

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, June 24, 2021 meeting:

Agenda Title: **Course and Minor Program Changes**

- Arts
- Augustana
- Nursing
- Pharmacy and Pharmaceutical Sciences

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the attached course and minor program change submissions from the Faculties of Arts, Augustana, Nursing, and Pharmacy and Pharmaceutical Sciences.

FINAL Item 4

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

A. Block Transfer Credit Agreements, Faculty of Education

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed block transfer credit agreements for the Faculty of Education.

B. BA and BSc Admission Requirements, Augustana Faculty

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to admission requirements for the BA and BSc programs at Augustana Faculty.

C. Graduate Application Deadlines, Faculty of Education

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to graduate application deadlines for the Faculty of Education.

D. Name Change for the Certificate in Aboriginal Sport and Recreation Certificate, Faculty of Kinesiology, Sport, and Recreation

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed name change for the Certificate in Aboriginal Sport and Recreation Certificate in the Faculty of Kinesiology, Sport, and Recreation.

FINAL Item 5

Agenda Title: **GCE Admissions Based on Three A-Level Subjects**

CARRIED MOTION:

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the

admission requirement change for applicants providing British-patterned General Certificate of Education (GCE) as set forth in attachment 1.

FINAL Item 6

Agenda Title: **Proposed New Course Designator, IRISH, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a new course designator for Irish, IRISH, as submitted by the Faculty of Arts.

FINAL Item 7

Agenda Title: **Proposed Non-Credit Certificate to Canadian Pharmacy Practice, Faculty of Pharmacy and Pharmaceutical Sciences**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed Non-credit Certificate to Canadian Pharmacy Practice, as submitted by the Faculty of Pharmacy and Pharmaceutical Sciences, and as set forth in attachment 1.

FINAL Item 8

Agenda Title: **Proposed Renewable Energy Technologies Certificate, Faculty of Extension**

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed Renewable Energy Technologies Certificate as submitted by the Faculty of Extension, as submitted in Attachment 1, to take effect Fall Term 2021.

FINAL Item 9

Agenda Title: **10.1 Proposed Front End Web Development Certificate, Faculty of Extension**

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed Front End Web Development Certificate as submitted by the Faculty of Extension as per Attachments 1 and 2.

FINAL Item 10.1

Agenda Title: **10.2 Proposed C# Back End Web Development Certificate, Faculty of Extension**

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed C# Back End Web Development Certificate as submitted by the Faculty of Extension as per Attachments 1 and 2.

FINAL Item 10.2

Agenda Title: **10.3 Proposed Python Back End Web Development Certificate, Faculty of Extension**

CARRIED MOTION:

THAT the GFC Programs Committee, under delegated authority from General Faculties Council, approve the Python Back End Web Development Certificate as submitted by the Faculty of Extension as per Attachment.

FINAL Item 10.3

Agenda Title: **11.1 Proposed Communication Skills for the Workplace Certificate, Faculty of Extension**

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed Communication Skills for the Workplace Certificate as submitted by the Faculty of Extension as per Attachments 1 to 3.

FINAL Item 11.1

Agenda Title: **12.1 Proposed Certificate in Subsurface Resource Characterization, Faculty of Engineering**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificate in Subsurface Resource Characterization, as set forth in attachment 1.

FINAL Item 12.1

Agenda Title: **12.2 Proposed Certificate in Oil and Gas Well Construction and Production Technologies, Faculty of Engineering**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificate in Oil and Gas Well Construction and Production Technologies as set forth in attachment 1.

FINAL Item 12.2

Agenda Title: **12.3 Proposed Certificate in Improved Oil Recovery Technologies, Faculty of Engineering**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificate in Improved Oil Recovery Technologies, as set forth in attachment 1.

FINAL Item 12.3

Agenda Title: **12.4 Proposed Certificate in Reservoir Simulation and Advanced Analytics (Machine Learning) Applications in Petroleum Engineering, Faculty of Engineering**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificate in Reservoir Simulation and Advanced Analytics (Machine Learning) Applications in Petroleum Engineering, as set forth in attachment 1.

FINAL Item 12.4

Agenda Title: **Duolingo English Test: Extension of Short-term Use**

CARRIED MOTION:

THAT the GFC Programs Committee recommend that General Faculties Council approve the proposed extension of the Duolingo English Test to meet English Language Proficiency requirements for undergraduate and graduate programs, for 2022-2023 and 2023-2024 admissions.

FINAL Item 13

Agenda Title: **FGSR Supervisory Initiatives - Proposed Changes to Academic Standing Regulations for Graduate Programs, Faculty of Graduate Studies and Research**

DEFEATED MOTION:

THAT the GFC Programs Committee recommend that General Faculties Council approve the proposed changes to the academic standing section for graduate programs, as set forth in attachment 4.

Item 14 (documents not included)

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

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), as set forth in Attachment 2, to take effect upon approval.

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to Admission Requirements for the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), as set forth in Attachment 3, to be published in the 2022-2023 University Calendar.

CARRIED MOTION:

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

FINAL Item 16

FINAL Item No. 4

Governance Executive Summary
Action Item

Agenda Title	Course and Minor Program Changes <ul style="list-style-type: none"> - Arts - Augustana - Nursing - Pharmacy and Pharmaceutical Sciences
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty Councils
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC PC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve course and minor program changes.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>All routine course and minor program changes that do not involve or affect other Faculties or units and do not form part of a proposal for a new program or a substantive program change are approved regularly by the GFC Programs Committee in an omnibus motion.</p> <p>See individual item for Faculty Council approval information.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
<For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Undergraduate Program Support Team
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • Items have been posted on the University Governance website for information
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC June 24, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21
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Item No. 4

Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee (PC) Terms of Reference
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Attachments

1. Arts
2. Augustana
3. Nursing
4. Pharmacy

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca

This package contains: [Undergraduate - Courses](#)

Faculty approval path and dates:

AAC Date: April 14,2021	AEC Date: May, 6, 2021	AFC Date: N/A
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Page	Department or Unit	What is Changing
2	Anthropology	ANTH:311
3	Economics	ECON: 213
4	Economics	ECON: 386, 387, 481, 482, 497,
6	English and Film Studies	Deletions: ENGL: 348, 349, 398
7	English and Film Studies	WRITE: 298
8	ENGLISH and Film Studies	(B+) WRITE: 392, 393, 394, 395, 397, 399, 494, 495, 498,
10	Modern Languages and Cultural Studies	FREN: 211, 212,418,445,465,467, 468,478,479,481
12	Modern Languages and Cultural Studies	GERM: 211, 212, 318, 409
13	Modern Languages and Cultural Studies	IRISH: 111, 112, 199, 299,
14	Modern Languages and Cultural Studies	SPAN: 211, 212
15	Music	MUSIC: 283, 284
16	Political Science	POL S: 411, 422
17	Women's and Gender Studies	WGS: 101, 220, 244

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Anthropology

Change: Course Name Change

Rationale: The current name of the course reflects outdated language and ideologies that assume the history of these lands, now known as North America, ‘began’ when Europeans arrived and wrote about the Indigenous Peoples. Racial evolutionary studies were at the core of the developing field of anthropology, and consequently, much of the terminology used in ethnographic and archaeological research is still influenced by this colonial bias. The name for this course, North American Prehistory, alludes to a sense of detachment from Indigenous histories. This course name is, therefore, problematic given that it is part of the result of centuries of oppression and marginalization of Indigenous peoples at the hands of European colonists.

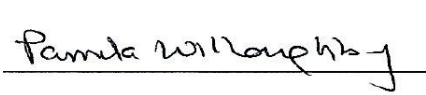
The history of the lands known as North America are Indigenous histories or take place on Indigenous lands. As an institution situated on Treaty 6 and Métis lands, we have a responsibility to engage with Indigenous ways of knowing and to consider their deep and dynamic histories from multiple perspectives. This course can also offer a unique perspective into the interaction between archaeology and other ways of knowing. As such, it allows students to understand the complexities and dynamics of archaeology as it is practiced in North America. Ensuring that Indigenous histories of Indigenous lands are discussed at the same level as archaeological understandings creates a more holistic and diverse understanding for students as they move through other courses.

The rationale was co-created by the instructor and students of ANTHR 311, Winter 2020 term. It was presented to the Undergraduate Programs Committee and Department Council of Anthropology.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=ANTHR&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=33&expand=&navoid=10000&search_database=Filter&filter%5Bexact_match%5D=1#

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
ANTHR 311: North American Prehistory ★3 (fi 6) (either term, 3-0-0). A survey of prehistory and cultural development in North America. Prerequisite: ANTHR 206 or consent of Department.	ANTHR 311: <u>Archaeology of Indigenous North America</u> ★3 (fi 6) (either term, 3-0-0). <u>This course provides an archaeological perspective on the deep Indigenous histories of the lands currently known as North America and discusses how archaeology can respectfully engage with Indigenous peoples in ways that move toward decolonization. Prerequisite: ANTHR 206 or consent of Department.</u>

Department Contact: Gayeung Doan	Department Council Approval Date: February 8, 2021
Chair or Designate: Pamela Willoughby	Signature: 

Submission Deadlines: 20-21 Calendar - October 14, 2019

21-22 Calendar - November 11, 2019; January 13, 2020; March 16, 2020; April 13, 2020

Department: **Economics**

Change: **Course - Change 1 (all)**

Why is this change being proposed and who was consulted? Course content in this course is cumulative, so it is necessary to take them in sequence.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=ECON&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=33&expand=&navoid=10000&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>ECON 213 – An Introduction to the Economics of Developing Countries ★ 3 (fi 6) (either term, 3-0-0) A survey of the major approaches to and problems of economic development in the less developed countries with a particular emphasis on issues relating to savings and investment, income distribution, employment and population growth, and trade and aid. Prerequisite: ECON 101 and 102 or equivalent.</p>	<p>ECON 213 – An Introduction to the Economics of Developing Countries ★ 3 (fi 6) (either term, 3-0-0) A survey of the major approaches to and problems of economic development in the less developed countries with a particular emphasis on issues relating to savings and investment, income distribution, employment and population growth, and trade and aid. Prerequisite: ECON 101 and 102 or equivalent. <u>Note: Not open to students with credit or enrolled in ECON 414.</u></p>

In which academic year is this change is this change required? **2021-2022**

Department contact name: <i>Rae Beaumont</i>	Department Council Approval Date: <i>04/06/2021</i>
Chair or Designate name: <i>Rick Szostak</i>	Signature: <i>Rick Szostak</i>

Submission Deadlines: 20-21 Calendar - October 14, 2019

21-22 Calendar - November 11, 2019; January 13, 2020; March 16, 2020; April 13, 2020

Department: Economics

Change: Course - Change 1 (all)

Why is this change being proposed and who was consulted? An increase in the number of students in the Bachelor of Arts, Honors route toward Graduate Studies, program has increased demand for required courses. The Department wants to restrict registration to those students who require them, to avoid over enrollment. There is a new prerequisite MATH 156 that replaces ECON 299 as a prerequisite for ECON 386.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=ECON&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=33&expand=&navoid=10000&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>ECON 386 – Applications of Mathematics to Economics I ★ 3 (fi 6) (either term, 3-0-0) Elements of logic and set theory, linear algebra, differential calculus and their conjunction, as used in classical and modern economic analysis. Prerequisites: ECON 109, ECON 281, 282, and ECON 299 or equivalent, MATH 125 or equivalent, and MATH 156 or equivalent.</p> <p>ECON 387 – Applications of Mathematics to Economics II ★ 3 (fi 6) (either term, 3-0-0) Difference and differential equations, linear inequalities, convexity, programming; assorted theorems of special use in modern economic analysis. Prerequisites: ECON 109 and ECON 386.</p> <p>ECON 481 – Advanced Microeconomic Theory ★ 3 (fi 6) (either term, 3-0-0) Consumer and producer theory, and selected topics. Prerequisites: ECON 109, ECON 384 and 386 or equivalent.</p> <p>ECON 482 – Advanced Macroeconomic Theory ★ 3 (fi 6) (either term, 3-0-0) Business cycle theory, microfoundations of macro models, government budget constraints, expectations formation, the open economy, and representation agent optimizing models. Prerequisites: ECON 109, ECON 385 and 386 or equivalent.</p> <p>ECON 497 –Econometric Methods ★ 3 (fi 6) (either term, 3-0-0) Econometric problems and techniques with emphasis on regression methods and hypothesis testing. Single equation techniques and introduction to simultaneous equation systems. Matrix algebra is used extensively. Prerequisites: ECON 109, ECON 386, 387 and 399 or equivalent. Prerequisite or Corequisite: ECON 481 and 482. Not open to students with credit for ECON 408. Credit will not be granted for both ECON 497 and 400.</p>	<p>ECON 386 – Applications of Mathematics to Economics I ★ 3 (fi 6) (either term, 3-0-0) Elements of logic and set theory, linear algebra, differential calculus and their conjunction, as used in classical and modern economic analysis. Prerequisites: ECON 109, ECON 281, <u>and ECON</u> 282, and ECON 299 or equivalent, MATH 125 or equivalent, and MATH 156 or equivalent. <u>(Restricted to Economics Honors students, or Consent of the Department.)</u></p> <p>ECON 387 – Applications of Mathematics to Economics II ★ 3 (fi 6) (either term, 3-0-0) Difference and differential equations, linear inequalities, convexity, programming; assorted theorems of special use in modern economic analysis. Prerequisites: ECON 109 and ECON 386. <u>(Restricted to Economics Honors students, or Consent of the Department.)</u></p> <p>ECON 481 – Advanced Microeconomic Theory ★ 3 (fi 6) (either term, 3-0-0) Consumer and producer theory, and selected topics. Prerequisites: ECON 109, ECON 384 and 386 or equivalent. <u>(Restricted to Economics Honors students, or Consent of the Department.)</u></p> <p>ECON 482 – Advanced Macroeconomic Theory ★ 3 (fi 6) (either term, 3-0-0) Business cycle theory, microfoundations of macro models, government budget constraints, expectations formation, the open economy, and representation agent optimizing models. Prerequisites: ECON 109, ECON 385 and 386 or equivalent. <u>(Restricted to Economics Honors students, or Consent of the Department.)</u></p> <p>ECON 497 –Econometric Methods ★ 3 (fi 6) (either term, 3-0-0) Econometric problems and techniques with emphasis on regression methods and hypothesis testing. Single equation techniques and introduction to simultaneous equation systems. Matrix algebra is used extensively. Prerequisites: ECON 109, ECON 386, 387 and 399</p>

	or equivalent. Prerequisite or Corequisite: ECON 481 and 482. Not open to students with credit for ECON 408. Credit will not be granted for both ECON 497 and 400. (Restricted to Economics Honors students, or Consent of the Department.)
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In which academic year is this change is this change required? **2021-2022**

Department contact name: <i>Rae Beaumont</i>	Department Council Approval Date: <i>04/06/2021</i>
Chair or Designate name: <i>Rick Szostak</i>	Signature: <i>Rick Szostak</i>

Submission Deadlines: 20-21 Calendar - October 14, 2019

21-22 Calendar - November 11, 2019; January 13, 2020; March 16, 2020; April 13, 2020

Department: **English and Film Studies**

Change: **Course - Change 1 (all)**

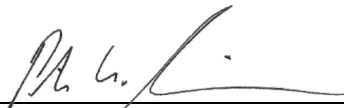

Why is this change being proposed and who was consulted? Rationale: These courses are being deleted as part of the 300-level ENGL curriculum revisions going into effect for 2021-22. The topics involved are being covered under new or other amended ENGL courses.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=ENGL&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=33&expand=&navoid=10000&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>ENGL 348 – Restoration and 18th-Century Literature and Culture: The Novel ★ 3 (fi-6)(EITHER, 3-0-0) Selected prose fiction from the British context, 1660 to 1800. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.</p> <p>ENGL 349 – 19th-Century British Literature and Culture: The Novel ★ 3 (fi-6)(EITHER, 3-0-0) Selected novels from the British context, 1800 to 1900. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.</p> <p>ENGL 368 – Early 20th-Century Literature and Culture: Drama ★ 3 (fi-6) (either term, 3-0-0) Selected dramatic works in English to mid-century. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.</p>	<p>[Course deletions]</p>

In which academic year is this change is this change required? **2021-2022**

Department contact name: <i>Bob Longworth</i>	Chair's Advisory Council Consultation Date: 03/18/2021
Associate Chair (Undergraduate Programs): <i>Peter Sinnema</i>	Signature: 
Chair or Designate name: <i>Cecily Devereux</i>	Signature: 

Submission Deadlines: 20-21 Calendar - October 14, 2019

21-22 Calendar - November 11, 2019; January 13, 2020; March 16, 2020; April 13, 2020

Department: **English and Film Studies**

Change: **Course - Change 1 (all)**



Why is this change being proposed and who was consulted? Rationale: The "variable" approved hours in this proposal allow for a single-term version of WRITE 298 to simplify scheduling and student enrolment. This *6 course is currently offered during Spring Term, when due to its currently required "two-term" status it must be configured as a compressed two-term 298A/B course. Given this "two-term" configuration in Campus Solutions / Bear Tracks, Spring Term students must enroll both in the A and B components of the course, which is unnecessarily cumbersome to schedule and confusing for students, frequently resulting in incomplete registrations that fail.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=29&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=write&filter%5Bexact_match%5D=1

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>WRITE 298 - Introductory Creative Writing: Nonfiction ★ 6 (fi 12) (two term, 3-0-0) To increase the student's ability to write clear nonfiction prose. Models of prose style are central, combined with frequent practice in writing on the basis of such models. Prerequisite: *3 of junior English (or equivalent). Not to be taken by students with credit in WRITE 297.</p>	<p>WRITE 298 – Introductory Creative Writing: Nonfiction ★ 6 (fi 12) (<u>variable term</u>, 3-0-0) To increase the student's ability to write clear nonfiction prose. Models of prose style are central, combined with frequent practice in writing on the basis of such models. Prerequisite: *3 of junior English (or equivalent). Not to be taken by students with credit in WRITE 297.</p>

In which academic year is this change is this change required? **2021-2022**

Department contact name: <i>Bob Longworth</i>	Chair's Advisory Council Consultation Date: 03/18/2021
Creative Writing Program Coordinator: <i>Tom Wharton</i>	Signature: 
Chair or Designate name: <i>Cecily Devereux</i>	Signature: 

Submission Deadlines: 20-21 Calendar - October 14, 2019
21-22 Calendar - November 11, 2019; January 13, 2020; March 16, 2020; April 13, 2020

Department: **English and Film Studies**

Change: **Course - Change 1 (all)**

Why is this change being proposed and who was consulted? Rationale: to simplify the registration process for 300 & 400-level WRITE courses, and allow students to self-register. References to writing samples and portfolios are being removed, and all courses will have a recommendation for a minimum grade of B+ in the applicable prerequisite course. Combined with dropping the current Bear Tracks requirement for instructor consent, and combining this with automated prerequisite checking, this will greatly simplify the registration process from the current practice, making it easier, faster, less intimidating and more transparent for students. This approach will also reduce administrative loads on instructors, including ATS personnel, and lead to more consistency between sections.

Consultations regarding this change have involved the Creative Writing Program Committee, the Program Coordinator, the Associate Chair (Undergraduate Programs), and the EFS Chair’s Advisory Council.


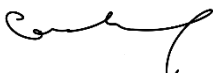
https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=29&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=write&filter%5Bexact_match%5D=1

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>WRITE 392 - Intermediate Poetry ★ 3 (fi 6)(EITHER, 3-0-0) Lectures and workshops focusing on selected poetic technique and form. Prerequisite: WRITE 294 unless waived by Instructor; Consult Instructor for writing sample deadline.</p> <p>WRITE 393 - Intermediate Fiction ★ 3 (fi 6)(EITHER, 3-0-0) Lectures and workshops focusing on selected fiction techniques and form. Prerequisite: WRITE 295 unless waived by Instructor; Consult Instructor for writing sample deadline.</p> <p>WRITE 394 - Intermediate Creative Writing: Poetry ★ 3 (fi 12)(TWO TERM, 3-0-0) Prerequisite: WRITE 294 unless waived by Instructor; Consult Instructor for portfolio deadline.</p> <p>WRITE 395 - Intermediate Creative Writing: Fiction ★ 3 (fi 12)(TWO TERM, 3-0-0) Prerequisite: WRITE 295 unless waived by Instructor; Consult Instructor for writing sample deadline.</p> <p>WRITE 397 - Intermediate Nonfiction ★ 3 (fi 6)(EITHER, 3-0-0) Lectures and workshop focusing on selected elements of nonfiction technique and form. Prerequisite: WRITE 297 or WRITE 298 unless waived by Instructor;</p>	<p>WRITE 392 - Intermediate Poetry ★ 3 (fi 6)(EITHER, 3-0-0) Lectures and workshops focusing on selected poetic technique and form. Prerequisite: WRITE 294 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p> <p>WRITE 393 - Intermediate Fiction ★ 3 (fi 6)(EITHER, 3-0-0) Lectures and workshops focusing on selected fiction techniques and form. Prerequisite: WRITE 295 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p> <p>WRITE 394 - Intermediate Creative Writing: Poetry ★ 3 (fi 12)(TWO TERM, 3-0-0) Prerequisite: WRITE 294 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p> <p>WRITE 395 - Intermediate Creative Writing: Fiction ★ 3 (fi 12)(TWO TERM, 3-0-0) Prerequisite: WRITE 295 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p> <p>WRITE 397 - Intermediate Nonfiction ★ 3 (fi 6)(EITHER, 3-0-0) Lectures and workshop focusing on selected elements of nonfiction technique and form. Prerequisite: WRITE 297 or WRITE 298 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p>

<p>WRITE 398 - Intermediate Creative Writing: Nonfiction ★ 3 (fi 12)(TWO TERM, 3-0-0) Prerequisite: WRITE 297 or WRITE 298 unless waived by Instructor;</p> <p>WRITE 399 - Projects in Genre ★ 3 (fi 6)(EITHER, 3-0-0) Lectures and workshops emphasizing innovations across genres and/or specialized writing forms. Note: variable content course which may be repeated. Prerequisite: 200-level WRITE course unless waived by Instructor; <u>Consult Instructor for writing sample deadline.</u></p> <p>WRITE 494 - Advanced Creative Writing: Poetry ★ 3 (fi 6)(EITHER, 3-0-0) Prerequisite: WRITE 392 or WRITE 394 unless waived by Instructor;</p> <p>WRITE 495 - Advanced Creative Writing: Fiction ★ 3 (fi 6)(EITHER, 3-0-0) Prerequisite: WRITE 393 or WRITE 395 unless waived by Instructor;</p> <p>WRITE 498 - Advanced Creative Writing: Nonfiction ★ 3 (fi 6)(EITHER, 3-0-0) Prerequisite: WRITE 397 or WRITE 398 unless waived by Instructor;</p>	<p>WRITE 398 - Intermediate Creative Writing: Nonfiction ★ 3 (fi 12)(TWO TERM, 3-0-0) Prerequisite: WRITE 297 or WRITE 298 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p> <p>WRITE 399 - Projects in Genre ★ 3 (fi 6)(EITHER, 3-0-0) Lectures and workshops emphasizing innovations across genres and/or specialized writing forms. Note: variable content course which may be repeated. Prerequisite: 200-level WRITE course unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p> <p>WRITE 494 - Advanced Creative Writing: Poetry ★ 3 (fi 6)(EITHER, 3-0-0) Prerequisite: WRITE 392 or WRITE 394 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p> <p>WRITE 495 - Advanced Creative Writing: Fiction ★ 3 (fi 6)(EITHER, 3-0-0) Prerequisite: WRITE 393 or WRITE 395 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p> <p>WRITE 498 - Advanced Creative Writing: Nonfiction ★ 3 (fi 6)(EITHER, 3-0-0) Prerequisite: WRITE 397 or WRITE 398 unless waived by Instructor; <u>a minimum grade of B+ in the prerequisite course is strongly recommended.</u></p>
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In which academic year is this change is this change required? **2022-2023**

Department contact name: <i>Bob Longworth</i>	Chair's Advisory Council Consultation Date: <i>03/18/2021</i>
Creative Writing Coordinator: <i>Tom Wharton</i>	Signature: 
Chair or Designate name: <i>Cecily Devereux</i>	Signature: 

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Modern Languages and Cultural Studies
Change: Course

Rationale: Updating prerequisites. Note: 228 replaces FRANC 225 as Campus Saint-Jean new equivalent course to our FREN 301

FREN 211 and 212 will be changed to a blended learning format with 3 in-class hours and 2 online hours.

2020-21 -

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=fren&filter%5Bexact_match%5D=1

Calendar Copy:

Current: <u>Strike-through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>FREN 211 - Intermediate French I ★ 3 (fi 6) (either term, 5-0-0) Intended to expand comprehension and production skills in written and oral French with a focus on intercultural competence. Prerequisite: French 30 (or equivalent) or FREN 112 or consent of Department. Note: not to be taken by students with credit in FRANC 116.</p> <p>FREN 212 - Intermediate French II ★ 3 (fi 6) (either term, 5-0-0) Prerequisite: FREN 211 or consent of Department. Note: not to be taken by students with credit in FRANC 117.</p> <p>FREN 418 - Topics on Language and Society in the Francophone World ★ 3 (fi 6) (either term, 0-3s-0) Interactions between language and society in the Francophone world. Prerequisite: FREN 301 and one of FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 445 - Contemporary Cinema in French - ★ 3 (fi 6) (either term, 3-0-0) Emphasis on the representation and evolution of society in French cinema of the last 20 years. Prerequisites: FREN 301 or FRANC 225, and one of FREN 311, 312, 313, 314, 315, 316, 333.</p> <p>FREN 465 - Caribbean Culture ★ 3 (fi 6) (either term, 3-0-0) Colonialism, identity, diaspora and cultural diversity in French Caribbean literature, films, and music. Prerequisites: FREN 301 or FRANC 225, and one of FREN 311, 312, 313, 314, 315, 316, 333.</p> <p>FREN 467 - Women Writing in French - ★ 3 (fi 6) (either term, 3-0-0) Texts written in various Francophone parts of the world from different</p>	<p>FREN 211 - Intermediate French I ★ 3 (fi 6) (either term, <u>3-0-2</u>) Intended to expand comprehension and production skills in written and oral French with a focus on intercultural competence. Prerequisite: French 30 (or equivalent) or FREN 112 or consent of Department. Note: not to be taken by students with credit in FRANC 116.</p> <p>FREN 212 - Intermediate French II ★ 3 (fi 6) (either term, <u>3-0-2</u>) Prerequisite: FREN 211 or consent of Department. Note: not to be taken by students with credit in FRANC 117.</p> <p>FREN 418 - Topics on Language and Society in the Francophone World ★ 3 (fi 6) (either term, 0-3s-0) Interactions between language and society in the Francophone world. Prerequisite: FREN 301 or <u>LITT 228</u> and one of FREN 311, 315, 317, 318, 319, 333, <u>345</u>.</p> <p>FREN 445 - Contemporary Cinema in French ★ 3 (fi 6) (either term, 3-0-0) Emphasis on the representation and evolution of society in French cinema of the last 20 years. Prerequisites: FREN 301 or <u>LITT 228</u>, and one FREN 311, 315, 317, 318, 319, 333, <u>345</u>.</p> <p>FREN 465 - Caribbean Culture ★ 3 (fi 6) (either term, 3-0-0) Colonialism, identity, diaspora and cultural diversity in French Caribbean literature, films, and music. Prerequisites: FREN 301 or <u>LITT 228</u>, and one of FREN 311, 315, <u>317</u>, <u>318</u>, <u>319</u>, 333, <u>345</u>.</p> <p>FREN 467 - Women Writing in French - ★ 3 (fi 6) (either term, 3-0-0) Texts written in various Francophone parts of the world from different</p>

<p>periods. Prerequisites: FREN 301 or FRANC 225, and one of FREN 311, 312, 313, 314, 315, 316, 333.</p> <p>FREN 468 - Topics in Quebec/French Canadian Literature ★ 3 (fi 6) (either term, 3-0-0) Prerequisites: FREN 301 or FRANC 225, and one of FREN 311, 312, 313, 314, 315, 316, 333.</p> <p>FREN 478 - Topics in French Literature and Culture I ★ 3 (fi 6) (either term, 0-3s-0) From medieval times through the 19th century. Prerequisite: FREN 301 and one of FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 479 - Topics in French Literature and Culture II ★ 3 (fi 6) (either term, 0-3s-0) From the 20th through the 21st century. Prerequisite: FREN 301 and one of FREN 311, 312, 313, 314, 315, 316, 317, 318, 319, 333.</p> <p>FREN 481 - Topics in Folklore and Popular Culture - ★ 3 (fi 6) (either term, 3-0-0) Study of French oral, materials, and popular culture in various parts of the Francophone world. Variable content; may be repeated for credit. Prerequisites: FREN 301 or FRANC 225; and one of FREN 311, 312, 313, 314, 315, 316, 333.</p>	<p>periods. Prerequisites: FREN 301 or <u>LITT 228</u>, and one of FREN 311, 315, <u>317, 318, 319</u>, 333, <u>345</u>.</p> <p>FREN 468 - Topics in Quebec/French Canadian Literature ★ 3 (fi 6) (either term, 3-0-0) Prerequisites: FREN 301 or <u>LITT 228</u>, and one of FREN, 311, 315, <u>317, 318, 319</u>, 333, <u>345</u>.</p> <p>FREN 478 - Topics in French Literature and Culture I ★ 3 (fi 6) (either term, 0-3s-0) From medieval times through the 19th century. Prerequisite: : FREN 301 or <u>LITT 228</u> and one of FREN 311, 315, 317, 318, 319, 333, <u>345</u>.</p> <p>FREN 479 - Topics in French Literature and Culture II ★ 3 (fi 6) (either term, 0-3s-0) From the 20th through the 21st century. Prerequisite: FREN 301 or <u>LITT 228</u> and one of FREN 311, 315, 317, 318, 319, 333, <u>345</u>.</p> <p>FREN 481 - Topics in Folklore and Popular Culture - ★ 3 (fi 6) (either term, 3-0-0) Study of French oral, materials, and popular culture in various parts of the Francophone world. Variable content; may be repeated for credit. Prerequisites: FREN 301 or <u>LITT 228</u>; and one of FREN 311, 315, <u>317, 318, 319</u>, 333, <u>345</u>.</p>
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Department Contact: Sathya Rao, srao@ualberta.ca	Department Council Approval Date: February 8, 2021
Chair or Designate: Natalie Van Deusen, vandeuse@ualberta.ca	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Modern Languages and Cultural Studies
Change: Course

Rationale: GERM 211 and 212 will be changed to a blended learning format with 3 in-class hours and 2 online hours.

We are proposing a new course to diversify our offerings on the 300-level in German. The German area and the Associate Chair UG were consulted. This new course will serve as one of our prerequisite options for GERM 409, hence the description for GERM 409 also has to be updated.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=German&filter%5Bexact_match%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>GERM 211 - Intermediate German I</p> <p>★ 3 (fi 6) (either term, 5-0-0) Intended to expand comprehension and production skills in written and oral German with a focus on intercultural communicative competence. Prerequisite: German 30 (or equivalent) or GERM 112 or consent of Department. Note: not to be taken by students with native or near native proficiency.</p> <p>GERM 212 - Intermediate German II</p> <p>★ 3 (fi 6) (either term, 5-0-0) Prerequisite: GERM 211 or consent of Department. Note: not to be taken by students with native or near native proficiency.</p> <p>GERM 409 - German Dialects</p> <p>*3 (fi 6) (either term, 0-3s-0) A close look at some widely differing German dialects. Basic principles of German dialectology. Prerequisite: One of GERM 306, 316, or consent of Department.</p>	<p>GERM 211 - Intermediate German I</p> <p>★ 3 (fi 6) (either term, <u>3-0-2</u>) Intended to expand comprehension and production skills in written and oral German with a focus on intercultural communicative competence. Prerequisite: German 30 (or equivalent) or GERM 112 or consent of Department. Note: not to be taken by students with native or near native proficiency.</p> <p>GERM 212 - Intermediate German II</p> <p>★ 3 (fi 6) (either term, <u>3-0-2</u>) Prerequisite: GERM 211 or consent of Department. Note: not to be taken by students with native or near native proficiency.</p> <p><u>GERM 318 – Language and Society in the German-Speaking World</u> <u>*3 (fi 6) (either term, 3-0-0) This course introduces students to the study of the relationship between the German language and the societies of the German-speaking countries. Co-requisite: GERM 303 or consent of Department.</u></p> <p>GERM 409 - German Dialects</p> <p>*3 (fi 6) (either term, 0-3s-0) A close look at some widely differing German dialects. Basic principles of German dialectology. Prerequisite: One of GERM 306, 316, <u>318</u>, or consent of Department.</p>

Department Contact: Natalie Van Deusen	Department Council Approval Date: February 8, 2021
Chair or Designate: Alla Nedashkivska	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Modern Languages and Cultural Studies
Change: Course

Rationale: The department of Modern Languages and Cultural Studies has formed a relationship with the Ireland Canada University Foundation to teaching Irish language and Irish culture courses. We have run these courses under the MLCS prefix for a trial period of three years and have now extended the agreement for a further five more (with plans to extend beyond). This agreement comes with zero cost to the Faculty of Arts and a new instructor is arranged annually by the ICUF. We are proposing to introduce a new designator (IRISH) to give it legitimacy and remove it from our MLCS offerings, which we restrict to intercultural courses taught in English, and to create courses on Irish language and culture that will regularly be offered within this prefix. Both IRISH 111 and 112 will count towards the Language Other than English requirement which will help with enrolment and provide options for students. While enrolments have been variable thus far, the course is significantly impacted by being offered under the MLCS designator. We also see a significant drop in enrolment once we announce the course does not fulfill the LOE. However, since this course is 100% externally funded, we have time to grow enrolments further. We have proposed this course with a one-hour self-directed online lab to mimic the blended learning modules of our other courses, but with a concession in time to the rotating nature of the instructor. We have consulted with 2 former instructors, the ICUF, and department members and committees. We have also discussed the idea of the LOE with students.

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Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>IRISH 111 Beginners' Irish I ★3 (fi 6) (either term, 3-0-1) Intended for students with no previous knowledge of the language and designed to develop basic skills: listening, reading, speaking, writing, and intercultural competence. Note: not to be taken by students with native or near native proficiency.</u></p> <p><u>IRISH 112 Beginners' Irish II ★3 (fi 6) (either term, 3-0-1) Prerequisite: IRISH 111 or consent of Department. Note: not to be taken by students with native or near native proficiency.</u></p> <p><u>IRISH 199 ★3 (fi 6) Special Topics (either term, 3-0-0). Course may be taken up to five times when topics vary.</u></p> <p><u>IRISH 299 ★3 (fi 6) Special Topics (either term, 3-0-0). Course may be taken up to five times when topics vary.</u></p>

Department Contact: Natalie Van Deusen	Department Council Approval Date: February 8, 2021
Chair or Designate: Alla Nedashkivska	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Modern Languages and Cultural Studies
Change: Course

Rationale: (why is this change being proposed and who was consulted?) SPAN 211 and 212 will be changed to a blended learning format with 3 in-class hours and 2 online hours.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=Spanish&filter%5Bexact_match%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>SPAN 211 - Intermediate Spanish I</p> <p>★ 3 (<i>fi</i> 6) (either term, 5-0-0) Intended to further develop knowledge of spoken and written Spanish with a focus on intercultural communicative competence. Prerequisite: Spanish 30 (or equivalent) or SPAN 112 or consent of Department. Note: not to be taken by students with advanced standing equivalent or near native ability.</p> <p>SPAN 212 - Intermediate Spanish II</p> <p>★ 3 (<i>fi</i> 6) (either term, 5-0-0) A continuation of Spanish 211. Prerequisite: SPAN 211 or consent of Department. Note: Not to be taken by students with advanced standing equivalent or near native ability.</p>	<p>SPAN 211 - Intermediate Spanish I</p> <p>★ 3 (<i>fi</i> 6) (either term, <u>3-0-2</u>) Intended to further develop knowledge of spoken and written Spanish with a focus on intercultural communicative competence. Prerequisite: Spanish 30 (or equivalent) or SPAN 112 or consent of Department. Note: not to be taken by students with advanced standing equivalent or near native ability.</p> <p>SPAN 212 - Intermediate Spanish II</p> <p>★ 3 (<i>fi</i> 6) (either term, <u>3-0-2</u>) A continuation of Spanish 211. Prerequisite: SPAN 211 or consent of Department. Note: Not to be taken by students with advanced standing equivalent or near native ability.</p>

Department Contact: Natalie Van Deusen	Department Council Approval Date: February 8, 2021
Chair or Designate: Alla Nedashkivska	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Music
Change: Course

Rationale: This change request is a small tweak of the planned curriculum redesign that has already been approved for introduction in the 2022-2023 Calendar, following a discussion in the Academic and Composition Area.

The new proposed titles are 1) less prescriptive, as they avoid advertising a specific “beginning” with or focus on medieval music; and 2) they provide a more balanced distribution of the material to be covered between the two courses. In particular, the “Ancient-1800” and “1800-Present” division avoids condensing post-1750 art music, which is the period of Western music most people are interested in studying (because they have stakes in it: they listen to it, perform it, etc.) in a single course.

We have indicated “circa 1800” in each description to allow some further flexibility in placing, say, someone like Beethoven either at the end of MUSIC 283 or at the beginning of MUSIC 284 depending on the thematic trends the instructor decides for each course.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=MUSIC&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=34&expand=&navoid=10323&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>MUSIC 283 - Western Art Music, 1600-1850 ★ 3 (fi 6) (first term, 3-0-0) A study of music history and style from 1600-1850 from social, cultural, and philosophical perspectives with attention to listening, score reading, research, critical thinking, and communication skills. Prerequisite: MUSIC 280. Not available to students with credit in MUSIC 281.</p> <p>MUSIC 284 - Western Art Music, 1850-present ★ 3 (fi 6) (second term, 3-0-0) A study of music history and style from 1850 to present from social, cultural, and philosophical perspectives with attention to listening, score reading, research, critical thinking, and communication skills. Prerequisite: MUSIC 280. Not available to students with credit in MUSIC 282.</p>	<p>MUSIC 283 - Western Art Music, <u>Ancient-1800</u> ★ 3 (fi 6) (<u>either</u> term, 3-0-0) <u>A study of music history and culture in the West up to circa 1800, exploring social, stylistic, material and intellectual perspectives with attention to listening, score reading, research, critical thinking, and communication skills.</u> Prerequisite: <u>MUSIC 186 or consent of the department</u>. Not available to students with credit in MUSIC 281.</p> <p>MUSIC 284 - Western Art Music, <u>1800-Present</u> ★ 3 (fi 6) (<u>either</u> term, 3-0-0) <u>A study of music history and culture in the West from circa 1800 to the present, exploring social, stylistic, material and intellectual perspectives with attention to listening, score reading, research, critical thinking, and communication skills.</u> Prerequisite: <u>MUSIC 186 or consent of the department</u>. Not available to students with credit in MUSIC 282.</p>

Department Contact: Stephen Tchir	Department Council Approval Date: n/a
Chair or Designate: Patricia Tao	Signature:

Department: **Women's and Gender Studies**

Change: **Course**

Rationale: WGS 101 Representations of Girls and Women was added to the WGS suite of courses more than a decade ago and it has been very popular for students in Arts, Science, and Education.

Though the focus of the course remains girls and women, its analysis does not rely only on representations of femininity. Instead, students learn about the impact of gendered representations on girls and women. For this reason, we are proposing a minor change to the course description so that it better reflects the approach taken in the course.

WGS 220 Feminism and Popular Culture is, not surprisingly, one of the more popular undergraduate courses in our Department. The class is offered annually, and sometimes with multiple sections. We are proposing a minor change that will remove regional limits on course content and enable instructors to address global popular culture.

We are also proposing removal of the note in the current calendar copy. It has been the better part of a decade since WST 320 or WGS 320 was offered. Note that the WST designator was replaced with the WGS designator when the Women's Studies Program became a Department of Women's and Gender Studies. Feminism and Popular Culture was offered at the 300-level until a curricular review in 2014, when it was re-designated as a 200-level course with no pre-requisites.


WGS 244 Disability Studies was added to the WGS suite of courses in 2016. It's currently under development as an online accessible learning environment that will have broad reach beyond students in our Department and Faculty.

