhD	Academic Teaching Staff
ENGL 486 Studies in Computer Technologies and Culture	Quamen, Harvey	PhD	Tenured (full-time)
FREN 445 Contemporary French Cinema	Rao, Sathya	PhD	Tenured (full-time)
ENGL 304 Computing Technology and Culture: Digital Humanities	Rasmussen, Lucinda	PhD	Academic Teaching Staff
MLCS 199 Superheroes in Comics & Beyond	Reyns-Chikuma Chris	PhD	Tenured (full-time)
MS 400 Media Portfolio	Rockwell, Geoffrey	PhD	Tenured (full-time)
MS 100 Introduction to Media Studies;	Ruetalo, Victoria	PhD	Tenured (full-time)

LA ST 310 Latin America at the Movies; LA ST 425 Latin American Film Genres; SPAN 425 - Hispanic Filmmakers			
RUSS 404 - Russian Film	Siemens, Elena	PhD	Tenured (full-time)
MUSIC 445 Electroacoustic Music	Smallwood, Scott	PhD	Tenured (full-time)
HIST 293 History of Science, Technology, and Medicine	Smith, Robert	PhD	Tenured (full-time)
GERM 455 Media and Image; MLCS 475 X-Rated: Sex on Screen	Smith-Prei, Carrie	PhD	Tenured (full-time)
GERM 343 Postwar Cultures; GERM 345 The Holocaust in Literature, Image, and Film	Stuhlmann, Andreas	PhD	DAAD Visiting Professor
C LIT 228 Literature, Popular Culture, and the Visual Arts	Sywenky, Irene	PhD	Tenured (full-time)
FS 203 Television from Broadcasting to Screen Cultures; FS 341 Television Genres; FS 415 Global Television and Screen Cultures	Tinic, Serra	PhD	Tenured (full-time)
POL S 418 Media and Politics in Canada; POL S 448 - Gender Politics and Mass Media	Trimble, Linda	PhD	Tenured (full-time)
SCAND 356 Women in Scandinavian Literature and Popular Culture	Van Deusen, Natalie	PhD	Tenured (full-time)
ANTHR 230 Anthropology of Science, Technology, and Environment	Zivkovic, Marko	PhD	Tenured (full-time)

¹ Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote. For new hires, indicate the desired credential and specialization.

* Currently enrolled in a [Name of Program] at [Institution]. Expected to graduate in [Date].

All staff named in the above table have earned PhD-level or equivalent professional credentials in subject areas relevant to this degree and the courses assigned to them.

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

As shown in the table in 6.2.1, the majority of academic staff teaching on the Media Studies degree will be full-time, continuing, tenured faculty. Full-time faculty have a regular teaching load of four courses per year. Cross-appointments and course buyouts will facilitate the teaching of MS core courses. Academic Teaching Staff can be contracted to teach on either part or full time bases, with either single course, 8 month, 12 month, or multi-year and “career status” appointments.

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

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

Fall Year 1	Instructor	Winter Year 1	Instructor
MS 100	Dr J. Baron	MS 100	Dr R. Cobb

Fall Year 2	Instructor	Winter Year 2	Instructor
MS 100	Dr J. Baron	MS 100	Dr R. Cobb
MS 200	Dr M. Litwack	MS 210	Dr A. Ensslin
Fall Year 3	Instructor	Winter Year 3	Instructor
MS 100	Dr V. Ruetalo	MS 100	Dr L. Czach
MS 200	Dr M. Litwack	MS 210	Dr A. Ensslin
MS 300	Dr J. Cohn	MS 310	Dr S. Mookerjea
Fall Year 4	Instructor	Winter Year 4	Instructor
MS 100	Dr V. Ruetalo	MS 100	Dr L. Czach
MS 200	Dr J. Baron	MS 210	Dr D. Laforest
MS 300	Dr J. Cohn	MS 310	Dr S. Mookerjea
MS 400	Dr G. Rockwell		

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

n/a

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

Please see Appendix B1: Curriculum Vitae of Faculty.

6.3 Scholarly and Creative Activity

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

Media Studies is a highly dynamic, inter and multidisciplinary area of research and scholarship that supports or draws from most other humanities, social science, and fine arts subjects to some degree. Therefore, scholarship and creative activity for academic staff teaching in the proposed program matches essentially the full typology of scholarship laid out in 3.7.3 of the Council’s Handbook: Media scholars and instructors conduct both independent and collaborative research “across the full spectrum (basic, applied, educational, policy, quantitative, qualitative, etc.)” Due to the extreme speed at which contemporary media phenomena emerge and evolve, scholars have to make every effort to “stay[] current and maintain[] competency in the content and methodology of [their] field and related fields.” They engage in critical inquiry and reflective practice; they are committed to continuous innovation in pedagogy (especially in relation to media technologies as both objects and tools of learning); they have to highly adaptable to fast changing technologies and translate and reformulate their knowledge to new applications. Furthermore, many media scholars (including at UAlberta) are also creative practitioners, some even with a professional background in media industries. All faculty members are recruited on the basis of a strong track record of publication and conference presentation and expected to publish innovative research and creative works on adequate, globally visible platforms on a regular basis. They are also

committed to having their research inform their teaching, and vice versa. Their research, partly in collaboration with other subject areas, regularly leads to applied outputs such as manuals and software, as well as disciplinary standards, political guidelines, and best practices. Academic staff formally report their activities and are evaluated annually through the Faculty of Arts Faculty Evaluation Committee and advance in their profession and compensation levels through meritorious achievement. The University of Alberta and Faculty of Arts offers its research and teaching staff a full range of support systems (granting, workshops, training modules, mentorship, reflective review, etc.) for research development, pedagogical practice, and professional development.

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

n/a

6.4 Physical and Technical Infrastructure

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

This program does not require any additional, specialized infrastructure. It will benefit from developments currently underway (e.g. the Digital Scholarship Center and the Videogames Repository), and existing labs and research activities, but these are not required for the immediate demands of the program.

6.5 Information Services

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

A Library Impact Statement is included Appendix B2 in this document. Prepared by Christine Brown, Head of the Humanities and Social Sciences Library, the Impact Statement notes that the “Libraries’ current subscriptions to print and electronic journals and books should adequately support this program,” and details opportunities for further the expansion of holdings.