We propose a minor change to the title of this course in order to reflect current conventions in this field of study.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&ecpage=1&cpage=1&ppage=1&pcpage=1&spage=1&tpage=1&search_database=Search&filter%5Bkeyword%5D=wgs+&filter%5Bexact_match%5D=1&filter%5B3%5D=1&filter%5B31%5D=1&filter%5B1%5D=1&filter%5B28%5D=1&filter%5B30%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>WGS 101 - Representations of Girls and Women ★ 3 (fi 6) (either term, 2-1s-0) An exploration of the impact that cultural representations of femininity have on the political, economic, and social lives of girls and women throughout the world.</p> <p>WGS 220 - Feminism and Popular Culture ★ 3 (fi 6) (either term, 3-0-0) Selected cultural forms in Canadian and American society from feminist perspectives. The focus is both on developing a feminist critique of cultural representations of women, and on considering the possibilities of feminist intervention in and production of popular culture. Note: Not open to students with credit in W-ST 320 or WGS 320</p> <p>WGS 244 - Disability Studies ★ 3 (fi 6) (either term, 3-0-0) Introduction to social and cultural models of disability, with an emphasis on intersections of disability with race, class, gender, and sexuality.</p>	<p>WGS 101 - Representations of Girls and Women ★ 3 (fi 6) (either term, 2-1s-0) An exploration of the impact that cultural representations of <u>gender</u> have on the political, economic, and social lives of girls and women throughout the world.</p> <p>WGS 220 - Feminism and Popular Culture ★ 3 (fi 6) (either term, 3-0-0) Selected cultural forms from feminist perspectives. The focus is both on developing a feminist critique of cultural representations of women, and on considering the possibilities of feminist intervention in and production of popular culture.</p> <p>WGS 244 - <u>Critical</u> Disability Studies ★ 3 (fi 6) (either term, 3-0-0) Introduction to social and cultural models of disability, with an emphasis on intersections of disability with race, class, gender, and sexuality.</p>

Department Contact: Phil Okeke-Ihejirika	Department Council Approval Date: March 25 2021
Chair or Designate: Michelle Meagher	 Signature:

This package contains: [Undergraduate - Minor Program Changes](#)

Faculty approval path and dates:

AAC Date: 10/21/20	AEC Date: 11/05/20	AFC Date: 11/06/20
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Page	Department or Unit	What is Changing
2	Earth and Atmospheric Sciences	BA Major in Human Geography
4	Earth and Atmospheric Sciences	BA Minor in Human Geography
5	Earth and Atmospheric Sciences	BA Honors in Human Geography
8	Earth and Atmospheric Sciences	Bachelor of Design (BDes)
9	Earth and atmospheric Sciences	BA Major in Planning

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Earth and Atmospheric Sciences**

Change: **Program**

Rationale: as part of the HGP to HGEO/PLAN change

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37026

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Major and Minor in Human Geography Degree of BA See Bachelor of Arts (BA)</p> <hr/> <p>Major in Human Geography</p> <p>Required Courses EAS 100 - Planet Earth HGP 100 - Introduction to Human Geography and Planning</p> <p>A minimum of ★30 to a maximum of ★48 at the senior level In HGP and approved cross-listed courses, including the following:</p> <p>HGP 399 - Research Methods in Human Geography and Planning</p> <p>At least three of EAS 221 - Introduction to Geographical Information Systems and Remote Sensing HGP 240 - Cities and Urbanism HGP 250 - Natural Resources and Environmental Management HGP 252 --Human Dimensions of Environmental Hazards</p> <p>At least one of HGP 341 - Social and Cultural Geography HGP 342 - The Spatial Economy</p> <p>At least ★6 HGP courses at the 400-level</p> <p>Approved cross listed courses: See Bachelor of Arts (BA) for Faculty of Arts regulations pertaining to cross-listed courses.</p>	<p>Major and Minor in Human Geography Degree of BA See Bachelor of Arts (BA)</p> <hr/> <p><u>Special Note: Prior to the 2020/21 Calendar, the Course Designation of HGP was used for HGEO and PLAN courses. HGP courses can be used in place of HGEO or PLAN courses provided they have the same course numbers. For example HGP 381 can be used in place of either HGEO 381 or PLAN 381. Similarly, HGEO or PLAN courses of the same number can be used in place of HGP courses for those following earlier versions of the Calendar</u></p> <hr/> <p>Major in Human Geography</p> <p>Required Courses EAS 100 - Planet Earth <u>HGEO</u> 100 - Introduction to Human Geography and Planning</p> <p>A minimum of ★30 to a maximum of ★48 at the senior level In <u>HGEO</u> and approved cross-listed courses, including the following:</p> <p><u>HGEO</u> 399 - Research Methods in Human Geography</p> <p>★9 selected from EAS 221 - Introduction to Geographical Information Systems and Remote Sensing <u>HGEO</u> 240 - Cities and Urbanism <u>HGEO</u> 250 – <u>Sustainable Development</u> and Environmental Management <u>HGEO</u> 252 – Human Dimensions of Environmental Hazards</p> <p>★3 selected from <u>HGEO</u> 341 - Social and Cultural Geography <u>HGEO</u> 342 - The Spatial Economy</p> <p>A minimum of ★6 from <u>HGEO</u> courses at the 400-level</p> <p>Approved cross listed courses: See Bachelor of Arts (BA) for Faculty of Arts regulations pertaining to cross-listed courses.</p>

ANTHR 323

EAS 221 - Introduction to Geographical Information Systems and Remote Sensing
 PHIL 355 - Environmental Ethics
 SOC 251 - Population and Society

EAS 221 - Introduction to Geographical Information Systems and Remote Sensing
 PHIL 355 - Environmental Ethics
 SOC 251 - Population and Society

Department Contact: Nancy Thompson	Department Council Approval Date: 04/15/19
Chair or Designate: Murray Gingras	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Earth and Atmospheric Sciences**

Change: **Program**

Rationale: as part of the HGP to HGEO/PLAN change

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37026

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: Underline and highlight additions
<p>Minor in Human Geography A minor in Human Geography requires a minimum of ★15 to a maximum of ★42 at the senior level in HGP courses including at least ★6 at the 300- or 400-level.</p> <p>Required Courses: HGP 100 - Introduction to Human Geography-and Planning</p> <p>At least two of HGP 240 - Cities and Urbanism HGP 250 - Natural Resources and Environmental Management HGP 252 - Human Dimensions of Environmental Hazards</p> <p>At least one of HGP 341 - Social and Cultural Geography HGP 342 - The Spatial Economy</p>	<p>Minor in Human Geography A minor in Human Geography requires a minimum of ★15 to a maximum of ★42 at the senior level in HGP or HGEO courses including at least ★6 at the 300- or 400-level.</p> <p>Required Courses: HGEO 100 - Introduction to Human Geography and Planning</p> <p>★6 from HGEO 240 - Cities and Urbanism HGEO 250 – Sustainable Development and Environmental Management HGEO 252 - Human Dimensions of Environmental Hazards</p> <p>★3 from HGEO 341 - Social and Cultural Geography HGEO 342 - The Spatial Economy</p>

Department Contact: Nancy Thompson	Department Council Approval Date: 04/15/19
Chair or Designate: Murray Gingras	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Earth and Atmospheric Sciences**

Change: **Program**

Rationale: as part of the HGP to HGEO/PLAN change
https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37079

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: Underline and highlight additions
<p>Honors in Human Geography [Arts] Honors in Human Geography</p> <hr/> <p>General Information [...]</p> <p>Program Requirements Honors in Human Geography requires a minimum of ★48 and a maximum of ★54 at the senior level in HGP, EAS 221, and approved cross-listed courses.</p> <p>Course Requirements The following must be included:</p> <p>EAS 100 - Planet Earth EAS 221 - Introduction to Geographical Information Systems and Remote Sensing HGP 100 - Introduction to Human Geography and Planning HGP 240 - Cities and Urbanism HGP 250 - Natural Resources and Environmental Management HGP 252 - Human Dimensions of Environmental Hazards HGP 399 - Research Methods in Human Geography and Planning HGP 496 - Undergraduate Thesis HGP 499 - Practical Study in Human Geography and Planning</p> <p>At least two of HGP 341 - Social and Cultural Geography HGP 342 - The Spatial Economy HGP 343 – Geographies of Health and Health Care</p> <p>Approved cross listed courses: See Bachelor of Arts (BA) (5) for Faculty of Arts regulations pertaining to cross-listed courses.</p>	<p>Honors in Human Geography [Arts] Honors in Human Geography</p> <hr/> <p>General Information [...]</p> <p>Special Note: Prior to the 2020/21 Calendar, the Course Designation of HGP was used for HGEO and PLAN courses. HGP courses can be used in place of HGEO or PLAN courses provided they have the same course numbers. for example HGP 381 can be used in place of either HGEO 381 or PLAN 381. Similarly, HGEO or PLAN courses of the same number can be used in place of HGP courses for those following earlier versions of the Calendar</p> <p>Program Requirements Honors in Human Geography requires a minimum of ★48 and a maximum of ★54 at the senior level in HGP, HGEO, EAS 221, and approved cross-listed courses.</p> <p>Course Requirements The following must be included:</p> <p>EAS 100 - Planet Earth EAS 221 - Introduction to Geographical Information Systems and Remote Sensing HGEO 100 - Introduction to Human Geography and Planning HGEO 240 - Cities and Urbanism HGEO 250 - Sustainable Development and Environmental Management HGEO 252 - Human Dimensions of Environmental Hazards HGEO 399 - Research Methods in Human Geography HGEO 496 - Undergraduate Thesis HGEO 499 - Practical Study in Human Geography</p> <p>★6 selected from HGEO 341 - Social and Cultural Geography HGEO 342 - The Spatial Economy HGEO 343 – Geographies of Health and Health Care</p> <p>Approved cross listed courses:</p>

ANTHR 323

EAS 221 - Introduction to Geographical Information Systems and Remote Sensing
 PHIL 355 - Environmental Ethics
 SOC 251 - Population and Society

Promotion Requirements

Promotion from year to year requires a GPA of at least 3.0 with an average of at least 3.3 in **HGP** and approved cross-listed courses.

Graduation Requirements

Graduation with Honors in Human Geography requires a graduation average of at least 3.0 with an average of at least 3.3 in senior level HGP and approved cross-listed courses. Graduation with First Class Honors requires an average of at least 3.7 in all senior level HGP and approved cross-listed courses and an average of at least 3.5 on all courses in the final year (last ★30).

Combined Honors in Human Geography

[...]

Program Requirements

The common requirements in a Combined Honors program are the same as for other Honors programs (refer to Bachelor of Arts (Honors)).

A Combined Honors degree in Human Geography and another discipline requires a minimum of ★36 at the senior level in HGP and approved cross-listed courses and a minimum of ★36 in the other discipline.

With the permission of the Honors Advisors, students pursuing Combined Honors in Human Geography may write an honors research project that is supervised jointly by both disciplines and in which the content integrates both disciplines. Students will register in INT D 520 (★6) instead of **HGP** 496.

Course Requirements

The following courses must be included:

EAS 100 - Planet Earth
HGP 100 - Introduction to Human Geography and Planning
HGP 399 - Research Methods in Human Geography and Planning
 HIST 496 - Topics in the History of Science
HGP 499 - ~~Practical Study in Human Geography and Planning~~

At least three of

EAS 221 - Introduction to Geographical Information Systems and Remote Sensing
HGP 240 - Cities and Urbanism
HGP 250 - **Natural Resources** and Environmental Management
HGP 252 - Human Dimensions of Environmental Hazards

At least two of

HGP 341 - Social and Cultural Geography
HGP 342 - The Spatial Economy
HGP 343 - Geographies of Health & Health Care

Approved cross listed courses:

See Bachelor of Arts (BA) (5) for Faculty of Arts regulations pertaining to cross-listed courses.

EAS 221 - Introduction to Geographical Information Systems and Remote Sensing
 PHIL 355 - Environmental Ethics
 SOC 251 - Population and Society

Promotion Requirements

Promotion from year to year requires a GPA of at least 3.0 with an average of at least 3.3 in **HGEO** and approved cross-listed courses.

Graduation Requirements

Graduation with Honors in Human Geography requires a graduation average of at least 3.0 with an average of at least 3.3 in senior level HGP, **HGEO** and approved cross-listed courses. Graduation with First Class Honors requires an average of at least 3.7 in all senior level HGP, **HGEO** and approved cross-listed courses and an average of at least 3.5 on all courses in the final year (last ★30).

Combined Honors in Human Geography

[...]

Program Requirements

The common requirements in a Combined Honors program are the same as for other Honors programs (refer to Bachelor of Arts (Honors)).

A Combined Honors degree in Human Geography and another discipline requires a minimum of ★36 at the senior level in HGP, **HGEO** and approved cross-listed courses and a minimum of ★36 in the other discipline.

With the permission of the Honors Advisors, students pursuing Combined Honors in Human Geography may write an honors research project that is supervised jointly by both disciplines and in which the content integrates both disciplines. Students will register in INT D 520 (★6) instead of **HGEO** 496.

Course Requirements

The following courses must be included:

EAS 100 - Planet Earth
HGEO 100 - Introduction to Human Geography and Planning
HGEO 399 - Research Methods in Human Geography
 HIST 496 - Topics in the History of Science
HGEO 499 – **Human Geography Field School**

★9 selected from

EAS 221 - Introduction to Geographical Information Systems and Remote Sensing
HGEO 240 - Cities and Urbanism
HGEO 250 - **Sustainable Development** and Environmental Management
HGEO 252 - Human Dimensions of Environmental Hazards

★6 selected from

HGEO 341 - Social and Cultural Geography
HGEO 342 - The Spatial Economy
HGEO 343 – Geographies of Health & Health Care

See Bachelor of Arts (BA) for Faculty of Arts regulations pertaining to cross-listed courses.

ANTHR 323

EAS 221 - Introduction to Geographical Information Systems and Remote Sensing
 PHIL 355 - Environmental Ethics
 SOC 251 - Population and Society

Promotion and Graduation Requirements

In a Combined Honors program, students are required to meet the promotion and graduation standards of each discipline. See Honors in Human Geography.

Approved cross listed courses:

See Bachelor of Arts (BA) for Faculty of Arts regulations pertaining to cross-listed courses.

EAS 221 - Introduction to Geographical Information Systems and Remote Sensing
 PHIL 355 - Environmental Ethics
 SOC 251 - Population and Society

Promotion and Graduation Requirements

In a Combined Honors program, students are required to meet the promotion and graduation standards of each discipline. See Honors in Human Geography.

Department Contact: Nancy Thompson	Department Council Approval Date: 04/15/19
Chair or Designate: Murray Gingras	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Earth and Atmospheric Sciences**

Change: **Program**

Rationale: as part of the HGP to HGEO/PLAN change
https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37015

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: Underline and highlight additions
<p>Bachelor of Design (BDes)</p> <p>Program Regulations</p> <p>Admission Requirements: See Bachelor of Fine Arts (Art and Design) and Bachelor of Design.</p> <p>[...]</p> <p>For students undertaking the Social Sciences Route, Social Science Option courses must be chosen from the following disciplines:</p> <p>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)</p> <p>Interdisciplinary Undergraduate (INT D) - subject to approval by the advisor Linguistics (LING) Middle Eastern and African Studies (MEAS)</p> <p>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) [...]</p>	<p>Bachelor of Design (BDes)</p> <p>Program Regulations</p> <p>Admission Requirements: See Bachelor of Fine Arts (Art and Design) and Bachelor of Design.</p> <p>[...]</p> <p>For students undertaking the Social Sciences Route, Social Science Option courses must be chosen from the following disciplines:</p> <p>Anthropology (ANTHR) Community Service-Learning (CSL) Earth and Atmospheric Studies (EAS- only those courses designated as Arts EAS X9X) Economics (ECON) History (HIST) <u>Human Geography (HGEO)</u></p> <p>Interdisciplinary Undergraduate (INT D) - subject to approval by the advisor Linguistics (LING) Middle Eastern and African Studies (MEAS) <u>Planning (PLAN)</u></p> <p>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) [...]</p>

Department Contact: Nancy Thompson	Department Council Approval Date: 04/15/19
Chair or Designate: Murray Gingras	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Earth and Atmospheric Sciences**

Change: **Program**

Rationale: as part of the HGP to HGEO/PLAN change

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37026

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p style="font-size: 24pt; font-weight: bold; margin-bottom: 10px;">Planning [Arts]</p> <hr/> <p>[...]</p> <p style="font-size: 24pt; font-weight: bold; margin-bottom: 10px;">Major in Planning</p> <hr/> <p style="font-weight: bold; margin-bottom: 10px;">Degree of BA</p> <hr/> <p>Students taking the BA degree with a major in Planning have a very structured program with many required courses. All of the following are required.</p> <p>Year 1</p> <hr/> <ul style="list-style-type: none"> • EAS 100 - Planet Earth • HGP 100 - Introduction to Human Geography and Planning • ★6 junior ENGL or ★3 junior ENGL and ★3 junior WRS • ECON 101 - Introduction to Microeconomics • STAT 141 - Introduction to Statistics OR STAT 151 - Introduction to Applied Statistics I • ★6 in options or minor • ★6 in One Language Other than English (LOE) unless waived, then may take options or courses for minor <p>Year 2</p> <hr/> <ul style="list-style-type: none"> • EAS 221 - Introduction to Geographical Information Systems and Remote Sensing • HGP 210 - Introductory Planning History and Practice • HGP 211 - Introduction to Design Fundamentals for Planners • HGP 240 - Cities and Urbanism 	<p style="font-size: 24pt; font-weight: bold; margin-bottom: 10px;">Planning [Arts]</p> <hr/> <p>[...]</p> <p style="font-size: 24pt; font-weight: bold; margin-bottom: 10px;">Major in Planning</p> <p style="font-size: 10pt; margin-bottom: 10px;"><u>Special Note: Prior to the 2020/21 Calendar, the Course Designation of HGEO was used for HGEO and PLAN courses, HGEO courses can be used in place of HGEO or PLAN courses provided they have the same course numbers. For example HGEO 399 can be used in place of either HGEO 399 or PLAN 399. Similarly, HGEO or PLAN courses of the same number can be used in place of HGEO courses for those following earlier versions of the Calendar.</u></p> <hr/> <p style="font-weight: bold; margin-bottom: 10px;">Degree of BA</p> <hr/> <p>Students taking the BA degree with a major in Planning have a very structured program with many required courses. All of the following are required.</p> <p>Year 1</p> <hr/> <ul style="list-style-type: none"> • EAS 100 - Planet Earth • <u>HGEO</u> 100 Introduction to Human Geography and Planning • ★6 junior ENGL or ★3 junior ENGL and ★3 junior WRS • ECON 101 - Introduction to Microeconomics • STAT 141 - Introduction to Statistics OR STAT 151 - Introduction to Applied Statistics I • ★6 in options or minor • ★6 in One Language Other than English (LOE) unless waived, then may take options or courses for minor <p>Year 2</p> <hr/> <ul style="list-style-type: none"> • EAS 221 - Introduction to Geographical Information Systems and Remote Sensing • <u>PLAN</u> 210 - Introductory Planning History and Practice • <u>PLAN</u> 211 - Introduction to Design Fundamentals for Planners • <u>HGEO</u> 240 - Cities and Urbanism

- HGP 250 - Natural Resources and Environmental Management
- ★15 Minors and Options

Year 3

- HGP 310 - Land Use Planning and Policy
- HGP 315 - Community Planning and Engagement
- HGP 316 - Planning Law
- HGP 317 - Planning Theory
- HGP 355 - Environmental Planning
- HGP 399 - Research Methods in Human Geography and Planning
- HGP 381 - Topics In Human Geography and Planning
- HGP 381 - Topics In Human Geography and Planning (first repeat)
- ★6 in options or minor

Year 4

- HGP 410 - Professional Planning Practice and Ethics
- HGP 412 - Finance for Planners
- HGP 495 - Planning Studio
- HGP 485 - Advanced Topics in Planning
- HGP 485 - Advanced Topics in Planning (first repeat)
- ★9 in options or minor

★6 selected from

- Int D 401 - Internship Capstone
- HGP 443 - Environment and Health
- HGP 450 - Resource Management and Environmental Policy
- HGP 452 - Human Dimensions of Environmental Change
- HGP 470 - Geographical Information Systems and Advanced Cartography for Social Science
- HGP 481 - Advanced Topics in Human Geography
- HGP 497 - Directed Study in Human Geography or Planning I
- HGP 499 - Practical Study in Human Geography and Planning

Notes

- Students who are majoring in Planning cannot minor in Human Geography.
- Courses that count as senior level Planning courses include HGP 210, HGP 211, HGP 310, HGP 315, HGP 316, HGP 317, HGP 355, HGP 381, HGP 399, HGP 401, HGP 410, HGP 412, HGP 485, HGP 495. Students cannot take more than ★48 in these courses.
- Students can take other EAS and HGP courses and these will not count towards the ★48 maximum allowed for the BA Planning Major.

- HGEO 250 - Sustainable Development and Environmental Management
- ★15 Minors and Options

Year 3

- PLAN 310 - Land Use Planning and Policy
- PLAN 315 - Community Planning and Engagement
- PLAN 316 - Planning Law
- PLAN 317 - Planning Theory
- PLAN 355 - Environmental Planning
- PLAN 399 - Research Methods in Planning
- ★12 in options or minor

Year 4

- PLAN 410 - Professional Planning Practice and Ethics
- PLAN 412 - Finance for Planners
- PLAN 495 - Planning Studio
- ★6 in PLAN 485 (Variable Topics Course, may be repeated)
- ★9 in options or minor

★6 selected from

- Any HGEO or PLAN 3XX or 4XX courses

Notes

Students who are majoring in Planning cannot minor in Human Geography.

Cooperative Education (Work Experience) Route

The Cooperative Education (Work Experience) Route gives students who have completed their ~~third~~ year of study in the BA Planning Major, including successful completion of ~~HGP 310 and HGP 315 (or equivalent)~~, and who present a Faculty Grade Point Average of at least 2.3, an opportunity for extended, paid work experience. The placement lasts for four, eight or 12 months, and, after completing the reporting requirements, a student can receive university credit for the experience. The Work Experience designation will appear on the degree parchments of students who have successfully completed the placement. During the placement, students are considered full-time students of the University. Work experience courses have no weight and are graded credit/no credit, and recorded on the student's transcript. The Work Experience Program Advisor maintains contact at approximately three month intervals with the student and the person designated by the employer to be responsible for the student's progress. This arrangement ensures satisfaction on all sides. If the review shows the situation is not satisfactory, the placement may be terminated and the student would then return to classes at the next available opportunity. The graduation requirement for the Work Experience program designation includes successful completion of a least WKEXP 801 and WKEXP 802 ~~plus INT D 401. INT D 401 must be taken in the term immediately following completion of the WKEXP period.~~

Cooperative Education (Work Experience) Route

The Cooperative Education (Work Experience) Route gives students who have completed their ~~second~~ year of study in the BA Planning Major, including successful completion of ~~PLAN 210~~, and who present a Faculty Grade Point Average of at least 2.3, an opportunity for extended, paid work experience. The placement lasts for four, eight or 12 months, and, after completing the reporting requirements, a student can receive university credit for the experience. The Work Experience designation will appear on the degree parchments of students who have successfully completed the placement. During the placement, students are considered full-time students of the University. Work experience courses have no weight and are graded credit/no credit, and recorded on the student's transcript. The Work Experience Program Advisor maintains contact at approximately three month intervals with the student and the person designated by the employer to be responsible for the student's progress. This arrangement ensures satisfaction on all sides. If the review shows the situation is not satisfactory, the placement may be terminated and the student would then return to classes at the next available opportunity. The graduation requirement for the Work Experience program designation includes successful completion of a least WKEXP 801 and WKEXP 802.

Department Contact: Nancy Thompson	Department Council Approval Date: 04/15/19
Chair or Designate: Murray Gingras	Signature:

This package contains: **Undergraduate - Minor Program Changes**

Faculty approval path and dates:

AAC Date: 04,14,21	AEC Date: 05,06,21	AFC Date: 05, 27, 21
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Page	Department or Unit	What is Changing
2	AWE / Planning	Work EXP
3	Music	BMus/BEd Elementary
5	Music	BMus/BEd Secondary
8	Emails of Support – BMus/BEd	
10	Political Science	Minor in International Studies
12	Sociology	Criminology - Add option course

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Faculty / Undergraduate Student Services

Change: Program


Rationale: These changes are being proposed to reflect current practice, including removal of specific course pre-requisite requirements for participation in work experience and the removal of the INT D 401 capstone course that is no longer being required.

All Work exercise programs were updated in 2021-22 but Arts Planning was overlooked.

https://calendar.ualberta.ca/preview_program.php?catoid=33&poiid=37115&hl=%22INT+D+401%22&returnto=search

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Planning [Arts]</p> <p>[...]</p> <p>Cooperative Education (Work Experience) Route The Cooperative Education (Work Experience) Route gives students who have completed their third year of study in the BA Planning Major, including successful completion of HGP 310 and HGP 315 (or equivalent), and who present a Faculty Grade Point Average of at least 2.3, an opportunity for extended, paid work experience. The placement lasts for four, eight or 12 months, and, after completing the reporting requirements, a student can receive university credit for the experience. The Work Experience designation will appear on the degree parchments of students who have successfully completed <u>the placement.</u></p> <p>[...]</p> <p>The graduation requirement for the Work Experience program designation includes successful completion of a least WKEXP 801 and WKEXP 802 plus INT D 401. INT D 401 must be taken in the term immediately following completion of the WKEXP period.</p>	<p>Planning [Arts]</p> <p>[...]</p> <p>Cooperative Education (Work Experience) Route The Cooperative Education (Work Experience) Route gives students who have completed <u>a minimum of *48 credits</u> in the BA Planning Major and who present a Faculty Grade Point Average of at least 2.3, an opportunity for extended, paid work experience. <u>The work experience</u> lasts for four, eight or 12 months, and, after completing the reporting requirements, <u>students who successfully complete at least 8 months of work can receive a Work Experience designation on their degree parchment.</u> The graduation requirement for the Work Experience program designation includes successful completion of a least WKEXP 801 and WKEXP 802.</p> <p>[...]</p>

Department Contact: Sandeep Agrawal	Department Council Approval Date:
Chair or Designate: Sandeep Agrawal	Signature: 

Submission Deadlines: 20-21 Calendar - October 14, 2019

21-22 Calendar - November 11, 2019; January 13, 2020; March 16, 2020; April 13, 2020

Department: MUSIC

Change: Program - Change (substantive)

Why is this change being proposed and who was consulted?

The changes proposed here are the result of a curriculum review process, with multiple meetings held over the 2018-2020 academic years involving all members of the Department of Music faculty, students, and representatives from the Faculty of Education and the Edmonton Public Schools curriculum office.

Associate Dean Bill Dunn was consulted and has indicated that the Department of Elementary Education supports these changes. (email dated Jan. 28, 2021 shared with artscalendar@ualberta.ca)


https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37105&returnto=9977

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>[...]</p> <p>BMus/Bed (Elementary) [Arts]</p> <p>Program Requirements</p> <p>[...]</p> <p>Year 1 (★33)</p> <p>★6 of approved junior ENGL (Element I)</p> <p>MUSIC 125 - Applied Music</p> <p>MUSIC 102 - Introduction to World Music (Element V)</p> <p>MUSIC 140 - Choral Ensemble OR</p> <p>MUSIC 141 - Instrumental Ensemble</p> <p>MUSIC 151 - Aural and Keyboard Skills I</p> <p>MUSIC 155 - Music Theory I</p> <p>MUSIC 156 - Music Theory II</p> <p>MUSIC 280 - Introduction to the Study of Western Music History</p> <p>Element II Mathematics or Statistics (★3). See Components of the Program.</p> <p>Year 2 (★33)</p> <p>EDU 100 - Contexts of Education</p> <p>MUSIC 207 - Instruments for Children <i>[moved down and added to "One of" list]</i></p> <p>MUSIC 225 - Applied Music</p> <p>MUSIC 251 - Aural and Keyboard Skills II</p> <p>MUSIC 255 - Music Theory III</p> <p>MUSIC 256 - Music Theory IV</p> <p>MUSIC 283 - Western Art Music, 1600-1850 OR MUSIC 284 - Western Art Music, 1850-present</p> <p>MUSIC 440 - Choral Ensemble OR</p>	<p>[...]</p> <p>BMus/Bed (Elementary) [Arts]</p> <p>Program Requirements</p> <p>[...]</p> <p>Year 1 (★33)</p> <p>★6 of approved junior ENGL (Element I)</p> <p>MUSIC 125 - Applied Music</p> <p>MUSIC 151 - Aural and Keyboard Skills I</p> <p>MUSIC 155 - Music Theory I</p> <p>MUSIC 156 - Music Theory II</p> <p><u>MUSIC 186 - Musical Life in the Contemporary World</u> (Element V)</p> <p><u>MUSIC 129 Fundamental Keyboard Skills OR</u></p> <p><u>MUSIC, Arts, or Science option (★3) with permission from the Department of Music</u></p> <p>MUSIC 140 - Choral Ensemble OR</p> <p>MUSIC 141 - Instrumental Ensemble</p> <p>Element II Mathematics or Statistics (★3). See Components of the Program.</p> <p>Year 2 (★33)</p> <p>EDU 100 - Contexts of Education</p> <p>MUSIC 225 - Applied Music</p> <p>MUSIC 251 - Aural and Keyboard Skills II</p> <p>MUSIC 255 - Music Theory III</p> <p>MUSIC 256 - Music Theory IV</p> <p>MUSIC 283 - Western Art Music, <u>Ancient - 1800</u></p> <p>MUSIC 440 - Choral Ensemble OR</p> <p>MUSIC 441 - Instrumental Ensemble</p>

<p>MUSIC 441 - Instrumental Ensemble</p> <p><u>Second Language</u>; (★6) choose from any language other than English</p> <p>Year 3 (★33) EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement MUSIC 230 - Choral Techniques and Pedagogy MUSIC 245 - Introduction to Music Technologies MUSIC 315 - Introduction to Conducting MUSIC 417 - Choral Conducting and Pedagogy MUSIC 425 - Applied Music</p> <p>MUSIC 440 - Choral Ensemble OR MUSIC 441 - Instrumental Ensemble</p> <p>Element III Social Science (★3) See Components of the Program. Element IV Natural Science (★3) See Components of the Program.</p> <p>One of MUSIC 103 - Introduction to Popular Music MUSIC 206 - History of Jazz MUSIC 283 - Western Art Music, 1600-1850 MUSIC 284 - Western Art Music, 1850-present MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology</p> <p>[...]</p>	<p><u>One Language Other than English</u> (★6) choose from any language other than English <u>OR</u> <u>MUSIC, Arts, or Science Option (★6) (see Note 1)</u></p> <p>One of <u>MUSIC 207 - Instruments for Children</u> <u>MUSIC 218 - Guitar, Bass, and Ukulele Techniques</u> <u>MUSIC 301 Music Pedagogy I</u></p> <p>Notes</p> <ol style="list-style-type: none"> 1. <u>The Language Other than English (★6) requirement can be replaced with MUSIC, Arts, or Science Option (★6) for students who have</u> <ol style="list-style-type: none"> a. <u>successfully completed a Language Other than English at the 30-level (or equivalent), or</u> b. <u>been required to take an English Language Proficiency test for admission</u> <p>Year 3 (★33) EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement MUSIC 245 - Introduction to Music Technologies MUSIC 284 - Western Art Music, <u>1800 -Present</u> MUSIC 315 - Introduction to Conducting MUSIC 417 - Choral Conducting and Pedagogy MUSIC 425 - Applied Music</p> <p>MUSIC 440 - Choral Ensemble OR MUSIC 441 - Instrumental Ensemble</p> <p>Element III Social Science (★3) See Components of the Program. Element IV Natural Science (★3) See Components of the Program.</p> <p>One of MUSIC 103 - Introduction to Popular Music MUSIC 206 - History of Jazz MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology</p> <p>[...]</p>
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In which academic year is this change is this change required? **2021-2022**

Department contact name: <i>Stephen Tchir</i>	Department Council Approval Date: <i>02/05/2020</i>
Chair or Designate name: <i>William Street</i>	Signature: 

Submission Deadlines: 20-21 Calendar - October 14, 2019

21-22 Calendar - November 11, 2019; January 13, 2020; March 16, 2020; April 13, 2020

Department: MUSIC
Change: Program - Change (substantive)
Why is this change being proposed and who was consulted?

The changes proposed here are the result of a curriculum review process, with multiple meetings held over the 2018-2020 academic years involving all members of the Department of Music faculty, students, and representatives from the Faculty of Education and the Edmonton Public Schools curriculum office.

Professor Tom Dust was consulted and has indicated that the Department of Secondary Education supports these changes. (Feb. 17, 2021 email shared with artscalendar@ualberta.ca)

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37105&returnto=9977

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>BMus/Bed (Secondary) [Arts]</p> <p>[...]</p> <p>Year 1 (★33)</p> <p>★6 of approved junior ENGL MUSIC 125 - Applied Music</p> <p>MUSIC 102 - Introduction to World Music OR MUSIC 129 - Fundamental Keyboard Skills</p> <p>MUSIC 140 - Choral Ensemble OR MUSIC 141 - Instrumental Ensemble</p> <p>MUSIC 151 - Aural and Keyboard Skills I MUSIC 155 - Music Theory I MUSIC 156 - Music Theory II</p> <p>Minor (★6): choose any course from the specific Teaching Minor</p> <p>Year 2 (★33)</p> <p>EDU 100 - Contexts of Education</p> <p>MUSIC 102 - Introduction to World Music OR Music option (★3): (See Notes 1 and 2)</p> <p>MUSIC 225 - Applied Music MUSIC 245 - Introduction to Music Technologies MUSIC 251 - Aural and Keyboard Skills II MUSIC 255 - Music Theory III MUSIC 256 - Music Theory IV</p> <p>MUSIC 440 - Choral Ensemble OR MUSIC 441 - Instrumental Ensemble</p>	<p>BMus/Bed (Secondary) [Arts]</p> <p>[...]</p> <p>Year 1 (★33)</p> <p>★6 of approved junior ENGL MUSIC 125 - Applied Music MUSIC 151 - Aural and Keyboard Skills I MUSIC 155 - Music Theory I MUSIC 156 - Music Theory II</p> <p>Minor (★6): choose any course from the specific Teaching Minor</p> <p><u>MUSIC 186 - Musical Life in the Contemporary World</u> OR MUSIC 129 - Fundamental Keyboard Skills (See <u>Note 1</u>)</p> <p>MUSIC 140 - Choral Ensemble OR MUSIC 141 - Instrumental Ensemble</p> <p>Notes</p> <p><u>1. MUSIC 129 must be taken by those students who have failed the Piano Proficiency Examination.</u></p> <p>Year 2 (★33)</p> <p>EDU 100 - Contexts of Education</p> <p><u>MUSIC 186 - Musical Life in the Contemporary World</u> OR <u>MUSIC</u> option (★3): (See Notes 1 and 2)</p> <p>MUSIC 225 - Applied Music MUSIC 245 - Introduction to Music Technologies MUSIC 251 - Aural and Keyboard Skills II MUSIC 255 - Music Theory III MUSIC 256 - Music Theory IV</p> <p>MUSIC 440 - Choral Ensemble OR MUSIC 441 - Instrumental Ensemble</p>

Second Language: (★6) choose from any one language other than English

Notes

1. MUSIC 102 must be taken by those students who have failed the Piano Proficiency Examination.
2. MUSIC option: must be taken by those students who have passed the Piano Proficiency Examination.

Year 3 (★33)

EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
MUSIC 213 - Woodwind Techniques
MUSIC 214 - Brass Techniques
MUSIC 215 - Percussion Techniques
MUSIC 280 - Introduction to the Study of Western Music History
MUSIC 315 - Introduction to Conducting
MUSIC 425 - Applied Music

Music option (★3)

EDSE 3XX (minor) (★3) *[moved to Year 4]*

Minor (★3): choose any course from the specific Teaching Minor. See Education Chart 2 Requirements for Major Teaching Subject in the Secondary Education Route

Years 4 and 5 (★63)

~~MUSIC 230 - Choral Techniques and Pedagogy~~

~~MUSIC 440 - Choral Ensemble OR~~

~~MUSIC 441 - Instrumental Ensemble *[moved to year 3]*~~

~~MUSIC 283 - Western Art Music, 1600-1850 OR~~
~~MUSIC 284 - Western Art Music, 1850-present~~

EDPY 304 - Adolescent Development and Learning
EDPS 410 - Ethics and Law in Teaching
EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs

Minor (★9) See Education Chart 2 Requirements for Minor Teaching Subject in the Secondary Education Route.

One of

MUSIC 103 - Introduction to Popular Music
MUSIC 206 - History of Jazz
MUSIC 314 - Music in Canada
MUSIC 365 - Topics in Ethnomusicology

One Language Other than English (★6) choose from any language other than English **OR**

MUSIC, Arts, or Science Option (★6) (see Note 3)

Notes

1. MUSIC 186 must be taken by those students who have failed the Piano Proficiency Examination.
2. MUSIC option: must be taken by those students who have passed the Piano Proficiency Examination.

3. The Language Other than English (★6) requirement can be replaced with MUSIC, Arts, or Science Option (★6) for students who have

- a. **successfully completed a Language Other than English at the 30-level (or equivalent), or**
- b. **been required to take an English Language Proficiency test for admission**

Year 3 (★33)

EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
MUSIC 213 - Woodwind Techniques
MUSIC 214 - Brass Techniques
MUSIC 215 - Percussion Techniques
MUSIC 283 - Western Art Music, Ancient - 1800
MUSIC 315 - Introduction to Conducting
MUSIC 425 - Applied Music

MUSIC 218 Guitar, Bass, and Ukulele Techniques OR

MUSIC 301 Music Pedagogy I

MUSIC 440 - Choral Ensemble OR

MUSIC 441 - Instrumental Ensemble *[moved from Year 4]*

Minor (★3): choose any course from the specific Teaching Minor. See Education Chart 2 Requirements for Major Teaching Subject in the Secondary Education Route

Years 4 (★33)

MUSIC 284 - Western Art Music, 1800 - Present

MUSIC 416 - Instrumental Conducting

MUSIC 417 - Choral Conducting and Pedagogy

EDPY 304 - Adolescent Development and Learning
EDPS 410 - Ethics and Law in Teaching
EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs

EDSE 3XX (minor) (★3) *[moved from Year 3]*

Minor (★9) See Education Chart 2 Requirements for Minor Teaching Subject in the Secondary Education Route.

One of


MUSIC 103 - Introduction to Popular Music
MUSIC 206 - History of Jazz
MUSIC 314 - Music in Canada
MUSIC 365 - Topics in Ethnomusicology

Year 5: Field Experience Terms (★30)

Courses taken in the Field Experience Terms are normally taken concurrently.

<p>One of MUSIC 416 - Instrumental Conducting MUSIC 417 - Choral Conducting and Pedagogy MUSIC 431 - Band Techniques</p>	<p><u>Introductory Professional Term (★15) [must take this in Fall Term]</u></p> <p><u>EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term</u> <u>EDPY 303 - Educational Assessment</u> <u>EDSE 307 - Language, Literacy and Society in Educational Contexts</u> <u>EDSE 343 - Curriculum and Teaching Music in the Secondary School: Wind Band I</u></p> <p><u>Advanced Professional Term (★15) [Must take this in Winter Term]</u></p> <p><u>EDFX 450 - Secondary Route: Advanced Field Experience</u> <u>EDSE 443 - Curriculum and Teaching for Secondary School Music: Wind Band II</u> <u>EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</u></p>
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In which academic year is this change is this change required? **2021-2022**

<p>Department contact name: <i>Stephen Tchir</i></p>	<p>Department Council Approval Date: <i>02/05/2020</i></p>
<p>Chair or Designate name: <i>William Street</i></p>	<p>Signature: </p>

On Thu, Feb 18, 2021 at 8:32 AM Bill Dunn <wdunn@ualberta.ca> wrote:

Hi Stephen,

The changes for the elementary route are expected to go for departmental approval next week, and they will then go for approval at the faculty level on March 25. We will then forward them on to the Registrar's Office.

Best regards,

Bill

William Dunn, PhD

Associate Dean, Teacher Education

On Feb 17, 2021, at 9:50 AM, Stephen Tchir <stchir@ualberta.ca> wrote:

Hi Bill, Tom,

Sorry for the late reply. Thank you, Bill, for looking into this and securing approval from the Department of Elementary Education. I'll let you know if I need anything more to proceed (in terms of Letter of Support, something formal, etc.).

Do we officially have approval from the Department of Secondary Ed as well for the BMus/BEd (Secondary) changes? I'm trying to recall if there was need for Tom to put this to the Secondary Ed Department Council for approval?

Please let me know. I think our timeline/deadline for submitting these changes is March 31.

Thanks!

Stephen

On Thu, Jan 28, 2021 at 10:43 AM Bill Dunn <wdunn@ualberta.ca> wrote:

Hello Stephen,

I have communicated with the Dept of Elementary Education, and we can support the changes. We will initiate the calendar change process on our end. The changes will need to clear governance for final approval, and I believe they would go to our Undergraduate Academic Affairs Council for a vote on March 25. Hopefully that will fit with your timeline. Please let me know if you have any questions or if you need anything else.

Best regards,

Bill

William Dunn, PhD

Associate Dean, Teacher Education

On Dec 4, 2020, at 11:04 AM, Stephen Tchir <stchir@ualberta.ca> wrote:

Good Morning Kathy,

I'm writing to request the Department of Education's approval and support of our curriculum changes to the BMus/BEd Elementary program. I believe you are already familiar with these proposed changes and had indeed approved them, but what we require now for the changes to pass through governance is a Letter of Support from the Faculty of Education once these changes have been officially approved by your Department Council and the Education Faculty Council.

I have copied Bill Dunn, who is aware of both this proposed BMus/BEd Elementary program change and a similar one to the BMus/BEd Secondary program that requires the same approval (which I've shared with Tom Dust).

We are not on an urgent timeline, however, we would like to re-submit these changes to our Faculty within the next few months.

Please let me know if you have any questions or concerns.

Best,

Stephen

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Stephen Tchir, MA

Pronouns: he/his

Undergraduate Advisor / Department of Music

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Political Science**

Change: **Program**

Rationale:

The lists of courses have not been reviewed for a while. EDPS proposed a second, quite appropriate course to accompany EDPS 425.

There were only two courses in the “Core courses – Political” list (compared with five in both the “Economic” and “Cultural” lists). We believe POL S 201 is a way of including an important perspective on international politics, since colonization is inherently international and political. We move POL S 359 up, since it is a popular, basic IR course taught under various topics.

SC PO 261 and 262 (NTD POL S 261) were included in the “Additional courses” list, for historical reasons to which we are not privy. SC PO (and AUPOL) equivalents to POL S courses are recognized by USS, so they are superfluous here.

In “Additional courses,” we deleted two extinct POL S courses; we substituted 400-level courses that represent a diversity of international studies in Political Science. Two of these courses are new as of 2020-2021.


Greg Anderson, who is the Advisor for the Minor, and Judy Garber, Undergraduate Chair, prepared this list in consultation with Faculty of Arts Student Programs.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38078

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>Minor in International Studies [Arts]</p> <p>[...]</p> <p>Core courses - Political These core courses focus upon the political aspects of international studies:</p> <p>POL S 261 - International Relations POL S 364 - Introduction to International Political Economy</p> <p>[...]</p> <p>Additional courses The following courses also engage political, economic, and/or cultural aspects of international studies, and can also be counted toward the minor:</p> <p>ECON 442 - The Economics of Financial Markets EDPS 425 - Global Education: Issues and Strategies for Teachers ENGL 481 - Studies in Empire and the Postcolonial</p>	<p>Minor in International Studies [Arts]</p> <p>[...]</p> <p>Core courses - Political These core courses focus upon the political aspects of international studies:</p> <p><u>POL S 201 - Introduction to Indigenous Politics</u> POL S 261 - International Relations <u>POL S 359 - Topics in International Politics</u> [moved up] POL S 364 - Introduction to International Political Economy <u>SC PO 261 – Relations internationales I</u> [moved up]</p> <p>[...]</p> <p>Additional courses The following courses also engage political, economic, and/or cultural aspects of international studies, and <u>may</u> be counted toward the minor:</p> <p>ECON 442 - The Economics of Financial Markets <u>EDPS 422 - International Development Education</u> EDPS 425 - Global Education: Issues and Strategies for Teachers ENGL 481 - Studies in Empire and the Postcolonial</p>

<p>HIST 339 - The Modern British Empire and the Commonwealth Experience HIST 490 - Topics in British Empire and Commonwealth History POL S 359 - Topics in International Politics [move up] POL S 365 POL S 434 POL S 443 - Globalization, Ethnic Politics and the Nation-State POL S 462 - Political Economy of Global Governance SC PO 261 - Relations internationales I [move up] SC PO 262 - Relations internationales II SOC 370 - Racism and Decolonization WGS 310 - Gender and Social Justice in Contemporary Africa</p>	<p>HIST 339 - The Modern British Empire and the Commonwealth Experience HIST 490 - Topics in British Empire and Commonwealth History POL S 443 - Globalization, Ethnic Politics and the Nation-State POL S 458 - United States Foreign Policy POL S 462 - Political Economy of Global Governance POL S 464 - Gender, Conflict and Security POL S 467 - Chinese Foreign Policy POL S 468 - International Organization SOC 370 - Racism and Decolonization WGS 310 - Gender and Social Justice in Contemporary Africa</p>
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<p>Department Contact: Judith A. Garber, Associate Chair (Undergraduate) or Greg Anderson, Advisor</p>	<p>Department Council Approval Date: March 23, 2021</p>
<p>Chair or Designate: Judith A. Garber, Associate Chair (Undergraduate)</p>	<p>Signature: </p>

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Sociology

Change: Program


Rationale: (why is this change being proposed and who was consulted?)

We would like to add SOC 424 – Gangs and Violence a recently approved course offered in our Department to the list of required 400 level course options. We have consulted with the faculty in our department who are criminologists and their support for this is unanimous. UTC has also approved the change. This will provide students with more variety in terms of substantive content and will also help with course scheduling (more courses to choose from). This is especially important as we move forward with expanding the enrolment in the Criminology program. Offering more courses is a critical part to our program expansion. This course relates directly to the field of Criminology and will add to the range of topics to which our students can choose from.

https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38125&hl=%22Criminology%22&returnto=search

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Bachelor of Arts (Criminology) [...]</p> <p>Program Requirements [...]</p> <p>Subjects of concentration: [...]</p> <p>Any two of the following: SOC 402 - Topics in Sociology (with prior department approval) SOC 403 - Individual Study (with prior department approval) SOC 418 - Qualitative Methods in Social Research SOC 420 - Topics in Criminal Justice SOC 421 - Sociology of Punishment SOC 423 - Crime and Public Policy</p> <p>SOC 425 – Sociology of Terrorism SOC 427 - Immigration, Ethnicity, and Crime SOC 429 – Sociology of Law SOC 430 - Women and Crime SOC 456 - Data Analysis and Research</p> <p>[...]</p>	<p>Bachelor of Arts (Criminology) [...]</p> <p>Program Requirements [...]</p> <p>Subjects of concentration: [...]</p> <p>Any two of the following: SOC 402 - Topics in Sociology (with prior department approval) SOC 403 - Individual Study (with prior department approval) SOC 418 - Qualitative Methods in Social Research SOC 420 - Topics in Criminal Justice SOC 421 - Sociology of Punishment SOC 423 - Crime and Public Policy <u>SOC 424 – Gangs and Violence</u> SOC 425 – Sociology of Terrorism SOC 427 - Immigration, Ethnicity, and Crime SOC 429 – Sociology of Law SOC 430 - Women and Crime SOC 456 - Data Analysis and Research</p> <p>[...]</p>

Department Contact: Wendy Aujla	Department Council Approval Date: March 26, 2021
Chair or Designate: Alison Dunwoody	Signature: 

**Augustana Faculty
Course Changes
For **Early Implementation** in Fall 2021**

Current	Proposed
<p>AUBIO 108 - Introduction to Marine Biology ★ 3 (fi 6) (second term, 3-0-3/2) Introduction to the diversity of marine ecosystems and the adaptations of marine organisms to their environment. Notes: The course does not count toward the major, concentration, or minor in Biology. The course is available only as part of the Augustana in Cuba Program.</p>	<p>AUBIO 108 - Introduction to Marine Biology ★ 3 (fi 6) (second term, 3-0-3/2) Introduction to the diversity of marine ecosystems and the adaptations of marine organisms to their environment. Notes: The course does not count toward the major, concentration, or minor in Biology. The course is available only as part of the Cuba semester abroad program.</p>
<p>AUCHE 325 - Analysis III ★ 3 (fi 6) (either term, 3-0-0) Theory and application of nuclear magnetic resonance spectroscopy, infrared spectroscopy and mass spectrometry. Prerequisite: AUCHE 320. Note: Credit may be obtained for only one of AUCHE 320 (2021) and AUCHE 325.</p>	<p>AUCHE 325 - Analysis III ★ 3 (fi 6) (either term, 3-0-0) Theory and application of nuclear magnetic resonance spectroscopy, infrared spectroscopy and mass spectrometry. Prerequisite: AUCHE 323. Note: Credit may be obtained for only one of AUCHE 320 (2021) and AUCHE 325.</p>
<p>AUIDS 292 - Integrative Studies (Cuba) ★ 3 (fi 6) (second term, 3-0-0) This is a mandatory course for all students attending the Augustana in Cuba program. The course will integrate various disciplinary considerations with the student's experiences while living and studying for a semester in Cuba. Themes will include: Cuban society and culture, Cuba in a Latin American context, Cuba and the world. Note: Credit may be obtained for only one of AUIDS 292 and AUSPA 250. The course is available only as part of the Augustana in Cuba Program. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>	<p>AUIDS 292 - Integrative Studies (Cuba) ★ 3 (fi 6) (second term, 3-0-0) This is a mandatory course for all students attending the Augustana in Cuba program. The course will integrate various disciplinary considerations with the student's experiences while living and studying for a semester in Cuba. Themes will include: Cuban society and culture, Cuba in a Latin American context, Cuba and the world. Note: Credit may be obtained for only one of AUIDS 292 and AUSPA 250. The course is available only as part of the Cuba semester abroad program. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>
<p>AUIDS 301 Community Partnership Project ★ 6 (fi 12) (variable, variable) A project-based non-disciplinary course that allows students to work in small groups on a specific problem posed by a real stakeholder under the guidance of a faculty advisor. Prerequisite: AUIDS 201.</p>	<p>AUIDS 301 Community Partnership Project ★ 6 (fi 12) (variable, variable) The Community Partnership Project is a project-based course in the Augustana Core. With the support of a faculty advisor, students will work in small multidisciplinary groups on a specific issue raised by a community partner. This course introduces students to the skills and knowledge they need to work professionally with community partners, while reinforcing their ability to work</p>

	<u>collaboratively on a project.</u> Prerequisite: AIDS 201.
AUPOL 239 - Cuban Government and Politics ★ 3 (fi 6) (second term, 3-0-0) Survey of Cuban state institutions, political ideas, the Organs of Popular Power, the Communist Party of Cuba, and mass organizations. Note: Credit may be obtained for only one of AUPOL 239 and AUSPA 252. The course is available only as part of the <u>Augustana in Cuba Program.</u>	AUPOL 239 - Cuban Government and Politics ★ 3 (fi 6) (second term, 3-0-0) Survey of Cuban state institutions, political ideas, the Organs of Popular Power, the Communist Party of Cuba, and mass organizations. Note: Credit may be obtained for only one of AUPOL 239 and AUSPA 252. The course is available only as part of the <u>Cuba semester abroad program.</u>
AUSCI 115 - Scientific Inquiry in Biological Sciences ★ 3 (fi 6) (either term, 1-0-3) Introduction to the scientific process and methods in biological sciences. Hands-on, project-based introduction to the scope of biology, diversity of life, levels of organization of biological systems and essential laboratory and field techniques.	AUSCI 115 - Scientific Inquiry in Biological Sciences ★ 3 (fi 6) (either term, 1-0-3) Introduction to the scientific process and methods in biological sciences. Hands-on, project-based introduction to the scope of biology, diversity of life, levels of organization of biological systems and essential laboratory and field techniques. <u>Note: Credit may not be obtained for AUSCI 115 if AUBIO 111 was completed prior to 2021.</u>
AUSCI 125 - General Chemistry Lab I ★ 3 (fi 6) (either term, 1-0-3) Introduction to the scientific process and methods in chemical sciences. Hands-on experiments will be used to introduce key techniques and concepts in the chemistry lab, including simple aqueous reactions, manipulation of solids and liquids, titrations and stoichiometry.	AUSCI 125 - General Chemistry Lab I ★ 3 (fi 6) (either term, 1-0-3) Introduction to the scientific process and methods in chemical sciences. Hands-on experiments will be used to introduce key techniques and concepts in the chemistry lab, including simple aqueous reactions, manipulation of solids and liquids, titrations and stoichiometry. <u>Note: Credit may not be obtained for AUSCI 125 if AUCHE 110 was completed prior to 2021.</u>
AUSCI 430 - Ethical Issues in Computing and Mathematics ★ 3 (fi 6) (either term, 3-0-0) This course explores a variety of ethical issues related to computing and mathematics. Students will study ethical theory, professional codes of ethics, and apply them to make moral decisions. Topics involve information privacy and security, surveillance, cryptography, data mining, intellectual property and copyrights, computer crime and abuse, etc. The course includes extensive writing assignments and oral presentations. Prerequisite: At least *15 in Computing Science or Mathematics or at least third-year standing.	AUSCI 430 - Ethical Issues in Computing and Mathematics ★ 3 (fi 6) (either term, 3-0-0) This course explores a variety of ethical issues related to computing and mathematics. Students will study ethical theory, professional codes of ethics, and apply them to make moral decisions. Topics involve information privacy and security, surveillance, cryptography, data mining, intellectual property and copyrights, computer crime and abuse, etc. The course includes extensive writing assignments and oral presentations. Prerequisite: At least *15 in Computing Science or Mathematics or at least third-year standing. <u>Note: Credit may be obtained for only one of AUCSC 490 (2021) and AUSCI 430.</u>
AUSPA 103 - Introductory Spanish I	AUSPA 103 - Introductory Spanish I

<p>★ 3 (fi 6) (either term, variable) Introduction to the Spanish language designed to develop functional oral skills and a rudimentary reading and writing ability in Spanish through class instruction, seminars, and immersion experience, including living with Spanish speakers. Corequisite: Participation in <u>an Augustana Learning and Beyond offering in Spanish Latin America</u>. Notes: Credit may be obtained for only one of AUSPA 101 and 103.</p>	<p>★ 3 (fi 6) (either term, variable) Introduction to the Spanish language designed to develop functional oral skills and a rudimentary reading and writing ability in Spanish through class instruction, seminars, and immersion experience, including living with Spanish speakers. Corequisite: Participation in <u>the Cuba semester abroad program</u>. Notes: Credit may be obtained for only one of AUSPA 101 and 103.</p>
<p>AUSPA 104 - Introductory Spanish II ★ 3 (fi 6) (either term, variable) Continuation of introduction to the Spanish language designed to develop functional oral skills and a rudimentary reading and writing ability in Spanish through class instruction, seminars, and immersion experience, including living with Spanish speakers. Prerequisite: AUSPA 101 or 103. Corequisite: Participation in <u>an Augustana Learning and Beyond offering in Spanish Latin America</u>. Notes: Credit may be obtained for only one of AUSPA 102 and 104.</p>	<p>AUSPA 104 - Introductory Spanish II ★ 3 (fi 6) (either term, variable) Continuation of introduction to the Spanish language designed to develop functional oral skills and a rudimentary reading and writing ability in Spanish through class instruction, seminars, and immersion experience, including living with Spanish speakers. Prerequisite: AUSPA 101 or 103. Corequisite: Participation <u>the Cuba semester abroad program</u>. Notes: Credit may be obtained for only one of AUSPA 102 and 104.</p>
<p>AUSPA 203 - Intermediate Spanish I ★ 3 (fi 6) (either term, variable) Stress on oral communication through immersion, including living with native Spanish speakers. A continuation of speaking, listening, reading and writing skills and understanding Hispanic culture that was begun at the first year level of Spanish. Completion of the verb system and introduction to translation and interpretation. Prerequisite: AUSPA 102 or 104. Corequisite: Participation in <u>an Augustana Learning and Beyond offering in Spanish Latin America</u>. Notes: Credit may be obtained for only one of AUSPA 201, 203.</p>	<p>AUSPA 203 - Intermediate Spanish I ★ 3 (fi 6) (either term, variable) Stress on oral communication through immersion, including living with native Spanish speakers. A continuation of speaking, listening, reading and writing skills and understanding Hispanic culture that was begun at the first year level of Spanish. Completion of the verb system and introduction to translation and interpretation. Prerequisite: AUSPA 102 or 104. Corequisite: Participation in <u>the Cuba semester abroad program</u>. Notes: Credit may be obtained for only one of AUSPA 201, 203.</p>
<p>AUSPA 204 - Intermediate Spanish II ★ 3 (fi 6) (either term, variable) A continuation of AUSPA 203. Stress on oral communication through immersion, including living with native Spanish speakers. A continuation of speaking, listening, reading, and writing skills and understanding Hispanic culture that was begun at the first year level of Spanish. Completion of the verb system and introduction to translation and interpretation. Prerequisite: AUSPA 201 or 203. Corequisite: Participation in <u>an Augustana Learning and Beyond offering in Spanish Latin</u></p>	<p>AUSPA 204 - Intermediate Spanish II ★ 3 (fi 6) (either term, variable) A continuation of AUSPA 203. Stress on oral communication through immersion, including living with native Spanish speakers. A continuation of speaking, listening, reading, and writing skills and understanding Hispanic culture that was begun at the first year level of Spanish. Completion of the verb system and introduction to translation and interpretation. Prerequisite: AUSPA 201 or 203. Corequisite: Participation in <u>the Cuba semester abroad program</u>. Notes: Credit may be obtained for only one of AUSPA 202, and 204.</p>

<p>America. Notes: Credit may be obtained for only one of AUSPA 202, and 204.</p>	
<p>AUSPA 250 - Integrated Studies (Cuba) ★ 3 (fi 6) (second term, 3-0-0) This is a mandatory course for all students attending the Augustana-in-Cuba program. The course will integrate various disciplinary considerations with the student’s experiences while living and studying for a semester in Cuba. Themes will include: Cuban society and culture, Cuba in a Latin American context, Cuba and the world. Notes: Credit may be obtained for only one of AUSPA 250 and AUIDS 292. The course is available only as part of the Augustana-in-Cuba Program. Costs of the program beyond and including regular tuition are the responsibility of the student. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>	<p>AUSPA 250 - Integrated Studies (Cuba) ★ 3 (fi 6) (second term, 3-0-0) This is a mandatory course for all students attending the Augustana-in-Cuba program. The course will integrate various disciplinary considerations with the student’s experiences while living and studying for a semester in Cuba. Themes will include: Cuban society and culture, Cuba in a Latin American context, Cuba and the world. Notes: Credit may be obtained for only one of AUSPA 250 and AUIDS 292. The course is available only as part of the Cuba semester abroad program. Costs of the program beyond and including regular tuition are the responsibility of the student. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.</p>
<p>AUSPA 252 - Cuban Government and Politics ★ 3 (fi 6) (second term, 3-0-0) Survey of Cuban state institutions, political ideas, the Organs of Popular Power, the Communist Party of Cuba, and mass organizations. Notes: Credit may be obtained for only one of AUSPA 252 and AUPOL 239. The course is available only as part of the Augustana-in-Cuba Program.</p>	<p>AUSPA 252 - Cuban Government and Politics ★ 3 (fi 6) (second term, 3-0-0) Survey of Cuban state institutions, political ideas, the Organs of Popular Power, the Communist Party of Cuba, and mass organizations. Notes: Credit may be obtained for only one of AUSPA 252 and AUPOL 239. The course is available only as part of the Cuba semester abroad program.</p>
<p>AUSPA 253 - Women in Contemporary Cuba ★ 3 (fi 6) (second term, 3-0-0) Sociological examination of the life of women in contemporary Cuba, focusing on the experience of women within families, workplaces and education. Notes: Credit may be obtained for only one of AUSPA 253 and AUSOC 279. The course is available only as part of the Augustana-in-Cuba Program.</p>	<p>AUSPA 253 - Women in Contemporary Cuba ★ 3 (fi 6) (second term, 3-0-0) Sociological examination of the life of women in contemporary Cuba, focusing on the experience of women within families, workplaces and education. Notes: Credit may be obtained for only one of AUSPA 253 and AUSOC 279. The course is available only as part of the Cuba semester abroad program.</p>
<p>AUSPA 303 - Advanced Spanish I ★ 3 (fi 6) (either term, variable) Designed to develop further the comprehension, speaking, writing and reading skills acquired in Intermediate Spanish through classroom instruction, excursions and immersion experience, including living with native Spanish speakers. Improvement in overall fluency, enhanced knowledge of Hispanic culture and review of key grammatical concepts are integral to the course. Prerequisite: AUSPA 202 or 204.</p>	<p>AUSPA 303 - Advanced Spanish I ★ 3 (fi 6) (either term, variable) Designed to develop further the comprehension, speaking, writing and reading skills acquired in Intermediate Spanish through classroom instruction, excursions and immersion experience, including living with native Spanish speakers. Improvement in overall fluency, enhanced knowledge of Hispanic culture and review of key grammatical concepts are integral to the course. Prerequisite: AUSPA 202 or 204.</p>

<p>Corequisite: Participation in an Augustana Learning and Beyond offering in Spanish Latin America. Notes: Credit may be obtained for only one of AUSPA 301 and 303.</p>	<p>Corequisite: Participation in the Cuba semester abroad program. Notes: Credit may be obtained for only one of AUSPA 301 and 303.</p>
<p>AUSPA 304 - Advanced Spanish II ★ 3 (fi 6) (either term, variable) Continuation of AUSPA 303. Designed to develop further the comprehension, speaking, writing and reading skills acquired in Intermediate Spanish through classroom instruction, excursions and immersion experience, including living with native Spanish speakers. Improvement in overall fluency, enhanced knowledge of Hispanic culture and review of key grammatical concepts are integral to the course. Prerequisite: AUSPA 301 or 303. Corequisite: Participation in an Augustana Learning and Beyond offering in Spanish Latin America. Notes: Credit may be obtained for only one of AUSPA 302 and 304.</p>	<p>AUSPA 304 - Advanced Spanish II ★ 3 (fi 6) (either term, variable) Continuation of AUSPA 303. Designed to develop further the comprehension, speaking, writing and reading skills acquired in Intermediate Spanish through classroom instruction, excursions and immersion experience, including living with native Spanish speakers. Improvement in overall fluency, enhanced knowledge of Hispanic culture and review of key grammatical concepts are integral to the course. Prerequisite: AUSPA 301 or 303. Corequisite: Participation in the Cuba semester abroad program. Notes: Credit may be obtained for only one of AUSPA 302 and 304.</p>
<p>AUSPA 404 - Advanced Spanish III ★ 3 (fi 6) (either term, variable) Designed to develop further the comprehension, speaking, writing and reading skills acquired in Advanced Spanish through classroom instruction, excursions and immersion experience, including living with native Spanish speakers. Improvement in overall fluency, enhanced knowledge of Hispanic culture and review of key grammatical concepts are integral to the course. Prerequisite: AUSPA 302 or AUSPA 304. Corequisite: Participation in an Augustana Learning and Beyond offering in Spanish Latin America.</p>	<p>AUSPA 404 - Advanced Spanish III ★ 3 (fi 6) (either term, variable) Designed to develop further the comprehension, speaking, writing and reading skills acquired in Advanced Spanish through classroom instruction, excursions and immersion experience, including living with native Spanish speakers. Improvement in overall fluency, enhanced knowledge of Hispanic culture and review of key grammatical concepts are integral to the course. Prerequisite: AUSPA 302 or AUSPA 304. Corequisite: Participation in the Cuba semester abroad program.</p>
<p>AUSPA 405 - Advanced Spanish IV ★ 3 (fi 6) (either term, variable) Designed to develop further the comprehension, speaking, writing and reading skills acquired in Advanced Spanish through classroom instruction, excursions and immersion experience, including living with native Spanish speakers. Improvement in overall fluency, enhanced knowledge of Hispanic culture and review of key grammatical concepts are integral to the course. Prerequisite: AUSPA 402 or AUSPA 404. Corequisite: Participation in an Augustana Learning and Beyond offering in Spanish Latin America.</p>	<p>AUSPA 405 - Advanced Spanish IV ★ 3 (fi 6) (either term, variable) Designed to develop further the comprehension, speaking, writing and reading skills acquired in Advanced Spanish through classroom instruction, excursions and immersion experience, including living with native Spanish speakers. Improvement in overall fluency, enhanced knowledge of Hispanic culture and review of key grammatical concepts are integral to the course. Prerequisite: AUSPA 402 or AUSPA 404. Corequisite: Participation in the Cuba semester abroad program.</p>
<p>AUSOC 279 - Women in Contemporary Cuba ★ 3 (fi 6) (second term, 3-0-0) Sociological examination of the life of women in</p>	<p>AUSOC 279 - Women in Contemporary Cuba ★ 3 (fi 6) (second term, 3-0-0) Sociological examination of the life of women in</p>

contemporary Cuba, focusing on the experience of women within families, workplaces, and education. Note: Credit may be obtained for only one of AUSOC 279 and AUSPA 253. The course is available only as part of the <u>Augustana in Cuba Program</u> .	contemporary Cuba, focusing on the experience of women within families, workplaces, and education. Note: Credit may be obtained for only one of AUSOC 279 and AUSPA 253. The course is available only as part of the <u>Cuba semester abroad program</u> .
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Changes approved by Augustana Faculty Council, May 10, 2021

**Faculty of Nursing
Calendar Change Request Form
For Early Implementation in 2021-2022**

CURRENT	PROPOSED
New Course	INT D 247 - Resilience ★ 3 (fi 6) (either term, 3-0-0) This interdisciplinary survey course provides an in-depth exploration of resilience and what it means to individuals and society in general. Resilience is viewed as an essential component of society to enhance the quality of life for all. The course has a number of experiential components to ensure students not only know what resilience is but to feel it in their bodies. No prerequisite is required.

Rationale:

INT D 247 is a new course that fits with other Nursing sponsored courses related to emotional intelligence, competence and agility (i.e. INT D 248 Loneliness Matters and INT D 249 The Science of Joy and Happiness) .

Approval:

Undergraduate Curriculum Committee Consultation – April 1, 2021

Faculty Caucus Discussed – April 21 and 22, 2021

Faculty of Nursing Council/Executive Committee Approved – May 25, 2021

Final Approval by University Governance –

3-171 Edmonton Clinic Health Academy
11405 – 87 Ave
Edmonton, Alberta, Canada T6G 1C9
Tel: 780.492.3362
Fax: 780.492.1217
www.pharmacy.ualberta.ca

Calendar Change Request Form

Implementation Type: Normal Early

Implementation Calendar Year: 2021-22

Type of Change: Program Regulations New Course Course Deletion Course Change Editorial

Current	Proposed
<p>Course Listings</p> <p>...</p> <p>Pharm 410 – Special Topics in Pharmacy ★ 1 (fi-2) (either term or Spring/Summer, variable) Covers specialized topics of current interest in pharmacy practice and pharmaceutical sciences.</p>	<p>Course Listings</p> <p>...</p> <p>PHARM 410 - Interprofessional Education Elective ★ 1 (fi 2) (variable, variable) Application of interprofessional competencies within a specific healthcare context. Note: content topics vary from year to year; course title is variable. Prerequisite: Pharm 210. (Restricted to Pharmacy students or with consent of the Faculty.)</p>

Rationale: Updated course description better reflects course content to be developed and delivered in new PharmD curriculum.

Notes: For the 2021-22 Calendar

Submitted by:		
Jill Hall Assistant Dean, Professional Programs		
Faculty Approval:	Curriculum Committee Original Date: March 17 2021	Faculty Council Date: May 3, 2021

Calendar Change Request Form

Implementation Type: Normal Early

Implementation Calendar Year: 2021-22

Type of Change: Program Regulations New Course Course Deletion Course Change Editorial

Current	Proposed
<p>Doctor of Pharmacy (PharmD) (1) Doctor of Pharmacy (PharmD) The Doctor of Pharmacy (PharmD) for students entering the program is a four year program.....</p> <p>Year 3 (★38) PHARM 401 - Toxicology and Pharmacogenomics PHARM 410 - Special Topics in Pharmacy PHARM 412 - Behavioural, Administrative, Social and Evidence-based Pharmacy 5 PHARM 413 - Behavioural, Administrative, Social and Evidence-based Pharmacy 6 PHARM 420 - Patient Care Skills 5 PHARM 423 - Patient Care Skills 6 PHARM 443 - Pharmacotherapy 6 PHARM 444 - Pharmacotherapy 7 PHARM 445 - Pharmacotherapy 8 PHARM 446 - Pharmacotherapy 9 PHARM 448 - Pharmacotherapy 10 PHARM 454 - Introductory Pharmacy Practice Experience Part 2 *Elective (★3)</p>	<p>Doctor of Pharmacy (PharmD) 1) Doctor of Pharmacy (PharmD) The Doctor of Pharmacy (PharmD) for students entering the program is a four year program.....</p> <p>Year 3 (★38) PHARM 401 - Toxicology and Pharmacogenomics PHARM 410 - Interprofessional Education Elective or equivalent (see list provided by Faculty) PHARM 412 - Behavioural, Administrative, Social and Evidence-based Pharmacy 5 PHARM 413 - Behavioural, Administrative, Social and Evidence-based Pharmacy 6 PHARM 420 - Patient Care Skills 5 PHARM 423 - Patient Care Skills 6 PHARM 443 - Pharmacotherapy 6 PHARM 444 - Pharmacotherapy 7 PHARM 445 - Pharmacotherapy 8 PHARM 446 - Pharmacotherapy 9 PHARM 448 - Pharmacotherapy 10 PHARM 454 - Introductory Pharmacy Practice Experience Part 2 *Elective (★3)</p>

Rationale: Updated course title better reflects course content to be developed and delivered in new PharmD curriculum alongside an indication of the variety of interprofessional education electives primarily developed and delivered by other health science faculties deemed appropriate learning for pharmacy students (e.g. INT D 408, REHAB 502, MED 517)

Notes: For the 2021-22 Calendar

Submitted by:

Jill Hall Assistant Dean, Professional Programs

3-171 Edmonton Clinic Health Academy
11405 - 87 Ave
Edmonton, Alberta, Canada T6G 1C9
Tel: 780.492.3362
Fax: 780.492.1217
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Faculty Approval:	Curriculum Committee Original Date: March 17, 2021	Faculty Council Date: May 3, 2021
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Calendar Change Request Form

Implementation Type: Normal Early

Implementation Calendar Year: 2021-22

Type of Change: Program Regulations New Course Course Deletion Course Change Editor

Current	Proposed
<p>PHARM 501 - Critical Analysis of Evidence in Practice ★ 3 (fi 6) (first term, 3-1s-0) Focus is on the synthesis of evidence from various sources and addresses complex issues in pharmacy practice to build on the student's understanding of study design, evidence-based clinical practice, and critical appraisal. Students will gain experience by using a variety of information sources to discuss drug information assignments and practice enhancement issues. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)</p> <p>PHARM 502 - Advanced Patient Care Skills and Health Assessment ★ 3 (fi 6) (first term, 3-0-1.5) Features health assessment, the patient care process, care planning, and documentation as fundamental elements of a framework for patient-centred care. Incorporates lab-based simulations and assignments to provide students with the opportunity to acquire the knowledge and skills required for practice. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)</p> <p>PHARM 503 - Advanced Pharmacotherapy ★ 6 (fi 12) (first term, 6-1s-0) Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to</p>	

critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD students or with Faculty consent.) Pre or corequisites: PHARM 501 and 502, or consent of the Faculty.

PHARM 504 - Frameworks for Teams, Collaboration and Education in Pharmacy Practice

★ 3 (fi 6) (first term, 3-0-0) Provides students with the theoretical foundations to prepare them for practice in an interprofessional team environment and the preparation of and ongoing learning of professionals, and education of patients and groups of patients. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)

PHARM 505 - PharmD Seminars

★ 1-3 (variable) (variable, variable) This capping course is designed to evaluate students' ability to integrate knowledge and skills in pharmacy practice. Provides a forum throughout the program for students to integrate experience gained through coursework with experiential learning. A conference style presentation, poster, paper and professional portfolio are required. Course may be repeated. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)

PHARM 511 - Experiential Learning Part 1

★ 6 (fi 12) (either term or Spring/Summer, 240 hours) The PharmD student will be expected to demonstrate professional competencies in the provision of patient

PHARM 504 - Frameworks for Teams, Collaboration and Education in Pharmacy Practice

★ 3 (fi 6) (variable, variable) Provides students with the theoretical foundations to prepare them for practice in an interprofessional team environment and the preparation of and ongoing learning of professionals, and education of patients and groups of patients. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)

PHARM 511 - Experiential Learning Part 1

★ 6 (fi 12) (either term or Spring/Summer, 240 hours) The PharmD student will be expected to demonstrate professional competencies in the provision of patient

care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care as part of an interprofessional team. Prerequisites: PHARM 501 or 521, 502 or 522, 503 or 523/533, 504 or 524/534/544, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

PHARM 512 - Experiential Learning Part 2

★ 6 (fi 12) (either term or Spring/Summer, 240 hours)
The PharmD student will be expected to demonstrate professional competencies in the provision of patient care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care in an acute care setting. Prerequisites: PHARM 501 or 521, 502 or 522, 503 or 523/533, 504 or 524/534/544, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

PHARM 513 - Experiential Learning Part 3

★ 6 (fi 12) (either term or Spring/Summer, 240 hours)
The PharmD student will be expected to demonstrate professional competencies in the provision of patient care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care in an ambulatory or community practice setting. Prerequisites: PHARM 501 or 521, 502 or 522, 503 or 523/533, 504 or 524/534/544, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care as part of an interprofessional team. Prerequisites: PHARM 501 or 521, 502 or 522, 503 or 523 or 533, 504 or 524/534/544, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

PHARM 512 - Experiential Learning Part 2

★ 6 (fi 12) (either term or Spring/Summer, 240 hours)
The PharmD student will be expected to demonstrate professional competencies in the provision of patient care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care in an acute care setting. Prerequisites: PHARM 501 or 521, 502 or 522, 503 or 523 or 533, 504 or 524/534/544, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

PHARM 513 - Experiential Learning Part 3

★ 6 (fi 12) (either term or Spring/Summer, 240 hours)
The PharmD student will be expected to demonstrate professional competencies in the provision of patient care. Direct patient care activities will include health assessment, therapeutic drug monitoring, provision of drug information, and contributing to patient care in an ambulatory or community practice setting. Prerequisites: PHARM 501 or 521, 502 or 522, 503 or 523 or 533, 504 or 524/534/544, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

PHARM 514 - Experiential Learning Part 4

★ 6 (fi 12) (either term or Spring/Summer, 240 hours)

The PharmD student will complete a placement in a patient-care practice setting as outlined in PHARM 511, 512 or 513. Credit may be obtained more than once. Prerequisites: PHARM 501 or 521, 502 or 522, 503 or 523, 533, 504 or 524/534/544, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

PHARM 515 - Experiential Learning Part 5

★ 6 (fi 12) (either term or Spring/Summer, 240 hours)

PharmD students are required to design and complete a practice-based placement including objectives, activities and an assessment mechanism. The placement proposal is subject to approval by the preceptor and the Course Coordinator. Travel and accommodation costs are the responsibility of the student. Credit may be obtained more than once. Prerequisites: PHARM 501 or 521, 502 or 522, and with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

PHARM 521 - Critical Analysis of Evidence in Practice

★ 3 (fi 6) (variable, variable) Focus is on the synthesis

of evidence from various sources and addresses complex issues in pharmacy practice to build on the student's understanding of study design, evidence-based clinical practice, and critical appraisal. Students will gain experience by using a variety of information sources to discuss drug information assignments and practice enhancement issues. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.

PHARM 514 - Experiential Learning Part 4

★ 6 (fi 12) (either term or Spring/Summer, 240 hours)

The PharmD student will complete a placement in a patient-care practice setting as outlined in PHARM 511, 512 or 513. Credit may be obtained more than once. Prerequisites: PHARM 501 or 521, 502 or 522, 503 or 523 or 533, 504 or 524/534/544, or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

PHARM 515 - Experiential Learning Part 5

★ 6 (fi 12) (either term or Spring/Summer, 240 hours)

PharmD students are required to design and complete a practice-based placement including objectives, activities and an assessment mechanism. The placement proposal is subject to approval by the preceptor and the Course Coordinator. Travel and accommodation costs are the responsibility of the student. Credit may be obtained more than once. Prerequisites: PHARM 501 or 521 or with Faculty consent. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD for Practicing Pharmacists students).

(Restricted to PharmD Students or with Faculty consent.)

PHARM 522 - Advanced Patient Care Skills and Health Assessment

★ 3 (fi 6) (variable, variable) Features health assessment, the patient care process, care planning, and documentation as fundamental elements of a framework for patient-centred care. Incorporates lab-based simulations and assignments to provide students with the opportunity to acquire the knowledge and skills required for practice. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)

PHARM 523 - Advanced Pharmacotherapy - Part 1

★ 3 (fi 6) (variable, variable) Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites: PHARM 521 and 522, or consent of the Faculty. Corequisites: PHARM 524

PHARM 524 - Frameworks for Teams, Collaboration and Education in Pharmacy Practice - Part 1

★ 1 (fi 2) (variable, variable) Provides students with the theoretical foundations to prepare them for collaborative practice in an interprofessional team

PHARM 523 - Advanced Pharmacotherapy - Part 1

★ 3 (fi 6) (variable, variable) Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD students or with Faculty consent.) Prerequisites: PHARM 521 or consent of the Faculty.

environment. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent. Corequisites: PHARM 523.

PHARM 525 - PharmD Seminars - Part 1

★ 1 (fi 2) (Spring/Summer, variable) This capping course is designed to evaluate students' ability to integrate knowledge and skills in pharmacy practice. Provides a forum for students to integrate experience gained through coursework taken to date with their professional practice. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)

PHARM 533 - Advanced Pharmacotherapy - Part 2

★ 3 (fi 6) (variable, variable) Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD students or with Faculty consent.)
Prerequisites: PHARM 523, or consent of the Faculty.
Corequisites: PHARM 534.

PHARM 534 - Frameworks for Teams, Collaboration and Education in Pharmacy Practice - Part 2

★ 1 (fi 2) (variable, variable) Provides students with the theoretical foundations to prepare them for

PHARM 525 - PharmD Seminars - Part 1

★ 1 (fi 2) (variable, variable) This capping course is designed to evaluate students' ability to integrate knowledge and skills in pharmacy practice. Provides a forum for students to integrate experience gained through coursework taken to date with their professional practice. Sections offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.) **Prerequisites: PHARM 521 or consent of the Faculty.**

PHARM 533 - Advanced Pharmacotherapy - Part 2

★ 3 (fi 6) (variable, variable) Explores selected pharmacotherapy topics and provides an opportunity for students to integrate knowledge and skills. Topics will be explored using the primary literature to critically evaluate emerging controversies and therapeutic dilemmas and addresses advanced skills and knowledge required for monitoring outcomes of drug therapy including interpreting drug levels and adjusting therapy. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD students or with Faculty consent.)
Prerequisites: PHARM 521 or consent of the Faculty.

collaborative practice in an interprofessional team environment. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent. Corequisites: PHARM 533.

PHARM 535 - PharmD Seminars - Part 2

★ 1 (fi 2) (variable, variable) This capping course is designed to evaluate students' ability to integrate knowledge and skills in pharmacy practice. Provides a forum for students to integrate experience gained through coursework with their professional practice and experiential learning. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.) Corequisites: PHARM 511 or 512 or 513 or 514 or 515.

PHARM 544 - Frameworks for Teams, Collaboration and Education in Pharmacy Practice - Part 3

★ 1 (fi 2) (Spring/Summer, variable) Provides students with the theoretical foundations to prepare ongoing learning of professionals, and education of patients and groups of patients. This course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)

PHARM 545 - PharmD Seminars - Part 3

★ 1 (fi 2) (variable, variable) This capping course is designed to evaluate students' ability to integrate knowledge and skills in pharmacy practice. Provides a forum for students to integrate experience gained through coursework with their professional practice and experiential learning. This distance learning

PHARM 535 - PharmD Seminars - Part 2

★ 1 (fi 2) (variable, variable) This capping course is designed to evaluate students' ability to integrate knowledge and skills in pharmacy practice. Provides a forum for students to integrate experience gained through coursework with their professional practice and experiential learning. This distance learning course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.) Prerequisite: PHARM 511 or 512 or 513 or 514.

PHARM 544 - Frameworks for Teams, Collaboration and Education in Pharmacy Practice - Part 3

★ 1 (fi 2) (variable, variable) Provides students with the theoretical foundations to prepare ongoing learning of professionals, and education of patients and groups of patients. This course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.)

PHARM 545 - PharmD Seminars - Part 3

★ 1 (fi 2) (variable, variable) This capping course is designed to evaluate students' ability to integrate knowledge and skills in pharmacy practice. Provides a forum for students to integrate experience gained through coursework with their professional practice and experiential learning. This distance learning course is offered in a Cost Recovery format at an

3-171 Edmonton Clinic Health Academy
11405 – 87 Ave
Edmonton, Alberta, Canada T6G 1C9
Tel: 780.492.3362
Fax: 780.492.1217
www.pharmacy.ualberta.ca

<p>course is offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.) Corequisites: PHARM 511 or 512 or 513 or 514 or 515.</p>	<p>increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. (Restricted to PharmD Students or with Faculty consent.) Prerequisite: PHARM 511 or 512 or 513 or 514 or 515.</p>
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Rationale: These changes enable further flexibility in how students may progress through the PharmD for Practicing Pharmacists program.

Notes: For the 2021-22 Calendar

<p>Submitted by: Jill Hall Assistant Dean, Professional Programs</p>		
<p>Faculty Approval:</p>	<p>Curriculum Committee Original Date: April 28, 2021</p>	<p>Faculty Council Date: May 3, 2021</p>

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Items Deemed Minor/Editorial A. Block Transfer Credit Agreements, Faculty of Education, Office of the Registrar B. BA and BSc Admission Requirements, Augustana Faculty C. Graduate Application Deadlines, Faculty of Education D. Name Change for the Certificate in Aboriginal Sport and Recreation Certificate, Faculty of Kinesiology, Sport, and Recreation
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Jennifer Tupper, Dean, Faculty of Education Melissa Padfield, Vice-Provost and Registrar Demetres Tryphonopoulos, Dean, Augustana Faculty Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC PC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or editorial in nature. PC's Terms of Reference provide that "‘Routine and/or Editorial’ - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Editorial or routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations."
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Programs Committee • Faculty Councils • Representatives of the Office of the Registrar
--	--

Item No. 5

Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC June 24, 2021
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21											
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.											
	<table border="0"> <tr> <td><input checked="" type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure
<input checked="" type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders											
<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation											
<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise											
<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety											
<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success											
<input type="checkbox"/> Physical Infrastructure												
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference											

Attachments

- A. Block Credit, Faculty of Education
- B. Augustana Admission Requirements
- C. Grad Sec Ed Application Deadlines
- D. KSR Certificate Name Change

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca



Administration Building
University of Alberta
Edmonton, Alberta, Canada T6G 2M7
Tel: 780.492.3723
Fax: 780.492.7172
registrarsoffice.ualberta.ca

BLOCK TRANSFER – LETTER OF AGREEMENT UNIVERSITY OF ALBERTA & BOW VALLEY COLLEGE

Purpose

TO FACILITATE STUDENT MOBILITY BETWEEN:

Bow Valley College

and

The University of Alberta, as represented by the Faculty of Education

The Parties have signed a Letter of Agreement to facilitate undergraduate student mobility within Campus Alberta, and agree to the following terms for a block-transfer for students transferring from the Early Childhood Education and Development Diploma program at Bow Valley College to the Elementary Education program in the Faculty of Education at University of Alberta, within the following specific terms:

1. SCOPE AND ELIGIBILITY

- 1.1. The program at Bow Valley College and the University of Alberta, Faculty of Education credit for which they will be credited are presented in Schedule A below. Changes must be communicated as early as possible and approved by both parties in writing.
- 1.2. This block transfer Agreement applies only to the Elementary Education program (in the Faculty of Education) at the University of Alberta. Students who are admitted to the program and who subsequently apply to switch to another baccalaureate degree program within the University of Alberta, including those in the Faculty of Education, will be subject to a course-by-course assessment of their transcripts based on the requirements of the intended program and Faculty.

2. INSTITUTIONAL CONTACTS

Each institution shall designate a contact who will be responsible for ensuring that the commitments undertaken in this Agreement are upheld and that appropriate advice and assistance are provided to students. The designated institutional contacts in this Agreement are presented in Schedule B below.

3. COMMUNICATION

The Parties commit to timely communication, through the designated liaison officers, with respect to substantive changes in courses, program requirements and other academic procedures that may have a direct impact on the transfer relationship described in this Agreement. To the extent possible, communication of such changes shall be made as early as possible in the institutional approval process to enable the parties to consider the impact of the proposed changes on their program. The Parties also commit to timely communication and to working together to ensure accuracy when promoting this block transfer option to students. Normally substantial changes to courses within the program will also be communicated to the University of Alberta through the ACAT website (Change Notification procedure).

4. PERIODIC REVIEW

The Parties will meet at least every five (negotiated but normally every two to five) years to review the terms of this agreement.

5. TERMINATION, AND AMENDMENTS

- 5.1. The Agreement shall come into effect from the date of execution and be back dated to an effective date of 2015 on behalf of both Parties and shall continue in effect until the termination of the Transfer -Letter of Agreement or until terminated by mutual agreement or in accordance with item 5.2 below.
- 5.2. Either party may terminate the Agreement on twelve (12) months written notice to the other party. In the event of termination, both parties acknowledge and agree that all students enrolled in the program as at the date of the written notice of such termination shall be entitled to the benefit of the Agreement despite its termination upon their graduation so as to ensure the fulfillment of the reasonable expectation of such students.
- 5.3. The Agreement may be amended by the mutual written consent of the Parties.


6. GENERAL RULES

- 6.1. In performance of the activities contemplated in this Agreement, neither Bow Valley College nor the University of Alberta shall be considered an agent, employee, joint venturer, or partner of the other.
- 6.2. The parties recognize that they are public bodies subject to the Freedom of Information and Protection of Privacy Act of Alberta (“FOIPP Act”), and that access to information in respect of this Agreement will be provided in accordance with the FOIPP Act. The records transferred to or collected, created, maintained or stored under this Agreement are subject to the privacy and access provisions of the FOIPP Act.
- 6.3. Each party acknowledges that it may come into possession of confidential information of the other party. Accordingly, each party agrees that it will only use such confidential information for the purposes contemplated in this Agreement and that it will not, without the prior, written consent of the other party, disclose to any third party such confidential information. For the purposes of this Agreement, “confidential information” shall not include information that was already in the public domain, information that comes into the public domain through no act of the receiving party or information that is required to be disclosed under any applicable law or by order of a court.
- 6.4 The parties will, both during and following the term of this Agreement, indemnify and save harmless each other from all costs, losses, damages, judgments, claims, demands, suits, actions, complaints or other proceedings in any manner based upon, occasioned by or attributable to any negligent act or omission done by the parties, their directors, officers, employees, agents, subcontractors or volunteers in connection with services provided, purported to be provided or required to be provided by the parties pursuant to this Agreement.
- 6.5 This Agreement shall be construed in accordance with the laws of the Province of Alberta and applicable federal laws of Canada. The parties attorn to the Alberta courts for any disputes arising here under that cannot be resolved amicably by the parties.

The duly authorized officers of the Parties have executed and delivered this Letter of Agreement on the dates indicated below.

FOR Bow Valley College

Paulette Hanna, EdD
Interim Vice President, Academic Bow Valley College
345 6 Ave SE, Calgary, AB T2G 4V1



Date

FOR The University of Alberta

William Dunn, PhD
Associate Dean, Teacher Education Undergraduate Student Services
1-107 Education North
Faculty of Education, University of Alberta Edmonton, AB T6G 2GS
780-4 92-7453



Date: March 16, 2021

SCHEDULE A – Transfer Details

Details regarding transfer credits being awarded:

Credits Transferred	Bachelor of Education (Elementary) Courses	Bow Valley College Courses
3	EDPY 301 Inclusive Education: Adapting Instruction for Students with Special Needs	ELCC1301 (3) Child Development I: Cognitive and Physical Development
3		ELCC1313 (3) Child Development II: Social-Emotional Development and Well-Being
	EDPY 302 Learning and Development in Childhood	ELCC2305 (3) Inclusive Care and Education of Young Children
		ELCC2205 (3) School Age Care
3	EDEL 355 Program Environments in Early Childhood (For EDEL 3xx)	ELCC1101 (3) Introduction to Early Childhood Education and Development
		ELCC1305 (3) Developing Through Play
		ELCC2209 (3) Caring for Infants and Toddlers
		ELCC2505 (3) Leadership and Research in Early Childhood Education and Development
		ELCC2301 (3) Observation and Documentation in Child Development
		ELCC2501 (3) Social Policy and Advocacy in Early Childhood Education and Development
3	Language/Literature Non-Education Element	ENGL1201 (3) English Composition
3	Education Elective	ELCC2201 (3) Creative Expressions: Theory and Practice
		ELCC2213 (3) Language, Literacy, and Communication in the Early Years
9	Non-Education Options	ELCC1998 (7) Introduction to Emerging Practices in Early Childhood Education and Development
	Open Options	ELCC1999 (7) Observation in Early Childhood Education and Development
6		ELCC2998 (7) Documentation in Early Childhood Education and Development
		ELCC2999 (7) Reflective Practice in Early Childhood Education and Development OR
		HMSV2999 (7) International Human Services
		SOCI1201 (3) Sociology of the Family
		COMM1101 (3) Interpersonal Relationships and Communication Skills
		HMSV1102 (3) Indigenous History, Identity and Culture
30	TOTAL	



UNIVERSITY OF ALBERTA
OFFICE OF THE REGISTRAR

Note: Either ELCC2999 (7) Reflective Practice in Early Childhood Education and Development **OR** HMSV2999 (7) International Human Services is required.

Successful completion of all courses and awarding of the diploma is required for block transfer.

Schedule B

The designated liaison officers (Subject Matter Experts) at the time of the signing of this agreement are:

a) For Bow Valley College:

Rhoena DeHaan, M. Ed. (403-410-1768)

Linda O'Donoghue, M. Ed. (403-410-3462)

Faculty, Community and Youth

Bow Valley College

345 6 Ave SE, Calgary, AB T2G 4V1

b) For the University of Alberta:

Lynne Wiltse, Ph.D.

Associate Chair Undergraduate

Associate Professor, Language and Literacy Education

Department of Elementary Education

551 Education South Tower

11210- 87 Avenue

Edmonton, Alberta, Canada T6G 2G5

Phone: (780) 492-2016



Administration Building
University of Alberta
Edmonton, Alberta, Canada T6G 2M7
Tel: 780.492.3723
Fax: 780.492.7172
registrarsoffice.ualberta.ca

BLOCK TRANSFER – LETTER OF AGREEMENT

UNIVERSITY OF ALBERTA & GRANDE PRAIRIE REGIONAL COLLEGE

Purpose

TO FACILITATE STUDENT MOBILITY BETWEEN:

Grande Prairie Regional College

and

The University of Alberta, as represented by the Faculty of Education

The Parties have signed a Letter of Agreement to facilitate undergraduate student mobility within Campus Alberta, and agree to the following terms for a block-transfer for students transferring from the Early Learning and Child Care Diploma program at Grande Prairie Regional College to the Elementary Education program in the Faculty of Education at University of Alberta, within the following specific terms:

1. SCOPE AND ELIGIBILITY

- 1.1. The program at Grande Prairie Regional College and the University of Alberta, Faculty of Education credit for which they will be credited are presented in Schedule A below. Changes must be communicated as early as possible and approved by both parties in writing.
- 1.2. This block transfer Agreement applies only to the Elementary Education program (in the Faculty of Education) at the University of Alberta. Students who are admitted to the program and who subsequently apply to switch to another baccalaureate degree program within the University of Alberta, including those in the Faculty of Education, will be subject to a course-by-course assessment of their transcripts based on the requirements of the intended program and Faculty.

2. INSTITUTIONAL CONTACTS

Each institution shall designate a contact who will be responsible for ensuring that the commitments undertaken in this Agreement are upheld and that appropriate advice and assistance are provided to students. The designated institutional contacts in this Agreement are presented in Schedule B below.

3. COMMUNICATION

The Parties commit to timely communication, through the designated liaison officers, with respect to substantive changes in courses, program requirements and other academic procedures that may have a direct impact on the transfer relationship described in this Agreement. To the extent possible, communication of such changes shall be made as early as possible in the institutional approval process to enable the parties to consider the impact of the proposed changes on their program. The Parties also commit to timely communication and to working together to ensure accuracy when promoting this block transfer option to students. Normally substantial changes to courses within the program will also be communicated to the University of Alberta through the ACAT website (Change Notification procedure).

4. PERIODIC REVIEW

The Parties will meet at least every five (negotiated but normally every two to five) years to review the terms of this agreement.

5. TERMINATION, AND AMENDMENTS

- 5.1. The Agreement shall come into effect from the date of execution and be back dated to an effective date of 2015 on behalf of both Parties and shall continue in effect until the termination of the Transfer Letter of Agreement or until terminated by mutual agreement or in accordance with item 5.2 below.
- 5.2. Either party may terminate the Agreement on twelve (12) months written notice to the other party. In the event of termination, both parties acknowledge and agree that all students enrolled in the program as at the date of the written notice of such termination shall be entitled to the benefit of the Agreement despite its termination upon their graduation so as to ensure the fulfillment of the reasonable expectation of such students.
- 5.3. The Agreement may be amended by the mutual written consent of the Parties.