We recognize that the learning environment depends heavily on the intellectual resources available to researchers and students. The University of Alberta is distinguished by having a library that is the second largest in Canada, and ranked twelfth for quality among those located in all North American public and private institutions, putting us in a peer group with Princeton, Cornell, and the University of Texas at Austin. Our library’s evolution to this status places in among a handful of institutions worldwide that have a series of physical and digital holdings and collections of sufficient quality, magnitude, and diversity extending beyond institution specific mandates to national and international roles. The Rutherford Library, which houses the humanities and social sciences collections, is the largest library on campus with almost two million volumes. The collection consists of books (including special editions and artists’ books), sound, visual and interactive media, periodicals, government publications, electronic indices, and microformats. Students are supported by subject-area guides and research training in their specific disciplines. At this point, no such guide exists for Media Studies, and one will need to be developed, but guides do exist for the full family of related disciplines described in this proposal.

SECTION 7: CONSULTATION AND ASSESSMENT

7.1 Program Evaluation

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

As an institution that values excellence in teaching, research, and creative activity, the University of Alberta has developed a rigorous quality assurance program to maintain and further build upon the existing strengths of its programs, academic units and faculties. Guided by both external and internal review standards, the U of A's quality assurance program has been designed to review undergraduate programs, graduate programs, research, scholarly activity and the strategic objectives of faculties (through the President's Visiting Committee).

Undergraduate program reviews are conducted every 5-7 years. The purpose of the reviews is to ensure the quality of undergraduate programs according to the program standards set out by the Campus Alberta Quality Council. The focus of the undergraduate program review is on the quality of the academic programs including program structure, learning outcomes, learning environment, and support provided to students.

The review is also an opportunity to respond to any earlier recommendations or suggestions of evaluation teams from accreditation or former quality assurance activities. Faculties are asked to complete a self-study of their undergraduate programs. A review committee, including an external chair, is invited for a site visit and submits a report on their findings. The faculty has the opportunity to respond to the external committee's report.

Additional key performance indicators for the Media Studies program will include the following:

- admission and retention rates and times to completion
- measured achievement of learning objectives
- student career and advanced program placement success
- student satisfaction surveys and focus group consultation

7.2 Consultation / Accreditation or Regulatory Approval

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

No accreditation or discipline-specific regulatory approval is required for a Media Studies program. However, in the design of the program the Faculty of Arts conducted extensive consultations with the following groups:

- Members of two preceding ad hoc committees tasked with this initiative (began March, 2014)
- 8 member cross-disciplinary advisory committee (representation from Art & Design, EFS, HuCo, MLCS, Sociology) (meetings in June and September 2017)
- Provost's Office: Vice-Provost (Programs); Portfolio Initiatives Manager; Director, Academic Budget & Planning (June 2017)
- UAlberta Libraries: Head, Humanities and Social Science Library (December 2017)

- Dean of Arts Office: Dean; Associate Deans; Chief Financial Officer; Senior Officer Student Programs; Career Development Officer (Arts Work Experience); Director, Community Service Learning (April to August 2017)
- Other UAlberta units: Faculty of Extension, MACT program (January 2018)
- Arts Chairs Council; Director of Office of Interdisciplinary Studies (November to December 2017)
- Faculty, Staff, and Students in attendance at feedback townhall (32 in attendance) (December 2017)
- Undergraduate students (Faculty-wide online survey; focus group organized by President of OASIS) (November to December 2017)
- Alberta Media Industry Experts (senior officers at Bioware, CBC, City of Edmonton Communications, National Film Board, Calder-Bateman) (August to October 2017)
- Teaching staff and students at Lillian Osborne High School and McNally High School (November to December 2017)
- Visiting external academic experts under Dean's Office Media Studies Speaker Series fund (September 2016, February 2017, and November 2017)
- Other Campus Alberta Institutions: consultations with related unit heads and area experts at MacEwan University, NAIT, UCalgary, and Mount Royal University. (November 2017 - January 2018)

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

n/a

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

n/a

7.3 Reports of Independent Academic Experts

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

In support of the development of this proposal we solicited the expert opinions of prominent external academics in the field of Media Studies. Letters of assessment from the following individuals are included in Appendix A2: Letters of Support. Our expert assessors offer high praise for the program proposal as well as constructive advice for future enhancements.

Vivian Sobchack, School of Film, Theatre, and Television, University of California, Los Angeles
Sobchack was the first woman elected President of the Society for Cinema and Media Studies, and served on the Board of Directors of the American Film Institute for two decades. Her essays have appeared in journals such as *Quarterly Review of Film and Video*, *Film Comment*, *camera obscura*, *Film Quarterly*, and *Representations*. Her books include *Screening Space: The American Science Fiction Film*; *The Address of the Eye: A Phenomenology of Film Experience*; and *Carnal Thoughts: Embodiment and Moving Image Culture*. and she has edited two anthologies: *Meta-Morphing: Visual Transformation and the Culture of Quick-Change*; and *The Persistence of History: Cinema, Television, and the Modern Event*. In 2012, she was awarded the Distinguished Career Achievement Award from the Society for Cinema and Media Studies, and in 2013, she was the recipient of the UCLA Dickson Emeriti Award. Her research interests are eclectic: American film genres, philosophy and film theory, history and phenomenology of perception, historiography, and cultural studies.

Darin Barney, Grierson Chair in Communication Studies, McGill University

A founding member member of Media@McGill, Darin Barney was previously Canada Research Chair in Technology & Citizenship at McGill University, where he has also served as Chair of the Department of Art History and Communication Studies (2005-2007) and Director of the Graduate Program in Communication Studies (2010-2013). He was President of the Canadian Communication Association from 2010-2012, and served on the Advisory Council of the Law Commission of Canada from 2000-2005. He has received several awards for his academic work, including the inaugural Social Sciences and Humanities Research Council of Canada's Aurora Prize for outstanding contribution to Canadian intellectual life by a new researcher (2003). Barney is the author of several scholarly works, including *One Nation under Google: Citizenship in the Technological Republic* (2007 Hart House Lecture); *Communication Technology: The Canadian Democratic Audit* (UBC Press: 2005); *The Network Society* (Polity Press: 2004); and *Prometheus Wired: The Hope for Democracy in the Age of Network Technology* (University of Chicago Press 2000).

SECTION 8: OTHER

8.1 Adverse Claims or Allegations

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

n/a

8.2 Statement of Institutional Integrity

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

Statement of Institutional Integrity

In the institutional integrity section of the Campus Alberta Quality Council's *Academic Freedom and Scholarship Policy*, the following statements are made:

- The institution must present itself accurately and truthfully in all of its written documents. This includes the manner in which it describes its qualities and programs and compares them with other institutions.
- Full compliance with legal matters such as copyright law is expected.

On behalf of (name of applicant institution) I/we attest that, to the best of my/our knowledge, the information presented in this application is complete and accurate and reflects the highest standards of institutional integrity.

Signed by

_____ President of institution

_____ Board Chair of institution

(for applications from institutions not authorized to offer a government-approved degree program)

OR

_____ Senior academic officer

(for subsequent program proposals from institutions authorized to offer at least one government-approved degree program)

8.3 Other documentation

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

Information on the Faculty of Arts can be found here: <https://www.ualberta.ca/arts>

Information on the Office of Interdisciplinary Studies is available here:
<https://www.ualberta.ca/interdisciplinary-studies>

Resources for the support of students can be found here: <https://www.ualberta.ca/current-students>

Resources for the support of faculty can be found here: <https://www.ualberta.ca/faculty-and-staff>

The University of Alberta Calendar is available here: <http://calendar.ualberta.ca/>

Appendix B1: Curriculum Vitae of Faculty

The following continuing faculty members offer expertise in research and teaching in or related to the field of Media Studies. They have indicated their support for this proposal and have submitted their curriculum vitae for inclusion in this file.

Name	Title	Department, Program, or Institute	Page
Baron, Jaimie	Associate Professor	English & Film Studies	3
Cobb, Russell	Associate Professor	Modern Languages & Cultural Studies	9
Cohn, Jonathan	Assistant Professor	English & Film Studies	14
Coleman, Beau	Associate Professor	Drama	18
Czach, Liz	Associate Professor	English & Film Studies	32
Del Rio, Elena	Professor	English & Film Studies	42
Devereux, Cecily	Professor, Associate Chair	English & Film Studies	52
Ede, Andrew	Associate Professor, Director	History & Classics / Director, Science, Technology and Society	62
Engel, Maureen	Assistant Professor, Director	Digital Humanities / English & Film Studies / Director, Canadian Institute for Research in Computing and the Arts	73
Ensslin, Astrid	Professor	Digital Humanities / Modern Languages & Cultural Studies	83
Fauteux, Brian	Assistant Professor	Music	89
Frishkopf, Michael	Professor, Director	Music / Director, Centre for Ethnomusicology	99
Gouglas, Sean	Professor	History & Classics / Digital Humanities	109
Haggerty, Kevin	Professor, Canada Research Chair	Sociology	119
Harvey, Gillian	Assistant Professor	Art and Design	130
Hurley, Nat	Associate Professor, Director	English & Film Studies / Senior Director, Office of Interdisciplinary Studies	135
Ingraham, Mary	Professor, Director	Music / Director, Sound Studies Institute	145
Laforest, Daniel	Associate Professor	Modern Languages and Cultural Studies	156
Litwack, Michael	Assistant Professor	English & Film Studies	166

Loveless, Natalie	Assistant Professor	Art and Design	172
Lupke, Christopher	Professor, Chair	East Asian Studies	182
Meagher, Michelle	Associate Professor	Women's and Gender Studies	194
Mookerjea, Sourayan	Associate Professor	Sociology	199
Mounsef, Donia	Associate Professor	Drama	210
O'Driscoll, Michael	Professor, Vice-Dean	English & Film Studies	220
Quamen, Harvey	Associate Professor	Digital Humanities / English & Film Studies	230
Rak, Julie	Professor	English & Film Studies	235
Rockwell, Geoffrey	Professor, Director	Digital Humanities / Philosophy / Director, Kule Institute for Advanced Study	245
Ruetalo, Victoria	Associate Professor	Modern Languages & Cultural Studies	254
Simpson, Mark	Professor	English & Film Studies	265
Smallwood, Scott	Associate Professor	Music	270
Smith, Carrie	Associate Professor, Chair	Modern Languages & Cultural Studies	273
Tinic, Serra	Associate Professor	English & Film Studies	283
Trimble, Linda	Professor	Political Science	293
Van Deusen, Natalie	Assistant Professor	Modern Languages & Cultural Studies	304
Zivkovic, Marko	Associate Professor	Anthropology	314

Library Impact Statement

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

Please contact your [subject librarian](#) to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Christine Brown	Date: March 6, 2018
Library Unit: Humanities & Social Sciences Library	Email: Christine.Brown@ualberta.ca

Program Proposal Contact:

Name: Michael O'Driscoll and Astrid Ensslin	Dept./School: Department of English & Film Studies and Digital Humanities/Modern Languages and Cultural Studies
Faculty: Arts	E-mail: mo@ualberta.ca and ensslin@ualberta.ca

Proposed Program Changes:

<i>Media Studies</i>

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to Media Studies may be useful for students in program.</p> <p>The Libraries offer a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. When the program begins the Library will appoint a subject librarian to be the point of contact for this new program and will handle most instruction and specialized consultations. The enrolment numbers anticipated by this program are such that we can handle the increase in instruction with the current staff complement.</p>
Reference assistance (e.g., ongoing one-on-one help)	<p>General reference assistance is available at all University of Alberta Libraries service desks. In addition, subject librarians are available for one-to-one consultations for specialized assistance. Ask us services are also available via chat, email and phone.</p>
Collections – reserves, print, electronic [note any impacts on	<p>The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available</p>

<p>simultaneous users, licensing considerations etc.]</p>	<p>and/or accessible through the Libraries can be requested through Interlibrary Loan. We will also consider any requests for additional journals or books through our normal suggest a purchase program. The number of any new purchases is likely to be few and will thus be absorbed through normal processes within our system.</p> <p>Journals and electronic resources with particular relevance to this program include:</p> <p>Journals already part of our subscriptions such as:</p> <ul style="list-style-type: none"> ● Critical Studies in Media Communication ● Discourse Studies ● Journal of Mass Media Ethics ● Mass Communication and Society <p>Examples of Databases we have the support this program:</p> <ul style="list-style-type: none"> ● Communications & Mass Media Complete (EBSCO) ● Academic Search Complete <p>Submit course reading list and reserve requests online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
<p>Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)</p>	<p>Given the interdisciplinary nature of this program several subject librarians in the Rutherford Library will likely be collaborating to deliver services.</p>
<p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p>	<p>Physical facilities are in place to support student research needs. There are bookable group study spaces, as well as collaborative and individual study spaces in all library locations across.</p>
<p>Other (specify)</p>	

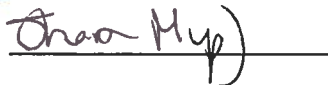
- Proposal has an impact on the Libraries and can be supported.
- Proposal can be supported with additional resources; see attached details.
- Proposal has no impact on the Libraries.