6. GENERAL RULES



- 6.1. In performance of the activities contemplated in this Agreement, neither Grande Prairie Regional College nor the University of Alberta shall be considered an agent, employee, joint venturer, or partner of the other.
- 6.2. The parties recognize that they are public bodies subject to the Freedom of Information and Protection of Privacy Act of Alberta ("FOIPP Act"), and that access to information in respect of this Agreement will be provided in accordance with the FOIPP Act. The records transferred to or collected, created, maintained or stored under this Agreement are subject to the privacy and access provisions of the FOIPP Act.
- 6.3. Each party acknowledges that it may come into possession of confidential information of the other party. Accordingly, each party agrees that it will only use such confidential information for the purposes contemplated in this Agreement and that it will not, without the prior, written consent of the other party, disclose to any third party such confidential information. For the purposes of this Agreement, "confidential information" shall not include information that was already in the public domain, information that comes into the public domain through no act of the receiving party or information that is required to be disclosed under any applicable law or by order of a court.
- 6.4 The parties will, both during and following the term of this Agreement, indemnify and save harmless each other from all costs, losses, damages, judgments, claims, demands, suits, actions, complaints or other proceedings in any manner based upon, occasioned by or attributable to any negligent act or omission done by the parties, their directors, officers, employees, agents, subcontractors or volunteers in connection with services provided, purported to be provided or required to be provided by the parties pursuant to this Agreement.
- 6.5 This Agreement shall be construed in accordance with the laws of the Province of Alberta and applicable federal laws of Canada. The parties attorn to the Alberta courts for any disputes arising here under that cannot be resolved amicably by the parties.



UNIVERSITY OF ALBERTA
OFFICE OF THE REGISTRAR

The duly authorized officers of the Parties have executed and delivered this Letter of Agreement on the dates indicated below.

FOR Grande Prairie Regional College

Vanessa Sheane, PhD(c), MN, RN
Interim Vice-President, Academic and Research
Grande Prairie Regional College
10726-106 Ave,
Grande Prairie, Alberta, Canada T8V4C4
780-539-2867

Date Mar 10, 2021

FOR The University of Alberta

William Dunn, PhD
Associate Dean, Teacher Education
Undergraduate Student Services
1-107 Education North
Faculty of Education, University of Alberta
Edmonton, AB T6G 2G5
780-492-7453

Date April 26, 2021



SCHEDULE A – Transfer Details

Details regarding transfer credits being awarded:

Credits Transferred	Bachelor of Education (Elementary) Courses	GPRC Courses
3	EDPY 301 Inclusive Education: Adapting Instruction for Students with Special Needs	CD 1000 (3) Child Development
		CD 1100 (3) Child Development II
		CD 1370 (2) Guiding Children’s Behaviour I
		CD 2120 (3) School Age Care and Development
3	EDPY 302 Learning and Development in Childhood	CD 2380 (2) Guiding Children’s Behaviour II
		HS 2100 (3) Individuals with Exceptionalities
3	EDEL 355 Program Environments in Early Childhood (For EDEL 3xx)	CD 1011 (2) Introduction to Early Learning and Child Care
		CD 1020 (2) Health Nutrition and Safety
		CD 1330 (3) Understanding Children’s Play
		CD 1350 (3) Supporting Children’s Play
		CD 2020 (2) Environments for Young Children
		CD 2070 (2) Infant Toddler Care
		CD2030 (2) Administering Early Learning and Child Care Programs
3	Language/Literature Non-Education Element	HS 1130 (3) English
		HS 1217 (2) Language and Literacy
3	Education Elective	CD 1050 (3) Art, Literature and Music
		CD 2050 (3) Science, Math and Social Knowledge
9	Non-Education Options	CD 1045 (3) Practicum I
		CD 1145 (5) Practicum II
		CD 2045 (4) Practicum III
		CD 2145 (6) Practicum IV
6	Open Options	CD 2110 (2) Working with Families
		HS 1000 (2) Interpersonal Communication
		CD 2080 (2) Interpersonal Communication II
30	TOTAL	

Successful completion of all courses and awarding of the diploma is required for block transfer.



Schedule B

The designated liaison officers (Subject Matter Experts) at the time of the signing of this agreement are:

a) For Grande Prairie Regional College:

Carly McLeod, PhD, M.Sc., CHRP
Interim Dean, School of Health, Wellness and Career Studies
Grande Prairie Regional College
10726-106 Ave, Grande Prairie, Alberta, Canada T8V 4C4
780.539.2790
cmcleod@gprc.ab.ca

Brian Redmond
Dean, School of Arts, Science, and Upgrading
Grande Prairie Regional College
10726-106 Ave, Grande Prairie, Alberta, Canada T8V 4C4
780.539.2982
bredmond@gprc.ab.ca

b) For the University of Alberta:

Lynne Wiltse, Ph.D.
Associate Chair Undergraduate
Associate Professor, Language and Literacy Education
Department of Elementary Education
551 Education South Tower
11210- 87 Avenue
Edmonton, Alberta, Canada T6G 2G5
Phone: (780) 492-2016






GPRC and U of A Block Transfer Agreement Letter Feb 2021

Final Audit Report

2021-03-10

Created:	2021-03-10
By:	Terri Kettner (TKettner@gprc.ab.ca)
Status:	Signed
Transaction ID:	CBJCHBCAABAAidqzD99-xBFB-K98UoedyPYsW4h2DFkn

"GPRC and U of A Block Transfer Agreement Letter Feb 2021" History

-  Document created by Terri Kettner (TKettner@gprc.ab.ca)
2021-03-10 - 9:58:45 PM GMT- IP address: 192.139.30.254
-  Document emailed to Vanessa Sheane (vsheane@gprc.ab.ca) for signature
2021-03-10 - 10:00:19 PM GMT
-  Email viewed by Vanessa Sheane (vsheane@gprc.ab.ca)
2021-03-10 - 10:09:39 PM GMT- IP address: 192.139.30.254
-  Document e-signed by Vanessa Sheane (vsheane@gprc.ab.ca)
Signature Date: 2021-03-10 - 10:10:49 PM GMT - Time Source: server- IP address: 192.139.30.254
-  Agreement completed.
2021-03-10 - 10:10:49 PM GMT

Administration Building
University of Alberta
Edmonton, Alberta, Canada T6G 2M7
Tel: 780.492.3723
Fax: 780.492.7172
registrarsoffice.ualberta.ca

PROGRAM TRANSFER – LETTER OF AGREEMENT

UNIVERSITY OF ALBERTA & KEYANO COLLEGE

Purpose

TO FACILITATE STUDENT MOBILITY BETWEEN:

Keyano College

and

The University of Alberta, as represented by the Faculty of Education

The Parties have signed a Letter of Agreement to facilitate undergraduate student mobility within Campus Alberta, and agree to the following terms for a program-transfer for students transferring from the Early Learning and Child Care Diploma program at Keyano College to the Elementary Education program in the Faculty of Education at University of Alberta, within the following specific terms:

1. SCOPE AND ELIGIBILITY

- 1.1. The program at Keyano College and the University of Alberta, Faculty of Education credit for which they will be credited are presented in Schedule A below. Changes must be communicated as early as possible and approved by both parties in writing.
- 1.2. This program transfer Agreement applies only to the Elementary Education program (in the Faculty of Education) at the University of Alberta. Students who are admitted to the program and who subsequently apply to switch to another baccalaureate degree program within the University of Alberta, including those in the Faculty of Education, will be subject to a course-by-course assessment of their transcripts based on the requirements of the intended program and Faculty.

2. INSTITUTIONAL CONTACTS

Each institution shall designate a contact who will be responsible for ensuring that the commitments undertaken in this Agreement are upheld and that appropriate advice and assistance are provided to students. The designated institutional contacts in this Agreement are presented in Schedule B below.

3. COMMUNICATION

The Parties commit to timely communication, through the designated liaison officers, with respect to substantive changes in courses, program requirements and other academic procedures that may have a direct impact on the transfer relationship described in this Agreement. To the extent possible, communication of such changes shall be made as early as possible in the institutional approval process to enable the parties to consider the impact of the proposed changes on their program. The Parties also commit to timely communication and to working together to ensure accuracy when promoting this program transfer option to students. Normally substantial changes to courses within the program will also be communicated to the University of Alberta through the ACAT website (Change Notification procedure).

4. PERIODIC REVIEW

The Parties will meet at least every five (negotiated but normally every two to five) years to review the terms of this agreement.

5. TERMINATION, AND AMENDMENTS

- 5.1. The Agreement shall come into effect from the date of execution and be back dated to an effective date of 2019 on behalf of both Parties and shall continue in effect until the termination of the Transfer -Letter of Agreement or until terminated by mutual agreement or in accordance with item 5.2 below.
- 5.2. Either party may terminate the Agreement on twelve (12) months written notice to the other party. In the event of termination, both parties acknowledge and agree that all students enrolled in the program as at the date of the written notice of such termination shall be entitled to the benefit of the Agreement despite its termination upon their graduation so as to ensure the fulfillment of the reasonable expectation of such students.
- 5.3. The Agreement may be amended by the mutual written consent of the Parties.

6. GENERAL RULES

- 6.1. In performance of the activities contemplated in this Agreement, neither Keyano College nor the University of Alberta shall be considered an agent, employee, joint venturer, or partner of the other.

- 6.2. The parties recognize that they are public bodies subject to the Freedom of Information and Protection of Privacy Act of Alberta (“FOIPP Act”), and that access to information in respect of this Agreement will be provided in accordance with the FOIPP Act. The records transferred to or collected, created, maintained or stored under this Agreement are subject to the privacy and access provisions of the FOIPP Act.
- 6.3. Each party acknowledges that it may come into possession of confidential information of the other party. Accordingly, each party agrees that it will only use such confidential information for the purposes contemplated in this Agreement and that it will not, without the prior, written consent of the other party, disclose to any third party such confidential information. For the purposes of this Agreement, “confidential information” shall not include information that was already in the public domain, information that comes into the public domain through no act of the receiving party or information that is required to be disclosed under any applicable law or by order of a court.
- 6.4 The parties will, both during and following the term of this Agreement, indemnify and save harmless each other from all costs, losses, damages, judgments, claims, demands, suits, actions, complaints or other proceedings in any manner based upon, occasioned by or attributable to any negligent act or omission done by the parties, their directors, officers, employees, agents, subcontractors or volunteers in connection with services provided, purported to be provided or required to be provided by the parties pursuant to this Agreement.
- 6.5 This Agreement shall be construed in accordance with the laws of the Province of Alberta and applicable federal laws of Canada. The parties attorn to the Alberta courts for any disputes arising here under that cannot be resolved amicably by the parties.

The duly authorized officers of the Parties have executed and delivered this Letter of Agreement on the dates indicated below.

FOR Keyano College

Eli Ahlquist RN, EdD
Dean, School of Health & Human Services
Keyano College
8115 Franklin Avenue
Fort McMurray, AB T9H 2H7
780.791.4840



Date: March 17, 2021

FOR The University of Alberta

William Dunn, PhD
Associate Dean, Teacher Education
Undergraduate Student Services
1-107 Education North
Faculty of Education, University of Alberta
Edmonton, AB T6G 2G5
780-492-7453



Date: March 16, 2021

SCHEDULE A – Transfer Details

Details regarding transfer credits being awarded:

Credits Transferred	Bachelor of Education (Elementary) Courses	Keyano College Courses
3	EDPY 301 Inclusive Education: Adapting Instruction for Students with Special Needs	CHSD 101 (3) Child Development I
		CHSD 201 (3) Child Development II
		CHSD 104 (3) Guiding Children's Behaviour
		ELCC 331 (3) Understanding Children's Behavior
3	EDPY 302 Learning and Development in Childhood	ELCC 351 (3) School Aged Care*
		ELCC 332 (3) Inclusion in Child Care Setting
3	EDEL 355 Program Environments in Early Childhood (For EDEL 3xx)	ELCC 350 (3) Infants & Toddlers *
		ELCC 333 (3) Environments & Programming
		ELCC 106 (3) Learning Through Play
		ELCC 206 (3) Planning for Play
		ELCC 340 (3) Anti-Bias Education in Child Care
		ELCC 341 (3) Child Care Organization & Administration
		ELCC 116 (2) Nutrition, Health & Safety
3	Language/Literature Non-Education Element	ENGL 100 (3) Written Composition
3	Education Elective	ELCC 102 (3) Language and Literacy in Early Childhood
		ELCC 123 (3) Creative Experiences for Young Children
9	Non-Education Options	ELCC 110 (4) Practicum I
		ELCC 210 (5) Practicum II
		ELCC 334 (4) Practicum III
		ELCC 344 (4) Practicum IV
6	Open Options	ELCC 342 (3) Supporting Children & Families in Indigenous Contexts
		ELCC 343 (3) Interpersonal Relationships, Ethics & Team Dynamics
		CHSD 105 (2) Personal Development & Interaction
30	TOTAL	

Note: One elective is required: ELCC 351 (3) School Aged Care OR ELCC 350 (3) Infants & Toddlers

Successful completion of all courses and awarding of the diploma is required for program transfer.

Schedule B

The designated liaison officers (Subject Matter Experts) at the time of the signing of this agreement are:

a) For Keyano College:

Priscilla Lothian-Hendrix MA.,EdS
Chairperson, Human Services
Childhood Studies & Social Work
Keyano College
8115 Franklin Avenue
Fort McMurray, AB T9H 2H7
780.715.3900
Priscilla.Hendrix@keyano.ca

b) For the University of Alberta:

Lynne Wiltse, Ph.D.
Associate Chair Undergraduate
Associate Professor, Language and Literacy Education
Department of Elementary Education
551 Education South Tower
11210- 87 Avenue
Edmonton, Alberta, Canada T6G 2G5
Phone: (780) 492-2016

Administration Building
University of Alberta
Edmonton, Alberta, Canada T6G 2M7
Tel: 780.492.3723
Fax: 780.492.7172
registrarsoffice.ualberta.ca

BLOCK TRANSFER – LETTER OF AGREEMENT

UNIVERSITY OF ALBERTA & LAKELAND COLLEGE

Purpose

TO FACILITATE STUDENT MOBILITY BETWEEN:

Lakeland College

and

The University of Alberta, as represented by the Faculty of Education

The Parties have signed a Letter of Agreement to facilitate undergraduate student mobility within Campus Alberta, and agree to the following terms for a block-transfer for students transferring from the Early Learning and Child Care Diploma program at Lakeland College to the Elementary Education program in the Faculty of Education at University of Alberta, within the following specific terms:

1. SCOPE AND ELIGIBILITY

- 1.1. The program at Lakeland College and the University of Alberta, Faculty of Education credit for which they will be credited are presented in Schedule A below. Changes must be communicated as early as possible and approved by both parties in writing.
- 1.2. This block transfer Agreement applies only to the Elementary Education program (in the Faculty of Education) at the University of Alberta. Students who are admitted to the program and who subsequently apply to switch to another baccalaureate degree program within the University of Alberta, including those in the Faculty of Education, will be subject to a course-by-course assessment of their transcripts based on the requirements of the intended program and Faculty.

2. INSTITUTIONAL CONTACTS

Each institution shall designate a contact who will be responsible for ensuring that the commitments undertaken in this Agreement are upheld and that appropriate advice and assistance are provided to students. The designated institutional contacts in this Agreement are presented in Schedule B below.

3. COMMUNICATION

The Parties commit to timely communication, through the designated liaison officers, with respect to substantive changes in courses, program requirements and other academic procedures that may have a direct impact on the transfer relationship described in this Agreement. To the extent possible, communication of such changes shall be made as early as possible in the institutional approval process to enable the parties to consider the impact of the proposed changes on their program. The Parties also commit to timely communication and to working together to ensure accuracy when promoting this block transfer option to students. Normally substantial changes to courses within the program will also be communicated to the University of Alberta through the ACAT website (Change Notification procedure).

4. PERIODIC REVIEW

The Parties will meet at least every five **(negotiated but normally every two to five)** years to review the terms of this agreement.

5. TERMINATION, AND AMENDMENTS

- 5.1. The Agreement shall come into effect from the date of execution and be back dated to an effective date of 2015 on behalf of both Parties and shall continue in effect until the termination of the Transfer -Letter of Agreement or until terminated by mutual agreement or in accordance with item 5.2 below.
- 5.2. Either party may terminate the Agreement on twelve (12) months written notice to the other party. In the event of termination, both parties acknowledge and agree that all students enrolled in the program as at the date of the written notice of such termination shall be entitled to the benefit of the Agreement despite its termination upon their graduation so as to ensure the fulfillment of the reasonable expectation of such students.
- 5.3. The Agreement may be amended by the mutual written consent of the Parties.

6. GENERAL RULES

- 6.1. In performance of the activities contemplated in this Agreement, neither Lakeland College nor the University of Alberta shall be considered an agent, employee, joint venturer, or partner of the other.

- 6.2. The parties recognize that they are public bodies subject to the Freedom of Information and Protection of Privacy Act of Alberta (“FOIPP Act”), and that access to information in respect of this Agreement will be provided in accordance with the FOIPP Act. The records transferred to or collected, created, maintained or stored under this Agreement are subject to the privacy and access provisions of the FOIPP Act.
- 6.3. Each party acknowledges that it may come into possession of confidential information of the other party. Accordingly, each party agrees that it will only use such confidential information for the purposes contemplated in this Agreement and that it will not, without the prior, written consent of the other party, disclose to any third party such confidential information. For the purposes of this Agreement, “confidential information” shall not include information that was already in the public domain, information that comes into the public domain through no act of the receiving party or information that is required to be disclosed under any applicable law or by order of a court.
- 6.4 The parties will, both during and following the term of this Agreement, indemnify and save harmless each other from all costs, losses, damages, judgments, claims, demands, suits, actions, complaints or other proceedings in any manner based upon, occasioned by or attributable to any negligent act or omission done by the parties, their directors, officers, employees, agents, subcontractors or volunteers in connection with services provided, purported to be provided or required to be provided by the parties pursuant to this Agreement.
- 6.5 This Agreement shall be construed in accordance with the laws of the Province of Alberta and applicable federal laws of Canada. The parties attorn to the Alberta courts for any disputes arising here under that cannot be resolved amicably by the parties.



UNIVERSITY OF ALBERTA
OFFICE OF THE REGISTRAR

The duly authorized officers of the Parties have executed and delivered this Letter of Agreement on the dates indicated below.

FOR Lakeland College

Janice Aughey, BA, BEd
Dean, Health, Wellness and Human Services
5707 College Drive
Vermilion, AB T9X 1K5
780-853-8460

A handwritten signature in blue ink, appearing to read 'Janice Aughey', written over a horizontal line.

May 5, 2021

FOR The University of Alberta

William Dunn, PhD
Associate Dean, Teacher Education
Undergraduate Student Services
1-107 Education North
Faculty of Education, University of Alberta
Edmonton, AB T6G 2G5
780-492-7453

A handwritten signature in blue ink, appearing to read 'William Dunn', written over a horizontal line.

Date: May 17, 2021

SCHEDULE A – Transfer Details

Details regarding transfer credits being awarded:

Credits Transferred	Bachelor of Education (Elementary) Courses	GPRC Courses
3	EDPY 301 Inclusive Education: Adapting Instruction for Students with Special Needs	HS 114 (3) Human Development I
		HS 214 (3) Human Development II
		HS 155 (3) Positive Behaviour Supports
3	EDPY 302 Learning and Development in Childhood	HS 115 (3) Exploring Exceptionalities I
		HS 225 (3) Exploring Exceptionalities II
3	EDEL 355 Program Environments in Early Childhood (For EDEL 3xx)	ED 238 (3) Early Childhood Foundations
		HE 158 (3) Health, Nutrition, and Safety
		ED 120 (3) Play
		HS 230 (3) Sensory Development
		ED 235 (3) Organizational Relationships
		SS 245 (3) Infant and Toddler Care
		ED 243 (3) Curriculum Theory
3	Language/Literature Non-Education Element	CO 118 (3) Communications Skills
3	Education Elective	HS 180 (3) Creative Curriculum
		HS 182 (3) Applied Curriculum
9	Non-Education Options	ED 109 ELCC (5) Practicum I
		ED 110 ELCC (5) Practicum II
		ED 230 (5) Practicum III
		ED 231 (5) Practicum IV
6	Open Options	HS270 (5) Practicum III
		HS271 (5) Virtual Play Program Practicum
		HS 240 (3) Family Studies
		HS 242 (3) Interpersonal Relationships
		HS 202 (3) Leadership Activities
30	TOTAL	

Successful completion of all courses is required for block transfer.

Schedule B

The designated liaison officers (Subject Matter Experts) at the time of the signing of this agreement are:

a) For Lakeland College:

Joanne McDonald, MEd
Chair, Human Services
5707 College Drive
Vermilion, AB T9X 1K5
Phone: 780-853-8641



May 6, 2021

b) For the University of Alberta:

Lynne Wiltse, Ph.D.
Associate Chair Undergraduate
Associate Professor, Language and Literacy Education
Department of Elementary Education
551 Education South Tower
11210- 87 Avenue
Edmonton, Alberta, Canada T6G 2G5
Phone: (780) 492-2016

Administration Building
University of Alberta
Edmonton, Alberta, Canada T6G 2M7
Tel: 780.492.3723
Fax: 780.492.7172
registrarsoffice.ualberta.ca

BLOCK TRANSFER – LETTER OF AGREEMENT

UNIVERSITY OF ALBERTA & LETHBRIDGE COLLEGE

Purpose

TO FACILITATE STUDENT MOBILITY BETWEEN:

Lethbridge College

and

The University of Alberta, as represented by the Faculty of Education

The Parties have signed a Letter of Agreement to facilitate undergraduate student mobility within Campus Alberta, and agree to the following terms for a block-transfer for students transferring from the Early Childhood Education diploma program at Lethbridge College to the Elementary Education program in the Faculty of Education at University of Alberta, within the following specific terms:

1. SCOPE AND ELIGIBILITY

- 1.1. The program at Lethbridge College and the University of Alberta, Faculty of Education credit for which they will be credited are presented in Schedule A below. Changes must be communicated as early as possible and approved by both parties in writing.
- 1.2. This block transfer Agreement applies only to the Elementary Education program (in the Faculty of Education) at the University of Alberta. Students who are admitted to the program and who subsequently apply to switch to another baccalaureate degree program within the University of Alberta, including those in the Faculty of Education, will be subject to a course-by-course assessment of their transcripts based on the requirements of the intended program and Faculty.

2. INSTITUTIONAL CONTACTS

Each institution shall designate a contact who will be responsible for ensuring that the commitments undertaken in this Agreement are upheld and that appropriate advice and assistance are provided to students. The designated institutional contacts in this Agreement are presented in Schedule B below.

3. COMMUNICATION

The Parties commit to timely communication, through the designated liaison officers, with respect to substantive changes in courses, program requirements and other academic procedures that may have a direct impact on the transfer relationship described in this Agreement. To the extent possible, communication of such changes shall be made as early as possible in the institutional approval process to enable the parties to consider the impact of the proposed changes on their program. The Parties also commit to timely communication and to working together to ensure accuracy when promoting this block transfer option to students. Normally substantial changes to courses within the program will also be communicated to the University of Alberta through the ACAT website (Change Notification procedure).

4. PERIODIC REVIEW

The Parties will meet at least every five (negotiated but normally every two to five) years to review the terms of this agreement.

5. TERMINATION, AND AMENDMENTS

- 5.1. The Agreement shall come into effect from the date of execution and be back dated to an effective date of 2015 on behalf of both Parties and shall continue in effect until the termination of the Transfer -Letter of Agreement or until terminated by mutual agreement or in accordance with item 5.2 below.
- 5.2. Either party may terminate the Agreement on twelve (12) months written notice to the other party. In the event of termination, both parties acknowledge and agree that all students enrolled in the program as at the date of the written notice of such termination shall be entitled to the benefit of the Agreement despite its termination upon their graduation so as to ensure the fulfillment of the reasonable expectation of such students.
- 5.3. The Agreement may be amended by the mutual written consent of the Parties.

6. GENERAL RULES

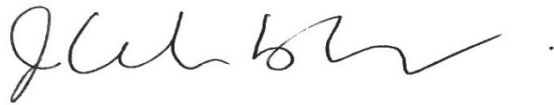
- 6.1. In performance of the activities contemplated in this Agreement, neither Lethbridge College nor the University of Alberta shall be considered an agent, employee, joint venturer, or partner of the other.

- 6.2. The parties recognize that they are public bodies subject to the Freedom of Information and Protection of Privacy Act of Alberta (“FOIPP Act”), and that access to information in respect of this Agreement will be provided in accordance with the FOIPP Act. The records transferred to or collected, created, maintained or stored under this Agreement are subject to the privacy and access provisions of the FOIPP Act.
- 6.3. Each party acknowledges that it may come into possession of confidential information of the other party. Accordingly, each party agrees that it will only use such confidential information for the purposes contemplated in this Agreement and that it will not, without the prior, written consent of the other party, disclose to any third party such confidential information. For the purposes of this Agreement, “confidential information” shall not include information that was already in the public domain, information that comes into the public domain through no act of the receiving party or information that is required to be disclosed under any applicable law or by order of a court.
- 6.4 The parties will, both during and following the term of this Agreement, indemnify and save harmless each other from all costs, losses, damages, judgments, claims, demands, suits, actions, complaints or other proceedings in any manner based upon, occasioned by or attributable to any negligent act or omission done by the parties, their directors, officers, employees, agents, subcontractors or volunteers in connection with services provided, purported to be provided or required to be provided by the parties pursuant to this Agreement.
- 6.5 This Agreement shall be construed in accordance with the laws of the Province of Alberta and applicable federal laws of Canada. The parties attorn to the Alberta courts for any disputes arising here under that cannot be resolved amicably by the parties.

The duly authorized officers of the Parties have executed and delivered this Letter of Agreement on the dates indicated below.

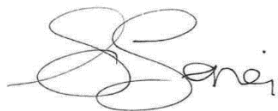
FOR Lethbridge College

Jeanine Webber, Ph.D., RSW
Dean, Centre for Justice and Human Services
3000 College Drive South
Lethbridge, AB T1K 1L6
403-317-3568



Date: January 19th, 2021

Dr. Samantha Lenci, EdD
Provost and Vice President Academic
3000 College Drive South
Lethbridge, AB T1K 1L6
403-320-3205



Date: January 19th, 2021

FOR The University of Alberta

William Dunn, PhD
Associate Dean, Teacher Education
Undergraduate Student Services
1-107 Education North
Faculty of Education, University of Alberta
Edmonton, AB T6G 2G5
780-492-7453



Date: January 19, 2021

SCHEDULE A – Transfer Details

Details regarding transfer credits being awarded:

Credits Transferred	Bachelor of Education (Elementary) Courses	Lethbridge College ECE Courses
3	EDPY 302 Learning and Development in Childhood	PSY 1171 (3) Child Growth and Development
		PSY 1191 (3) The Developing Brain
		ECE 1154 (3) Guiding Children’s Behaviour
		ECE 2255 (3) School-aged Programming
3	EDEL 355 Program Environments in Early Childhood (For EDEL 3xx)	ECE 1155 (3) Introduction to Early Childhood Education
		ECE 1156 (3) Development through Play
		ECE 1168 (3) Children’s Outdoor Play
		ECE (1.5) 1150 Observation and Documentation in ECE
		ECE 2260 (3) Infant and Toddler Programming
ECE 2264 (3) Pre-school Programming		
3	Language/Literature Non-Education Element	ENG 1150 (3) Composition
3	Education Elective	ECE 1162 (3) Creative Experiences I
		ECE 2262 (3) Creative Experiences II
		ECE 2263 (3) Creative Experiences III
9	Non-Education Options	ECE 1180 (1.5) Practicum I
		ECE 1181 (3) Practicum II
		ECE 2280 (3) Practicum III
9	Open Options	ECE 2281 (3) Practicum IV
		ECE 1151 (3) Health, Nutrition & Safety



		ECE 2254 (3) Child, Family and Community
		ECE 2250 (3) Pedagogical Documentation
		ECE 2256 (3) Pedagogical Leadership
30	TOTAL	

Successful completion of all courses and awarding of the Diploma is required for block transfer.

Schedule B

The designated liaison officers (Subject Matter Experts) at the time of the signing of this agreement are:

a) For Lethbridge College:

Cheryl Hatten, ECE Dip., BA, MEd. (ECE)

Chair, Early Childhood Education

School of Human Services

3000 College Drive South

Lethbridge, AB T1K 1L6

403-320-3202 ext. 5392

b) For the University of Alberta:

Lynne Wiltse, Ph.D.

Associate Chair Undergraduate

Associate Professor, Language and Literacy Education

Department of Elementary Education

551 Education South Tower

11210- 87 Avenue

Edmonton, Alberta, Canada T6G 2G5

Phone: (780) 492-2016



Administration Building
University of Alberta
Edmonton, Alberta, Canada T6G 2M7
Tel: 780.492.3723
Fax: 780.492.7172
registrarsoffice.ualberta.ca

BLOCK TRANSFER – LETTER OF AGREEMENT

UNIVERSITY OF ALBERTA & MEDICINE HAT COLLEGE

Purpose

TO FACILITATE STUDENT MOBILITY BETWEEN:

Medicine Hat College

and

The University of Alberta, as represented by the Faculty of Education

The Parties have signed a Letter of Agreement to facilitate undergraduate student mobility within Campus Alberta, and agree to the following terms for a block-transfer for students transferring from the Early Learning and Child Care Diploma program at Medicine Hat College to the Elementary Education program in the Faculty of Education at University of Alberta, within the following specific terms:

1. SCOPE AND ELIGIBILITY

- 1.1. The program at Medicine Hat College and the University of Alberta, Faculty of Education credit for which they will be credited are presented in Schedule A below. Changes must be communicated as early as possible and approved by both parties in writing.
- 1.2. This block transfer Agreement applies only to the Elementary Education program (in the Faculty of Education) at the University of Alberta. Students who are admitted to the program and who subsequently apply to switch to another baccalaureate degree program within the University of Alberta, including those in the Faculty of Education, will be subject to a course-by-course assessment of their transcripts based on the requirements of the intended program and Faculty.

2. INSTITUTIONAL CONTACTS

Each institution shall designate a contact who will be responsible for ensuring that the commitments undertaken in this Agreement are upheld and that appropriate advice and assistance are provided to students. The designated institutional contacts in this Agreement are presented in Schedule B below.

3. COMMUNICATION

The Parties commit to timely communication, through the designated liaison officers, with respect to substantive changes in courses, program requirements and other academic procedures that may have a direct impact on the transfer relationship described in this Agreement. To the extent possible, communication of such changes shall be made as early as possible in the institutional approval process to enable the parties to consider the impact of the proposed changes on their program. The Parties also commit to timely communication and to working together to ensure accuracy when promoting this block transfer option to students. Normally substantial changes to courses within the program will also be communicated to the University of Alberta through the ACAT website (Change Notification procedure).

4. PERIODIC REVIEW

The Parties will meet at least every five (negotiated but normally every two to five) years to review the terms of this agreement.

5. TERMINATION, AND AMENDMENTS

- 5.1. The Agreement shall come into effect from the date of execution and be back dated to an effective date of 2015 on behalf of both Parties and shall continue in effect until the termination of the Transfer -Letter of Agreement or until terminated by mutual agreement or in accordance with item 5.2 below.
- 5.2. Either party may terminate the Agreement on twelve (12) months written notice to the other party. In the event of termination, both parties acknowledge and agree that all students enrolled in the program as at the date of the written notice of such termination shall be entitled to the benefit of the Agreement despite its termination upon their graduation so as to ensure the fulfillment of the reasonable expectation of such students.
- 5.3. The Agreement may be amended by the mutual written consent of the Parties.

6. GENERAL RULES

- 6.1. In performance of the activities contemplated in this Agreement, neither Medicine Hat College nor the University of Alberta shall be considered an agent, employee, joint venturer, or partner of the other.

- 6.2. The parties recognize that they are public bodies subject to the Freedom of Information and Protection of Privacy Act of Alberta (“FOIPP Act”), and that access to information in respect of this Agreement will be provided in accordance with the FOIPP Act. The records transferred to or collected, created, maintained or stored under this Agreement are subject to the privacy and access provisions of the FOIPP Act.
- 6.3. Each party acknowledges that it may come into possession of confidential information of the other party. Accordingly, each party agrees that it will only use such confidential information for the purposes contemplated in this Agreement and that it will not, without the prior, written consent of the other party, disclose to any third party such confidential information. For the purposes of this Agreement, “confidential information” shall not include information that was already in the public domain, information that comes into the public domain through no act of the receiving party or information that is required to be disclosed under any applicable law or by order of a court.
- 6.4 The parties will, both during and following the term of this Agreement, indemnify and save harmless each other from all costs, losses, damages, judgments, claims, demands, suits, actions, complaints or other proceedings in any manner based upon, occasioned by or attributable to any negligent act or omission done by the parties, their directors, officers, employees, agents, subcontractors or volunteers in connection with services provided, purported to be provided or required to be provided by the parties pursuant to this Agreement.
- 6.5 This Agreement shall be construed in accordance with the laws of the Province of Alberta and applicable federal laws of Canada. The parties attorn to the Alberta courts for any disputes arising here under that cannot be resolved amicably by the parties.



UNIVERSITY OF ALBERTA
OFFICE OF THE REGISTRAR

The duly authorized officers of the Parties have executed and delivered this Letter of Agreement on the dates indicated below.

FOR Medicine Hat College
Clayton Bos
Interim Dean, Arts, Science & Education
299 College Dr. SE
Medicine Hat, AB T1C 1S5
403-529-3941

Date

FOR The University of Alberta

William Dunn, PhD
Associate Dean, Teacher Education
Undergraduate Student Services
1-107 Education North
Faculty of Education, University of Alberta
Edmonton, AB T6G 2G5
780-492-7453

Date

SCHEDULE A – Transfer Details

Details regarding transfer credits being awarded:

Credits Transferred	Bachelor of Education (Elementary) Courses	Medicine Hat College Courses
3	EDPY 301 Inclusive Education: Adapting Instruction for Students with Special Needs	CHPC 120 (3) Child Development I
		CHPC 121 (3) Child Development II: An Introduction to Children with Special Needs
		ELCC 213 (3) Inclusive Care and Education
3	EDPY 302 Learning and Development in Childhood	
3	EDEL 355 Program Environments in Early Childhood (For EDEL 3xx)	ELCC 101 (1.5) Introduction to Early Learning and Child Care
		ELCC 211 (3) Infant and Toddler Care
		ELCC 102 (3) Development through Play I
		ELCC 112 (3) Development through Play II
		ELCC 214 (3) Children in Society
		CHPC 123 (1.5) Health, Safety and Nutrition
		ELCC 212 (3) Professional Practice
3	Language/Literature Non-Education Element	ENGL 123 (3) Fundamentals of Writing and Speech
		CHPC 124 (3) Language and Literacy
3	Education Elective	ELCC 201 (3) Fine Arts
		ELCC 202 (3) Math and Science
		ELCC 113 (3) Music and Movement
9	Non-Education Options	ELCC 105 (4) Practicum I
		ELCC 115 (5.5) Practicum II
		ELCC 205 (4) Practicum III
		ELCC 215 (5.5) Practicum IV
6	Open Options	ELCC 204 (3) Ecology of the Family
		CHPC 122 (3) Interpersonal Relations I
		ELCC 203 (3) Interpersonal Relations II
30	TOTAL	

Successful completion of all courses and awarding of the diploma is required for block transfer.

Schedule B

The designated liaison officers (Subject Matter Experts) at the time of the signing of this agreement are:

a) For Medicine Hat College:

Pamela MacDougall
Program Coordinator
School of Arts, Science & Education
299 College Drive SE
Medicine Hat, AB T1C 1S5
403-504-3506

b) For the University of Alberta:

Lynne Wiltse, Ph.D.
Associate Chair Undergraduate
Associate Professor, Language and Literacy Education
Department of Elementary Education
551 Education South Tower
11210- 87 Avenue
Edmonton, Alberta, Canada T6G 2G5
Phone: (780) 492-2016

Augustana Admission Requirement Proposed Changes for Fall 2022

Current	Proposed
<p>Bachelor of Arts High School Requirements Subject Requirements</p> <ol style="list-style-type: none"> English Language Arts 30-1 Three subjects from Group A or C (see additional requirements below for specific majors and minors) A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. <p>Mathematics 30-2 is acceptable for admission as a Group C subject, though some majors require Mathematics 30-1 as a prerequisite for courses (see Notes below). Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission.</p> <p>For other approved 30-level subjects contact Augustana Faculty Prospective Student Office at: www.ualberta.ca/augustana/programs/admissions or phone 1-800-661-8714.</p> <p>Additional Requirements</p> <ol style="list-style-type: none"> For a major in Biology, Biology 30, Chemistry 30 and Mathematics 30-1 are required. For a major in Chemistry, Chemistry 30 and Mathematics 30-1 are required. For a major in Computing Science, Mathematics 30-1 is required. For a major in Environmental Studies, Biology 30 and Mathematics 30-1 or 30-2 are required. For a major in Mathematics and Physics, Mathematics 30-1 and Physics 30 are required. For a major in Psychology, Mathematics 30-1 or 30-2 is required. 	<p>Bachelor of Arts High School Requirements Subject Requirements</p> <ol style="list-style-type: none"> English Language Arts 30-1 Three subjects from Group A or C (see additional requirements below for specific majors and minors) A subject from A, B, C or Physical Education 30, Aboriginal Studies 30, or other approved 30-level subject. A maximum of two 30-level Language other than English subjects may be presented for admission. <p>Mathematics 30-2 is acceptable for admission as a Group C subject, though some majors require Mathematics 30-1 as a prerequisite for courses (see Notes below). Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission.</p> <p>For other approved 30-level subjects contact Augustana Faculty Student Academic Services Office at: www.ualberta.ca/augustana/programs/futurestudents.html or phone 780-679-1132.</p> <p>Additional Requirements</p> <ol style="list-style-type: none"> For a minor in Music, completion of a music questionnaire is required. Contact the Augustana Faculty for more information. Also see Augustana under Admission and Readmission Deadlines. For a major in Physical Education, Mathematics 30-1 or 30-2 is required. For a major in Psychology and Mental Health, Mathematics 30-1 or 30-2 is required. For a major in Sustainability Studies, Mathematics 30-1 or 30-2 is required.

7. For a minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty **Department** for more information. Also see Augustana under Admission and Readmission Deadlines.

Transfer Applicants

Refer to Postsecondary Transfer Applicants, Bachelor of Arts and Postsecondary Applicants.

**Nonmatriculated Applicants
Subject Requirements**

1. English Language Arts 30-1. See additional requirements below for specific majors and minors.

Additional Requirements

1. ~~For a major in **Biology**, Biology 30, Chemistry 30 and Mathematics 30-1 are required.~~
2. ~~For a major in **Chemistry**, Chemistry 30 and Mathematics 30-1 are required.~~
3. ~~For a major in **Computing Science**, Mathematics 30-1 is required.~~
4. For a major in **Environmental Studies**, **Biology 30** and **Mathematics 30-1 or 30-2** are required.
5. ~~For a major in **Mathematics and Physics**, **Mathematics 30-1** and **Physics 30** are required.~~
6. For a major in **Psychology**, **Mathematics 30-1 or 30-2** is required.
7. For a minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty **Department** for more information. Also see Augustana under Admission and Readmission Deadlines.

**Bachelor of Science
High School Requirements
Subject Requirements**

1. English Language Arts 30-1
2. Mathematics 30-1 (for a major in **Physical Education**, **one subject from**

Transfer Applicants

Refer to Postsecondary Transfer Applicants, Bachelor of Arts and Postsecondary Applicants.

**Nonmatriculated Applicants
Subject Requirements**

1. English Language Arts 30-1. See additional requirements below for specific majors and minors.

Additional Requirements

1. For a minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty for more information. Also see Augustana under Admission and Readmission Deadlines.
2. **For a major in **Physical Education**, **Mathematics 30-1 or 30-2** is required.**
3. For a major in **Psychology and Mental Health**, **Mathematics 30-1 or 30-2** is required.
4. For a major in **Sustainability Studies**, **Mathematics 30-1 or 30-2** **is** required.

**Bachelor of Science
High School Requirements
Subject Requirements**

1. English Language Arts 30-1

Group A or C may be presented in lieu of Mathematics 30-1. Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission).

3. Two subjects from Group C (for a major in **Computing Science**, one subject from Group A may be presented in lieu of a second Group C subject; see additional requirements below for other specific majors and minors)
4. One subject from Group A, B, C or Physical Education 30, Aboriginal Studies 30 or other approved 30-level subject.

For other approved 30-level subjects contact Augustana Faculty **Prospective** Student Office at:

www.ualberta.ca/augustana/programs/admissions or phone 1-800-661-8714.

Additional Requirements

1. For a major in **Biology**, Biology 30 and Chemistry 30 are required.
2. For a major in **Chemistry**, Chemistry 30 is required.
3. For a major in **Environmental Science**, Biology 30 and Chemistry 30 are required.
4. For a major in **Mathematics and Physics**, Physics 30 is required.
5. For a minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty **Department** for more information. Also see Augustana under Admission and Readmission Deadlines.

Transfer Applicants

Refer to Postsecondary Transfer Applicants, Bachelor of Science and Postsecondary Applicants

Nonmatriculated Applicants Subject Requirements

1. English Language Arts 30-1

2. Mathematics 30-1 (for a major in **Physical Education**, Mathematics 30-2 may be presented for admission).
3. Two subjects from Group C (for a major in **Computing Science**, one subject from Group A may be presented in lieu of a second Group C subject; see additional requirements below for other specific majors and minors)
4. One subject from Group A, B, C or Physical Education 30, Aboriginal Studies 30 or other approved 30-level subject.

For other approved 30-level subjects contact Augustana Faculty Student **Academic Services** Office at:

www.ualberta.ca/augustana/programs/futurestudents.html or phone 780-679-1132.

Additional Requirements

1. For a major in **Chemical and Physical Sciences**, **Biology 30** and **Chemistry 30** are required.
2. For a major in **Environmental Science**, Biology 30 and Chemistry 30 are required.
3. For a major in **Integrative Biology**, Biology 30 and Chemistry 30 are required.
4. For a minor in **Music**, completion of a music questionnaire is required. Contact the Augustana Faculty for more information. Also see Augustana under Admission and Readmission Deadlines.
5. For a major in **Physical Education**, **Biology 30** and **Chemistry 30** are required.

Transfer Applicants

Refer to Postsecondary Transfer Applicants, Bachelor of Science and Postsecondary Applicants

Nonmatriculated Applicants Subject Requirements

<p>2. Mathematics 30-1 (for a major in Physical Education, a subject from Group A or C may be presented in lieu of Mathematics 30-1. Only one of Mathematics 30-1 or Mathematics 30-2 may be presented for admission). See additional requirements below for specific majors and minors.</p> <p>Additional Requirements</p> <ol style="list-style-type: none"> 1. For a major in Biology, Biology 30 and Chemistry 30 are required. 2. For a major in Chemistry, Chemistry 30 is required. 3. For a major in Environmental Science, Biology 30 and Chemistry 30 are required. 4. For a major in Mathematics and Physics, Physics 30 is required. 5. For a minor in Music, completion of a music questionnaire is required. Contact the Augustana Faculty Department for more information. Also see Augustana under Admission and Readmission Deadlines. 	<ol style="list-style-type: none"> 1. English Language Arts 30-1 2. Mathematics 30-1 (for a major in Physical Education, Mathematics 30-2 may be presented for admission). See additional requirements below for specific majors and minors. <p>Additional Requirements</p> <ol style="list-style-type: none"> 1. For a major in Chemical and Physical Sciences, Biology 30 and Chemistry 30 are required. 2. For a major in Environmental Science, Biology 30 and Chemistry 30 are required. 3. For a major in Integrative Biology, Biology 30 and Chemistry 30 are required. 4. For a minor in Music, completion of a music questionnaire is required. Contact the Augustana Faculty for more information. Also see Augustana under Admission and Readmission Deadlines. 5. For a major in Physical Education, Biology 30 and Chemistry 30 are required.
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Rationale: The proposed revisions to Augustana Admission Requirements acknowledge the significant changes to Augustana programs arising from suspensions and renaming/redesign of numerous majors in the past year. These proposals clarify the implications of these changes for applicants seeking admission to Bachelor of Arts and Bachelor of Science degrees in Augustana Faculty.