Unit Head Signature:



Date: March 6 / 18

Associate University Librarian Signature:



Date: March 6 / 18

**FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM**

Department: **Interdisciplinary Studies, OIS**

Check one of these boxes:

2016-17

DEADLINES:

Implementation:

- NORMAL
 EARLY (Note: new course offerings only)

October 12, 2016
 January 11, 2017
 March 15, 2017
 April 12, 2017

Check one of these boxes:

Type of Change:

- Program Regulation Admission Requirements
 New Course Course Change
 Course Deletion Editorial

CURRENT	PROPOSED
Calendar Section Number (§) Enter the calendar URL here	Calendar Section Number (§) Enter the calendar URL here

<u>Strike through and highlight</u> deletions	<u>Underline and highlight</u> additions
n/a	<p><u>MS 100 - Introduction to Media Studies</u> <u>*3 (fi 6) (either term, 3-0-0)</u> <u>The discipline of Media Studies, how it has developed, its historical objects and contemporary tools of study, and how it contributes to our understanding of culture.</u></p> <p><u>MS 200 - Critical Media Studies</u> <u>*3 (fi 6) (either term, 3-0-0)</u> <u>A genealogy of advanced Media Studies theories and approaches in their historical contexts. Prerequisite: MS 100.</u></p> <p><u>MS 210 - Contemporary Media Culture</u> <u>*3 (fi 6) (either term, 3-0-0)</u> <u>Key topical and changing trends and issues in contemporary media culture. Prerequisite: MS 100.</u></p> <p><u>MS 300 - Researching Media</u> <u>*3 (fi 6) (either term, 3-0-0)</u> <u>A survey of research methods in media</u></p>

	<p><u>studies, including quantitative and qualitative methods, media archeology, as well as practical forms of research creation. Prerequisite: MS 100.</u></p> <p><u>MS 310 - Media Professions, Institutions and Ethics</u> <u>*3 (fi 6) (either term, 3-0-0)</u> <u>Theoretical and ethical issues surrounding the political economy of media, democracy, censorship, and freedom of expression, regulation and control, privacy, surveillance, and sousveillance. Prerequisite: MS 100.</u></p> <p><u>MS 400 - Media Portfolio</u> <u>*3 (fi 6) (either term, 0-3s-0)</u> <u>In this capstone course, students will produce individually or collaboratively designed and executed analytic or creative projects. Students will develop their critical or creative media projects through independent study and classwork involving peer-to-peer criticism and review. Prerequisite: *3 in MS at the 300-level or consent of the Program.</u></p>
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Considerations:

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

The Faculty of Arts is proposing a new interdisciplinary BA Major in Media Studies with a target start date of September, 2020. The proposed degree meets the growing need in contemporary society for an educated workforce that has been trained in how to systematically navigate, analyze, and critically evaluate, as well as contribute meaningfully and ethically, to today’s global media ecologies. The past decade has seen the rapid and ground-breaking effects of digital technologies on the blurring boundaries between private and public spheres, between work and play, and between virtual and actual lives. We have seen the fast and pervasive rise of social networking and its effects on individual and group identities and their communicative practices, on cyberbullying and cybercrime, on political campaigning and activism, as well as on the growth of maker culture. In the past decade, the meaning of networks has shifted from a predominantly broadcast and mass communication focus to a complex and multi-layered concept that interweaves bottom-up and top-down mediation, and reflects radical shifts and fluctuations in power between institutions and individuals. In order

for professionals to “read” and participate appropriately and effectively in today’s media-saturated world, an in-depth understanding is needed of how our contemporary media landscape has evolved from the invention of the printing press through the cultural industries of twentieth-century mass media to today’s proliferating interactive, participatory, and social media. Similarly, there is a growing need to understand how individuals as well as commercial and public organizations use media technologies strategically to disseminate memes and messages, to generate narratives of ‘truth,’ as well as to create and perpetuate ideological discourses. Finally, there is a growing need to understand how human beings draw on and respond to each other’s communicative actions in developing meanings related to identity, power, and belonging. The Faculty of Arts has broad and deep cross-disciplinary expertise in Media Studies that is recognized internationally, and this program will allow us to consolidate that talent. Student, educational, government, and industry surveys indicate a high demand for such a program.

With these circumstances in mind, the proposed new courses will provide students with a robust foundation in Media Studies as a historical, critical, transnational, politically and economically informed and fast changing discipline. The 100-level “Introduction to Media Studies” aims to provide students with a comprehensive introduction to Media Studies, including how it has developed as a discipline, its historical objects and contemporary tools of study, and how it contributes to our understanding of culture. At 200-level, students will build on the foundations laid through MS 100: MS 200 “Critical Media Studies” will introduce them to a genealogy of advanced Media Studies theories and approaches. MS 210 “Contemporary Media Culture” will capture key topical (and changing) trends and issues in media culture, such as participatory and social media culture; cyberbullying; fan culture; convergence; gamification; network culture; and maker culture. 300-level offerings include a core research methods course (“Researching Media”), and another core course on “Media Issues, Institutions and Professions,” which will introduce them to theoretical issues relating to the political economy of media, democracy, activism, and freedom of expression, regulation and control, as well as issues relating to privacy, surveillance and sousveillance. It will further enable them to engage directly with individuals working in various media industries and professions, and will contain an optional Community Service Learning component. At the 400-level there is one core capstone course, “Media Portfolio,” in which students will produce individually or collaboratively designed and executed analytic and creative projects in a way that (a) synthesizes what they have learnt in the duration of the program, and (b) allows them to work on a project portfolio that will be immediately relevant to their career goals.

Submitted by:	Signature of Department Chair or Designee	Date:
Michael O’Driscoll Acting Vice-Dean Faculty of Arts	Natasha Hurley, Director Interdisciplinary Studies Faculty of Arts	January 15, 2018

SUMBIT completed, signed pdf **and** word versions to [google drive](#).

**FACULTY OF ARTS
CALENDAR CHANGE REQUEST FORM**

Department: **Interdisciplinary Studies, OIS**

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- NORMAL
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Type of Change:

- Program Regulation Admission Requirements
 New Course Course Change
 Course Deletion Editorial

CURRENT	PROPOSED
Calendar Section Number (§)	Calendar Section Number (§)
http://calendar.ualberta.ca/preview_program.php?catoid=20&poid=18858&hl=%22Office+of+Interdisciplinary+Studies%22&returnto=search	http://calendar.ualberta.ca/preview_program.php?catoid=20&poid=18858&hl=%22Office+of+Interdisciplinary+Studies%22&returnto=search

<p>The <u>Office of Interdisciplinary Studies</u> provides administrative support to <u>two</u> programs and four other fields of study. Please see the following course sections for further information: <u>Humanities Computing</u> (Graduate Studies and Research only), International Studies, <u>Certificate in Peace and Post-Conflict Studies</u>, <u>Religious Studies</u>, <u>Science, Technology and Society</u>, and Writing Studies. A complete listing of programs and courses can be obtained from the Interdisciplinary Studies or visit www.uofaweb.ualberta.ca/ois/.</p> <hr/> <p>No further changes. Insert additional text as detailed in under heading of "BA Honors and BA Major/Minor Requirements."</p>	<p>The Office of Interdisciplinary Studies provides administrative support to <u>three</u> programs and four other fields of study. Please see the following course sections for further information: <u>Digital Humanities</u> (Graduate Studies and Research only), International Studies, <u>Media Studies</u>, Certificate in Peace and Post-Conflict Studies, Religious Studies, Science, Technology and Society, and Writing Studies. A complete listing of programs and courses can be obtained from the Interdisciplinary Studies or visit www.uofaweb.ualberta.ca/ois/.</p> <hr/> <p><u>Media Studies [Arts]</u></p> <p><u>Office of Interdisciplinary Studies, Faculty of Arts</u></p> <p><u>The Interdisciplinary Program in Media Studies offers a major. The degree combines required MS courses with approved courses offered in various departments of the Faculty of Arts and, exceptionally, in other Faculties. Information on faculty advisors for this program is available from the Office for Interdisciplinary Studies in the Faculty of Arts.</u></p>
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Major in Media Studies

See Bachelor of Arts (BA).

Major in Media Studies

A major in Media Studies requires *36, including a minimum of *30 and a maximum of *48 at the senior level, and a minimum of *6 at the 400 level.

The following courses are required:

MS 100 – Introduction to Media Studies

MS 200 – Critical Media Studies

MS 210 – Contemporary Media Culture

MS 300 – Researching Media

MS 310 – Media Professions, Institutions and Ethics

MS 400 – Media Portfolio

The following approved courses may be counted toward the Media Studies major.

Not all courses are offered every year. Consult the Undergraduate Advisor in the Media Studies program for possible additions to this list. Departments also offer special topics courses that may count towards the BA Major in Media Studies.

ANTHR 230 - Anthropology of Science, Technology, and Environment

ART 134 - Art Fundamentals

C LIT 210 - Cyberliterature

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

C LIT 352 - Literature and the Other Arts

C LIT 440 - Comparative Studies in Popular Culture

DES 135 - Design Fundamentals

EASIA 260 - Popular Culture and Contemporary Japanese Society

EASIA 337 - Women in Modern Chinese Literature and Film

EASIA 345 - Topics in Japanese Film

EASIA 351 - Culture and Identity in Taiwan

EASIA 436 - Chinese Modernity: Literature and Film

ENGL 208 - Reading Histories: Making Books

ENGL 301 - Social and Cultural History of Genre

ENGL 303 - Computing Technology and Culture: Cyberculture

ENGL 304 - Computing Technology and Culture: Digital Humanities
 ENGL 384 - Popular Culture: Reading Popular Texts
 ENGL 385 - Issues in Popular Culture
 ENGL 395 - Media Culture and History
 ENGL 424 - Studies in the History of Books
 ENGL 483 - Studies in Popular Culture
 ENGL 484 - Studies in Literature and Film
 ENGL 486 - Studies in Computer Technologies and Culture
 FREN 445 - Contemporary French Cinema
 FS 201 - Introduction to Film History I
 FS 202 - Introduction to Film History II
 FS 203 - Television from Broadcasting to Screen Cultures
 FS 215 - Film Theory
 FS 309 - Quebec Cinema
 FS 310 - English Canadian Film
 FS 321 - Animation
 FS 322 - Gender and Sexuality in Film
 FS 340 - Making Television: Production Cultures
 FS 341 - Television Genres
 FS 386 - Screening Race
 FS 410 - Topics in Filmmakers
 FS 412 Topics in Film Studies: Remix Culture
 FS 415 - Global Television and Screen Cultures
 GERM 343 - Postwar Cultures
 GERM 345 - The Holocaust in Literature, Image, and Film
 GERM 455 - Media and Image
 HADVC 210 - History of Photography
 HADVC 256 - History of Art, Design and Visual Culture in the Contemporary Era
 HIST 293 - History of Science, Technology, and Medicine
 HIST 391 - History of Technology
 HIST 486 - Topics in the History of Technology
 INT D 350 - Game Design Principles and Practice
 INT D 450 - Computers and Games
 LA ST 310 - Latin America at the Movies
 LA ST 425 - Latin American Film Genres
 MLCS 473 - Cultural Representations, World Media and Ethics
 MLCS 475 - X-Rated: Sex on Screen
 MUSIC 103 Introduction to Popular Music
 MUSIC 203 Issues in Popular Music Studies
 MUSIC 245 - Introduction to Music Technologies
 MUSIC 445 Electroacoustic Music

	<p>MUSIC 488 Studies in Music and Film</p> <p>PHIL 365 - Philosophy of Computing</p> <p>PHIL 366 - Computers and Culture</p> <p>POL S 418 - Media and Politics in Canada</p> <p>POL S 448 - Gender Politics and Mass Media</p> <p>RUSS 404 - Russian Film</p> <p>SCAND 356 - Women in Scandinavian Literature and Popular Culture</p> <p>SOC 226 - Social Studies of Surveillance</p> <p>SOC 344 - Media Culture and Society</p> <p>SOC 345 - Cultural Studies</p> <p>SOC 346 - Media and the Production of Culture</p> <p>SOC 369 - Sociology of Globalization</p> <p>SOC 477 - Media and Cultural Globalization: Theory and Practice</p> <p>SPAN 325 - Introduction to Cinema</p> <p>SPAN 425 - Hispanic Filmmakers</p> <p>STS 200 - Introduction to Studies in Science, Technology and Society</p> <p>STS 350 - Understanding Video Games</p> <p>WGS 101 - Representations of Girls and Women</p> <p>WGS 220 - Feminism and Popular Culture</p> <p>WGS 321 - Feminism and Film</p>