Approved by Augustana Faculty Council, April 9, 2021

UNIVERSITY OF ALBERTA

Faculty of Education

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p data-bbox="164 327 727 468">Secondary Education [Graduate]...</p> <p data-bbox="164 642 354 663">Application Deadlines</p> <p data-bbox="164 743 781 804">For Fall (September) or Summer (July) admissions, the following deadlines apply:</p> <p data-bbox="164 825 691 886">PhD and EdD: November 1 for funding and scholarship consideration</p> <p data-bbox="164 907 565 928">PhD and EdD: February 1 without funding</p> <p data-bbox="164 957 448 978">MEd (course-based): March 1</p> <p data-bbox="164 1005 440 1026">MEd (thesis-based): March 1</p>	<p data-bbox="850 327 1414 468">Secondary Education [Graduate]...</p> <p data-bbox="850 642 1040 663">Application Deadlines</p> <p data-bbox="850 743 1468 804">For Fall (September) or Summer (July) admissions, the following deadlines apply:</p> <p data-bbox="850 825 1089 846">PhD and EdD: January 15</p> <p data-bbox="850 875 1135 896">MEd (course-based): March 1</p> <p data-bbox="850 924 1127 945">MEd (thesis-based): March 1</p>
<p data-bbox="164 1339 467 1360">Rationale for Proposal:</p> <p data-bbox="164 1381 1507 1598">After reviewing current practices for admission, the Department of Secondary Education Graduate Program Committee recommends consolidating two admission dates for the doctoral program into one. This will reduce the current administrative and faculty time used to process doctoral admissions, provide consistent communications for admission decisions, and ensure that we are offering admission/funding based on a complete assessment of applicants in a given year.</p>	
<p data-bbox="164 1682 302 1703">Approved:</p> <p data-bbox="164 1724 1263 1745">March 1, 2021 by the Faculty of Education Graduate Academic Affairs Council (GAAC)</p> <p data-bbox="164 1772 1073 1793">May 26, 2021 by the Faculty of Graduate Studies and Research Council</p>	

CALENDAR CHANGE PROPOSAL FORM

Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in:

	Course Prefix or Number
	Course Title
	Hours (weight, term, or hours of instruction)
	Course Description
	Prerequisite(s)
X	Other Information or Notes

Full Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

The Certificate in Aboriginal Sport and Recreation (Kinesiology, Sport, and Recreation)

The Certificate in Aboriginal Sport and Recreation is jointly administered by the Faculty of Kinesiology, Sport, and Recreation and the Faculty of Native Studies and is open to students enrolled in degree programs in the Faculties of Native Studies and Kinesiology, Sport, and Recreation.

This certificate will produce the next generation of leaders in **Aboriginal** sport and recreation by providing students with a flexible and innovative environment that emphasizes academic excellence and experiential learning. To achieve this goal, the proposed curriculum positions sport and recreation as instruments for improving community health. This is accomplished by combining the expertise of the Faculty of Kinesiology, Sport, and Recreation in the realms of sport, recreation and physical activity with the Faculty of Native Studies' expertise in **Aboriginal** culture and community.

Students wishing to be awarded the **Aboriginal Sport and Recreation Certificate** must apply either through the Faculty of Kinesiology,

Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

Certificate in Indigenous Sport and Recreation

Certificate Type: Embedded
Offered by: the Faculty of Kinesiology, Sport, and Recreation and the Faculty of Native Studies
Who can take it: undergraduate students enrolled in degree programs in the Faculty of Native Studies or the Faculty of Kinesiology, Sport, and Recreation

This certificate will produce the next generation of leaders in **Indigenous** sport and recreation by providing students with a flexible and innovative environment that emphasizes academic excellence and experiential learning. To achieve this goal, the proposed curriculum positions sport and recreation as instruments for improving community health. This is accomplished by combining the expertise of the Faculty of Kinesiology, Sport, and Recreation in the realms of sport, recreation and physical activity with the **expertise of** the Faculty of Native Studies in **Indigenous** culture and community.

Students wishing to be awarded the **undergraduate Certificate in Indigenous Sport and Recreation** must apply either through the

Sport, and Recreation or the Faculty of Native Studies early in their degree programs to ensure that they have access to the required courses.

Students may pursue **this certificate** in **Aboriginal** Sport and Recreation while fulfilling existing requirements for their degree program by taking the designated courses for a minimum of ★15. The course requirements are as follows:

★12 Core:

KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
KRLS 323 - Indigenous Perspectives on Activity, Health, and Wellness in Canada
NS 110 - Historical Perspectives in Indigenous Studies
NS 111 - Contemporary Perspectives in Indigenous Studies

★3 Options:

For students from the Faculty of Kinesiology, Sport, and Recreation, ★3 chosen from:
NS 290 - Introduction to Research and Inquiry
NS 300 - Traditional Cultural Foundations I
NS 345 - Governance in Indigenous Nations
NS 361 - Race, Stereotypes, and Indigeneity
NS 362 - Indigenous Women
NS 376 - Indigenous Demography and Disease
NS 380 - Selected Topics in Indigenous Studies
NS 390 - Research Methods in Indigenous Studies
NS 430 - Indigenous Governance and Partnership Capstone
NS 476 - Perspectives on Indigenous Peoples Health and Wellbeing

For students from the Faculty of Native Studies, ★3 chosen from:
HE ED 110 - Introduction to Personal Health and Well-Being

Faculty of Kinesiology, Sport, and Recreation or the Faculty of Native Studies early in their degree programs to ensure that they have access to the required courses.

Students may pursue the **undergraduate Certificate** in **Indigenous** Sport and Recreation while fulfilling existing requirements for their degree program by taking the designated courses for a minimum of 15. The course requirements are as follows:

★12 Core:

KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs
KRLS 323 - Indigenous Perspectives on Activity, Health, and Wellness in Canada
NS 110 - Historical Perspectives in Indigenous Studies
NS 111 - Contemporary Perspectives in Indigenous Studies

★3 Options:

For students from the Faculty of Kinesiology, Sport, and Recreation, ★3 chosen from:
NS 290 - Introduction to Research and Inquiry
NS 300 - Traditional Cultural Foundations I
NS 345 - Governance in Indigenous Nations
NS 361 - Race, Stereotypes, and Indigeneity
NS 362 - Indigenous Women
NS 376 - Indigenous Demography and Disease
NS 380 - Selected Topics in Indigenous Studies
NS 390 - Research Methods in Indigenous Studies
NS 430 - Indigenous Governance and Partnership Capstone
NS 476 - Perspectives on Indigenous Peoples Health and Wellbeing

For students from the Faculty of Native Studies, ★3 chosen from:
HE ED 110 - Introduction to Personal Health and Well-Being

KIN 245 - Introduction to the Profession of Coaching
KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
KRLS 204 - Canadian History of Leisure, Sport, and Health
KRLS 304 - Advanced Sociology of Sport and Leisure
KRLS 440 - Play Around the World Program Preparation
KRLS 441 - Play Around the World - Field Placement
RLS 100 - Life, Leisure, and the Pursuit of Happiness
RLS 122 - Leadership in Recreation and Leisure Organizations
RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure ~~OR~~
~~RLS 230~~
RLS 225 - Program Planning for Leisure

Additional Information

To qualify for the certificate a student must satisfy all program requirements for their degree and demonstrate satisfactory academic performance by achieving a pass on all courses in the certificate program. This is an embedded certificate; the certificate will only be awarded when the degree is awarded.

~~Highlight and strikethrough~~ removed text on this side

KIN 245 - Introduction to the Profession of Coaching
KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society
KRLS 204 - Canadian History of Leisure, Sport, and Health
KRLS 304 - Advanced Sociology of Sport and Leisure
KRLS 440 - Play Around the World Program Preparation
KRLS 441 - Play Around the World - Field Placement
RLS 100 - Life, Leisure, and the Pursuit of Happiness
RLS 122 - Leadership in Recreation and Leisure Organizations
RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure
RLS 225 - Program Planning for Leisure

Additional Information

To qualify for the certificate a student must satisfy all program requirements for their degree and demonstrate satisfactory academic performance by achieving a pass on all courses in the certificate program. This is an embedded certificate; the certificate will only be awarded when the degree is awarded.

Highlight and underline new text on this side

Calendar References (Within and Out-of Faculty References)

[The Certificate in Aboriginal Sport and Recreation \(Faculty of Kinesiology, Sport, and Recreation\)](#)

[The Certificate in Aboriginal Sport and Recreation \(Faculty of Native Studies\)](#)

Rationale for the proposed change:

These proposed changes follow the lead of the University of Alberta's Faculty of Native Studies, and the changes made to the titles of both embedded and stand-alone certificates.

The proposed change from the use of the term 'Aboriginal' to 'Indigenous' within The Certificate in Aboriginal Sport and Recreation (Kinesiology, Sport, and Recreation) is intended to reflect

and identify the diversity of First Peoples of Canada and their communities in contemporary Canada. The term Indigenous is considered to be a more inclusive, relational word that highlights connections to traditional territories, as well as experiences of colonization and a colonial history. This proposed change is also intended to align with and emulate current University terminology as demonstrated by the Office of the Provost and Vice President (Academic) [Indigenous Initiatives](#) portfolio. As well these changes support numerous objectives of the University of Alberta strategic plan and institutional values outlined within the document *For the Public Good*. The proposed amendments to the course description are necessary to align and reflect the broader changes since the original course description was approved.

This proposed change aligns with the national Calls to Action from the Truth and Reconciliation Commission (2015) and the international human rights declaration of the United Nations. The [UN Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) sets the minimum standard for relationships with and the treatment of Indigenous Peoples and states that the rights contained within it “constitute the minimum standards for the survival, dignity and well-being of the Indigenous people of the world.”

United Nations, General Assembly. (2007). *United Nations Declaration on the Rights of Indigenous Peoples, A/RES/61/295*. Retrieved from: <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html> .

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. Retrieved from: http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf

University of Alberta (2016). *For the Public Good* Retrieved from <https://d1pbog36rugm0t.cloudfront.net/-/media/isp/final-doc/12885institutionalstrategicplan33final.pdf>

The use and inclusion of the term ‘undergraduate’ throughout the proposed certificate description is intended to assist with differentiation (in both calendar and the Faculty website) between the similarly titled “The Graduate Certificate in Indigenous Sport and Recreation” offered by the Faculty of KSR and to reinforce the type of certificate.

Approvals:

KSR Undergraduate Programs Committee: April 7, 2021

KSR Faculty Council: May 26, 2021

Consultation:

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29, 2021

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	GCE Admissions Based on Three A-Level Subjects
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Motion

THAT GFC Programs Committee approve, with delegated authority from General Faculties Council, the admission requirement change for applicants providing British-patterned General Certificate of Education (GCE) as set forth in attachment 1.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar
Presenter(s)	Norma Rodenburg, Deputy Registrar

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The purpose of this proposal is to request approval for a permanent change to how applicants presenting British-patterned GCE curriculum are assessed for admissions. This has been piloted for two years and has allowed admissions for these applicants to be more efficient, transparent, and consistent across faculties, and contributes significantly to the university's international enrolment outcomes.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The University of Alberta piloted curriculum calibration for the British-patterned GCE since its initial implementation for Fall 2020. The overall goal of the pilot was to align the admission evaluation process to the unique structure of the GCE curriculum, allowing for decisions to be streamlined, and for admissions and scholarship offers to be made earlier in the cycle.</p> <p>The structure of the GCE curriculum and its grading system does not lend itself well to standard University of Alberta admissions practices. As a result, applicants are instead required to present three subjects from A-level exams. These three subjects are specific or nonspecific depending on the program, with faculties setting competitive marks required for their programs according to 3 required A-levels grades (A*-U), e.g., EN010: AAA, SC010: AAB, AR510: ABB. By adjusting how we evaluate these applicants, we were able to make offers earlier in the cycle, align our approach to global best practice, make more total offers, and better explain our admissions criteria to applicants.</p> <p>SCIEM and ACEM approved a one-year extension of this approach in August 2020 with the following stats presented for the incoming cohort:</p> <p><i>As of July 7, 2020, there were 891 high school GCE applicants, approx. 64% of who were admissible, compared to 23.9% among all 884 applicants at the same point in time the previous year.</i></p>

Item No. 6

	<p><i>Additionally, 304 applicants had at least a combination of grades AAA (i.e., “straight-A” students). Offers had been made to 96% of these high-performing applicants, compared to 29% in the previous year.</i></p> <p>The administrative implementation of the GCE pilot continues to be more efficient, transparent, and consistent across faculties, and contributes significantly to the university’s international enrolment outcomes. While there were some administrative challenges in the awarding of scholarships and enrolment management, some changes were made last year to improve our processes in an effort to reach a balance between benefits to applicants and manageable administrative practice.</p> <p>Faculties will need to continue to set the competitive marks required for their programs based on levels of academic performance in the three required A-levels subjects stated in the terms of the A-level grading scale (A*-U).</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>Include information about your consultation and stakeholder participation process <For further information see the link posted on the Governance Resources section Student Participation Protocol></p> <p>Those who are actively participating:</p> <ul style="list-style-type: none"> ● Office of the Registrar <p>Those who have been consulted:</p> <ul style="list-style-type: none"> ● Subcommittee on International Enrolment Management [SCIEM] ● Administrative Committee on Enrolment Management [ACEM] ● Undergraduate Program Support Team <p>Those who have been informed:</p>
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p> <p>Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.</p>		
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise		

Item No. 6

	<input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee	

Attachments (each to be numbered 1 - <>)

1. GCE Changes Calendar Copy

Prepared by: <Jane Lee, Assistant Registrar & Director, Admissions, jane.lee@ualberta.ca>

Current	Proposed
<p>Admission from a British-Patterned System</p> <p>Applicants must present their General Certificate of Education (GCE) examination results or their equivalents.</p> <p>The minimum requirement for admission is superior standing in the five specific Faculty and program course requirements (see Admission Requirements by Faculty), at least three of which must be at the GCE Advanced Level (A-level) or Advanced Subsidiary Level (AS-level).</p> <p>Final admission is based on completion of required subjects for the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) or Ordinary Level (O-level) qualification; and either the completion of required Advanced Subsidiary Level (AS-level) subjects, and/or the predicted or achieved results in required Advanced Level (A-level) subjects.</p> <p>Transfer credit may be considered for some courses at the Advanced Level (A-level) with a final grade of A or B. Advanced Subsidiary Level (AS-level) courses will not be considered for transfer credit.</p> <p>Note: Final and official General Certificate of Education (GCE) certificates are required in all cases.</p> <p>For more details, visit GCE British Curriculum Undergraduate Admissions & Programs.</p>	<p>Admission from a British-Patterned System</p> <p>Applicants must present their General Certificate of Education (GCE) examination results or their equivalents.</p> <p>The minimum requirement for admission is superior standing in the three specific Faculty and program course requirements (see GCE Subject Requirements by Faculty), at the GCE Advanced Level (A-level).</p> <p>Final admission is based on the official predicted or achieved results in required Advanced Level (A-level) subjects.</p> <p>Transfer credit may be considered for some courses at the Advanced Level (A-level) with a final grade of A or B. Advanced Subsidiary Level (AS-level) courses will not be considered for transfer credit.</p> <p>Note: Final and official General Certificate of Education (GCE) certificates are required in all cases.</p> <p>For more details, visit GCE British Curriculum Undergraduate Admissions & Programs.</p>

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Proposed New Course Designator, IRISH, Faculty of Arts
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Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Steve Patten, Interim Dean, Faculty of Arts
Presenter	Natalie Van Deusen, Associate Professor and Associate Chair (Undergraduate Studies), Department of Modern Languages and Cultural Studies

Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a new course designator for Irish, IRISH, as submitted by the Faculty of Arts.
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Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Introduction of a new course designator of IRISH in the Department of Modern Languages and Cultural Studies, Faculty of Arts
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The Department of Modern Languages and Cultural Studies has formed a relationship with the Ireland Canada University Foundation to teaching Irish language and Irish culture courses. We have run these courses under the MLCS prefix for a trial period of three years and have now extended the agreement for a further five more (with plans to extend beyond). This agreement comes with zero cost to the Faculty of Arts and a new instructor is arranged annually by the ICUF. We are proposing to introduce a new designator (IRISH) to give it legitimacy and remove it from our MLCS offerings, which we restrict to intercultural courses taught in English, and to create courses on Irish language and culture that will regularly be offered within this prefix. Both IRISH 111 and 112 will count towards the Language Other than English requirement which will help with enrolment and provide options for students. While enrolments have been variable thus far, the course is significantly impacted by being offered under the MLCS designator. We also see a significant drop in enrolment once we announce the course does not fulfill the LOE. However, since this course is 100% externally funded, we have time to grow enrolments further. We have proposed this course with a one-hour self-directed online lab to mimic the blended learning modules of our other courses, but with a concession in time to the rotating nature of the instructor. We have consulted with 2 former instructors, the ICUF, and department members and committees. We have also discussed the idea of the LOE with students.</p> <p>A calendar change proposal for IRISH 111, 112, 199, and 299 was approved on at MLCS Department Council on February 8, 2021. Upon approval of the prefix and the courses, the Department will advise students by email, specifically students in MLCS. The Department publicizes all of its courses on its website and will continue to do so with the new prefix. The courses with the new prefix will be advertised in the</p>

Item No. 7

	Arts Newsletter and promoted at open houses, on social media, and within existing courses.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> Ireland Canada University Foundation instructor <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> Language Coordinators Committee, MLCS, December 8, 2021 Assistant Chair, Administration, January 6, 2021 Associate Chair, Undergraduate, January 6, 2021 Faculty of Arts Student Programs & Services, January 6, 2021 Curriculum Committee, MLCS, January 18, 2021 Department Council, MLCS, February 8, 2021 <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Program faculty Faculty advising staff
Approval Route (Governance) (including meeting dates)	GFC Programs Committee, June 24, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	The proposal is directly in support of objectives 7, 9, 16, and 18.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee	

Prepared by: Natalie Van Deusen, Associate Professor and Associate Chair (Undergraduate Studies), Department of Modern Languages and Cultural Studies, Faculty of Arts

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Proposed Non-credit Certificate to Canadian Pharmacy Practice, Faculty of Pharmacy and Pharmaceutical Sciences
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Motion

<p>THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed Non-credit Certificate to Canadian Pharmacy Practice, as submitted by the Faculty of Pharmacy and Pharmaceutical Sciences, and as set forth in attachment 1.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Neal Davies, Dean, Faculty of Pharmacy and Pharmaceutical Sciences
Presenter(s)	Jill Hall, Assistant Dean Professional Programs Stuart Drozd, Program Manager

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To seek GFC Program Committee's approval of the Faculty of Pharmacy and Pharmaceutical Sciences non-credit certificate: Certificate to Canadian Pharmacy Practice (CCPP).
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The proposed Certificate to Canadian Pharmacy Practice (non-credit) is designed to best prepare internationally educated pharmacist graduates (IEPGs) to practice effectively and responsibly to the required standards of practice and ethics in Alberta, where pharmacists enjoy the broadest scope of practice in Canada. Internationally educated health professionals face obstacles in their efforts to successfully transition their practice to the Canadian context. Some unique challenges include: understanding professionalism expectations, understanding the rules of the profession and the Canadian healthcare system, enculturation of Truth and Reconciliation and the needs of Indigenous patients and marginalized communities, bridging the gap between school learning and how things actually work, being part of a team, overcoming language barriers, earning the trust of patients and others, and so on. A majority of pharmacists in Canada are also expected to be entrepreneurs in owning and managing their own pharmacy businesses.</p> <p>The Faculty of Pharmacy and Pharmaceutical Sciences (FoPPS - which educates pharmacists) and the Alberta College of Pharmacy (ACP - which regulates the practice of pharmacists and ensures quality standards and safety of all Albertans) are partnering to establish this comprehensive bridging microcredential that builds upon the foundation of international graduates' pharmacy degrees, providing them with the knowledge and skills required to meet the healthcare needs of Albertans as clinical pharmacists and pharmacy owners. In essence, the certificate will be designed to address gaps and differences in both educational training and pedagogy and specific competencies to increase the likelihood that IEPGs will successfully obtain licensure and</p>

Item No. 8

practice in the Alberta health care system, with patients receiving the level of care expected while maintaining public safety and trust. Other jurisdictions in Canada including British Columbia and Ontario have similar programs for their IEPGs, which we have examined in detail for structure, finances, and curriculum.

Courses will be delivered in a blended format, with Fall and Winter term courses delivered remotely on a part-time basis to enhance accessibility and flexibility for learners to work while enrolled. Spring Institute coursework will be delivered 3 days per week on campus to optimize student learning in experiential components of the program. Overall program completion time is anticipated to be 10 months. The certificate will also **include work-integrated learning** components, with FoPPS responsible for development and implementation of the Program Courses, and the ACP retaining responsibility for the experiential learning component through their Structured Practical Training program, which will be delivered in a flexible sequencing format.

Program outcomes have been based on the Association of Faculties of Pharmacy of Canada entry to practice professional degree educational outcomes but focus upon communication, critical thinking, ethical decision making and professionalism skills alongside social determinants of care, cultural awareness of pharmacy practice in Alberta's health system. This better positions IEPGs with expectations of Canadian graduates. Learners will connect through 'communities of practice' while in the program, which should accelerate their professional development, contribute to better pharmacy practice, and provide a support network in employed positions. Following the inaugural offering of the program, a diagnostic tool will be enacted to enable IEPGs to self-assess their learning needs through the program and beyond, as well as to potentially place them to start at later stages within the program. Also, credit for courses completed in the certificate will also be provided should learners wish to further their education by laddering in FoPPS' PharmD for Practicing Pharmacists post-professional undergraduate degree program.

The program will be evaluated annually by a structured committee to ensure it is meeting its desired goals with respect to educational outcomes through its teaching, learning, and assessment practices and student experience. FoPPS and ACP will collaborate to continuously improve each offering of the certificate program.

Approximately 30 students are expected to be granted admission to the inaugural offering of the program (starting Fall 2021). Based on registration statistics provided from the ACP, subsequent enrollment is expected to be 70 to 200 annually. We expect near 100% of students to complete the program with all graduates anticipated to obtain employment as practicing pharmacists in Alberta.

As a collaborator, the Alberta College of Pharmacy fully supports the development and implementation of this program, with their Council

Item No. 8

	<p>providing unanimous approval in March 2021.</p> <p>Consultation with IEPGs practicing in Alberta was undertaken through a survey and focus groups. The survey respondents and focus group participants highlighted the challenges faced by IEPGs in navigating the licensing pathway in Canada and adapting their pharmacy practice to the context of Alberta and the Canadian healthcare system more broadly. Specifically, they highlighted the value in a program, such as that proposed, to help them ‘address the gaps’ between their prior pharmacy experience (if applicable) and education and the broad scope of pharmacy practice in Alberta. The survey and focus group participants also highlighted the value and necessity of internships and supportive mentors during their transition, thus the collaboration with the ACP to help support these opportunities alongside the program courses.</p> <p>Given that existing resources will be allocated to the development and delivery of this program, particularly with respect to leveraging the entry-to-practice PharmD programming and faculty infrastructure, the aim is to launch the proposed certificate in Fall 2021, with no need for annual governance review.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● GFC Program Support Team and Programs Committee ● Faculty of Pharmacy and Pharmaceutical Sciences ● Alberta College of Pharmacy <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Office of the Provost and Vice-President (Academic) ● Office of the Registrar ● Faculty of Extension ● Alberta College of Pharmacy ● IEPG stakeholder engagement survey and focus group ● Leads of similar programs across Canada (pharmacy, medicine, physiotherapy) ● Fair Practices Officer, Fairness for Newcomers Office. Alberta Labour and Immigration. ● Vice-Provost Indigenous Programming and Research <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Alberta Pharmacists’ Association
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> ● GFC Program Support Team: April 29, 2021 ● FoPPS Faculty Council: May 3, 2021 ● GFC Programs Committee: June 24, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	In the University of Alberta’s institutional strategic plan, For the Public Good, the University establishes the objective to “Expand access to and
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Item No. 8

	<p>engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities” (Objective 10). This program is an example of how the university’s faculty members will meet the needs of a diverse learner community (Strategy 1) through learner-centred programming for those engaging in continuing professional education (Strategy 2). In addition, the strategic plan includes the objective to “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 16). The CCPP addresses Strategy 1: embracing an opportunity to build, strengthen, and extend the UofA’s connections to and engagement with an external stakeholder, namely the ACP, and Strategy 3, through engagement that addresses shared provincial challenges with respect to pharmacist practice.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 835 1544 1050"> <tr> <td data-bbox="570 835 1089 1050"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 835 1544 1050"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee Terms of Reference</p>			

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - 8) Program Approval Template - Non-Credit Certificate - Certificate to Canadian Pharmacy Practice (CCPP)

Prepared by:

Jill Hall, Assistant Dean Professional Programs

jhall@ualberta.ca

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics	
Certificate Name	Certificate to Canadian Pharmacy Practice (CCPP)
Sponsoring Faculty/ Academic Unit	Faculty of Pharmacy and Pharmaceutical Sciences
Contact information	Name and Title Jill Hall, Assistant Dean Professional Programs
	Phone 780-492-7559
	Email jhall@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	<p>The Faculty of Pharmacy and Pharmaceutical Sciences (FoPPS) and the Alberta College of Pharmacy (ACP) are partnering to establish a comprehensive bridging microcredential that builds upon the foundation of international graduates' pharmacy degrees, providing them with the knowledge and skills required to meet the health care needs of Albertans as clinical pharmacists and pharmacy owners.</p> <p>In essence, the certificate will be designed to address gaps and differences in both educational training and pedagogy and specific competencies. The program will increase the likelihood that internationally educated pharmacy graduates (IEPGs) will successfully obtain licensure and practice in the Alberta health care system, with patients receiving the level of care expected while maintaining public safety and trust. To obtain licensure, the ACP will require successful completion of the program for any pharmacist who completed their entry to practice pharmacy degree outside of Canada. Anticipated enrollment is 50 to 70 per year.</p> <p>The program prepares graduates to be future leaders and lifelong learners who will:</p> <ul style="list-style-type: none"> ● Meet the health needs of patients by taking responsibility for medication management of common conditions and diseases; ● Apply their expertise in knowledge of medications (including access to medications) and disease management when providing patient care; ● Work effectively in independent, intraprofessional, collaborative, and interprofessional team-based health care delivery models; ● Demonstrate effective and culturally safe communication with families, communities, populations, and health team members; ● Advocate for equity, diversity, and inclusion in the Canadian healthcare system, when providing care, and in response to the Truth and Reconciliation Commission's Calls to Action;

- Educate patients, the public, and other health care professionals regarding medication therapy to treat and prevent diseases and maintain wellness;
- Advocate for and support patient decision making regarding medication therapy;
- Manage daily pharmacy practice, compounding, and distribution of medications;
- Anticipate change and continually adapt to meet challenges of professional practice;
- Advance pharmacists' professional contributions in the health care system, the profession, and society throughout their careers;
- Fulfill ethical, legal, and professional obligations to the profession, the community, and society at large;
- Prepare for development of further expertise in pharmacy practice and patient care.

The program outcomes for the Certificate to Canadian Pharmacy Practice are based on the Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada (2017). In addition, the outcome statements considered: Standards of Practice (ACP, 2011), Competency Profile for Alberta Pharmacists (ACP, 2010), Professional Competencies for Canadian Pharmacists at Entry to Practice (National Association of Provincial Regulatory Authorities, 2013), Centre for the Advancement of Pharmacy Education Educational Outcomes (2013), and the Interprofessional Learning Pathway Competency Framework (<http://www.hserc.ualberta.ca>), alongside survey and focus group data and interviews conducted with IEPGs practicing in Alberta (2021), as well as other sources in the literature on pharmacy programs and internationally educated health professionals. Further, principles and recommendations of the Truth and Reconciliation Commission and the university's Strategic Plan for Equity, Diversity and Inclusion have been consulted.

The proposed certificate includes an orientation and 10 core courses (283 hours) offered over 3 terms that align with the 'streams' delivered in the entry-to-practice Doctor of Pharmacy degree program:

- BASE I (39h Fall)
- BASE II (39h Winter)
- BASE III (19h Spring)
- Patient Care Skills I (24h Fall)
- Patient Care Skills II (24h Winter)
- Patient Care Skills III (60h Spring)
- Pharmacotherapy I (26h Fall)
- Pharmacotherapy II (26h Winter)
- Pharmacotherapy III (13h Spring)
- CPP Capstone (13h Spring)

*BASE: Behavioural, Administrative, Social, and Evidence-based pharmacy practice

The program will be delivered in a blended format, with Fall and Winter term courses delivered online on a part-time basis to enhance accessibility and flexibility for learners to maintain employment while enrolled. Both synchronous and

	<p>asynchronous approaches will be utilized, with a focus on integrated case studies and the application of online content. Spring Institute coursework will be delivered three days per week on campus to optimize student learning in experiential components of the program, with students engaging in simulated patient care experiences in the Patient Care Skills laboratory. Overall program completion time is anticipated to be 10 months.</p> <p>In addition to formal assessment within each Credit/No Credit course (assignments, exams), the certificate includes a final 1-credit course designed to prepare learners for lifelong professional development and also provides a final assessment (written and practical) that is required for program completion and additionally aims to best prepare learners for the national licensing exam.</p> <p>The certificate will include work-integrated learning components, with FoPPS responsible for the development and implementation of the Program Courses, and the ACP retaining responsibility for the experiential learning component through their Structured Practical Training program, which will be delivered in a flexible sequencing format. Learners will connect through ‘communities of practice’ while in the program, which should accelerate their professional development, contribute to better pharmacy practice, and provide an enduring support network in employed positions.</p> <p>The program will be evaluated annually by a structured committee to ensure it is meeting its desired goals with respect to educational outcomes through its teaching, learning, and assessment practices and student experience. FoPPS and ACP will collaborate to continuously improve each offering of the certificate program.</p> <p>Given the diversity of preparation and work experience of IEPGs entering pharmacy practice in Canada, fairness relative to the cost of the bridging program and time commitment to achieve registration is essential. Following the inaugural offering of the program, a diagnostic tool will be enacted to enable IEPGs to self-assess their learning needs through the program and beyond, as well as to potentially place them to start at later stages within the program. Also, recognition for courses completed in the certificate will also be provided should learners wish to further their education by laddering into FoPPS’ PharmD for Practicing Pharmacists post-professional undergraduate degree program.</p>
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Section B: Rationale, Implications and Impacts	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.</p>	<p>This certificate is being developed in response to an identified need from the Alberta College of Pharmacy (ACP).</p> <p>The pharmacy profession is evolving rapidly and pharmacists in Alberta are leading the way with the broadest scope of practice in Canada, arguably the world. Ensuring that internationally educated pharmacist graduates (IEPGs) can obtain licensure in Alberta and can subsequently practice effectively and responsibly to the required standards of practice and ethics is a priority for both the FoPPS (which educates pharmacists) and ACP (which regulates the practice of</p>

pharmacists and ensures quality care and safety for all Albertans). Internationally educated health professionals often face obstacles in their efforts to successfully transition their practice to the Canadian context. Some unique challenges include understanding professionalism expectations, understanding the rules of the profession and the Canadian healthcare system, enculturation of Truth and Reconciliation and the needs of Indigenous patients and marginalized communities, bridging the gap between school learning and practical working culture, being part of a team, overcoming language barriers, earning the trust of patients and others, and so on. A number of pharmacists in Canada are also expected to be entrepreneurs in owning and managing their own pharmacy businesses. In fact, a recent analysis by the ACP identified that a growing proportion of both new registrants and pharmacy owners are IEPGs. Unfortunately, however, the nature, type, and the number of complaints, issues, and ethics violations relating to both practice issues and pharmacy management and conduct (such as unprincipled business practices) have also increased with IEPGs being disproportionately represented in the hearing tribunal processes.

In the Faculty's strategic plan (A Prescription for the Public Good), which is aligned with the University's institutional plan, to "Advance the profession through exemplary educational programs" is a Core Priority. Specifically, this proposal addresses the objective to explore opportunities for alternative programming options, including continuous professional development that leverages existing programming and infrastructures, and the expansion of certificate programs offered by the Faculty.

This certificate endeavours to further the University's commitment to Equity, Diversity, Inclusivity, and Indigeneity. All learners who meet enrolment criteria (following the pilot year, where enrolment will be capped at 50) will be provided access to the program. Support accessing bursaries and other financial resources will be facilitated by the Faculty's Student Services team. The faculty will set up a bursary based on an internal tithe of revenue to reduce the financial burden of the program for those in greatest need. In the pilot year, the fall and winter terms will be offered online, with both synchronous and asynchronous delivery to offer flexibility around learners' location of study (i.e. different time zones) and other work and family commitments. In subsequent years, online offerings may also be provided in a condensed or self-paced format, to further enhance flexibility and choice for those enrolled in the program.

The program will improve graduates' knowledge of care provided to diverse populations of Albertans and will specifically address social determinants of health, Canadian culture and cultural diversity, and culturally appropriate communication. There will be a focus on developing an understanding of the impact of stigma as well as the implications of culture and socio-demographics on community and individual health challenges, and the pharmacist's role in addressing these challenges and creating safe spaces for LGBTQIA2S+, BIPOC, women, persons with substance use disorders, and persons with mental health disorders. In addition to a commitment to Equity, Diversity, Inclusivity and Indigeneity within the CCPP program content, there will be a focus on faculty

	<p>development with the aim to identify and address unconscious bias, develop an anti-racism skillset, and increase the representation of BIPOC in the faculty.</p> <p>Consultation with IEPGs practicing in Alberta was also undertaken through a survey and focus groups. The survey respondents and focus group participants highlighted the challenges faced by IEPGs in navigating the licencing pathway in Canada and adapting their pharmacy practice to the context of Alberta and the Canadian healthcare system more broadly. Specifically, they highlighted the value in a program, such as that proposed, to help them ‘address the gaps’ between their prior pharmacy experience (if applicable) and education and the broad scope of pharmacy practice in Alberta. The survey and focus group participants also highlighted the value and necessity of internships and supportive mentors during their transition, thus the collaboration with the ACP to help support these opportunities alongside the program courses.</p> <p>As a collaborator, the Alberta College of Pharmacy fully supports the development and implementation of this program, with their Council providing unanimous approval in March 2021. As noted above, ACP will contribute to program evaluation and continuous improvement efforts.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>Existing resources will be allocated to the development and delivery of this program, particularly with respect to leveraging the entry-to-practice PharmD programming and faculty infrastructure, including the Student Services unit (i.e. student advising, wellness issues, accommodations) and assigned space (i.e. Practice Skills laboratory, etc). The Government of Alberta has endorsed this microcredential through financial support.</p>
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	<ul style="list-style-type: none"> ● September 2020 - present: monthly updates provided to faculty at Academic Staff Meeting ● Nov 12, 2020: discussion with Cosette Lemelin at CTL regarding instructional design support ● Jan 6, 2021: vision setting launch of program development with academic staff ● Feb 27, 2021: met with Tammy Hopper, Andrea Patrick, Suzanne French: governance, timelines, tuition, central program supports ● Mar 2, 2021: met with Michael Splinter (Assistant Dean, Faculty of Extension) regarding administrative supports (registration management, specifically: enrolment, fee collection, library and LMS access, records management, transcript, parchment) ● Mar 4, 2021: connected with Donald Mason (Interim Director, English Language School, Faculty of Extension) regarding their Intercultural Communication course recently offered to internationally trained dentists ● Mar 24, 2021: met with Ravina Sanghera, Assistant Dean Student Services, FoPPS regarding ability to support accommodations, wellness issues, student inquiries, etc ● May 3, 2021: Faculty Council approval ● June 10, 2021: met with Florence Glanfield, Vice-Provost Indigenous Programming & Research, to further discuss how Indigenous world views can be integrated
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers</p>	<p>Consultations completed Feb-May 2020 as part of a rapid analysis that ultimately included an environmental scan and proposed framework for the program:</p> <ul style="list-style-type: none"> ● Greg Eberhart, Registrar, Alberta College of Pharmacy

<p>and professional associations, regulatory bodies etc.</p>	<ul style="list-style-type: none"> ● Kaye Moran, Deputy Registrar, Alberta College of Pharmacy ● James Krempien, Complaints Director, Alberta College of Pharmacy ● Shao Lee, Professional Practice Director, Alberta College of Pharmacy ● Dr. Pam Timanson. Competence Director, Alberta College of Pharmacy ● Bernadette Martin, MA BScPT. Associate Dean, Faculty of Rehabilitation Medicine (oversees International Physical Therapy Bridging Program) ● Dr. Ann Thompson, BScPharm, PharmD, ACPR. Assistant Dean, Experiential Education (FoPPS) ● Dr. Zubin Austin. Leslie Dan Faculty of Pharmacy, University of Toronto (led development of International Pharmacy Graduate Program) ● Jas Jawanda. Faculty of Pharmaceutical Sciences, University of British Columbia (coordinates the Canadian Pharmacy Practice Program for international pharmacy graduates) ● Khedr Hassan, Director, Heritage College International Pharmacy Graduate Bridging program ● Saira Inayatullah, Program Manager, Bredin Centre for Learning (formerly offered 41-week International Pharmacy Bridging Program) ● Nadine Triska, Fair Practices Officer. Fairness for Newcomers Office. Alberta Labour & Immigration ● Dr. Susan Ulan, MD, CCFP. Assistant Registrar and Hearings Director. College of Physicians and Surgeons of Alberta ● Dr. Donna Woloschuk, BSP, PharmD, M.Ed (Distance) FCSHP (developed Manitoba's bridging program for internationally educated pharmacists) <p>Further consultations that further contributed to program design completed Jan-Mar 2021:</p> <ul style="list-style-type: none"> ● Jon Hunchuk and Lisa Zhu, Co-Leads International Pharmacy Graduate Program, Leslie Dan Faculty of Pharmacy, University of Toronto ● Survey - Internationally Educated Pharmacists Consultation (Registered Pharmacists practicing in Alberta) (299 participants) ● Focus Groups - Feedback on Draft Concept of University of Alberta Bridging Program (17 participants) ● Heather Scarlett-Ferguson, Director Professional Development, Alberta Pharmacists' Association ● Jas Jawanda, Faculty of Pharmaceutical Sciences, University of British Columbia (coordinates the Canadian Pharmacy Practice Program for international pharmacy graduates)
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APPENDIX A: Certificate for Canadian Pharmacy Practice (CCPP) Courses

The proposed certificate includes an orientation and 10 core courses (233 hours) offered over 3 terms:

Course	Hours / Term / Delivery	Description
BASE* I	39h Fall Online	Introduces learners to patient-centred care in Alberta including pharmacists' scope of practice, jurisprudence, and the health care system. Learners will explore the application of communication, professionalism, cultural sensitivity, and ethical frameworks to pharmacy practice plus develop skills in answering health and medication related questions using an evidence based approach.
BASE II	39h Winter Online	Learners will apply ethical and legal frameworks, management, patient safety culture, Indigenous perspectives, and social determinants of health to pharmacy practice. Learners will engage with an individual's specific cultural or communication needs, collaborate in groups, make shared decisions, and appraise synthesized resources and primary literature.
BASE III	19h Spring On campus	Learners will integrate concepts from BASE I and II across differing practice settings. Learners will prepare for ongoing professional learning, leadership development, and practice in interprofessional teams.
Patient Care Skills I	24h Fall Online	Introduces learners to the patient care process and how to apply it with an emphasis on medication use process. Fundamental skills related to prescription processing and preparation, communication, accessing patient health information, drug information, and documentation will be covered.
Patient Care Skills II	24h Winter Online	Learners will further develop skills with the patient care process using the pharmacists' scope of practice to conduct a patient assessment, develop a pharmacotherapy plan, and implement monitoring and follow up. Interprofessional communication, patient education, and medication safety practices will also be covered.
Patient Care Skills III	60h Spring On campus	Building on Patient Care Skills I and II, learners will apply the patient care process to more complex patient scenarios. Emphasis will be on patient assessment, decision making, and medication therapy management.
Pharmacotherapy I	26h Fall Online	Learners will expand their knowledge and skills in caring for patients with various disease conditions within the patient care

		process framework.
Pharmacotherapy II	26h Winter Online	Learners will expand their knowledge of various types of select medical conditions and will apply therapeutic and pharmaceutical science knowledge to various patient care scenarios. Learners will further develop their critical thinking and self-directed learning skills, along with their breadth and depth of therapeutic knowledge, as they incorporate principles of evidence-based therapeutic decision making within the patient care process framework.
Pharmacotherapy III	13h Spring On campus	Learners will expand their knowledge and skills in order to provide care to various patient populations. Learners will engage in active learning and focus on using evidence, applying the biopsychosocial model, making decisions, monitoring outcomes, and adjusting drug therapy for complex patients.
CCPP Capstone	13h Spring On campus	Prepares learners for lifelong professional development and provides an opportunity for learners to synthesize and apply the knowledge and skills obtained in the CCPP program through a written exam and objective structured clinical examination (OSCE) simulation of patient interactions as capstone assessments required for program completion.

*BASE: Behavioural, Administrative, Social, and Evidence-based pharmacy practice

FINAL Item No. 9

**Governance Executive Summary
Action Item**

Agenda Title	Renewable Energy Technologies Certificate
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Motion

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed Renewable Energy Technologies Certificate as submitted by the Faculty of Extension, as submitted in Attachment 1, to take effect Fall Term 2021.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Maria Mayan, Interim Dean, Faculty of Extension Nimmi Nayyer-Dua, Program Team Lead (Health, Safety, Environment and Planning), Faculty of Extension
Presenter(s)	Michael Splinter, Assistant Dean, Faculty of Extension

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The proposed Renewable Energy Technologies Certificate ladders three existing and very successful series: Renewable Energy Essentials, Solar Energy Development and Design and Wind Energy Development and Design into a Certificate.</p> <p>The proposed new certificate enables students to ‘transition’ their completed series to the new certificate credential. This ‘stacking and laddering’ model allows students to complete the program series that meet their immediate need, each subsequently completed series stacks on the prior one. Learners completing all three series and the two NEW courses will earn a University of Alberta Renewable Energy Technologies Certificate.</p> <p>The part-time, non-credit courses within the proposed certificate will develop the learner’s understanding of the conversion principles behind various renewable energy sources; their economic competitiveness compared to other alternative energy and fossil fuel generation; their environmental impacts; and the various renewable energy sources to integrate into the grid. The Certificate program also examines how to engage with, recognize and mitigate potential conflicts with local communities through stakeholder consultation.</p>

Item No. 9

<p>Executive Summary <i>(outline the specific item – and remember your audience)</i></p>	<p>Since the launch of the three Renewable Energy Technologies Series in fall 2020 to current, enrollment has exceeded 300 in the eight courses offerings.</p> <p>The proposed Renewable Energy Technologies Certificate ladders these three existing and very successful series: Renewable Energy Essentials, Solar Energy Development and Design and Wind Energy Development and Design into a Certificate.</p> <p>-----</p> <p>Renewable Energy continues to see global expansion resulting in related employment growth. Globally the Renewable Energy Sector employed 11.5 million people in 2019; thirty-two percent of those jobs are filled by women compared to 22% in the energy sector overall.</p> <p>In Canada 59,600 people are employed in the renewable energy sector – 29,900 hydro; 17,200 biofuels; 7,600 wind and 4,300 solar. (IRENA, Annual Review, 2020).</p> <p>Alberta has a lot of trained professionals in every industry that tap into the energy market. The proposed Renewable Energy Technologies Certificate program aims to fill the shortage for knowledgeable and skilled professionals for the growing green sector.</p> <p>The most common industries and employment fields seeking renewable energy expertise include power producers, green building developers, government agencies (energy, infrastructure, environment), utility companies, energy marketing agencies, investment firms, consulting groups, regulators, financial planning groups, consumer mediation groups, auditing agencies.</p> <p>Existing programs are either part of degrees or are longer full-time diploma programs. The successful launch of the three Series, positive student feedback, consultation with industry representatives (external), and consultation with faculty members in related areas, confirmed the support and desire to build upon the Series and ladder into a higher level credential. Thus the opportunity to create a Renewable Energy Technologies Certificate was identified. This development provides a pathway for career advancement for both working and new professionals which is currently not available in the existing renewable energy education programs.</p> <p>Completion of the RET Certificate will help develop and expand learners' knowledge about different renewable energy resources and equip them with skills to identify and analyze renewable energy solutions for sustainable project development and to carry out basic techno-economic assessments.</p> <p>Development of the original three RET Series resulted from consultations with the curriculum provider BlocksEdu. BlocksEdu currently works with Dalhousie University to offer a similar program in the Maritime market. Work to identify additional courses to fill out the RET Certificate involved consultations with a diverse group of practitioners working in the renewable energy industry. These practitioners were from the generation industry, consulting, and academia.</p> <p>Following the program's approval, we will:</p> <ul style="list-style-type: none"> ● Develop and schedule the two new courses
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Item No. 9

	<ul style="list-style-type: none"> • Continue to consult and engage with stakeholders, including but not limited to current students, community and Indigenous groups, instructors, industry practitioners, consultants, and UofA academia • Begin to market and promote the program. • Deliver the program. <p>As the courses offered by the Faculty of Extension as part of this certificate currently exist or are in development within the Faculty's Environmental Sciences program area, it is expected that the proposed certificate will be launched in the fall of 2021, with no need for annual governance review. It is not anticipated that this item will come forward annually.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <p>Faculty of Extension areas:</p> <ul style="list-style-type: none"> • HSEP Program Team • Extension Student Services Office (ESSO) will be required to create new program in Campus Solutions • Extension Marketing and Strategic Initiatives team • Learning Engagement Office (LEO) <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> • Program governance follows the Micro-Credential Framework • Service unit processes will be consistent with those existing for all Faculty of Extension programs. <p>Student Engagement Centre</p> <ul style="list-style-type: none"> • Many of our learners need little or no additional learning support to complete their programs. We recognize that there is a segment of the population who are struggling to re/enter the workforce therefore we are adjusting our Student Engagement Centre to support CPE learners by providing academic resources and opportunities for networking and learning mentorship.
	<p><u>Those who have been consulted:</u></p> <p>On campus we have discussed the program structure and proposed courses with several Professors:</p> <ul style="list-style-type: none"> • Tim Weis, Industrial Professor, Faculty of Engineering - Mechanical Engineering Dept. Faculty of Engineering • John Parkins, Professor, Department Chair, Faculty of Agricultural, Life and Environmental Sci - Resource Economics & Environmental Sociology • Anne Naeth, Director, Energy Systems, Signature Area, UofA

Item No. 9

	<p>Since the inception of the Series in Renewable Energy Technologies several metrics confirm support for the courses:</p> <ul style="list-style-type: none"> • Strong enrolment in fall and winter term for Renewable Energy Essentials Series, Solar Energy Development and Design and Wind Energy Development and Design; • Positive Student feedback on course content, course delivery format, and course instructors; • Many students are employer-supported (small, medium, and large energy companies and government organizations); • Positive instructor feedback on learning design, course set-up and support; • Consultation with Capital Power confirms their strong support for the courses with noted indication of direction/growth for 'new' courses. <p>May and June 2021, Vice-Provost (Indigenous Programming & Research) Florence Glanfield has provided guidance on changes to the framework to address Equity, Diversity, Inclusion and Indigenous (EDI).</p> <p>Additional ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Through these consultations we received input on course curriculum and structure, industry and government departments/agency needs, industry contributions to content and lectures and costs.</p> <p><u><i>Those who have been informed:</i></u></p> <p>Faculty of Extension staff have been informed of the program proposal. (Ongoing)</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> • Faculty of Extension GPPRC, April 13, 2021 • PST, April 29, 2021 • Extension Faculty Council: May 6, 2021 (via e-Vote) • GFC PC: June 24, 2021

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>In the University of Alberta's institutional strategic plan, For the Public Good, the University establishes the objective to "Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities" (Objective 10). This program is one example of the way in which we are creating "a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education" (Objective 10, Strategy 2).</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 1885 1541 1953"> <tr> <td data-bbox="570 1885 1089 1953"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff </td> <td data-bbox="1089 1885 1541 1953"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation			

Item No. 9

	<input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<ol style="list-style-type: none"> 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. 2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 3. GFC Programs Committee Terms of Reference 4. Non-Credit / Microcredential Framework 	

Attachment 1: Program Approval Template - Non-credit program – Renewable Energy Technologies Certificate proposal.