Considerations:

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment Yes No **Check one of these boxes**

Justification:

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In the past decade, the meaning of networks has shifted from a predominantly broadcast and mass communication focus to a complex and multi-layered concept that interweaves bottom-up and top-down mediation, and reflects radical shifts and fluctuations in power between institutions and individuals. In order for professionals to “read” and participate appropriately and effectively in today’s media-saturated world, an in-depth understanding is needed of how our contemporary media landscape has evolved from the invention of the printing press through the cultural industries of twentieth-century mass media to today’s proliferating interactive, participatory, and social media. Similarly, there is a growing need to understand how individuals as well as commercial and public organizations use media technologies strategically to disseminate memes and messages, to generate narratives of ‘truth,’ as well as to create and perpetuate ideological discourses. Finally, there is a growing need to understand how human beings draw on and respond to each other’s communicative actions in developing meanings related to identity, power, and belonging. The Faculty of Arts has broad and deep cross-disciplinary expertise in Media Studies that is recognized internationally, and this program will allow us to consolidate that talent. Student, educational, government, and industry surveys indicate a high demand for such a program.

Submitted by:	Signature of Department Chair or Designee	Date:
Michael O’Driscoll Acting Vice-Dean Faculty of Arts	Natasha Hurley, Director Interdisciplinary Studies Faculty of Arts	January 11, 2018

SUMBIT completed, signed pdf **and** word versions to [google drive](#).

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to existing Entrance Requirements and Academic Standing requirements for the Master of Science program in Communication Sciences and Disorders, Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine.**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the proposed revisions to existing Entrance Requirements and Academic Standing for the Master of Science program in Communication Sciences and Disorders, as proposed by the Faculty of Graduate Studies and Research and the Faculty of Rehabilitation Medicine, as set forth in Attachment 1, to be published in the 2019-2020 Calendar.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean FGSR Bob Haennel, Dean, Rehabilitation Medicine
Presenter	Stuart Cleary, Clinical Associate Professor, Faculty of Rehabilitation Medicine – Communication and Sciences Disorders Debby Burshtyn, Vice Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To ensure that all Academic Regulations (entrance/admission requirements, academic standing requirements, and program requirements) for this program are listed in the Calendar.
The Impact of the Proposal is	Two new Entrance Requirements are being proposed: <ul style="list-style-type: none"> the implementation of a situational judgment test for admissions in Fall 2019. The situational judgement test is an online tool, which assesses non-cognitive skills and interpersonal characteristics identified by our program and other healthcare programs as important for success. This assessment will complement other tools that we use for screening applicants and making decisions about admission. This has been previously approved for the graduate programs in Occupational Therapy with early implementation for their Fall 2018 admissions. the addition of a pre-requisite course in Canadian Indigenous History. Given the challenge of an already comprehensive curriculum with limited time, it is neither feasible nor practical to include a course on Indigenous History within the curriculum. However, the Department of Communication Sciences and Disorders (CSD) believes that this knowledge is critical to speech-language pathology students' understandings of the health and social challenges facing Indigenous Peoples in Canada. Students require this foundational knowledge to appropriately navigate the issues facing Indigenous people and apply this knowledge in academic and clinical environments to best serve Indigenous patients. The Indigenous Canada MOOC, a survey course on Indigenous history in Canada, covers the content recommended by the TRC and is easily accessible. With this foundational knowledge, content related to the health issues

Item No. 9

	facing Indigenous peoples can be covered more effectively in the CSD curriculum.
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Early implementation for Fall 2019 admissions. To be published in the 2019-2020 Calendar.
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 proposal and in what capacity)	<u><i>Those who have been informed:</i></u> •
<For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been consulted:</i></u> •
	<u><i>Those who are actively participating:</i></u> • LuAnne McFarlane, Associate Professor, Academic Coordinator of Clinical Education
Approval Route (Governance) (including meeting dates)	CSD Department—approved March 20, 2018. The Faculty of Rehabilitation Medicine Executive—approved March 28, 2018. (with delegated authority from FGSR) GFC ASC-Subcommittee on Standards —May 3, 2018 GFC Academic Standards Committee —May 17, 2018 GFC Academic Planning Committee – June 20, 2018
Final Approver	GFC Academic Planning Committee

Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan – <i>For the Public Good</i> GOAL: EXPERIENCE...opening doors to a lifetime of learning experiences. 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. i. Strategy: 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. ii. Strategy: 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.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and	1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).

<p>include identifying section numbers)</p>	<p>2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>4. Academic Standards Committee 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.</p> <p>5. <u>UAPPOL Admissions Policy</u></p> <p>6. <u>UAPPOL Academic Standing Policy</u></p> <p>7. GFC Academic Planning Committee 13. Existing Undergraduate and Graduate Academic Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). (Minor program changes are circulated for challenge to interested parties as set out in Section 37 of this Manual.) In cases where it is not clear if a change is major or minor, the Vice-President (Academic) will decide.</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisers will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC.</p>
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Attachments (each to be numbered 1 - 1)

1. CSD Calendar Copy (page(s) 1 - 6)

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlbur@ualberta.ca

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2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: changes to the Entrance Requirements and Academic Standing Requirements as well as the addition of the Program Requirements for the Master’s program in Communication Sciences and Disorders, Faculty of Rehabilitation and the Faculty of Graduate Studies and Research.

Current	Proposed
<p>Graduate Programs</p> <p>Communication Sciences and Disorders [Graduate] Department of Communication Sciences and Disorders 2-70 Corbett Hall University of Alberta Edmonton, Alberta T6G 2G4 E-mail: csd@rehabmed.ualberta.ca www.csd.ualberta.ca</p> <p>General Information</p> <p>[...]</p> <p>Practicum Intervention Policy The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions, or site of practicum/ clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. Refer to Practicum Intervention Policy for additional information.</p> <p>[...]</p> <p>Entrance Requirements Minimum entrance requirements include a four-year baccalaureate degree. The grade point average calculated across the most recent ★60 undergraduate (or graduate) courses must be at least 3.3 on the 4-point letter grading system at the University of Alberta or an equivalent standing from another recognized institution. However, the minimum grade point average of accepted applicants is usually substantially higher than 3.3.</p>	<p>Graduate Programs</p> <p>Communication Sciences and Disorders [Graduate] Department of Communication Sciences and Disorders 2-70 Corbett Hall University of Alberta Edmonton, Alberta T6G 2G4 E-mail: csd@rehabmed.ualberta.ca www.csd.ualberta.ca</p> <p>General Information</p> <p>[...]</p> <p>Practicum Intervention Policy The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions, or site of practicum/ clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. Refer to Practicum Intervention Policy for additional information.</p> <p>[...]</p> <p>Entrance Requirements Minimum entrance requirements include a four-year baccalaureate degree. The grade point average calculated across the most recent ★60 undergraduate (or graduate) courses must be at least 3.3 on the 4-point letter grading system at the University of Alberta or an equivalent standing from another recognized institution. However, the minimum grade point average of accepted applicants is usually substantially higher than 3.3.</p> <p>English Language Proficiency The Test of English as a Foreign Language (TOEFL) scores required for admission are as follows:</p>

Applicants must have completed preparatory courses in areas fundamental to the program. **[moved below]**- Information on required preparatory courses and the English language proficiency requirement for the Department can be obtained from the Department website www.csd.ualberta.ca. Applicants who use the TOEFL exam to fulfil the English language proficiency requirement must present a minimum score of 600 (paper-based) or 115 (Internet-based).

Applicants must submit three letters of recommendation, results of the Graduate Records Examination (GRE), and a statement of career interests. No minimum cutoff is used to evaluate GRE scores, since the scores are used in conjunction with other indicators of student potential. Personal interviews may be used if deemed necessary in making final selections. The deadline for submitting applications is February 1. For more information see www.csd.ualberta.ca

Internet Test (iBT) (Maximum 120)

CSD Minimum requirements:

- Overall score: 115
- Speaking: 28
- Writing: 26
- Listening: 24
- Reading: 22

Computer Test (CBT) (Maximum 300)

CSD Minimum Requirement:

- Overall score: 250
- Essay Writing: 5
- Test of Spoken English: 50

Paper Test (PBT) (Maximum 677)

CSD Minimum Requirement:

- Overall score: 600
- Test of Written English score: 5
- Test of Spoken English score: 50

Applicants must submit three letters of recommendation, results of the Graduate Records Examination (GRE), **results of an online situational judgement test** and a statement of career interests. No minimum cutoff is used to evaluate GRE scores, since the scores are used in conjunction with other indicators of student potential. Personal interviews may be used if deemed necessary in making final selections.

The deadline for submitting applications is February 1. For more information see www.csd.ualberta.ca

Applicants must have completed preparatory courses in areas fundamental to the program, as listed below.

Pre-requisite Courses

Application to the MSc SLP program requires the completion of eight prerequisite courses. These courses are selected to provide speech-language pathology applicants with the background needed to succeed in the MSc SLP program. The following courses and associated knowledge / skills are prerequisites to the MSc SLP program. To see a detailed list of prerequisite courses that can be used for credit at various universities, please refer to the Department Website.

- Statistics: Introduction to statistical methods
 - Child Development or Developmental Psychology
 - Cognitive psychology
 - Neuroanatomy or Neuropsychology
 - Introductory Linguistics
 - Articulatory Phonetics
 - Child Language Development, Child Language Acquisition or First Language Acquisition
 - **Indigenous Canadian History:**
- All students admitted to the MSc SLP program are**

required to complete a course focused on Indigenous history in Canada. This is considered a program prerequisite. For students who have not met the requirement at the time of admission, a condition of their admission would be to complete the course by the start of the first term of registration. This requirement may be fulfilled through the certificate version of the University of Alberta Indigenous Canada MOOC.

(<https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada>)

Academic Standing

The Department of Communication Sciences and Disorders (CSD) supports and adheres to the Academic Standing policies of the Faculty of Graduate Studies and Research. These policies are outlined in the Calendar under Academic Standing.

In addition to FGSR policies, the CSD Department has set additional requirements, as follows:

Academic Probation Policy

A recommendation for Academic Probation will be made to FGSR in the following circumstances:

- First failure of an MSc SLP academic or clinical course
- Recommendation of a "Borderline Pass" in a clinical course
- Cumulate GPA below 3.0

Students enrolled in the thesis-based track in the MSc SLP program will be governed by the Academic Probation Policy of the CSD Department. In addition, these students will be required to maintain a cumulative GPC of 3.3. If a student's cumulative GPA is below 3.3, the student may be required to change to the course-based track.

Financial Assistance

A limited number of teaching and research assistantships may be available within the Department. Successful candidates selected for the program are provided applications for department teaching and research assistantships. Students should review www.gradstudies.ualberta.ca for current information on available awards and other possible sources of funding.

Graduate Program Requirements

The Degree of MSc in Speech-Language Pathology (SLP) (Communication Sciences and Disorders) [Graduate]

Program Requirements

Financial Assistance

A limited number of teaching and research assistantships may be available within the Department. Successful candidates selected for the program are provided applications for department teaching and research assistantships. Students should review www.gradstudies.ualberta.ca for current information on available awards and other possible sources of funding.

Graduate Program Requirements

The Degree of MSc in Speech-Language Pathology (SLP) (Communication Sciences and Disorders) [Graduate]

Requirements for the course-based MSc-SLP include successful completion of a minimum of ★48, plus a research project equivalent to ★3 (CSD 900), and a minimum of 350 supervised clinical hours (300 direct contact).

The prerequisite courses and program requirements ensure that students meet standards required for membership/certification in provincial and national professional associations. Information about prerequisite courses and the required program of study may be obtained from the Department of Communication Sciences and Disorders website www.csd.ualberta.ca.

Requirements for the thesis-based MSc-SLP include all of the academic and clinical requirements outlined above for the course-based track. However, instead of the research project (CSD 900), thesis-based students complete a thesis and an additional one-credit practical course in methods of data analysis. Additional coursework in research design, statistics, or specialized content may be recommended by the supervisor and thesis committee. The period of residency is three four-month terms (fall, winter, fall) and one spring/summer term of full-time attendance at the University of Alberta.