Attachment 2: EXERM 4294 – Renewable Energy Project Economics

Attachment 3: EXERM 4287 – Engaging Community for Renewable Energy Project Success

Attachment 4: EDII Framework

Prepared by: < Nimmi Nayyer-Dua, Team Lead, Health, Safety, Environment and Planning, Faculty of Extension ndua@ualberta.ca >

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee

Section A: Basics		
Certificate Name	Renewable Energy Technologies Certificate	
Sponsoring Faculty/ Academic Unit	Extension/ HSEP Programs	
Contact information	Name & Title	Nimmi Dua, Team Lead - consultation support from Michael Splinter
	Phone	780-492-8924
	Email	ndua@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	<p>Explore the theory and practice behind energy production, distribution, and consumption. Discuss alternative forms of electricity generation (coal-fired power, combined cycle gas turbines, nuclear, hydro, geothermal, solar, and wind power) and get updated on the major innovations and challenges in the industry.</p> <p>Upon the successful completion of the Renewable Energy Technologies (RET) program, students will be able to:</p> <ul style="list-style-type: none"> • understand the principles of operating diverse of operation of the broad spectrum of renewable energy technologies; • conduct preliminary resource assessments for a variety of renewable energy technologies; • analyze electricity technologies from a systems perspective; • articulate the technical challenges for each of the renewable sources and identify environmental, social and economic costs and benefits • calculate the economic viability of new projects • understand the social context of renewable energy and identify ways to enhance benefits for local communities (including Indigenous communities) <p>The University of Alberta Non-Credit/Micro-Credential Framework specifies certificates can range in length from 100 to 300 instructional hours. The RET Certificate includes seven courses (Appendix A) which total 168 instructional hours. The program is made up of five existing courses and two new, to be developed, courses. The new courses address gaps identified through stakeholder consultation.</p> <p>Courses are graded using the University of Alberta’s Alpha – Numeric grading system. Assessments may include individual and group projects, quizzes/exams, reflective responses, case study projects and structured assessment of student engagement.</p>	

	<p>The majority of target audience are working professionals, the program will be offered through a flexible online learning environment using a combination of synchronous and asynchronous activities. The program can be completed in six months to a year. Learners attending the program with support of their employers are able to access the Canada Alberta Job Grant.</p> <p>Once approved the RET Certificate will formally launch in September 2021.</p>
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Section B: Rationale, Implications and Impacts	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.</p>	<p>Background: The Renewable Energy Technologies Certificate ladders three existing and very successful series: Renewable Energy Essentials, Solar Energy Development and Design and Wind Energy Development and Design into a Certificate. This expanded program will develop the learner's understanding of the conversion principles behind various renewable energy sources; their economic competitiveness compared to other alternative energy and fossil fuel generation; their environmental impacts; and the various renewable energy sources to integrate into the grid. The Certificate program also examines how to engage with, recognize and mitigate potential conflicts with local communities through stakeholder consultation.</p> <p>Program Overview: The requirements for the Renewable Energy Technologies Certificate is the successful completion of seven core courses: EXERM4310 – Introduction to Electricity and Power Generation – 14hrs EXERM4311 – Transmission, Distribution, and Smart City Fundamentals – 14hrs EXERM4312 – Electricity and the Environment – 14hrs EXERM4303 - Solar Energy Development and Design – 42hrs EXERM4304 – Wind Energy Development and Design – 42hrs EXERMXXXX - Renewable Energy Project Economics – 21hrs EXERMXXXX - Engaging Community for Renewable Energy Project Success – 21hrs</p> <p>Rationale Renewable Energy continues to see global expansion resulting in related employment growth. Globally the Renewable Energy Sector employed 11.5 million people in 2019; thirty-two percent of those jobs are filled by women compared to 22% in the energy sector overall.</p> <p>The most common industries and employment fields seeking renewable energy expertise include power producers, green building developers, government agencies (energy, infrastructure, environment), utility companies, energy marketing agencies, investment firms, consulting groups, regulators, financial planning groups, consumer mediation groups, auditing agencies.</p>

	<p>In Canada 59,600 people are employed in the renewable energy sector – 29,900 hydro; 17,200 biofuels; 7,600 wind and 4,300 solar. (IRENA, Annual Review, 2020).</p> <p>Since the launch of the three Renewable Energy Technologies Series in fall 2020, enrollment has totaled 244 in the eight courses offerings; Spring 2021 courses have wait lists.</p> <p>Alberta has a lot of well trained professionals in every industry that taps into the energy market; the renewable energy program aims to fill the skill shortage of engineers and technicians the province needs for the growing green sector.</p> <p>Existing programs are either part of degrees or are longer full-time diploma programs. The successful launch of the existing three Series, positive student feedback, consultation with industry representatives (external), and consultation with faculty members in related areas, confirmed the support and desire to build upon the Series and ladder into a non-credit Certificate credential. Thus the opportunity to create a Renewable Energy Technologies Certificate was identified. This development provides a pathway for career advancement for both working and new professionals which is currently not available in the existing renewable energy education programs.</p> <p>Completion of the RET Certificate will help develop and expand learners' knowledge about different renewable energy resources and equip them with skills to identify and analyze renewable energy solutions for sustainable project development and to carry out basic techno-economic assessments.</p> <p>The response to our renewable energy technology series has been strong. This response triggered an examination of the possibility of creating a Certificate program. Introducing the proposed new certificate enables students to 'transition' their completed series to the new certificate credential. This 'stacking and laddering' model allows students to complete the program series that meet their immediate need, each subsequently completed series stacks on the prior one. Learners completing all three series and the two NEW! courses in the RET Certificate will earn a University of Alberta Renewable Energy Technologies Certificate.</p> <p>The Existing Audience Learners enrolling in our current Series come from a diverse audience including government employees, energy companies, municipalities, consulting companies and manufacturing companies. Program marketing has been primarily through our website. With the launch of the full program we will expand marketing to target more municipalities and indigenous communities and companies.</p>
Resource Implications	The RET Certificate builds upon the success of the three existing Series which have experienced overwhelming response and demand. Since the

<p>Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>launch in Fall 2020 to current, the enrollment total within these courses is 244 learners (ave.=30 learners/course)</p> <p>The existing five courses are continuously improved taking into account student feedback and current / relevant events; these ongoing updates do not require development funding.</p> <p>The RET Certificate program will require two new courses to be developed. The development of these two courses is being funded by an Alberta Government grant and will occur over the summer 2021 and be ready for offering in September 2021. Existing internal Learning Engagement Office (LEO) staff will work with the SMEs to develop the courses.</p> <p>Program administration utilizes existing Faculty resources:</p> <ul style="list-style-type: none"> • Program development and design: HSEP Team Lead, Extension Student Services Office (ESSO) team and Marketing and Strategic Initiatives team • Program administration: HSEP program team, Extension Student Services Office (ESSO) team • Marketing support: Marketing and Strategic Initiatives team
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	<p>Faculty of Extension consultations have included:</p> <ul style="list-style-type: none"> • HSEP Program Team • Extension Student Services Office (ESSO) will be required to create new program in Campus Solutions • Extension Marketing and Strategic Initiatives team • Learning Engagement Office (LEO) <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> • Program governance follows the Micro-Credential Framework • Service unit processes will be consistent with those existing for all Faculty of Extension programs. • The Faculty has consulted with the Vice Provost (Indigenous Programs and Research) to continue developing our framework to address Equity, Diversity, Inclusion and Indigenous (EDII). This work is included in Appendix A-4. <p>In addition to Appendix A-4, specific EDII perspectives have been integrated into the Renewable Energy Technology (RET) program:</p> <p>At least two of the program’s courses specifically address the multiple stakeholders on the land base occupied by renewable energy projects. This is done by examining the project from the different perspectives of the three stakeholders involved in the development and approval of all energy projects: regulators, project investors, and the local community. Also integrated is methodology to examine ways to enhance local Indigenous and non-Indigenous stakeholder engagement in project development, opportunities for community and local ownership of renewable projects.</p>

	<p>Other courses examine case studies involving Indigenous and Metis organizations utilizing RET projects to improve their community outcomes.</p>
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.</p>	<p>Since the inception of the Series in Renewable Energy Technologies several metrics confirm support for the courses:</p> <ul style="list-style-type: none"> • Strong enrolment in fall and winter term for Renewable Energy Essentials Series, Solar Energy Development and Design and Wind Energy Development and Design; • Positive Student feedback on course content, course delivery format, and course instructors; • Many students are employer-supported (small, medium, and large energy companies and government organizations); • Positive instructor feedback on learning design, course set-up and support; • Consultation with Capital Power confirms their strong support for the courses with noted indication of direction/growth for 'new' courses. <p>Completing all three series, students are then eligible to write an exam from the Foundational Technologies Institute (FTI) to obtain their Sustainable Energy Technology professional (SETP) designation.</p> <p>Development of the original three RET Series resulted from consultations with the curriculum provider BlocksEdu. BlocksEdu currently works with Dalhousie University to offer a similar program in the Maritime market. Work to identify additional courses to fill out the RET Certificate involved consultations with a diverse group of practitioners working in the renewable energy industry. These practitioners were from the generation industry, consulting, and academia.</p> <p>Through these consultations we received input on course curriculum and structure.</p> <p>On campus we have discussed the program structure and proposed courses with several Professors:</p> <ul style="list-style-type: none"> • Tim Weis, Industrial Professor, Faculty of Engineering - Mechanical Engineering Dept. Faculty of Engineering • John Parkins, Professor, Department Chair, Faculty of Agricultural, Life and Environmental Sci - Resource Economics & Environmental Sociology • Anne Naeth, Director, Energy Systems, Signature Area, UofA <p>The reception from each Professor was positive and Dr. Parkins will likely be involved in the development of the <i>Engaging Community for Renewable Energy Project Success</i> course and Dr. Naeth has suggested that there will be areas for Extension to collaborate in the Energy Signature area.</p>

	<p>Additional ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Through these consultations we received input on course curriculum and structure, industry and government departments/agency needs, industry contributions to content and lectures and costs.</p>
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Appendices:	
<p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p>	<p>Appendix A: Renewable Energy Technologies Certificate Overview and course (series) descriptions.</p> <p>Appendix A-4: EDII Framework - Integrating EDII perspectives into Faculty of Extension programs.</p>

REVIEW/APPROVAL:

Assistant Dean: April 6, 2021

GPPRC: April 13, 2021

Program Support Team: April 29, 2021

Extension Faculty Council: May 6, 2021 (via e-Vote)

GFC Programs Committee: _____

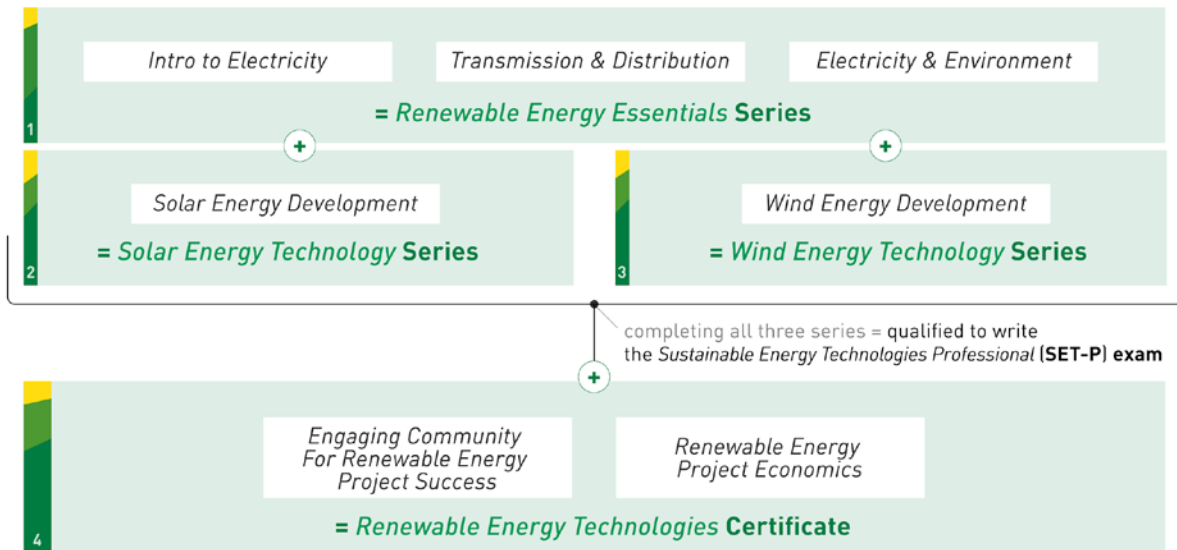
APPENDIX A



RENEWABLE ENERGY TECHNOLOGIES

7 COURSES

4 STACKABLE PROGRAMS



Program Name: Renewable Energy Technologies Certificate

Proposed program description (web copy):

Overview

Building upon the existing three series: Renewable Energy Essentials, Solar Energy Development and Design and Wind Energy Development and Design, the proposed Renewable Energy Technologies (RET) Certificate will build students' understanding of the conversion principles behind various renewable energy sources; their economic competitiveness compared to other alternative energy and fossil fuel generation; their environmental impacts. It will also examine the issues involved in the integration of various renewable energy sources to the grid. The Certificate program also examines how to engage with, recognize and mitigate potential conflicts with local communities through stakeholder consultation

Completion of the RET Certificate will help develop and expand learners' knowledge about different renewable energy resources and equip them with skills to identify and analyze renewable energy solutions for sustainable project development and to carry out basic techno-economic assessments.

The RET certificate allows for students to seamlessly 'transition' their course series to the new credential. This 'stacking and laddering' model allows students the option to complete one series in Renewable Energy to two to completion of all three series with an opportunity to transfer their learning into a formal University of Alberta Certificate on a part-time basis

available through online asynchronous or synchronous format: achievable within six months to a year.... fast-tracking their path into the job market.

Audience

This career-enhancing program provides key skills to individuals who want to enhance their resume and marketability in the clean technology job market.

- Industry executives interested in expanding their knowledge on the rapid growing renewable energy sector.
- Project managers, developers and investors interested in expanding their career or business with renewable energy.
- It is recommended that participants have completed secondary school or equivalent, be proficient (to university level) in English. Between two to five years working experience is preferred but not required.

Program Hours:	168 hours
Number of courses:	7 required courses
Admission Requirements:	none
Grading:	Graded (Alpha)
Course Format:	Online
Time to complete:	between six-months to one year of part-time study

A. **Renewable Energy Essentials Series:** The three courses in this Series introduces students to the theory and practice behind energy production, distribution and consumption. Students will learn about the relationship between energy and the environment and leave with a strong grasp of the basic terminology and units of measurement used throughout the certificate program. It lays the groundwork in electricity and energy and prepares students for other classes.

Learning Outcomes

- Describe the differences between alternative forms of electricity generation (coal fired power, combined cycle gas turbines, nuclear, hydro, geothermal, solar and wind power). Describe the basics of electricity transmission/ distribution and the steps required for renewables to achieve grid parity.
- Distinguish between different types of energy storage technology and describe the potential it holds for renewable energy.
- Describe the relationship between electricity and the environment, including the breakdown of GreenHouse Gas (GHG) emissions per sector.
- Define the financial terminology and units of measurement in the energy sector (i.e. Calories, Joules, Watts, British Thermal Units, etc.)

Three courses are included in this Series:

1. Introduction to Electricity and Power Generation (14 hours)

Under-stand key con-cepts relat-ed to elec-tric-i-ty and major forms of pow-er gen-er-a-tion. Learn about the impor-tance and dif-fer-ent appli-ca-tions of direct and alter-nat-ing cur-rent. Get an overview of con-ven-tion-al and alter-na-tive forms of elec-tric-i-ty gen-er-a-tion. Acquire foun-da-tion-al knowl-edge in con-ven-tion-al and renew-able ener-gy sys-tems, as well as the most inno-v-a-tive appli-ca-tions on the market.

- Describe the ever-expanding global clean energy technology market and what employment opportunities exist for renewable energy professionals.

- Understand how electricity works at an atomic level.
- Explain the history of static and current electricity production.
- Describe the differences between direct current and alternating current.
- Define basic formulas and units of measurement employed in the energy sector.

2. Transmission, Distribution, and Smart City Fundamentals (14 hours)

Get a comprehensive overview of the major processes behind electricity distribution and transmission. Learn about the challenges that renewable energy systems pose to electricity grids and how they can be overcome. Walk through basic concepts in smart city design, including smart metering, energy dispatching, and IoT.

- Describe the differences between major forms of thermal and renewable generation.
- Outline the basic process behind generators and the process of magnetic induction.
- Describe the different ways that geothermal, hydro, wind, and solar power is captured, converted, and utilized.
- Describe the differences between electricity transmission and distribution and what purpose these systems serve.
- Outline differences between alternating current transmission lines and high voltage direct current.
- Explain the impact of transmission losses and what stages of electricity transport result in the greatest efficiency losses.
- Detail the pros and cons of Smart Meters and provide an overview of how they can optimize smart grids.

3. Electricity and the Environment (14 hours)

Explore the material relationship between electricity generation and the natural environment. Learn about the role of carbon dioxide in relation to the greenhouse effect and the impacts of different electricity generation forms on emissions. Discuss topics such as albedo effect and energy reflection, climate change feedback loops, climate policy frameworks, Canada's performance relative to Paris targets, and future trajectories.

- Describe the relationship between CO₂ and temperature through the greenhouse effect.
- Define the albedo effect and outline its role in energy reflection.
- Outline the environmental impacts associated with different electricity generation technologies.
- Describe different policy tools used for Greenhouse Gas mitigation (including price-based instruments, command and control regulations, and technology support policies).
- Describe the principal characteristics of all major forms of energy storage.
- Outline the strengths and challenges of battery, thermal, compressed hydro, and compressed air energy storage systems.
- Outline the energy storage potential of Alberta.
- Describe some of the limitations and challenges to utility-scale energy storage.

B. Solar Energy Development and Design Series (42 hours)

Provides an introduction to the technology behind solar power. It provides students with a foundational understanding of solar energy and walks them through the planning, design and development process required to install a solar project. Students will leave with an understanding of the mechanics behind solar power generation, economics of different solar power projects, and technical aspects of its integration into power grids and the future potential of this technology.

Learning Outcomes

- Describe how solar energy is captured, converted, and best utilized through different solar power systems.
- Describe the efficiency rise, price reduction and growth trajectory that solar projects have experienced worldwide.
- Explain the basic mechanics of different solar power systems (CSP, PV power stations, floating solar farms, rooftop installations, etc.).
- Walk through the steps required to build a solar project (i.e. how to assess solar potential, choose the right system, acquire land, acquire permits, and assess economic feasibility).
- List solar power innovations currently revolutionizing the industry.

C. Wind Energy Development and Design Series (42 hours)

Provides students with a foundational understanding of wind power technologies and walks them through the planning, design and development process required to install different wind projects. Students will leave with an understanding of the mechanics behind wind power generation, economics of different types of power projects, technical aspects of its integration into power grids and the future potential of this technology.

Learning Outcomes

- Describe how wind energy is captured, converted, and best utilized through different wind power systems.
- Describe the mechanics of different types of wind turbines (horizontal vertical and ducted).
- Walk through the steps required to build residential or commercial wind energy projects (i.e. how to assess potential of wind resources, choose the right system for your location, acquire land, acquire permits, and assess economic feasibility).
- Describe the most exciting wind power innovations (Vertical axis installations for houses, Off-shore wind advancements, O-WIND urban turbines, Nemoi Vertical Axis Wind Turbines, etc.)
- Explain major barriers to wind power installations (nimbyism, bird and insect deaths, noise) and what innovations are addressing them.

6. Renewable Energy Project Economics (21 hours)

Utilizing business cases learners will work through the economics of siting and starting a renewable energy project. The course will examine the three perspectives (i.e., regulators, project investors and the local community) involved in development and approval of all projects. By working through case studies, learners will see the value of examining all three perspectives, balancing the costs and benefits, to ensure projects are positive for each involved party.

Learning outcomes

- calculate the viability of a given project;
- assess the impact of a project's location on the economics of the project;
- explore the viability of renewable energy projects relative to non-renewable options;
- explore different analytical tools that can be used to address questions of project benefits;
- compare and contrast three different perspectives on the economic benefits of a project (regulator, proponent, and nearby community, including indigenous communities)

7. Engaging Community For Renewable Energy Project Success (21 hours)

Develop an understanding of wide-ranging social issues, with a focus on lessons learned from renewable project development in other parts of Canada, ways to enhance local Indigenous and non-Indigenous stakeholder engagement in project development, opportunities for community and local ownership of renewable projects.

Learning outcomes

- Identify key elements of effective public engagement in renewable energy projects
- Understand the features of community energy projects and what makes them successful
- Utilize case studies from across Canada to identify and avoid pitfalls of renewable energy projects
- Apply aspects of renewable energy projects that will increase social support and adoption of renewable technologies
- Understand the historical and legal basis for uniquely Indigenous approaches to energy development

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: **RB 2021-04-14**

TEAM LEAD INITIAL & DATE: **ND 2021-04-01**

Course description changes should be reviewed/wordsmithed in collaboration with Marketing.

Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: **KL 2021-04-01**

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict.

Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____

OR

Major Change* **MS 2021-04-06**

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: _____

PROGRAM NAME: RENEWABLE ENERGY TECHNOLOGIES CERTIFICATE

SELECT ONE

<input checked="" type="checkbox"/> (Ex__ES__) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
--	--------------------------------	--------------------------------

Effective Term Date: July 1, 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW COURSE	<p>SUBJECT CODE & COURSE #: EXERM 4294</p> <p>COURSE NAME: Renewable Energy Project Economics</p> <p>DESCRIPTION: (lowercase) Work through the economics of siting and starting a renewable energy project as you examine related business cases under the different perspectives of the three stakeholders involved in the development and approval of all energy projects: regulators, project investors, and the local community. Learn how to balance the costs and benefits to ensure projects are positive for each involved party.</p> <p>COURSE HOURS: 21 HRS</p> <p>GRADING (SELECT ONE): GRADED</p> <p>COURSE FORMAT (SELECT ONE): ONLINE</p> <p>PRE-REQUISITE: NONE</p> <p>CO-REQUISITE: NONE</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

	SPEEDCODE OR CHARTFIELD: AS040 COURSE FEE:\$595 OWNING PROGRAM: RELATIONSHIP TO THE PROGRAM:
--	---

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

This course is one of five courses required to complete the RET Certificate.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

BUDGET REQUIREMENTS:

Outline any additional costs

STEP 2 – APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: APRIL 6, 2021

GPPRC DATE: APRIL 13, 2021

PST DATE: APRIL 29, 2021

EFC DATE: MAY 6, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE DATE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input type="checkbox"/>	MARKETING <input type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: **RB 2021-04-14**

TEAM LEAD INITIAL & DATE: **ND 2021-04-01**

Course description changes should be reviewed/wordsmithed in collaboration with Marketing.

Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: **KL 2021-04-01**

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict.

Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____

OR

Major Change* **MS 2021-04-06**

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: _____

PROGRAM NAME: RENEWABLE ENERGY TECHNOLOGIES CERTIFICATE

SELECT ONE

<input checked="" type="checkbox"/> (Ex__ES__) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
--	--------------------------------	--------------------------------

Effective Term Date: July 1, 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW COURSE	<p>SUBJECT CODE & COURSE #: EXERM 4287</p> <p>COURSE NAME: Engaging Community For Renewable Energy Project Success</p> <p>DESCRIPTION: (lowercase)</p> <p>Develop an understanding of wide-ranging social issues, with a focus on lessons learned from renewable project development in other parts of Canada, ways to enhance local Indigenous and non-Indigenous stakeholder engagement in project development, opportunities for community and local ownership of renewable projects.</p> <p>COURSE HOURS: 21 HRS</p> <p>GRADING (SELECT ONE): GRADED</p> <p>COURSE FORMAT (SELECT ONE): ONLINE</p> <p>PRE-REQUISITE: NONE</p> <p>CO-REQUISITE: NONE</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

	SPEEDCODE OR CHARTFIELD: AS040 COURSE FEE:\$595 OWNING PROGRAM: RELATIONSHIP TO THE PROGRAM:
--	---

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

This course is one of five courses required to complete the RET Certificate.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

BUDGET REQUIREMENTS:

Outline any additional costs

STEP 2 – APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: APRIL 6, 2021

GPPRC DATE: APRIL 13, 2021

PST DATE: APRIL 29, 2021

EFC DATE: MAY 6, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE DATE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input type="checkbox"/>	MARKETING <input type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input type="checkbox"/>

Appendix A-4: Integrating EDII perspectives into Faculty of Extension programs.

The Faculty of Extension programming strives to address the strategic objectives identified in For the Public Good (FPG). We seek to build a *diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world*. Core to the Faculty of Extension's 109 years of excellence is the FPG objective: *Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities*.

The Faculty of Extension embraces the need to integrate strategies that address both Equity, Diversity and Inclusion as well as incorporating Indigenous Initiatives - collectively EDII. Our programs have the potential to impact Indigenous and other communities who have long been marginalized in and by dominant educational institutions. As we are on Indigenous lands and are all treaty people, it is our collective responsibility to work with our staff, instructors, and students to cultivate a shared understanding of knowledge systems other than just our current knowledge-construct. We will support more inclusive perspectives and actions to "uplift the whole people".

The Faculty has undertaken work in this area and while we are still identifying and refining our learning strategies, one of our first steps will be to create a framework to help shape how this work will be done. The beginning of this framework will be:

Territorial Statement

"The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community."

- The Territorial Statement is included on course syllabi and on the eClass course pages; course instructors will include the Territorial Statement in their initial course posting or introductory course remarks, and all instructors will receive communication from the Dean on the importance of integrating EDII into their courses.

Advisory Committees

- We will improve the diversity of our program advisory committees including seeking Indigenous representatives for each committee.

Student Supports

- Many of our learners need little or no additional learning support to complete their programs. We recognize that there is a segment of the population who are struggling to re/enter the workforce therefore we are exploring how to adjust our Student Engagement Centre to support CPE learners by providing academic resources and opportunities for networking and learning mentorship.
- The Faculty's Student Engagement Centre (SEC), part of the English Language School's (ELS) support for international learners, provides an open, safe, and inclusive learning environment for international students to practice their language skills, engage with the wider university and local communities, and acclimatize to the new language and new learning environment. The SEC offers individual student advising and a variety of interactive extracurricular activities focused on language support and skill development.

- ELS has developed a clear set of procedures for dealing with cases of academic misconduct committed by international students. With first offences, particularly cases of minor plagiarism, the focus should be on the educational or learning process. However, it is recognized that students enrolled in the English Language School are defined as University of Alberta Students, and as such are subject to sanctions and procedures for Offences (30.3) under the Code of Student Behaviour (30).
- International ELS online programming is designed and offered to provide access during times appropriate for the learners.
- Most Extension programs have open acceptance to allow learners without a high school education to earn a credential.

Course and Program Development

- Program and course development phases include conversations to identify elements that actively address Indigenous and diverse perspectives
- Development of course material is intentional. Pictures reflect the student audience and attempts will be made to bring voices other than the dominant one into courses.
- Online courses utilize video, with closed captioning, to help distribute content; electronic courses resources will be created with minimal bandwidth required.

Instructor Development

- The Faculty will create a curated webpage on the Instructor teaching resource site that provides links to EDII resources for instructors. Professional development activities will include sessions on EDII.
- The Faculty has already begun to recruit a more diverse instructor pool. Our goal is have an instructor pool that reflects the diversity of students.

FINAL Item No. 10.1

Governance Executive Summary
Action Item

Agenda Title	Proposed Front End Web Development Certificate, Faculty of Extension
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Motion

<p>THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed Front End Web Development Certificate as submitted by the Faculty of Extension as per Attachments 1 and 2.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	The Faculty of Extension, Communications & Design
Presenter(s)	Megan Bertagnolli, Program Development Lead

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because The Faculty of Extension is proposing a new Front End Web Development Certificate as part of its Continuing Professional Education (CPE) offerings.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Front End Web Development Certificate is a component of the approved Full Stack Web Development Diploma. This Certificate offers students a specialized focus in front end web development.</p> <p>The demand for people with digital skills is growing, and front end development ranks 7th out of the top 10 in Alberta, with growth in this areas projected at 26%.</p> <p>A version of the proposed Full Stack Web Development Diploma ran for 3 years in partnership between the Provincial Government and the Technology Training Centre (TTC). During the run of this partnership, 700 people applied to be part of just three cohorts of students. Those who were successfully admitted completed the program with a 96% success rate (67 out of 70 students). Unfortunately, the funding for this project came to an end; however, demand for the content still exists as does interest for recognized certification.</p> <p>The Front End Web Development Certificate presents learners looking to reskill or upskill with a streamlined path to a career in front end web development, with a focus on three common coding languages: HTML, CSS and JavaScript. It is fully stackable into the Full Stack Web Development Diploma, enabling students who wish to continue on direct entry into the larger program. It will also pair with either the C# or Python Back End Web Development Certificates.</p> <p>The certificate requirements consist of seven core courses (total of 208 hours), and a minimum of 40 hours of electives. Courses are a variety of lengths but combine to a minimum total of 248 hours.</p> <p>As courses will be exclusively drawn from the already approved Full Stack Web Development Diploma, no existing resources will be allocated to the development and delivery of this program. No additional</p>

Item No. 10.1

	<p>resource requirements are anticipated and the Certificate is planned to be launched in Fall 2021 at the same time as the Diploma.</p> <p>This new Certificate is expected to generate a positive revenue flow within the first year of operations and program revenues will cover all direct program expenses. Surplus program revenues generated will help pay for Unit, Faculty, and University overhead (including the 15% allocation to the center).</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • The University of Alberta’s TTC (Technology Training Centre) <ul style="list-style-type: none"> ○ Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta ○ Warren Uhrich, TECHCareers Lead Instructor, University of Alberta
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Digital Technology Advisory Committee <ul style="list-style-type: none"> ○ September 23, 2020 • Extension Student Services Office, November 2020-present. • The Faculty has consulted with the Vice Provost (Indigenous Programs and Research) to begin developing our framework to address Equity, Diversity, Inclusion and Indigenous (EDI). This initial work is included in Appendix A-3.
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Digital Technology Advisory Committee <ul style="list-style-type: none"> ○ Ongoing • Student Recruitment Network <ul style="list-style-type: none"> ○ April 22, 2021
Approval Route (Governance) (including meeting dates)	<p>GPPRC: April 13, 2021 PST: April 29, 2021 Extension Faculty Council: May 6, 2021 (via e-Vote) GFC Programs Committee: June 24, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>In the University of Alberta’s institutional strategic plan, <i>For the Public Good</i>, the University establishes the objective to “Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities” (Objective 10). This program is one example of the way in which we are creating “a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education” (Objective 10, Strategy 2).</p>	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise

Item No. 10.1

	<input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	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. 2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 3. GFC Programs Committee Terms of Reference 4. Non-Credit / Microcredential Framework - The Framework was approved by General Faculties Council (GFC) on May 25, 2020	

Attachments

1. Attachment 1: (Front End Web Development Certificate Proposal; page(s) 1 - 15)
2. Attachment 2: Appendix A-3 (EDII Framework)

Prepared by: Megan Bertagnolli, Program Development Lead, Faculty of Extension,
 megan.bertagnolli@ualberta.ca
 Document2

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics		
Certificate Name	Front End Web Development Certificate	
Sponsoring Faculty/ Academic Unit	Faculty of Extension, Communication & Design	
Contact information	Name and Title	Megan Bertagnolli, Program Development Lead (Communications & Design) Jill Corbett (Business Development Manager)
	Phone	780-492-2408 (Megan Bertagnolli) N/A (Jill Corbett)
	Email	megan.bertagnolli@ualberta.ca jcorbet@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	The Front End Web Development Certificate will teach students the front end of website development. This Certificate, and the courses within it, can be applied towards the Full Stack Web Development Diploma for those interested in pursuing further professional development. This program is offered in partnership between the Faculty of Extension and the University of Alberta's Technology Training Centre (TTC).	

Section B: Rationale, Implications and Impacts	
Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.	Background: The Front End Web Development Certificate is a component of the approved Full Stack Web Development Diploma (FSWDD). This Certificate offers students a specialized focus in front end web development. The FSWDD program curriculum had its genesis as the Accelerated Web Application Developer (AWAD) program. Manpower and Provincial Government funded the delivery, by the TTC, of the Accelerated Web Application Developer program for three years, The AWAD was an intensive program where students completed 13 weeks of full-time coursework. Over the three year run of this partnership, an astonishing 700 people applied to be part of just three cohorts of students. Of the learners admitted 96% completed the program (67 out of 70 students). While project funding has come to an end there is still a strong demand for the content. In preparation for the development Front End Web Development Certificate the TTC has rigorously developed and polished the content for modularized delivery and the Faculty of Extension has mapped course delivery for the continuing education market.

Program Overview:

The requirements for the Front End Web Development Certificate include:

- 7 core courses, total of 208 hrs
- a minimum of 40 hrs of electives

Courses are a variety of lengths, but combine to a minimum total of 248 hrs.

Rationale:

Digital skills are paving the way of the future and these skills are in demand. According to the Information and Communication Technology Council of Canada (ICTC-CTIC), digital occupations stand out as in demand across Alberta. “These are occupations that will drive business development and expansion, and ultimately, are central to the success of many sectors. The need for these roles is substantial. The rapid pace of development in areas like artificial intelligence and data science, coupled with the increased adoption of technology across sectors indicates an accelerating demand for digital roles in Alberta – one that is forecasted to reach nearly 9,000 by 2023. With a job growth rate double that of the overall economy in the coming years, total employment in key digital roles is expected to surpass 77,000 by 2023.” Front end development ranks 7th, with growth in this areas projected at 26%.

A focus on front end development allows for people working in the field of marketing, design, UX/UI, etc. the skills needed to conceptualize, develop and build websites.

Now, more than ever, businesses and individual learners are geographically distributed. Virtual or distributed classrooms can meet this opportunity by offering training that doesn’t require students to be in a brick-and-mortar space. By creating fully online programs, the Faculty of Extension is helping students gain new skills wherever they live.

The value-add that we possess and that is often unmatched by inexpensive pre-recorded alternatives, is the TTC’s live-instruction presented by knowledgeable industry professionals and their "Homework Help" offering built into each course. This unique set up provides students with the opportunity to work through practical solutions in real-time.

The success of our Social Media Certificate launched on July 1st, 2020s (an update of the previous Social Media Citation which had been around since 2012) illustrates this growing demand for online learning options. Since the Certificate launch, enrollment in this program has increased 170%. As these programs are related, the boom in the Social Media Certificate provides further confidence to create and launch a related Diploma in Web Development.

As there is overlap in content between the proposed Front End Web Development Certificate and the Full Stack Web Development Diploma, students will get credit for these requirements that cross both programs. This will enable students to take courses for both programs simultaneously, thereby making it possible to complete both programs quickly and fast tracking their path into the job market.

<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff:</p> <ul style="list-style-type: none"> ● Community, professional association, and industry consultation: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett) ● Program development and design: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett); Extension Learning Engagement Office ● Program administration: C&D program team; Extension Student Services Office (ESSO) team ● Program development oversight: Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta & Warren Uhrich, TECHCareers Lead Instructor, University of Alberta ● Marketing support: Extension Marketing team & TTC <p>This new Certificate is expected to generate a positive revenue flow within the first year of operations and program revenues will cover all direct program expenses. Surplus program revenues generated will help pay for Unit, Faculty, and University overhead (including the 15% allocation to the center).</p>
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	<p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> ● Communication and Design Programs ● Business Development Team ● Extension Student Services Office (ESSO) ● Extension Marketing Team <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> ● Service unit processes will be consistent with those existing for all Faculty of Extension programs.
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.</p>	<p>Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted.</p> <p>Community and external consultations:</p> <ul style="list-style-type: none"> ● Digital Technology Advisory Committee <ul style="list-style-type: none"> ○ September 23, 2020 ● Consultation with the TTC (Technology Training Centre) <ul style="list-style-type: none"> ○ Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta ○ Warren Uhrich, TECHCareers Lead Instructor, University of Alberta

Appendices

<p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p>	<ul style="list-style-type: none"> ● Appendix A: Digital Technology Programs at the Faculty of Extension ● Appendix B: Full Stack Web Development Program Overview ● Appendix C: Digital Marketing Advisory Committee Members ● Appendix D: TTC Representatives ● Appendix A-3: EDII Framework
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REVIEW/APPROVAL:

Assistant Dean: April 9, 2021

GPPRC: April 13, 2021

Program Support Team: April 29, 2021

Extension Faculty Council: May 6, 2021 (via e-Vote)

GFC Programs Committee: _____

APPENDIX A

Digital Technology Programs at the Faculty of Extension

Digital skills are paving the way of the future and these skills are in demand. In 2019 the Faculty offered a comprehensive digital pilot program in collaboration with RED Academy, an organization that due to COVID no longer exists. The experience gained through this initiative demonstrated the need for and viability of a suite of digital programming. With that experience we embarked on developing a suite of Digital Technology programs to meet the needs of current and future students

Initial plans include the introduction of a diploma in Full Stack Web Development, and certificates in both Digital Marketing and User Experience / User Interface Design for launch in the 2021-2022 academic year. These will complement and connect with the existing certificate in Social Media that was launched in Fall 2020. Aside from the Full Stack Web Development Diploma, these programs are low code or codeless, meaning they do not require knowledge of coding languages to be successful, meeting the growing needs of students and employers alike.

Consideration was given to how Digital Technology programs speak to each other and to other programs/courses offered at Extension. The result is an ecosystem where programs overlap with at least one other area of learning, through common cores and electives that apply between them. Furthermore, we have built in leadership courses that teach essential non-technical skills and deliberately provide crossover with certificates in our Leadership programs. Taking crossover courses allows students to stack certificates and encourages lifelong learning, while using courses that already exist within our catalog enables new programs to get to market more efficiently.

The proposed programs vary in complexity and range from just six courses to complete all the way up to twenty, enabling students to complete their program in as little as eight months to a minimum of two years of study. Shorter programs will have courses phased in over the next six to twelve months, while the diploma will see courses introduced over the span of eighteen months. This builds in time to grow a student body and develop courses. It also allows flexibility for our students – the program is built to accommodate both those who wish to fast-track their academic careers and those who require part-time study.

To ensure the success of these programs, we have consulted and collaborated with several units on Main Campus including the Technology Training Centre (TTC), Computing Science, and the Department of Art & Design. Individuals from these areas have served on Advisory Committees and are paving the way for creative partnerships and the development of new programs.

What sets the proposed Digital Technology portfolio apart is how equity, diversity and inclusion have been considered from the inception. It is our view that we cannot have programs that are truly “for the people” unless potential students can see themselves in these programs from committees to the classroom. From our initial conversations about what a Digital Technology portfolio might look like to the formation of our Advisory Committees, we have been deliberate in including a range of voices and experiences including: women in technology, newcomers and

immigrants to Canada. While some of these people fulfil the role of subject matter experts (SMEs), others represent communities underrepresented in both the Tech sector and in the Faculty of Extension. This has allowed for conversations about potential barriers for future students and made for strategic decisions about how we can overcome these.

The Faculty of Extension is truly the hub for adult continuing education at the University of Alberta, and we understand their unique needs. The Digital Technology portfolio takes these learners into consideration by offering opportunities to reskill or upskill and reducing barriers such as the need to be in a physical space by operating virtual, disbanded classrooms and removing entrance requirements. Academic excellence is based on individual merit (all courses are graded), not their past. Added to this is a dedicated capstone project in most certificate/diploma that consists of a work integrated learning (WIL) opportunity for students to apply their knowledge to real-world challenges, equipping them for the next stage of their careers.

APPENDIX B

Program Name: Front End Web Development Certificate

Proposed program description (web copy):

Overview

Digital skills are in high demand, with front end web development ranking fourth out of the ten most in-demand digital jobs in Alberta. Not only that, but the annual growth in the area of full-stack web development is projected at 26% (ICTC-CTIC, 2019). Learn about front end of website development in this part-time, fully online certificate offered as a partnership between the Faculty of Extension and the University of Alberta's Technology Training Centre (TTC). Work through practical solutions in real-time with practicing professionals, interacting with the experienced TTC team of instructors through live online classes and a one-on-one "homework help" service that is built into every course.

Audience

Aimed at learners looking to get into the field of web development, stay relevant in a current position, change careers, upskill, or develop new skills, this program will be particularly relevant to those wanting to learn programming, build software, and create websites, as well as computer programmers, business and agency owners, entrepreneurs, managers and team leads who work with developers, and technology startups.

Whether you are new to the field or have an existing background in web development, you will benefit from learning directly from industry leaders about current approaches and tools, as well as keeping up-to-date with the most recent trends.

Program Plan

The certificate requirements consist of seven core courses (total of 208 hours), and a minimum of 40 hours of electives. Courses are a variety of lengths but combine to a minimum total of 248 hours.

Transferability

For those interested in pursuing further professional development, courses in this Certificate apply towards the following:

- Full-Stack Web Development diploma
- User Experience / User Interface certificate
- C# Back End Web Development micro-credential series
- Python Back End Web Development micro-credential series

Program Hours: Minimum total of 248 hours

Grading: Graded (Alpha)

Course Format: Online

Admission Requirements: None

Program at a Glance

- 7 core courses + minimum 40hrs of electives
- May be completed in 1 year of part-time study.

Core Courses:

EXSM 3931 - Web Development Foundations

In this low-code course, you'll learn about and practice how to navigate and use your computer effectively, as you explore some software commonly used by developers. Be introduced to basic web-hosting options, tools, and topics, and learn how to launch a website. Explore the issue of quality assurance, and understand why it is so integral to the success of software projects.

Prerequisites: None.

Hours: 32

EXSM 3932 - HTML5 Fundamentals

Be introduced to HTML5 (HyperText Markup Language, version 5), the foundational markup language used for structuring and presenting content online. Understand the basics of building a webpage using HTML and explore best practices updated with the recent and evolving HTML5 specification.