Program Requirements

Requirements for the course-based MSc-SLP include successful completion of a minimum of ★81 in courses, which includes ★27.5 in clinical practica. During clinical practica, students must accrue a minimum of 350 supervised clinical hours (300 direct contact). Students are also required to complete a research project equivalent to ★3 (CSD 900).]

The prerequisite courses and program requirements ensure that students meet standards required for membership/certification in provincial and national professional associations. Further information about prerequisite courses and the required program of study may be obtained from the Department of Communication Sciences and Disorders website www.csd.ualberta.ca.

Requirements for the thesis-based MSc-SLP include all of the academic and clinical requirements outlined above for the course-based track. However, instead of the research project (CSD 900), thesis-based students complete a thesis and an additional one-credit practical course in methods of data analysis. Additional coursework in research design, statistics, or specialized content may be recommended by the supervisor and thesis committee. The period of residency is three four-month terms (fall, winter, fall) and one spring/summer term of full-time attendance at the University of Alberta.

Required Courses:

- CSD 502 (★4): Anatomy and Physiology of the Speech Mechanism
- CSD 505 (★3): Speech Science
- CSD 507 (★3.5): Phonological Disorders
- CSD 511 (★3.5): Child Language Development and Assessment
- CSD 518 (★2.5): Remediation of Child Language Disorders
- CSD 501 (★3): Clinical Research Methods
- CSD 509 (★3): Motor Speech Disorders
- CSD 520 (★3): Adult Language Disorders
- CSD 527 (★2.5): Language and Literacy
- CSD 528 (★3): Fluency
- CSD 516 (★3): Diagnosis and Appraisal of Communication Disorders
- CSD 523 (★1.5): Augmentative / Alternative Communication Systems
- CSD 524 (★7.5): Introduction to Clinical Practicum I
- CSD 515 (★3): Hearing Science / Audiology
- CSD 521 (★3): Dysphagia
- CSD 525 (★2): Introduction to Clinical Practicum II
- CSD 526 (★3): Voice and Resonance Disorders

[...]

The MSc-SLP/PhD Combined Program (Communication Sciences and Disorders) [Graduate]

The Department of Communication Sciences and Disorders and the Faculty of Rehabilitation Medicine offer a program of combined study which permits highly qualified students to earn both the MSc in Speech-Language Pathology and the PhD in Rehabilitation Sciences after five years of full-time study.

Each student must apply first to the MScSLP program, following the procedures in [General Information](#).

~~In addition, students must indicate on their online graduate application that they are applying to the combined MSc-SLP/PhD-RS program.~~

~~Following review by the MSc-SLP Admissions Committee, successful applications will be forwarded to the Rehabilitation Science PhD Program Committee for review. Admission will be recommended only for those students judged to have the ability and motivation to handle the significant demands of the combined program.~~

~~In addition to new applicants, students already admitted to the MScSLP program are eligible to apply for the combined program in the first semester of study.~~

[...]

- **CSD 529 (★3): Adult Language Disorders II**
- **CSD 534 (★3): Aural (Re) Habilitation**
- **CSD 532 (★4.5): Advanced Clinical Practicum**
- **CSD 533 (★4.5): Advanced Clinical Practicum**
- **CSD 540 (★4.5): Advanced Clinical Practicum**
- **CSD 541 (★4.5): Advanced Clinical Practicum**
- **INTD 410 (★3): Interprofessional Health Team Development**

Course-based only:

- **CSD 900(★3): Directed Research Study**

Thesis-based only:

- **THES**
- **an additional one-credit practical course in methods of data analysis**

[...]

The MSc-SLP/PhD Combined Program (Communication Sciences and Disorders) [Graduate]

The Department of Communication Sciences and Disorders and the Faculty of Rehabilitation Medicine offer a program of combined study which permits highly qualified students to earn both the MSc in Speech-Language Pathology and the PhD in Rehabilitation Sciences after five years of full-time study.

Each student must apply first to the MScSLP program, following the procedures in [General Information](#).

Following admission to the MScSLP program, students may apply to the MScSLP/PhD combined program.

Applications must be made by November 15 in the first term of the program. Applications to the combined program will be reviewed by the Communication Sciences and Disorders Admissions Committee.

Approved applications will be forwarded to the Rehabilitation Science PhD Program Committee for review. Admission will be recommended only for those students judged to have the ability and motivation to handle the significant demands of the combined program.

[...]

Justification:

The calendar changes highlighted in yellow are required to bring the CSD Calendar in line with the "Calendar Entries for Graduate Programs" Checklist from FGSR. These changes have been reviewed by FGSR to ensure they meet the requirements of the Checklist.

Justification for changes highlighted in blue are described below

- Entrance Requirements - situational judgment test (request early implementation for admissions in September 2019)

The Department of Occupational Therapy implemented a situational judgment test for admissions in Fall 2018. The Department of Communication Sciences and Disorders will also require the test beginning with admissions for September 2019. The situational judgement test is an online tool, which assesses non-cognitive skills and interpersonal characteristics identified by our program and other healthcare programs as important for success. This assessment will complement other tools that we use for screening applicants and making decisions about admission.

- Entrance Requirements - Indigenous History (request early implementation for admissions in September 2019)

The Truth and Reconciliation Commission's (TRC) Call to Action #24 recommends that medical and nursing schools require that all students take a course dealing with Aboriginal health issues that includes: Treaties and Aboriginal rights, Indigenous teachings and practices, the history and legacy of residential schools and the UN Declaration on the Rights of Indigenous Peoples. Given the challenge of an already comprehensive curriculum with limited time, it is not feasible nor practical to include a course on Indigenous History within the curriculum.

However, the Department of Communication Sciences and Disorders (CSD) believes that this knowledge is critical to speech-language pathology students' understandings of the health and social challenges facing Indigenous Peoples in Canada. Students require this foundational knowledge to appropriately navigate the issues facing Indigenous people and apply this knowledge in academic and clinical environments to best serve Indigenous patients.

The Indigenous Canada MOOC, a survey course on Indigenous history in Canada, covers the content recommended by the TRC and is easily accessible. With this foundational knowledge, content related to the health issues facing Indigenous peoples can be covered more effectively in the CSD curriculum.

- MSc-SLP/PhD combined program change

Procedural: The change in admission procedures reflects actual practice.

Approved by:

Communication Sciences and Disorders Department: March 20, 2018

Faculty of Rehabilitation Medicine Faculty Executive: March 28, 2018