Prerequisites: None.

Hours: 24

EXSM 3933 - Design for Developers

Strong visual design is key for success in the online world. Learn how to use key design principles such as layout, colour theory, typography, images, and form to enhance usability and improve user experience. Explore common industry tools and considerations to build competence in basic design concepts and meet common needs in a developer workflow. Understand the importance of collaboration and the differences between designers and developers.

Prerequisites: None.

Hours: 28

EXSM 3934 - CSS3 Fundamentals

CSS3 is the latest evolution of the Cascading Style Sheets language that enables the presentation of content online. In this course, you will be introduced to the CSS3 language and learn how it can be leveraged to style a web page and format content into a desirable layout. Content and practices covered include planning and wireframing, CARP considerations, query selectors, and Flexbox.

Prerequisite: HTML5 Fundamentals.

Hours: 20

EXSM 3935 - JavaScript Fundamentals

JavaScript is a coding language that allows you to implement complex features on web pages, from timely content updates to interactive maps to animated graphics and more. It is the third layer of standard web technologies, which also include HTML and CSS. Be introduced to

JavaScript as you explore the fundamentals of the language and learn to apply these concepts via interactive web pages to create visually interesting websites.

Prerequisites: HTML5 Fundamentals and CSS3 Fundamentals.

Hours: 36

EXSM 3936 - JavaScript Level II

Build upon the skills you gained in JavaScript Fundamentals and go beyond the basics as you learn about string, number and array manipulation, API / Fetch, ES6 classes and functions, and how to use libraries to create engaging websites.

Prerequisites: HTML5 Fundamentals, CSS3 Fundamentals, and JavaScript Fundamentals.

Hours: 36

EXSM 3937 - SQL Fundamentals

SQL (Structured Query Language) is used to communicate with a database. Knowing how to use SQL is essential for storing data in software projects and websites small and large. Explore databases through MariaDB (MySQL) and SQL. Other topics include database relationships, normalization, transactions, and subqueries.

Prerequisites: None.

Hours: 32

Electives:

EXSM 3921 - Fundamentals of UI Design

(Core course in the User Experience / User Interface Design Certificate)

User interface (UI) is the point where your users interact with your website/app. Learn the fundamentals of UI design as you explore the UI design process, including storytelling, sketching, and prototyping, and how users experience these on the front end. Understand how data visualization and web design impact branding, visual identity, and accessibility. By the end of this course, you'll be able to articulate the design process and how it influences the user experience.

Prerequisites: None.

Hours: 21

EXSM 3922 - Visual Design for UI

(Core course in the User Experience / User Interface Design Certificate)

Visual design is a field that has emerged by blending the principles of user interface design and graphic design. Learn how to use key design principles such as imagery, colour, typography, and form to enhance usability and improve user experience. Analyze and construct graphic/visual design using conceptual and technical approaches appropriate to clients and target audiences. Apply this knowledge to a hands-on project that integrates UI and the principles of graphic design.

Prerequisite: Fundamentals of UI Design.

Hours: 21

EXSM 3928 - Code for Designers

(Elective in the User Experience / User Interface Design Certificate)

Gain an understanding of web design principles and client-side scripting. Be introduced to HTML5 and CSS, as well as the fundamentals of web development and design. Develop foundational knowledge on web page construction, wireframing, prototyping, and development. Understand the anatomy of a web page and learn how to work and communicate with developers. You will have an opportunity to design and develop a personal website.

Prerequisite: None.

Hours: 21

EXSM 3929 - Digital Accessibility

(Elective in the User Experience / User Interface Design Certificate)

Digital accessibility refers to the practice of building digital content and applications that can be used by a wide range of people, including children and individuals who have visual, motor, auditory, speech, or cognitive disabilities. Learn how to incorporate accessibility into the design process. Explore the principles of universal design in light of multimedia accessibility to improve the experience of websites, apps, and forms for people with disabilities. Develop your own design guidelines to make online content more accessible.

Prerequisites: HTML Fundamentals OR Code for Designers is recommended.

Hours: 21

EXSM 3955 - Java Fundamentals

Java is a powerful general-purpose programming language. It is used for diverse applications such as developing desktop and mobile applications, big data processing, and embedded systems. In this course, you will be introduced to Java programming fundamentals and learn the basics of developing and compiling software written in the Java language.

Prerequisite: Web Development Fundamentals.

Hours: 36

EXSM 3956 - Android Development Fundamentals

Building upon the fundamentals of Java, you will be introduced to modern core Android development concepts and programming using the Kotlin language and Android Studio. Topics include installing Android Studio, creating a project, material design, UI best practices on Android, activity and fragment lifecycles, ViewModel, LiveData, and data binding.

Prerequisite: Java Fundamentals.

Hours: 48

EXSM 3957 - WordPress: Themes & Plugins

Gain an understanding of WordPress, the web's leading CMS (Content Management System), as you explore how to use it from an administrative perspective and develop your own plugins and themes. Topics include setting up a local development environment, the folder structure of WordPress, developing a theme, anatomy of themes and plugins, and building a WordPress plugin.

Prerequisites: Experience with and basic knowledge of HTML, CSS, and JavaScript is recommended.

Hours: 48

EXSM 3958 - WordPress: Gutenberg Blocks

Deepen your knowledge of the web's leading CMS (Content Management System) as you learn about the development of custom Gutenberg Blocks. Topics include setting up a custom block, dashboard/editor rendering and input, public output, and building or adding to a theme or plugin.

Prerequisites: Experience with and basic knowledge of HTML, CSS, and JavaScript, as well as previous completion of WordPress: Themes & Plugins is recommended.

Hours: 32

EXSM 3959 - Angular Fundamentals

Angular is an open-source front-end web platform for building mobile and desktop web applications. Build upon your existing knowledge of JavaScript as you learn about this popular front-end library from the Google team. You will explore Angular's core concepts by building applications and discussing topics such as the anatomy of an Angular project, JSX (JavaScript XML), props, states, conditions, and loops.

Prerequisite: JavaScript Fundamentals.

Hours: 26

EXSM 3960 - Angular with RxJS

Build upon your existing knowledge of Angular as you are introduced to RxJS (Reactive Extensions for JavaScript), learn how to set up and use RxJS, and explore the idea of "global state" in an Angular application via the RxJS JavaScript library. Topics include: What is a global state? What is RxJS, and what problem does it solve?

Prerequisite: Angular Fundamentals.

Hours: 14

EXSM 3939 - React Fundamentals

React is an efficient and flexible JavaScript library for creating user interfaces. Build upon your existing knowledge of JavaScript as you learn about this popular front-end library from the Facebook team. Explore React's core concepts by building applications and discussing topics such as props, lifecycle hooks, thinking in components, and others.

Prerequisite: JavaScript Fundamentals.

Hours: 26

EXSM 3940 - React with Redux

Build upon your existing knowledge of React as you learn about the idea of "global state" in a React application via the Redux JavaScript library.

Prerequisite: React Fundamentals.

Hours: 14

APPENDIX C

Digital Technology Advisory Committee Members

Chair:

Megan Bertagnolli, Program Development Lead, Communications & Design, Faculty of Extension

Program staff members(s):

Jill Corbett, Business Development Manager, Faculty of Extension

Rebecca Anderson, Program Advisor, Communications & Design, Faculty of Extension

Michael Splinter, Assistant Dean, Finance & Operations, Faculty of Extension

Industry or professional representative(s):

Laurenne Sprat, Marketing Manager, Faculty of Extension

Dana DiTomasso, President & Partner, Kick Point Inc.

Scott Cunningham, Founder & Managing Director, Social Lite Communications

Ameet Khabra, Founder, Skip Hop Media

Haidee Kongpreecha, Learning Experience Designer, SwissVBS

Sam Jenkins, Founding & Managing Partner, Punchcard Systems

Austin Watt, Senior Manager, Technical Training, EPCOR

Jonathan Sanderson, Web Development Instructor, RED Academy; Freelance Web Developer

Najia Aftab, Learning Facilitator, RED Academy; Freelance Instructional Designer

Alena Valova, Freelance Graphic Designer

APPENDIX D

Technology Training Centre Representatives

Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta

Warren Uhrich, TECHCareers Lead Instructor, University of Alberta

Appendix A-3: Integrating EDII perspectives into Faculty of Extension programs.

The Faculty of Extension programming strives to address the strategic objectives identified in For the Public Good (FPG). We seek to build a *diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world*. Core to the Faculty of Extension's 109 years of excellence is the FPG objective: *Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities*.

The Faculty of Extension embraces the need to integrate strategies that address both Equity, Diversity and Inclusion as well as incorporating Indigenous Initiatives - collectively EDII. Our programs have the potential to impact Indigenous and other communities who have long been marginalized in and by dominant educational institutions. As we are on Indigenous lands and are all treaty people, it is our collective responsibility to work with our staff, instructors, and students to cultivate a shared understanding of knowledge systems other than just our current knowledge-construct. We will support more inclusive perspectives and actions to "uplift the whole people".

The Faculty has undertaken work in this area and while we are still identifying and refining our learning strategies, one of our first steps will be to create a framework to help shape how this work will be done. The beginning of this framework will be:

Territorial Statement

"The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community."

- The Territorial Statement is included on course syllabi and on the eClass course pages; course instructors will include the Territorial Statement in their initial course posting or introductory course remarks, and all instructors will receive communication from the Dean on the importance of integrating EDII into their courses.

Advisory Committees

- We will improve the diversity of our program advisory committees including seeking Indigenous representatives for each committee.

Student Supports

- Many of our learners need little or no additional learning support to complete their programs. We recognize that there is a segment of the population who are struggling to re/enter the workforce therefore we are exploring how to adjust our Student Engagement Centre to support CPE learners by providing academic resources and opportunities for networking and learning mentorship.
- The Faculty's Student Engagement Centre (SEC), part of the English Language School's (ELS) support for international learners, provides an open, safe, and inclusive learning environment for international students to practice their language skills, engage with the wider university and local communities, and acclimatize to the new language and new learning environment. The SEC offers individual student advising and a variety of interactive extracurricular activities focused on language support and skill development.

- ELS has developed a clear set of procedures for dealing with cases of academic misconduct committed by international students. With first offences, particularly cases of minor plagiarism, the focus should be on the educational or learning process. However, it is recognized that students enrolled in the English Language School are defined as University of Alberta Students, and as such are subject to sanctions and procedures for Offences (30.3) under the Code of Student Behaviour (30).
- International ELS online programming is designed and offered to provide access during times appropriate for the learners.
- Most Extension programs have open acceptance to allow learners without a high school education to earn a credential.

Course and Program Development

- Program and course development phases include conversations to identify elements that actively address Indigenous and diverse perspectives
- Development of course material is intentional. Pictures reflect the student audience and attempts will be made to bring voices other than the dominant one into courses.
- Online courses utilize video, with closed captioning, to help distribute content; electronic courses resources will be created with minimal bandwidth required.

Instructor Development

- The Faculty will create a curated webpage on the Instructor teaching resource site that provides links to EDII resources for instructors. Professional development activities will include sessions on EDII.
- The Faculty has already begun to recruit a more diverse instructor pool. Our goal is have an instructor pool that reflects the diversity of students.

FINAL Item No. 10.2

Governance Executive Summary
Action Item

Agenda Title	Proposed C# Back End Web Development Certificate, Faculty of Extension
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Motion

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed C# Back End Web Development Certificate as submitted by the Faculty of Extension as per Attachments 1 and 2.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	The Faculty of Extension, Communications & Design
Presenter(s)	Megan Bertagnolli, Program Development Lead

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because The Faculty of Extension is proposing a new C# Back End Web Development Certificate as part of its Continuing Professional Education (CPE) offerings.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The C# Back End Web Development Certificate is a component of the approved Full Stack Web Development Diploma. This Certificate offers students a specialized focus in C# Back End web development.</p> <p>C# is the most commonly used language in back end coding and is therefore the most attractive to potential employers and those working on tech projects.</p> <p>The demand for people with digital skills is growing, and back-end development ranks 5th out of the top 10 in Alberta, with growth in this area projected at 30%.</p> <p>A version of the proposed Full Stack Web Development Diploma ran for 3 years in partnership between the Provincial Government and the Technology Training Centre (TTC). During the run of this partnership, 700 people applied to be part of just three cohorts of students. Those who were successfully admitted completed the program with a 96% success rate (67 out of 70 students). Unfortunately, the funding for this project came to an end; however, demand for the content still exists as does interest for recognized certification.</p> <p>The C# Back End Web Development Certificate presents learners looking to reskill or upskill with a streamlined path to a career in C# Back end web development. It is fully stackable into the Full Stack Web Development Diploma, enabling students who wish to continue on direct entry into the larger program. It will also pair with either the C# or Python Back End Web Development Certificates.</p> <p>The requirements for this Certificate consist of seven core courses (total of 232 hours) and a minimum of 40 hours of electives. Courses are a variety of lengths but combine to a minimum total of 272 hours.</p>

Item No. 10.2

	<p>As courses will be exclusively drawn from the already approved Full Stack Web Development Diploma, no existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated and the Certificate is planned to be launched in Fall 2021 at the same time as the Diploma.</p> <p>This new Certificate is expected to generate a positive revenue flow within the first year of operations and program revenues will cover all direct program expenses. Surplus program revenues generated will help pay for Unit, Faculty, and University overhead (including the 15% allocation to the center).</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • The University of Alberta's TTC (Technology Training Centre) <ul style="list-style-type: none"> ○ Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta ○ Warren Uhrich, TECHCareers Lead Instructor, University of Alberta <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Digital Technology Advisory Committee <ul style="list-style-type: none"> ○ September 23, 2020 • Extension Student Services Office, November 2020-present. • The Faculty has consulted with the Vice Provost (Indigenous Programs and Research) to begin developing our framework to address Equity, Diversity, Inclusion and Indigenous (EDI). This initial work is included in Appendix A-2. <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Digital Technology Advisory Committee <ul style="list-style-type: none"> ○ Ongoing • Student Recruitment Network <ul style="list-style-type: none"> ○ April 22, 2021
Approval Route (Governance) (including meeting dates)	<p>GPPRC: April 13, 2021 PST: April 29, 2021 Extension Faculty Council: May 6, 2021 (via e-Vote) GFC Program Committee: June 24, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>In the University of Alberta's institutional strategic plan, <i>For the Public Good</i>, the University establishes the objective to "Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities" (Objective 10). This program is one example</p>
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Item No. 10.2

	of the way in which we are creating “a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education” (Objective 10, Strategy 2).	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success

Attachments

1. (C# Back End Web Development Certificate Proposal; page(s) 1 - 13)
2. Appendix A-2: (Item 2.2 – EDII Framework)

Prepared by: Megan Bertagnolli, Program Development Lead, Faculty of Extension,
megan.bertagnolli@ualberta.ca

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics		
Certificate Name	C# Back End Web Development Certificate	
Sponsoring Faculty/ Academic Unit	Faculty of Extension, Communication & Design	
Contact information	Name and Title	Megan Bertagnolli, Program Development Lead (Communications & Design) Jill Corbett (Business Development Manager)
	Phone	780-492-2408 (Megan Bertagnolli) N/A (Jill Corbett)
	Email	megan.bertagnolli@ualberta.ca jcorbet@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	The C# Back End Web Development Certificate will teach students the back end coding language C#. This Certificate, and the courses within it, can be applied towards the Full Stack Web Development Diploma for those interested in pursuing further professional development. This program is offered in partnership between the Faculty of Extension and the University of Alberta's Technology Training Centre (TTC).	

Section B: Rationale, Implications and Impacts	
Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.	<p>Background:</p> <p>The C# Back End Web Development Certificate is a component of the approved Full Stack Web Development Diploma (FSWDD). This Certificate offers students a specialized focus in the back end web development language of C#.</p> <p>The FSWDD program curriculum had its genesis as the Accelerated Web Application Developer (AWAD) program. Manpower and Provincial Government funded the delivery, by the TTC, of the Accelerated Web Application Developer program for three years,</p> <p>The AWAD was an intensive program where students completed 13 weeks of full-time coursework. Over the three year run of this partnership, an astonishing 700 people applied to be part of just three cohorts of students. Of the learners admitted 96% completed the program (67 out of 70 students). While project funding has come to an end there is still a strong demand for the content.. In preparation for the development Front End Web Development Certificate the TTC has rigorously developed and polished the content for modularized delivery and the Faculty of Extension has mapped course delivery for the continuing education market.</p>

	<p>Program Overview: The requirements for the C# Back End Web Development Certificate include:</p> <ul style="list-style-type: none"> ○ 7 core courses, total of 232 hrs ○ a minimum of 40 hrs of electives <p>Courses are a variety of lengths, but combine to a minimum total of 272 hrs.</p> <p>Rationale: Digital skills are paving the way of the future and these skills are in demand. According to the Information and Communication Technology Council of Canada (ICTC-CTIC), digital occupations stand out as in demand across Alberta. “These are occupations that will drive business development and expansion, and ultimately, are central to the success of many sectors. The need for these roles is substantial. The rapid pace of development in areas like artificial intelligence and data science, coupled with the increased adoption of technology across sectors indicates an accelerating demand for digital roles in Alberta – one that is forecasted to reach nearly 9,000 by 2023. With a job growth rate double that of the overall economy in the coming years, total employment in key digital roles is expected to surpass 77,000 by 2023.” Back end development ranks 5th with growth in these areas projected at 30%</p> <p>C# is the most commonly used language in back end coding and is therefore the most attractive to potential employers and those working on tech projects.</p> <p>Now, more than ever, businesses and individual learners are geographically distributed. Virtual or distributed classrooms can meet this opportunity by offering training that doesn’t require students to be in a brick-and-mortar space. By creating fully online programs, the Faculty of Extension is helping students gain new skills wherever they live.</p> <p>The value-add that we possess and that is often unmatched by inexpensive pre-recorded alternatives, is the TTC’s live-instruction presented by knowledgeable industry professionals and their "Homework Help" offering built into each course. This unique set up provides students with the opportunity to work through practical solutions in real-time.</p> <p>As there is some overlap in content between the proposed C# Back End Web Development Certificate and the User Experience / User Interface Design Certificate, electives for the former will be drawn from the latter (and vice versa), allowing students to get credit for these requirements that cross both programs. This will enable students to take courses for both programs simultaneously, thereby making it possible to complete both programs quickly and fast tracking their path into the job market.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff:</p> <ul style="list-style-type: none"> ● Community, professional association, and industry consultation: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett)

	<ul style="list-style-type: none"> ● Program development and design: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett); Extension Learning Engagement Office ● Program administration: C&D program team; Extension Student Services Office (ESSO) team ● Program development oversight: Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta & Warren Uhrich, TECHCareers Lead Instructor, University of Alberta ● Marketing support: Extension Marketing team & TTC <p>This new Certificate is expected to generate a positive revenue flow within the first year of operations and program revenues will cover all direct program expenses. Surplus program revenues generated will help pay for Unit, Faculty, and University overhead (including the 15% allocation to the center).</p>
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	<p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> ● Communication and Design Programs ● Business Development Team ● Extension Student Services Office (ESSO) ● Extension Marketing Team <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> ● Service unit processes will be consistent with those existing for all Faculty of Extension programs.
<p>Appendices</p>	
<p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p>	<ul style="list-style-type: none"> ● Appendix A: Digital Technology Programs at the Faculty of Extension ● Appendix B: Full Stack Web Development Program Overview ● Appendix C: Digital Marketing Advisory Committee Members ● Appendix D: TTC Representatives ● Appendix A-2 EDII Framework

REVIEW/APPROVAL:

Assistant Dean: April 9, 2021

GPPRC: April 13, 2021

Program Support Team: April 29, 2021

Extension Faculty Council: May 6, 2021 (via e-Vote)

GFC Programs Committee: _____

APPENDIX A

Digital Technology Programs at the Faculty of Extension

Digital skills are paving the way of the future and these skills are in demand. In 2019 the Faculty offered a comprehensive digital pilot program in collaboration with RED Academy, an organization that due to COVID no longer exists. The experience gained through this initiative demonstrated the need for and viability of a suite of digital programming. With that experience we embarked on developing a suite of Digital Technology programs to meet the needs of current and future students

Initial plans include the introduction of a diploma in Full Stack Web Development, and certificates in both Digital Marketing and User Experience / User Interface Design for launch in the 2021-2022 academic year. These will complement and connect with the existing certificate in Social Media that was launched in Fall 2020. Aside from the Full Stack Web Development Diploma, these programs are low code or codeless, meaning they do not require knowledge of coding languages to be successful, meeting the growing needs of students and employers alike.

Consideration was given to how Digital Technology programs speak to each other and to other programs/courses offered at Extension. The result is an ecosystem where programs overlap with at least one other area of learning, through common cores and electives that apply between them. Furthermore, we have built in leadership courses that teach essential non-technical skills and deliberately provide crossover with certificates in our Leadership programs. Taking crossover courses allows students to stack certificates and encourages lifelong learning, while using courses that already exist within our catalog enables new programs to get to market more efficiently.

The proposed programs vary in complexity and range from just six courses to complete all the way up to twenty, enabling students to complete their program in as little as eight months to a minimum of two years of study. Shorter programs will have courses phased in over the next six to twelve months, while the diploma will see courses introduced over the span of eighteen months. This builds in time to grow a student body and develop courses. It also allows flexibility for our students – the program is built to accommodate both those who wish to fast-track their academic careers and those who require part-time study.

To ensure the success of these programs, we have consulted and collaborated with several units on Main Campus including the Technology Training Centre (TTC), Computing Science, and the Department of Art & Design. Individuals from these areas have served on Advisory Committees and are paving the way for creative partnerships and the development of new programs.

What sets the proposed Digital Technology portfolio apart is how equity, diversity and inclusion have been considered from the inception. It is our view that we cannot have programs that are truly “for the people” unless potential students can see themselves in these programs from committees to the classroom. From our initial conversations about what a Digital Technology portfolio might look like to the formation of our Advisory Committees, we have been deliberate in including a range of voices and experiences including: women in technology, newcomers and

immigrants to Canada. While some of these people fulfil the role of subject matter experts (SMEs), others represent communities underrepresented in both the Tech sector and in the Faculty of Extension. This has allowed for conversations about potential barriers for future students and made for strategic decisions about how we can overcome these.

The Faculty of Extension is truly the hub for adult continuing education at the University of Alberta, and we understand their unique needs. The Digital Technology portfolio takes these learners into consideration by offering opportunities to reskill or upskill and reducing barriers such as the need to be in a physical space by operating virtual, disbanded classrooms and removing entrance requirements. Academic excellence is based on individual merit (all courses are graded), not their past. Added to this is a dedicated capstone project in most certificate/diploma that consists of a work integrated learning (WIL) opportunity for students to apply their knowledge to real-world challenges, equipping them for the next stage of their careers.

APPENDIX B

Program Name: C# Back End Web Development Certificate

Proposed program description (web copy):

Overview

Digital skills are in high demand, with back end web development ranking fifth out of the ten most in-demand digital jobs in Alberta. Not only that, but the annual growth in the area of full-stack web development is projected at 30% (ICTC-CTIC, 2019). Learn the back end coding language C# of website development in this part-time, fully online diploma offered as a partnership between the Faculty of Extension and the University of Alberta's Technology Training Centre (TTC). Work through practical solutions in real-time with practicing professionals, interacting with the experienced TTC team of instructors through live online classes and a one-on-one "homework help" service that is built into every course.

Audience

Aimed at learners looking to enter the field of back end web development, stay relevant in a current position, change careers, upskill, or develop new skills, this program will be particularly relevant to those wanting to learn the most common back end programming language, build software, and create websites.

Learners will benefit from learning directly from industry leaders about current approaches and tools, as well as keeping up-to-date with the most recent trends.

Program Plan

The requirements for this Certificate consist of seven core courses (total of 232 hours) and a minimum of 40 hours of electives. Courses are a variety of lengths but combine to a minimum total of 272 hours.

Transferability

For those interested in pursuing further professional development, courses in this Certificate apply towards the following:

- Full-Stack Web Development diploma
- User Experience / User Interface certificate

Program Hours: Minimum total of 220 hours

Grading: Graded (Alpha)

Course Format: Online

Admission Requirements: JavaScript Fundamentals, or the Faculty of Extension's JavaScript Skills Assessment.

Program at a Glance

- 7 core courses + minimum 40 hrs of electives
- May be completed in 1-2 years of part-time study.

Core Courses:

EXSM 3941 - C# Fundamentals

C# (C-sharp) is a general-purpose back-end programming language that can be used to perform a wide range of tasks and objectives. Learn C# programming fundamentals and the basics of developing and compiling software written in the C# language. Topics include pseudo-coding and planning, debugging, loops, user input and output, and unit testing.

Prerequisite: JavaScript Fundamentals, or the Faculty of Extension's JavaScript Skills Assessment.

Hours: 40

EXSM 3942 - C# Level II

Building upon the C# Fundamentals course, Level II will introduce you to intermediate C# concepts. Learn and practice the fundamental OOP (Object-Oriented Programming) features C# offers as a language. Topics include namespaces, classes, property (get and set accessors), access modifiers, events, instantiating classes (objects), static classes and inheritance/overriding.

Prerequisite: C# Fundamentals.

Hours: 40

EXSM 3943 - C# Level III

Explore advanced programming concepts as you learn about CRUD (Create, Read, Update, and Delete) actions with files and databases. Develop skills in Language-Integrated Query (LINQ) and read/write Files (System.IO.File).

Prerequisite: C# Level II.

Hours: 40

EXSM 3937 - SQL Fundamentals

SQL (Structured Query Language) is used to communicate with a database. Knowing how to use SQL is essential for storing data in software projects and websites small and large. Explore databases through MariaDB (MySQL) and SQL. Other topics include database relationships, normalization, transactions, and subqueries.

Prerequisites: None.

Hours: 32

EXSM 3944 - .NET Core MVC

.NET is a framework that provides programming guidelines used to develop a wide range of applications from web to mobile. The .NET framework speaks to C#. Extend your knowledge of C# and Microsoft's .NET Core SDK and learn how to make web applications using C# and .NET

Core MVC with an SQL database. Topics include setting up a project, configuring database connections, models and EF, views and CRUD.

Prerequisites: C# Level III and SQL Fundamentals.

Hours: 44

EXSM 3945 - .NET Core Web API

Building upon your knowledge of C# and .NET Core MVC, you will explore web applications through the development of a web API capable of receiving requests and sending responses using .NET Core Web API. Topics include the purpose of API, Postman, and advanced CRUD.

Prerequisite: .NET Core MVC.

Hours: 16

EXSM 3946 - .NET Core Web API with React

The final course in the C# stream, this class combines knowledge of .NET Core Web API and React to develop interactive full-stack web applications. Topics include React + Axios, building .NET Core API CRUD, and using React with your API.

Prerequisite: .NET Core MVC.

Hours: 20

Electives:

EXSM 3921 - Fundamentals of UI Design

(Core course in the User Experience / User Interface Design Certificate)

User interface (UI) is the point where your users interact with your website/app. Learn the fundamentals of UI design as you explore the UI design process, including storytelling, sketching, and prototyping, and how users experience these on the front end. Understand how data visualization and web design impact branding, visual identity, and accessibility. By the end of this course, you'll be able to articulate the design process and how it influences the user experience.

Prerequisites: None.

Hours: 21

EXSM 3922 - Visual Design for UI

(Core course in the User Experience / User Interface Design Certificate)

Visual design is a field that has emerged by blending the principles of user interface design and graphic design. Learn how to use key design principles such as imagery, colour, typography, and form to enhance usability and improve user experience. Analyze and construct graphic/visual design using conceptual and technical approaches appropriate to clients and target audiences. Apply this knowledge to a hands-on project that integrates UI and the principles of graphic

design.

Prerequisite: Fundamentals of UI Design.

Hours: 21

EXSM 3929 - Digital Accessibility

(Elective in the User Experience / User Interface Design Certificate)

Digital accessibility refers to the practice of building digital content and applications that can be used by a wide range of people, including children and individuals who have visual, motor, auditory, speech, or cognitive disabilities. Learn how to incorporate accessibility into the design process. Explore the principles of universal design in light of multimedia accessibility to improve the experience of websites, apps, and forms for people with disabilities. Develop your own design guidelines to make online content more accessible.

Prerequisites: HTML Fundamentals OR Code for Designers is recommended.

Hours: 21

EXSM 3932 - HTML5 Fundamentals

Be introduced to HTML5 (HyperText Markup Language, version 5), the foundational markup language used for structuring and presenting content online. Understand the basics of building a webpage using HTML and explore best practices updated with the recent and evolving HTML5 specification.

Prerequisites: None.

Hours: 24

EXSM 3934 - CSS3 Fundamentals

CSS3 is the latest evolution of the Cascading Style Sheets language that enables the presentation of content online. In this course, you will be introduced to the CSS3 language and learn how it can be leveraged to style a web page and format content into a desirable layout. Content and practices covered include planning and wireframing, CARP considerations, query selectors, and Flexbox.

Prerequisite: HTML5 Fundamentals.

Hours: 20

EXSM 3935 - JavaScript Fundamentals

JavaScript is a coding language that allows you to implement complex features on web pages, from timely content updates to interactive maps to animated graphics and more. It is the third layer of standard web technologies, which also include HTML and CSS. Be introduced to JavaScript as you explore the fundamentals of the language and learn to apply these concepts via interactive web pages to create visually interesting websites.

Prerequisites: HTML5 Fundamentals and CSS3 Fundamentals.

Hours: 36

EXSM 3939 - React Fundamentals

React is an efficient and flexible JavaScript library for creating user interfaces. Build upon your existing knowledge of JavaScript as you learn about this popular front-end library from the Facebook team. Explore React's core concepts by building applications and discussing topics such as props, lifecycle hooks, thinking in components, and others.

Prerequisite: JavaScript Fundamentals.

Hours: 26

APPENDIX C

Digital Technology Advisory Committee Members

Chair:

Megan Bertagnolli, Program Development Lead, Communications & Design, Faculty of Extension

Program staff members(s):

Jill Corbett, Business Development Manager, Faculty of Extension

Rebecca Anderson, Program Advisor, Communications & Design, Faculty of Extension

Michael Splinter, Assistant Dean, Finance & Operations, Faculty of Extension

Industry or professional representative(s):

Laurenne Sprat, Marketing Manager, Faculty of Extension

Dana DiTomasso, President & Partner, Kick Point Inc.

Scott Cunningham, Founder & Managing Director, Social Lite Communications

Ameet Khabra, Founder, Skip Hop Media

Haidee Kongpreecha, Learning Experience Designer, SwissVBS

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Austin Watt, Senior Manager, Technical Training, EPCOR

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Najia Aftab, Learning Facilitator, RED Academy; Freelance Instructional Designer

Alena Valova, Freelance Graphic Designer

APPENDIX D

Technology Training Centre Representatives

Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta

Warren Uhrich, TECHCareers Lead Instructor, University of Alberta

Appendix A-2: Integrating EDII perspectives into Faculty of Extension programs.

The Faculty of Extension programming strives to address the strategic objectives identified in For the Public Good (FPG). We seek to build a *diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world*. Core to the Faculty of Extension's 109 years of excellence is the FPG objective: *Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities*.

The Faculty of Extension embraces the need to integrate strategies that address both Equity, Diversity and Inclusion as well as incorporating Indigenous Initiatives - collectively EDII. Our programs have the potential to impact Indigenous and other communities who have long been marginalized in and by dominant educational institutions. As we are on Indigenous lands and are all treaty people, it is our collective responsibility to work with our staff, instructors, and students to cultivate a shared understanding of knowledge systems other than just our current knowledge-construct. We will support more inclusive perspectives and actions to "uplift the whole people".

The Faculty has undertaken work in this area and while we are still identifying and refining our learning strategies, one of our first steps will be to create a framework to help shape how this work will be done. The beginning of this framework will be:

Territorial Statement

"The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community."

- The Territorial Statement is included on course syllabi and on the eClass course pages; course instructors will include the Territorial Statement in their initial course posting or introductory course remarks, and all instructors will receive communication from the Dean on the importance of integrating EDII into their courses.

Advisory Committees

- We will improve the diversity of our program advisory committees including seeking Indigenous representatives for each committee.

Student Supports

- Many of our learners need little or no additional learning support to complete their programs. We recognize that there is a segment of the population who are struggling to re/enter the workforce therefore we are exploring how to adjust our Student Engagement Centre to support CPE learners by providing academic resources and opportunities for networking and learning mentorship.
- The Faculty's Student Engagement Centre (SEC), part of the English Language School's (ELS) support for international learners, provides an open, safe, and inclusive learning environment for international students to practice their language skills, engage with the wider university and local communities, and acclimatize to the new language and new learning environment. The SEC offers individual student advising and a variety of interactive extracurricular activities focused on language support and skill development.

- ELS has developed a clear set of procedures for dealing with cases of academic misconduct committed by international students. With first offences, particularly cases of minor plagiarism, the focus should be on the educational or learning process. However, it is recognized that students enrolled in the English Language School are defined as University of Alberta Students, and as such are subject to sanctions and procedures for Offences (30.3) under the Code of Student Behaviour (30).
- International ELS online programming is designed and offered to provide access during times appropriate for the learners.
- Most Extension programs have open acceptance to allow learners without a high school education to earn a credential.

Course and Program Development

- Program and course development phases include conversations to identify elements that actively address Indigenous and diverse perspectives
- Development of course material is intentional. Pictures reflect the student audience and attempts will be made to bring voices other than the dominant one into courses.
- Online courses utilize video, with closed captioning, to help distribute content; electronic courses resources will be created with minimal bandwidth required.

Instructor Development

- The Faculty will create a curated webpage on the Instructor teaching resource site that provides links to EDII resources for instructors. Professional development activities will include sessions on EDII.
- The Faculty has already begun to recruit a more diverse instructor pool. Our goal is have an instructor pool that reflects the diversity of students.

FINAL Item No. 10.3

Governance Executive Summary
Action Item

Agenda Title	Proposed Python Back End Web Development Certificate, Faculty of Extension
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Motion

THAT the GFC Programs Committee, under delegated authority from General Faculties Council, approve the Python Back End Web Development Certificate as submitted by the Faculty of Extension as per Attachment.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	The Faculty of Extension, Communications & Design
Presenter(s)	Megan Bertagnolli, Program Development Lead

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because The Faculty of Extension is proposing a new Python Back End Web Development Certificate as part of its Continuing Professional Education (CPE) offerings.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Python Back End Web Development Certificate is a component of the approved Full Stack Web Development Diploma. This Certificate offers students a specialized focus in Python Back End web development.</p> <p>Python is the back-end coding language most commonly associated with Artificial Intelligence and Machine Learning, making it one of the most in demand languages. The decision to offer this certificate was done in consultation with the TTC and with feedback from AMII (Alberta Machine Intelligence Institute), with an eye to future partnerships.</p> <p>The demand for people with digital skills is growing, and back-end development ranks 5th out of the top 10 in Alberta, with growth in this area projected at 30%.</p> <p>A version of the proposed Full Stack Web Development Diploma ran for 3 years in partnership between the Provincial Government and the Technology Training Centre (TTC). During the run of this partnership, 700 people applied to be part of just three cohorts of students. Those who were successfully admitted completed the program with a 96% success rate (67 out of 70 students). Unfortunately, the funding for this project came to an end; however, demand for the content still exists as does interest for recognized certification.</p> <p>The Python Back End Web Development Certificate presents learners looking to reskill or upskill with a streamlined path to a career in Python Back end web development. It is fully stackable into the Full Stack Web Development Diploma, enabling students who wish to continue on direct entry into the larger program. It will also pair with either the C# or Python Back End Web Development Certificates.</p>

Item No. 10.3

	<p>The requirements for this Certificate consist of six core courses (total of 200 hours) and a minimum of 40 hours of electives. Courses are a variety of lengths but combine to a minimum total of 240 hours</p> <p>As courses will be exclusively drawn from the already approved Full Stack Web Development Diploma, no existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated and the Certificate is planned to be launched in Fall 2021 at the same time as the Diploma.</p> <p>This new Certificate is expected to generate a positive revenue flow within the first year of operations and program revenues will cover all direct program expenses. Surplus program revenues generated will help pay for Unit, Faculty, and University overhead (including the 15% allocation to the center).</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • The University of Alberta's TTC (Technology Training Centre) <ul style="list-style-type: none"> ○ Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta ○ Warren Uhrich, TECHCareers Lead Instructor, University of Alberta <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Digital Technology Advisory Committee <ul style="list-style-type: none"> ○ September 23, 2020 • Extension Student Services Office, November 2020-present. • The Faculty has consulted with the Vice Provost (Indigenous Programs and Research) to begin developing our framework to address Equity, Diversity, Inclusion and Indigenous (EDI). This initial work is included in Appendix A-1. <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Digital Technology Advisory Committee <ul style="list-style-type: none"> ○ Ongoing • Student Recruitment Network <ul style="list-style-type: none"> ○ April 22, 2021
Approval Route (Governance) (including meeting dates)	<p>PST: April 29, 2021 GPPRC: April 13, 2021 Extension Faculty Council: May 6, 2021 (via e-Vote) GFC Programs Committee: June 24, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	In the University of Alberta's institutional strategic plan, <i>For the Public Good</i> , the University establishes the objective to "Expand access to and engagement in the University of Alberta for learners engaging in
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Item No. 10.3

	<p>continuing and professional education programs, experiences, and lifelong learning activities” (Objective 10). This program is one example of the way in which we are creating “a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education” (Objective 10, Strategy 2).</p>	
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p>	
	<p><input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure</p>	<p><input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success</p>
<p>Legislative Compliance and jurisdiction</p>	<p>1. <i>Post-Secondary Learning Act</i> (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. 2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 3. GFC Programs Committee Terms of Reference 4. Non-Credit / Microcredential Framework - The Framework was approved by General Faculties Council (GFC) on May 25, 2020</p>	

Attachments

1. Python Back End Web Development Certificate Proposal; page(s) 1 - 13
2. Appendix A-1: (EDII Framework)

Prepared by: Megan Bertagnolli, Program Development Lead, Faculty of Extension,
 megan.bertagnolli@ualberta.ca
 Document2

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics		
Certificate Name	Python Back End Web Development Certificate	
Sponsoring Faculty/ Academic Unit	Faculty of Extension, Communication & Design	
Contact information	Name and Title	Megan Bertagnolli, Program Development Lead (Communications & Design) Jill Corbett (Business Development Manager)
	Phone	780-492-2408 (Megan Bertagnolli) N/A (Jill Corbett)
	Email	megan.bertagnolli@ualberta.ca jcorbet@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	The Python Back End Web Development Certificate will teach students the back end coding language Python. This Certificate, and the courses within it, can be applied towards the Full Stack Web Development Diploma for those interested in pursuing further professional development. This program is offered in partnership between the Faculty of Extension and the University of Alberta's Technology Training Centre (TTC).	

Section B: Rationale, Implications and Impacts	
Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.	Background: The Python Back End Web Development Certificate is a component of the approved Full Stack Web Development Diploma (FSWDD). This Certificate offers students a specialized focus in the back end web development language of Python. The FSWDD program curriculum had its genesis as the Accelerated Web Application Developer (AWAD) program. Manpower and Provincial Government funded the delivery, by the TTC, of the Accelerated Web Application Developer program for three years, The AWAD was an intensive program where students completed 13 weeks of full-time coursework. Over the three year run of this partnership, an astonishing 700 people applied to be part of just three cohorts of students. Of the learners admitted 96% completed the program (67 out of 70 students). While project funding has come to an end there is still a strong demand for the content. In preparation for the development Front End Web Development Certificate the TTC has rigorously developed and polished the content for modularized delivery and the Faculty of Extension has mapped course delivery for the continuing education market.

	<p>Program Overview: The requirements for the Python Back End Web Development Certificate include:</p> <ul style="list-style-type: none"> ○ 6 core courses, total of 200 hrs ○ a minimum of 40 hrs of electives <p>Courses are a variety of lengths, but combine to a minimum total of 240 hrs.</p> <p>Rationale: Digital skills are paving the way of the future and these skills are in demand. According to the Information and Communication Technology Council of Canada (ICTC-CTIC), digital occupations stand out as in demand across Alberta. “These are occupations that will drive business development and expansion, and ultimately, are central to the success of many sectors. The need for these roles is substantial. The rapid pace of development in areas like artificial intelligence and data science, coupled with the increased adoption of technology across sectors indicates an accelerating demand for digital roles in Alberta – one that is forecasted to reach nearly 9,000 by 2023. With a job growth rate double that of the overall economy in the coming years, total employment in key digital roles is expected to surpass 77,000 by 2023.” Back end development ranks 5th with growth in these areas projected at 30%</p> <p>Python is the back end coding language most commonly associated with Artificial Intelligence and Machine Learning, making it one of the most in demand languages. The decision to offer this certificate was done in consultation with the TTC and with feedback from AMII (Alberta Machine Intelligence Institute), with an eye to future partnerships.</p> <p>Now, more than ever, businesses and individual learners are geographically distributed. Virtual or distributed classrooms can meet this opportunity by offering training that doesn’t require students to be in a brick-and-mortar space. By creating fully online programs, the Faculty of Extension is helping students gain new skills wherever they live.</p> <p>The value-add that we possess and that is often unmatched by inexpensive pre-recorded alternatives, is the TTC’s live-instruction presented by knowledgeable industry professionals and their "Homework Help" offering built into each course. This unique set up provides students with the opportunity to work through practical solutions in real-time.</p> <p>As there is some overlap in content between the proposed Python Back End Web Development Certificate and the User Experience / User Interface Design Certificate, electives for the former will be drawn from the latter (and vice versa), allowing students to get credit for these requirements that cross both programs. This will enable students to take courses for both programs simultaneously, thereby making it possible to complete both programs quickly and fast tracking their path into the job market.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly</p>	<p>Existing resources will be allocated to the development and delivery of this program. No additional resource requirements are anticipated. In the development of this program, the following work will be undertaken by Faculty of Extension staff:</p>

<p>indicates how overhead costs including admissions, registration, space, and program administration.</p>	<ul style="list-style-type: none"> ● Community, professional association, and industry consultation: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett) ● Program development and design: C&D Program Development Lead (Megan Bertagnolli); Faculty of Extension Business Development Manager (Jill Corbett); Extension Learning Engagement Office ● Program administration: C&D program team; Extension Student Services Office (ESSO) team ● Program development oversight: Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta & Warren Uhrich, TECHCareers Lead Instructor, University of Alberta ● Marketing support: Extension Marketing team & TTC <p>This new Certificate is expected to generate a positive revenue flow within the first year of operations and program revenues will cover all direct program expenses. Surplus program revenues generated will help pay for Unit, Faculty, and University overhead (including the 15% allocation to the center).</p>
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	<p>Faculty of Extension internal consultations:</p> <ul style="list-style-type: none"> ● Communication and Design Programs ● Business Development Team ● Extension Student Services Office (ESSO) ● Extension Marketing Team <p>University of Alberta service unit consultations</p> <ul style="list-style-type: none"> ● Service unit processes will be consistent with those existing for all Faculty of Extension programs.
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.</p>	<p>Existing ongoing community consultation processes will be used to support this program. It is not anticipated that additional resources from University of Alberta central service units will be required.</p> <p>Of note, the Extension Student Services Office (ESSO) will be required to create a new program in Campus Solutions; the Manager of the ESSO has been consulted.</p> <p>Community and external consultations:</p> <ul style="list-style-type: none"> ● Digital Technology Advisory Committee <ul style="list-style-type: none"> ○ September 23, 2020 ● Consultation with the TTC (Technology Training Centre) <ul style="list-style-type: none"> ○ Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta ○ Warren Uhrich, TECHCareers Lead Instructor, University of Alberta

<p>Appendices</p>	
<p>Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.</p>	<ul style="list-style-type: none"> ● Appendix A: Digital Technology Programs at the Faculty of Extension ● Appendix B: Full Stack Web Development Program Overview ● Appendix C: Digital Marketing Advisory Committee Members ● Appendix D: TTC Representatives ● Appendix A-1: EDII Framework

REVIEW/APPROVAL:

Assistant Dean: April 9, 2021

GPPRC: April 13, 2021

Program Support Team: April 29, 2021

Extension Faculty Council: May 6, 2021 (via e-Vote)

GFC Programs Committee (if applicable): _____

APPENDIX A

Digital Technology Programs at the Faculty of Extension

Digital skills are paving the way of the future and these skills are in demand. In 2019 the Faculty offered a comprehensive digital pilot program in collaboration with RED Academy, an organization that due to COVID no longer exists. The experience gained through this initiative demonstrated the need for and viability of a suite of digital programming. With that experience we embarked on developing a suite of Digital Technology programs to meet the needs of current and future students

Initial plans include the introduction of a diploma in Full Stack Web Development, and certificates in both Digital Marketing and User Experience / User Interface Design for launch in the 2021-2022 academic year. These will complement and connect with the existing certificate in Social Media that was launched in Fall 2020. Aside from the Full Stack Web Development Diploma, these programs are low code or codeless, meaning they do not require knowledge of coding languages to be successful, meeting the growing needs of students and employers alike.

Consideration was given to how Digital Technology programs speak to each other and to other programs/courses offered at Extension. The result is an ecosystem where programs overlap with at least one other area of learning, through common cores and electives that apply between them. Furthermore, we have built in leadership courses that teach essential non-technical skills and deliberately provide crossover with certificates in our Leadership programs. Taking crossover courses allows students to stack certificates and encourages lifelong learning, while using courses that already exist within our catalog enables new programs to get to market more efficiently.

The proposed programs vary in complexity and range from just six courses to complete all the way up to twenty, enabling students to complete their program in as little as eight months to a minimum of two years of study. Shorter programs will have courses phased in over the next six to twelve months, while the diploma will see courses introduced over the span of eighteen months. This builds in time to grow a student body and develop courses. It also allows flexibility for our students – the program is built to accommodate both those who wish to fast-track their academic careers and those who require part-time study.

To ensure the success of these programs, we have consulted and collaborated with several units on Main Campus including the Technology Training Centre (TTC), Computing Science, and the Department of Art & Design. Individuals from these areas have served on Advisory Committees and are paving the way for creative partnerships and the development of new programs.

What sets the proposed Digital Technology portfolio apart is how equity, diversity and inclusion have been considered from the inception. It is our view that we cannot have programs that are truly “for the people” unless potential students can see themselves in these programs from committees to the classroom. From our initial conversations about what a Digital Technology portfolio might look like to the formation of our Advisory Committees, we have been deliberate in including a range of voices and experiences including: women in technology, newcomers and

immigrants to Canada. While some of these people fulfil the role of subject matter experts (SMEs), others represent communities underrepresented in both the Tech sector and in the Faculty of Extension. This has allowed for conversations about potential barriers for future students and made for strategic decisions about how we can overcome these.

The Faculty of Extension is truly the hub for adult continuing education at the University of Alberta, and we understand their unique needs. The Digital Technology portfolio takes these learners into consideration by offering opportunities to reskill or upskill and reducing barriers such as the need to be in a physical space by operating virtual, disbanded classrooms and removing entrance requirements. Academic excellence is based on individual merit (all courses are graded), not their past. Added to this is a dedicated capstone project in most certificate/diploma that consists of a work integrated learning (WIL) opportunity for students to apply their knowledge to real-world challenges, equipping them for the next stage of their careers.

APPENDIX B

Program Name: Python Back End Web Development Certificate

Proposed program description (web copy):

Overview

Digital skills are in high demand, with back end web development ranking fifth out of the ten most in-demand digital jobs in Alberta. Not only that, but the annual growth in the area of full-stack web development is projected at 30% (ICTC-CTIC, 2019). Learn the back end coding language Python of website development in this part-time, fully online diploma offered as a partnership between the Faculty of Extension and the University of Alberta's Technology Training Centre (TTC). Work through practical solutions in real-time with practicing professionals, interacting with the experienced TTC team of instructors through live online classes and a one-on-one "homework help" service that is built into every course.

Audience

Aimed at learners looking to grow their skills in the field of back end web development, stay relevant in a current position, change careers, upskill, or develop new skills, this program will be particularly relevant to those wanting to learn a new programming language, build software, and create websites, as well as those interested in Artificial Intelligence and Machine Learning.

Learners will benefit from learning directly from industry leaders about current approaches and tools, as well as keeping up-to-date with the most recent trends.

Program Plan

The requirements for this Certificate consist of six core courses (total of 200 hours) and a minimum of 40 hours of electives. Courses are a variety of lengths but combine to a minimum total of 240 hours.

Transferability

For those interested in pursuing further professional development, courses in this Certificate apply towards the following:

- Full-Stack Web Development diploma
- User Experience / User Interface certificate

Program Hours: Minimum total of 240 hours

Grading: Graded (Alpha)

Course Format: Online

Admission Requirements: JavaScript Fundamentals, or the Faculty of Extension's JavaScript Skills Assessment.

Program at a Glance

- 6 core courses + minimum 40 hrs of electives
- May be completed in 1-2 years of part-time study.

Core Courses:

EXSM 3949 - Python Fundamentals

Python is an interpreted, high-level, and general-purpose programming language that can automate specific series of tasks to make them more efficient. It is often used in software applications, pages within a web browser, and the shells of operating systems. Learn Python programming fundamentals and the basics of developing and running software written in Python.

Prerequisite: JavaScript Fundamentals, or the Faculty of Extension's JavaScript Skills Assessment.

Hours: 40

EXSM 3950 - Python Level II

Building upon the Python Fundamentals course, Level II will introduce you to intermediate Python concepts. Learn and practice writing software, how to work with data, debugging code, data-types, conversion, common operators, decisions, and loops.

Prerequisite: Python Fundamentals.

Hours: 40

EXSM 3951 - Python Level III

Explore advanced programming concepts and learn about topics such as testing software, installing packages (PIP), and setting up and running unit tests.

Prerequisite: Python Level II.

Hours: 40

EXSM 3952 - Django

Django is a high-level Python Web framework that encourages rapid development and clean, pragmatic design. Extend your knowledge of Python by learning how to make web applications using Python's Django framework with an SQL database. Topics include MVC (Model-View-Controller), PIP, and creating and configuring a Django project.

Prerequisite: Python Level III.

Hours: 44

EXSM 3953 - Django API

Building upon your knowledge of Python and Django, you will explore web applications through the development of a web API capable of receiving requests and sending responses using Django API.

Prerequisite: Django.

Hours: 16

EXSM 3954 - Django API with React

The final course in the Python stream, this class combines knowledge of Django API and React to develop interactive full-stack web applications.

Prerequisite: Django API and React Fundamentals

Hours: 20

Electives:

EXSM 3921 - Fundamentals of UI Design

(Core course in the User Experience / User Interface Design Certificate)

User interface (UI) is the point where your users interact with your website/app. Learn the fundamentals of UI design as you explore the UI design process, including storytelling, sketching, and prototyping, and how users experience these on the front end. Understand how data visualization and web design impact branding, visual identity, and accessibility. By the end of this course, you'll be able to articulate the design process and how it influences the user experience.

Prerequisites: None.

Hours: 21

EXSM 3922 - Visual Design for UI

(Core course in the User Experience / User Interface Design Certificate)

Visual design is a field that has emerged by blending the principles of user interface design and graphic design. Learn how to use key design principles such as imagery, colour, typography, and form to enhance usability and improve user experience. Analyze and construct graphic/visual design using conceptual and technical approaches appropriate to clients and target audiences. Apply this knowledge to a hands-on project that integrates UI and the principles of graphic design.

Prerequisite: Fundamentals of UI Design.

Hours: 21

EXSM 3929 - Digital Accessibility

(Elective in the User Experience / User Interface Design Certificate)

Digital accessibility refers to the practice of building digital content and applications that can be used by a wide range of people, including children and individuals who have visual, motor, auditory, speech, or cognitive disabilities. Learn how to incorporate accessibility into the design process. Explore the principles of universal design in light of multimedia accessibility to improve

the experience of websites, apps, and forms for people with disabilities. Develop your own design guidelines to make online content more accessible.

Prerequisites: HTML Fundamentals OR Code for Designers is recommended.

Hours: 21

EXSM 3932 - HTML5 Fundamentals

Be introduced to HTML5 (HyperText Markup Language, version 5), the foundational markup language used for structuring and presenting content online. Understand the basics of building a webpage using HTML and explore best practices updated with the recent and evolving HTML5 specification.

Prerequisites: None.

Hours: 24

EXSM 3934 - CSS3 Fundamentals

CSS3 is the latest evolution of the Cascading Style Sheets language that enables the presentation of content online. In this course, you will be introduced to the CSS3 language and learn how it can be leveraged to style a web page and format content into a desirable layout. Content and practices covered include planning and wireframing, CARP considerations, query selectors, and Flexbox.

Prerequisite: HTML5 Fundamentals.

Hours: 20

EXSM 3935 - JavaScript Fundamentals

JavaScript is a coding language that allows you to implement complex features on web pages, from timely content updates to interactive maps to animated graphics and more. It is the third layer of standard web technologies, which also include HTML and CSS. Be introduced to JavaScript as you explore the fundamentals of the language and learn to apply these concepts via interactive web pages to create visually interesting websites.

Prerequisites: HTML5 Fundamentals and CSS3 Fundamentals.

Hours: 36

EXSM 3939 - React Fundamentals

React is an efficient and flexible JavaScript library for creating user interfaces. Build upon your existing knowledge of JavaScript as you learn about this popular front-end library from the Facebook team. Explore React's core concepts by building applications and discussing topics such as props, lifecycle hooks, thinking in components, and others.

Prerequisite: JavaScript Fundamentals.

Hours: 26

EXSM 3937 - SQL Fundamentals

SQL (Structured Query Language) is used to communicate with a database. Knowing how to use SQL is essential for storing data in software projects and websites small and large. Explore databases through MariaDB (MySQL) and SQL. Other topics include database relationships, normalization, transactions, and subqueries.

Prerequisites: None.

Hours: 32

APPENDIX C

Digital Technology Advisory Committee Members

Chair:

Megan Bertagnolli, Program Development Lead, Communications & Design, Faculty of Extension

Program staff members(s):

Jill Corbett, Business Development Manager, Faculty of Extension

Rebecca Anderson, Program Advisor, Communications & Design, Faculty of Extension

Michael Splinter, Assistant Dean, Finance & Operations, Faculty of Extension

Industry or professional representative(s):

Laurenne Sprat, Marketing Manager, Faculty of Extension

Dana DiTomasso, President & Partner, Kick Point Inc.

Scott Cunningham, Founder & Managing Director, Social Lite Communications

Ameet Khabra, Founder, Skip Hop Media

Haidee Kongpreecha, Learning Experience Designer, SwissVBS

Sam Jenkins, Founding & Managing Partner, Punchcard Systems

Austin Watt, Senior Manager, Technical Training, EPCOR

Jonathan Sanderson, Web Development Instructor, RED Academy; Freelance Web Developer

Najia Aftab, Learning Facilitator, RED Academy; Freelance Instructional Designer

Alena Valova, Freelance Graphic Designer

APPENDIX D

Technology Training Centre Representatives

Kevin Moffitt, Director of Academic Ancillary Services (Library and Museums), University of Alberta

Warren Uhrich, TECHCareers Lead Instructor, University of Alberta

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Student Supports

- Many of our learners need little or no additional learning support to complete their programs. We recognize that there is a segment of the population who are struggling to re/enter the workforce therefore we are exploring how to adjust our Student Engagement Centre to support CPE learners by providing academic resources and opportunities for networking and learning mentorship.
- The Faculty's Student Engagement Centre (SEC), part of the English Language School's (ELS) support for international learners, provides an open, safe, and inclusive learning environment for international students to practice their language skills, engage with the wider university and local communities, and acclimatize to the new language and new learning environment. The SEC offers individual student advising and a variety of interactive extracurricular activities focused on language support and skill development.

- ELS has developed a clear set of procedures for dealing with cases of academic misconduct committed by international students. With first offences, particularly cases of minor plagiarism, the focus should be on the educational or learning process. However, it is recognized that students enrolled in the English Language School are defined as University of Alberta Students, and as such are subject to sanctions and procedures for Offences (30.3) under the Code of Student Behaviour (30).
- International ELS online programming is designed and offered to provide access during times appropriate for the learners.
- Most Extension programs have open acceptance to allow learners without a high school education to earn a credential.

Course and Program Development

- Program and course development phases include conversations to identify elements that actively address Indigenous and diverse perspectives
- Development of course material is intentional. Pictures reflect the student audience and attempts will be made to bring voices other than the dominant one into courses.
- Online courses utilize video, with closed captioning, to help distribute content; electronic courses resources will be created with minimal bandwidth required.

Instructor Development

- The Faculty will create a curated webpage on the Instructor teaching resource site that provides links to EDII resources for instructors. Professional development activities will include sessions on EDII.
- The Faculty has already begun to recruit a more diverse instructor pool. Our goal is have an instructor pool that reflects the diversity of students.

FINAL Item No. 11.1

Governance Executive Summary
Action Item

Agenda Title	Proposed Communication Skills for the Workplace Certificate, Faculty of Extension
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Motion

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed Communication Skills for the Workplace Certificate as submitted by the Faculty of Extension as per Attachments 1 to 3.

Item

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	English Language School, Faculty of Extension
Presenter(s)	Donald Mason, Director, English Language School, Faculty of Extension

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to seek approval of a new certificate offered by the English Language School at the Faculty of Extension.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<ul style="list-style-type: none"> • The development of the Communication Skills for the Workplace Certificate addresses the needs of two specific groups: one domestic and one international. The first, the domestic group, addresses the needs of the Ismaili community in Edmonton and across Canada, who are looking to upskill their language and workplace readiness to pursue further specialist training, or to pursue more challenging positions within the workforce. The second, the international group, addresses the needs of the Canadian Vietnam Foreign Language Centre in Lào Cai, Vietnam, who are looking to provide targeted programming for local government and business workers who increasingly need to be able to interact in English with international partners. • This certificate will at least initially only be available to cohorts. Working with these two partners, each group selects the five courses that will make up their 100-hour Certificate. • In working with members of the Ismaili community, we are so pleased to have the opportunity to positively affect these members of the local and national community, and to potentially positively impact their personal and economic well-being. We are very grateful to La Foundation Polykar for their generous support of this pilot. In working with the members of the KNE group in Lào Cai, we are equally pleased to be partnering in providing quality language programming to the group's schools

Item No. 11.1

	<p>in Vietnam, and to be contributing to building an international community of learners.</p> <ul style="list-style-type: none"> • A donation from La Foundation Polykar will fund the original pilot of the CSW Certificate for the group from the Ismaili community. • This certificate will be expected to generate a positive revenue flow. In the first year, the revenue will cover the direct course expenses. By the second year, we anticipate that there will be surplus revenue generated. This surplus will help support the English Language School, Faculty, and the University overhead (including the 15% allocation to the centre). • We wish to note that as a language teaching unit focusing on international learners of English, we are very sensitive to including and addressing issues of Equity, Diversity and Inclusion in our courses and programs. Inclusive Engagement is one of the three major priorities of the English Language School's <i>Strategic Plan (2017-2022)</i>, which includes strategies for creating learning environments which are just and inclusive. Courses in the Communication Skills for the Workplace Certificate contain video materials made specifically for the English Language School to provide indigenous perspectives, as well as integrated materials that specifically address concepts of EDI in the workplace.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u> We have been holding regular weekly or biweekly meetings for the past two months with the following groups:</p> <ul style="list-style-type: none"> • Members of the Joint Liaison Committee of the University of Alberta and the Ismaili Council for Edmonton. • The leadership team from Khôi Nguyên Education (KNE) <p>We have also held meetings or made presentations to the following:</p> <ul style="list-style-type: none"> • Office of the Vice-President (External Relations) • La Foundation Polykar • Joint Liaison Committee of the Ismaili Community of Edmonton and the University of Alberta <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Continuing and Professional Education, Faculty of Extension • The Faculty has consulted with the Vice Provost (Indigenous Programs and Research) to begin developing our framework to address Equity, Diversity, Inclusion and Indigenous (EDI). This initial work is included in Appendix A-5. <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Faculty of Extension, GPPRC, PST
Approval Route (Governance)	Faculty of Extension, GPPRC, May 19, 2021

Item No. 11.1

(including meeting dates)	Program Support Team, June 3, 2021 Extension Faculty Council, June 4, 2021 GFC Programs Committee: June 24, 2021
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>In the University of Alberta’s institutional strategic plan, For the Public Good, the University establishes the objective to “Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities” (Objective 10). This program is one example of the way in which we are creating “a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education” (Objective 10, Strategy 2). On a Faculty level, the development of the Certificate is further supported on multiple levels by the following goals from the FoE’s Strategic Plan:</p> <ul style="list-style-type: none"> • Emphasize cross-disciplinary programming options that encourage learners to explore multiple interests. • Wherever possible, infuse work-integrated learning and project-based work into programs to meet the domestic and international objectives set forth for post-secondaries by the Government of Alberta. • Embrace international collaborations to encourage diversity in our classrooms and facilitate a global understanding for our learners. • Work with communities, in communities, and for communities through strategic rural partnerships to reduce geographic barriers and ensure equal access to education. • Build a collaborative ecosystem of resources through strengthened relationships <p>On a more broad, university basis, the development of the CSW Certificate is directly in line with the University’s Guiding Principles for Equity, Diversity and Inclusion (https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/our-edi-principles.html) by serving the international community and the community of newcomers to Canada</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="568 1638 1547 1856"> <tr> <td data-bbox="568 1638 1088 1856"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1088 1638 1547 1856"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs.</p>			

Item No. 11.1

	<ol style="list-style-type: none">2. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).3. GFC Programs Committee Terms of Reference4. Non-Credit / Microcredential Framework
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Attachments

1. Certificate Proposal (pages 1-6)
2. New Courses
3. Appendix A-5: (EDII Framework)

Prepared by: Donald Mason, Interim Director, English Language School, dmason@ualberta.ca

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics	
Certificate Name	Communication Skills for the Workplace Certificate
Sponsoring Faculty/ Academic Unit	Extension/English Language School
Contact information	Name and Title Donald Mason, Interim Director
	Phone 780-492-3580
	Email dmason1@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	<p>The Communication Skills for the Workplace (CSW) Certificate is a language-based learning certificate intended for international speakers of English working in the public or private sector, or for individuals looking to increase their employability by building their knowledge of workplace communication and cultural competencies.</p> <p>The certificate consists of nine elective micro-credential courses:</p> <ul style="list-style-type: none"> • EXELP 7150 Pronunciation for Effective Communication • EXELP 7076 Cultural Competencies for the International Workplace • EXELP 7077 Critical Thinking and Vocabulary Building, Part I • EXELP 7078 Critical Thinking and Vocabulary Building, Part II • EXELP 7079 Persuasive Presentations • EXLDR 5620 Leadership Fundamentals • EXELP 7080 Writing for Professional Communication • EXELP XXXX Communication Skills for Global Citizens • EXELP 7081 Soft Skills for Success <p>This Certificate will support English as an additional language learners who wish to communicate effectively and understand how their communication affects others in the workplace. The micro-credentials will focus on the acquisition of the language skills and competencies, soft skills, and cultural competencies needed for success in the workplace.</p> <p>Learning Outcomes:</p> <p>Upon completion of the CSW certificate, participants will:</p> <ul style="list-style-type: none"> • Have the linguistic and cultural competences and confidence to pursue further specialist training programs, or to pursue more challenging positions within the workforce

- Be able to interact in English at an appropriate level for international business, government or education sector workers working in international environments

Admission Requirements:

This certificate is open to anyone who wishes to apply. Recommended language requirements will be made available to cohorts or individuals wishing to enroll.

Certificate Completion:

The University of Alberta Non-Credit/Micro-Credential Framework specifies certificates can range in length from 100 to 300 instructional hours. The Communication Skills for the Workplace Certificate will be earned upon successful completion of 100 hours of the above micro-credentials (MCs) courses.

Once a digital credentialing system has been implemented at the University of Alberta, each successfully completed micro-credential course will be represented by a digital badge (DB). This DB will allow the learner to document and easily share their professional development and learning pathways.

Grading:

Courses are graded using the University of Alberta's Completed Requirements / Not Completed Requirements grading scheme. Assessments may include individual and group projects, quizzes, reflective responses, professional development journals and structured assessments of student engagement.

Timeline:

Once approved the CSW Certificate will formally launch in September 2021.

Student Support:

The Student Engagement Centre (SEC) at Enterprise Square provides language support for students whose first language is not English. The SEC is a unique place for students to make friends, take part in extra language activities, and engage with the community in Edmonton. The SEC and its workshops, activities, and engagement experiences are included in students' tuition fees, and will be fully available to support students in the CSW Certificate.

Section B: Rationale, Implications and Impacts

Rationale for Introduction of Certificate

Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.

The target audience for the CSW Certificate are English as additional language learners, and are all either international working professionals, international students seeking training in Canada, or recent or relatively recent immigrants to Canada. The program will be offered through a flexible online or in-person learning environment using a combination of synchronous and asynchronous activities.

The development of this Certificate is very much in line with the University's position on community engagement. Through our collaboration with the Joint Liaison Committee of the Aga Khan Council for Edmonton and University of Alberta and the Ismaili community in Edmonton, the CSW Certificate is positioned to act as post-pandemic economic driver in Edmonton and across Canada. Through this collaboration, we are positioned to engage learners from the Ismaili communities across Canada, as well as from Germany and Turkey.

Through our collaborations with Khôi Nguyên Education (KNE) in Vietnam, the Certificate will also be delivered in Vietnam. We are working on further collaborations for delivery internationally and locally.

At a unit level, the development of the CSW Certificate is fully supported by the following goals from the ELS's Strategic Plan:

- Foster the growth and development of programming that is unique and innovative.
- Create learning environments that are just and inclusive.
- Establish and sustain opportunities to help learners integrate into the local and university communities.

On a Faculty level, the development of the Certificate is further supported on multiple levels by the following goals from the FoE's Strategic Plan:

- Emphasize cross-disciplinary programming options that encourage learners to explore multiple interests.
- Wherever possible, infuse work-integrated learning and project-based work into programs to meet the domestic and international objectives set forth for post-secondaries by the Government of Alberta.
- Embrace international collaborations to encourage diversity in our classrooms and facilitate a global understanding for our learners.
- Work with communities, in communities, and for communities through strategic rural partnerships to reduce geographic barriers and ensure equal access to education.
- Build a collaborative ecosystem of resources through strengthened relationships

	<p>On a more broad, university basis, the development of the CSW Certificate is directly in line with the University’s Guiding Principles for Equity, Diversity and Inclusion (https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/our-edi-principles.html) by serving the international community and the community of newcomers to Canada.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>Currently, two of these courses are fully developed, and seven need further development. For these seven, materials from other existing courses can be readily adapted for use in the Certificate, but there will still need to be considerable development carried out over the coming months.</p> <p>For delivery at the University of Alberta, tuition is set at \$500 per student per 20-hour course, or \$8000 per course for a cohort of 16 students.</p>
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	<p>Throughout the process of developing the focus for the CSW Certificate, we have regularly consulted with members of the Joint Liaison Committee of the Aga Khan Council for Edmonton and University of Alberta, with the Senior Director for Faculty Development, and with relevant members of the Faculty of Extension.</p>
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.</p>	<p>Regular, weekly consultations in support of this development have taken place with the leadership group from Khôi Nguyễn Education (KNE) in Vietnam. With the help of the Dean of Extension, KNE recently received approval from Alberta Education to be a Tier-1 Alberta Accredited Offshore School - the first and only one in Vietnam.</p> <p>Throughout the process, we have also conducted regular meetings with members of the Edmonton Ismaili community, and have met with proposed donors from La Fondation Polykar (Montreal).</p>

Appendix A:

EXELP 7150 Pronunciation for Effective Communication (20 hours)

This course supports English language learners who want to develop their pronunciation skills for successful interpersonal communication. The course will focus on increasing speech intelligibility, and will draw participants’ attention to elements of pronunciation that can lead to miscommunication. Participants will develop an awareness of their own individual strengths and weaknesses in pronunciation, and will build strategies for expanding their pronunciation skills beyond the classroom.

EXELP 7076 Cultural Competencies for the International Workplace (20 hours)

Designed for English language learners, this course will help you improve your intercultural competency skills as you reflect on your own worldview. You will also develop the skills needed to interact and work more effectively in a multicultural setting.

EXELP 7077 Critical Thinking and Vocabulary Building, Part I (20 hours)

Designed for English language learners, this course will help you develop intermediate skills to enhance your reading comprehension, fluency, critical thinking, and vocabulary-building strategies. You will learn how to skim and scan to find information quickly and express your thoughts and opinions about the readings in a clear, organized manner. You will also use digital vocabulary-building tools to recognize and use new words in different situations.

EXELP 7078 Critical Thinking and Vocabulary Building, Part II (20 hours)

Designed for English language learners, this course will help you develop intermediate skills to enhance your reading comprehension, fluency, critical thinking, and vocabulary-building strategies. Critical reading skills will enable you to challenge reasoning, examine assumptions, and identify biases. You will use textual annotation to learn how to read closely, identify key words and phrases, and have a deeper understanding of new vocabulary.

EXELP 7079 Persuasive Presentations (20 hours)

Designed for English language learners, this course is for those who want to develop public speaking skills. In these interactive classes, you will acquire tools and strategies for planning and delivering effective, persuasive presentations. The course is focused on concepts of equity, diversity, and inclusion, and will address features of various digital platforms, taking into account audience, presentation purpose, structure, and features of public speaking. You will have opportunities to practice your new skills and to deliver a mini-presentation for instructor and peer feedback.

EXLDR 5620 Leadership Fundamentals (21 hours)

Leadership is all about building relationships and connecting with people. Reflect on current leadership practices and explore fundamental leadership theories as you discuss different leadership styles and strengths. Identify key planning strategies to lead others toward a shared December 11, 2020 vision. Identify strategies on how to develop a cohesive, efficient, and effective team. Understand the beliefs and barriers that may hinder the efforts of emerging leaders.

EXELP 7080 Writing for Professional Communication (20 hours)

Designed for English language learners, this course will help you improve your ability to communicate in writing effectively and professionally. You will develop the writing skills that are necessary to compose clear, concise, and inclusive writing for emailing, texting, and correspondence at work. Topics that will be addressed include format, forms of address, grammar, punctuation, register, vocabulary development, and organization.

EXELP XXXX Communication Skills for Global Citizens (20 hours)

Designed for English language learners, this course takes a content-based approach to developing oral communication skills. You will have the opportunity to learn about the wider global community through the exploration of themes of history, culture, diversity, sustainability,

community engagement and intercultural communication. You are encouraged to focus on building confidence when interacting with other students on topics of global interest.

EXELP 7081 Soft Skills for Success (20 hours)

Designed for English language learners, this course will help you develop the language, habits, and attitudes needed to perform effectively in the workplace. You will learn how to deal with conflict, work with others to solve a problem, and analyze relationships to understand how to appropriately interact with co-workers and supervisors

APPROVAL (INCLUDE DATE AND INTIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: MAY 4, 2021 RB

TEAM LEAD INITIAL & DATE: APRIL 23, 2021 DM

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: KL 2021-04-30

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict. Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____

OR

Major Change* YZ 2021-05-06

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: APRIL 23, 2021

PROGRAM NAME: COMMUNICATION SKILLS FOR THE WORKPLACE CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

<input checked="" type="checkbox"/> (EXELP) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
---	--------------------------------	--------------------------------

Effective Term Date: July 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW	<p>SUBJECT CODE & COURSE #: EXELP 7076</p> <p>COURSE NAME: Cultural Competencies for the International Workplace</p> <p>DESCRIPTION: (lowercase)</p> <p>Designed for English language learners, this course will help you improve your intercultural competency skills as you reflect on your own worldview. You will also develop the skills needed to interact and work more effectively in a multicultural setting.</p> <p>COURSE HOURS: 20</p> <p>GRADING (SELECT ONE): CR/NC</p> <p>COURSE FORMAT: IN PERSON</p> <p>PRE-REQUISITE: NONE</p> <p>CO-REQUISITE: NONE</p> <p>SPEEDCODE OR CHARTFIELD: EL041</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

	COURSE FEE: \$500 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE
--	---

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

This course is being developed as part of the English for the Workplace Series/Certificate, and is to be delivered locally in person and/or online for the Ismaili community in Edmonton, Canada, Turkey and Germany.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

Development to be carried out by ATS instructors during the May-August period. Support from the Dean’s Office, Marketing, and Business Development involved in this project.

BUDGET REQUIREMENTS:

Outline any additional costs

Development costs for this project is estimated at approximately \$40,000 (2 ATS instructors for a 2 month period).

STEP 2 – APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input checked="" type="checkbox"/>	MARKETING <input checked="" type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: MAY 4, 2021 RB

TEAM LEAD INITIAL & DATE: APRIL 23, 2021 DM

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: KL 2021-04-30

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Minor Change* _____

OR

Major Change* YZ 2021-05-06

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: APRIL 23, 2021

PROGRAM NAME: COMMUNICATION SKILLS FOR THE WORKPLACE CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

<input checked="" type="checkbox"/> (EXELP) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
---	--------------------------------	--------------------------------

Effective Term Date: July 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW	<p>SUBJECT CODE & COURSE #: EXELP 7077</p> <p>COURSE NAME: Critical Thinking and Vocabulary Building, Part I</p> <p>DESCRIPTION: (lowercase)</p> <p>Designed for English language learners, this course will help you develop intermediate skills to enhance your reading comprehension, fluency, critical thinking, and vocabulary-building strategies. You will learn how to skim and scan to find information quickly and express your thoughts and opinions about the readings in a clear, organized manner. You will also use digital vocabulary-building tools to recognize and use new words in different situations.</p> <p>COURSE HOURS: 20</p> <p>GRADING (SELECT ONE): CR/NC</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

	COURSE FORMAT (SELECT ONE): IN-PERSON PRE-REQUISITE: NONE CO-REQUISITE: NONE SPEEDCODE OR CHARTFIELD: EL041 COURSE FEE: \$500 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE
--	---

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

This course is being developed as part of the English for the Workplace Series/Certificate, and is to be delivered locally in person and/or online for the Ismaili community in Edmonton, Canada, Turkey and Germany.

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BUDGET REQUIREMENTS:

Outline any additional costs

Development costs for this project is estimated at approximately \$40,000 (2 ATS instructors for a 2 month period).

STEP 2 – APPROVAL (INCLUDE DATE AND INTIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input checked="" type="checkbox"/>	MARKETING <input checked="" type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: MAY 4, 2021 RB

TEAM LEAD INITIAL & DATE: APRIL 23, 2021 DM

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

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Minor Change* _____

OR

Major Change* YZ 2021-05-06

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: APRIL 23, 2021

PROGRAM NAME: COMMUNICATION SKILLS FOR THE WORKPLACE CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

<input checked="" type="checkbox"/> (EXELP) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
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Effective Term Date: July 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW	<p>SUBJECT CODE & COURSE #: EXELP 7078</p> <p>COURSE NAME: Critical Thinking and Vocabulary Building, Part II</p> <p>DESCRIPTION: (lowercase)</p> <p>Designed for English language learners, this course will help you develop intermediate skills to enhance your reading comprehension, fluency, critical thinking, and vocabulary-building strategies. Critical reading skills will enable you to challenge reasoning, examine assumptions, and identify biases. You will use textual annotation to learn how to read closely, identify key words and phrases, and have a deeper understanding of new vocabulary.</p> <p>COURSE HOURS: 20</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

	GRADING (SELECT ONE): CR/NC COURSE FORMAT (SELECT ONE): IN-PERSON PRE-REQUISITE: NONE CO-REQUISITE: NONE SPEEDCODE OR CHARTFIELD: EL041 COURSE FEE: \$500 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE
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- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

This course is being developed as part of the English for the Workplace Series/Certificate, and is to be delivered locally in person and/or online for the Ismaili community in Edmonton, Canada, Turkey and Germany.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

Development to be carried out by ATS instructors during the May-August period. Support from the Dean's Office, Marketing, and Business Development involved in this project.

BUDGET REQUIREMENTS:

Outline any additional costs

Development costs for this project is estimated at approximately \$40,000 (2 ATS instructors for a 2 month period).

STEP 2 – APPROVAL (INCLUDE DATE AND INTIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input checked="" type="checkbox"/>	MARKETING <input checked="" type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: MAY 4, 2021 RB

TEAM LEAD INITIAL & DATE: APRIL 23, 2021 DM

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: KL 2021-04-30

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict. Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____

OR

Major Change* YZ 2021-05-06

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: APRIL 23, 2021

PROGRAM NAME: COMMUNICATION SKILLS FOR THE WORKPLACE CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

<input checked="" type="checkbox"/> (EXELP) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
---	--------------------------------	--------------------------------

Effective Term Date: July 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW	<p>SUBJECT CODE & COURSE #: EXELP 7079</p> <p>COURSE NAME: Persuasive Presentations</p> <p>DESCRIPTION: (lowercase)</p> <p>Designed for English language learners, this course is for those who want to develop public speaking skills. In these interactive classes, you will acquire tools and strategies for planning and delivering effective, persuasive presentations. The course is focused on concepts of equity, diversity, and inclusion, and will address features of various digital platforms, taking into account audience, presentation purpose, structure, and features of public speaking. You will have opportunities to practice your new skills and to deliver a mini-presentation for instructor and peer feedback.</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

	COURSE HOURS: 20 GRADING (SELECT ONE): CR/NC COURSE FORMAT: IN PERSON PRE-REQUISITE: NONE CO-REQUISITE: NONE SPEEDCODE OR CHARTFIELD: EL041 COURSE FEE: \$500 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE
--	---

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

This course is being developed as part of the English for the Workplace Series/Certificate, and is to be delivered locally in person and/or online for the Ismaili community in Edmonton, Canada, Turkey and Germany.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

Development to be carried out by ATS instructors during the May-August period. Support from the Dean’s Office, Marketing, and Business Development involved in this project.

BUDGET REQUIREMENTS:

Outline any additional costs

Development costs for this project is estimated at approximately \$40,000 (2 ATS instructors for a 2 month period).

STEP 2 – APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input checked="" type="checkbox"/>	MARKETING <input checked="" type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: MAY 4, 2021 RB

TEAM LEAD INITIAL & DATE: APRIL 23, 2021 DM

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: KL 2021-04-30

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict. Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____

OR

Major Change* YZ 2021-05-06

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: APRIL 23, 2021

PROGRAM NAME: COMMUNICATION SKILLS FOR THE WORKPLACE CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

<input checked="" type="checkbox"/> (EXELP) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
---	--------------------------------	--------------------------------

Effective Term Date: July 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW	<p>SUBJECT CODE & COURSE #: EXELP 7080</p> <p>COURSE NAME: WRITING FOR PROFESSIONAL COMMUNICATION</p> <p>DESCRIPTION: (lowercase)</p> <p>Designed for English language learners, this course will help you improve your ability to communicate in writing effectively and professionally. You will develop the writing skills that are necessary to compose clear, concise, and inclusive writing for emailing, texting, and correspondence at work. Topics that will be addressed include format, forms of address, grammar, punctuation, register, vocabulary development, and organization.</p> <p>COURSE HOURS: 20</p> <p>GRADING (SELECT ONE): CR/NC</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

	COURSE FORMAT: IN PERSON PRE-REQUISITE: NONE CO-REQUISITE: NONE SPEEDCODE OR CHARTFIELD: EL041 COURSE FEE: \$500 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE
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- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

This course is being developed as part of the English for the Workplace Series/Certificate, and is to be delivered locally in person and/or online for the Ismaili community in Edmonton, Canada, Turkey and Germany.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

Development to be carried out by ATS instructors during the May-August period. Support from the Dean’s Office, Marketing, and Business Development involved in this project.

BUDGET REQUIREMENTS:

Outline any additional costs

Development costs for this project is estimated at approximately \$40,000 (2 ATS instructors for a 2 month period).

STEP 2 – APPROVAL (INCLUDE DATE AND INTIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input checked="" type="checkbox"/>	MARKETING <input checked="" type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: MAY 4, 2021 RB

TEAM LEAD INITIAL & DATE: APRIL 23, 2021 DM

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: KL 2021-04-30

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict. Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____

OR

Major Change* YZ 2021-05-06

Minor change: Assistant Dean approves changes.

Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: APRIL 23, 2021

PROGRAM NAME: COMMUNICATION SKILLS FOR THE WORKPLACE CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

<input checked="" type="checkbox"/> (EXELP) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
---	--------------------------------	--------------------------------

Effective Term Date: July 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW	<p>SUBJECT CODE & COURSE #: EXELP 7081</p> <p>COURSE NAME: Soft Skills for Success</p> <p>DESCRIPTION: (lowercase)</p> <p>Designed for English language learners, this course will help you develop the language, habits, and attitudes needed to perform effectively in the workplace. You will learn how to deal with conflict, work with others to solve a problem, and analyze relationships to understand how to appropriately interact with co-workers and supervisors.</p> <p>COURSE HOURS: 20</p> <p>GRADING (SELECT ONE): CR/NC</p> <p>COURSE FORMAT: IN PERSON</p> <p>PRE-REQUISITE: NONE</p> <p>CO-REQUISITE: NONE</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

	SPEEDCODE OR CHARTFIELD: EL041 COURSE FEE: \$500 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE
--	--

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

This course is being developed as part of the English for the Workplace Series/Certificate, and is to be delivered locally in person and/or online for the Ismaili community in Edmonton, Canada, Turkey and Germany.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

Development to be carried out by ATS instructors during the May-August period. Support from the Dean’s Office, Marketing, and Business Development involved in this project.

BUDGET REQUIREMENTS:

Outline any additional costs

Development costs for this project is estimated at approximately \$40,000 (2 ATS instructors for a 2 month period).

STEP 2 – APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input checked="" type="checkbox"/>	MARKETING <input checked="" type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: RE, MAY 13
DM

TEAM LEAD INITIAL & DATE: MAY 13, 2021

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT KL 2021-05-14

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict. Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____
 Minor change: Assistant Dean approves changes.

OR

Major Change YZ for MS 2021-05-14
 Major Change: MUST be presented to GPPRC for approval.

STEP 1 – PREPARE

CURRENT DATE: MAY 13, 2021

PROGRAM NAME: COMMUNICATION SKILLS FOR THE WORKPLACE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

<input checked="" type="checkbox"/> (EXELP) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
---	--------------------------------	--------------------------------

Effective Term Date: July 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
NEW	<p>SUBJECT CODE & COURSE #: EXELP 7119 COURSE NAME: Communication Skills for Global Citizens</p> <p>DESCRIPTION: (lowercase) Designed for English language learners, this course takes a content-based approach to developing oral communication skills. You will learn about the wider global community through the exploration of themes related to history, culture, diversity, sustainability, community engagement, and intercultural communication. You are encouraged to focus on building confidence while interacting with other students on topics of global interest.</p> <p>COURSE HOURS: 20 GRADING (SELECT ONE): CR/NC COURSE FORMAT (SELECT ONE): IN-PERSON PRE-REQUISITE: NONE CO-REQUISITE: NONE SPEEDCODE OR CHARTFIELD: EL041 COURSE FEE: \$500 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

This is a new, abbreviated version of an existing course (EXELP 7142, Communication Skills for Global Citizenship II) developed for inclusion in the Communication Skills for the Workplace Certificate.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

None

BUDGET REQUIREMENTS:

Outline any additional costs

None

STEP 2 – APPROVAL (INCLUDE DATE AND INITIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input type="checkbox"/>	MARKETING <input type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

MARKETING INITIAL & DATE: _____ **TEAM LEAD INITIAL & DATE:** APRIL 23, 2021 DM

Course description changes should be reviewed/wordsmithed in collaboration with Marketing. Once reviewed by Marketing and Team lead, the proposal is submitted to the Dean's Office Administrator. Dean's Office Administrator works with ESSO and follows up the further approval process.

ESSO INITIAL & DATE IF NO CONFLICT: **CHANGE IN FEE AND SPEEDCODE ONLY REQUIRES NOTIFICATION TO THE ESSO - THIS DOC DOES NOT REQUIRE APPROVAL**

Extension Student Services Office (ESSO) Functional Analyst reviews the document to verify; subject code, catalog number, course title and description and to determine that there is no conflict. Once reviewed by ESSO, proposals are submitted to the Assistant Dean to determine if changes to be:

Minor Change* _____ **OR** **Major Change*** _____
 Minor change: Assistant Dean approves changes. Major Change: MUST be presented to GPPRC for

STEP 1 – PREPARE

CURRENT DATE: APRIL 23, 2021

PROGRAM NAME: COMMUNICATION SKILLS FOR THE WORKPLACE CERTIFICATE/ENGLISH LANGUAGE SCHOOL

SELECT ONE

<input checked="" type="checkbox"/> (EXELP) PROGRAM	<input type="checkbox"/> EXCPE	<input type="checkbox"/> EXGEN
---	--------------------------------	--------------------------------

Effective Term Date: July 2021 *This will be the effective date the course is no longer offered at the Faculty of Extension. The subject code and catalog number will become available for use by another course 5 years after the "INACTIVE" effective date.

COMPARATIVE TABLE (REFER TO APPENDIX 1 FOR DETAILED INSTRUCTIONS ON HOW TO COMPLETE)

- For series, new program and program changes use *New Program, Program changes & Series template*
- Remember to include any prerequisite or co-requisite course numbers

CURRENT INSERT CURRENT COURSE INFORMATION	PROPOSED INSERT PROPOSED CHANGES Course descriptions: Max 600 characters (including spaces)
<p>SUBJECT CODE & COURSE #: EXELP 7150 COURSE NAME: Pronunciation for Effective Communication</p> <p>DESCRIPTION: (lowercase)</p> <p>This course supports English language learners who want to develop their pronunciation skills for successful interpersonal communication. The course will focus on increasing speech intelligibility, and will draw participants' attention to elements of pronunciation that can lead to miscommunication. Participants will develop an awareness of their own individual strengths and weaknesses in pronunciation, and will build strategies for expanding their pronunciation skills beyond the classroom.</p>	<p>SUBJECT CODE & COURSE #: New COURSE NAME: Pronunciation for Effective Communication</p> <p>DESCRIPTION: (lowercase)</p> <p style="text-align: center;">NO CHANGE</p>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

<p>COURSE HOURS: 20 GRADING (SELECT ONE): CR/NC COURSE FORMAT (SELECT ONE): IN-PERSON PRE-REQUISITE: NONE CO-REQUISITE: NONE SPEEDCODE OR CHARTFIELD: EL021 COURSE FEE: \$395 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE</p>	<p>COURSE HOURS: 20 GRADING (SELECT ONE): CR/NC COURSE FORMAT: IN PERSON PRE-REQUISITE: NONE CO-REQUISITE: NONE SPEEDCODE OR CHARTFIELD: EL041 COURSE FEE: \$500 OWNING PROGRAM: ENGLISH LANGUAGE SCHOOL RELATIONSHIP TO THE PROGRAM: ELECTIVE COURSE</p>
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- Grades: EXGEN – Non Graded, EXCPE – Alpha or NC/CR , Subject Code & Course # (EXOS001) – Alpha or NC/CR

RATIONALE FOR A NEW COURSE OR CHANGE:

Provide the reason for these changes and the proposed date of implementation

This course is being developed as part of the Communication Skills for the Workplace Certificate, and is to be delivered locally in person and/or online for the Ismaili community in Edmonton, Canada, Turkey and Germany.

RESOURCE IMPLICATIONS:

Describe any additional resources that will be required.

Development to be carried out by ATS instructors during the May-August period. Support from the Dean’s Office, Marketing, and Business Development involved in this project.

BUDGET REQUIREMENTS:

Outline any additional costs

Development costs for this project is estimated at approximately \$40,000 (2 ATS instructors for a 2 month period).

STEP 2 – APPROVAL (INCLUDE DATE AND INTIAL)

ASSISTANT DEAN DATE: YZ FOR MS MAY 6, 2021

GPPRC DATE: MAY 19, 2021

PST: JUNE 3, 2021

EFC DATE: JUNE 4, 2021 (VIA E-VOTE)

GFC PROGRAMS COMMITTEE: _____

STEP 3 – COMMUNICATION (INFORMATION DISTRIBUTION)

ONCE APPROVED COMMUNICATE TO THE FOLLOWING AREAS (**MINOR** CHANGES COMMUNICATIONS ARE TO BE HANDLED BY PROGRAM AREAS):

PROGRAM OFFICE <input checked="" type="checkbox"/>	MARKETING <input checked="" type="checkbox"/>
ACCOUNTING (SPEEDCODE) <input checked="" type="checkbox"/>	SYLVIA (ENROLLMENT DASHBOARD) <input checked="" type="checkbox"/>

NEW COURSE, PROGRAM & COURSE CHANGES TEMPLATE

Appendix A-5: Integrating EDII perspectives into Faculty of Extension programs.

The Faculty of Extension programming strives to address the strategic objectives identified in For the Public Good (FPG). We seek to build a *diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world*. Core to the Faculty of Extension's 109 years of excellence is the FPG objective: *Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities*.

The Faculty of Extension embraces the need to integrate strategies that address both Equity, Diversity and Inclusion as well as incorporating Indigenous Initiatives - collectively EDII. Our programs have the potential to impact Indigenous and other communities who have long been marginalized in and by dominant educational institutions. As we are on Indigenous lands and are all treaty people, it is our collective responsibility to work with our staff, instructors, and students to cultivate a shared understanding of knowledge systems other than just our current knowledge-construct. We will support more inclusive perspectives and actions to "uplift the whole people".

The Faculty has undertaken work in this area and while we are still identifying and refining our learning strategies, one of our first steps will be to create a framework to help shape how this work will be done. The beginning of this framework will be:

Territorial Statement

"The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community."

- The Territorial Statement is included on course syllabi and on the eClass course pages; course instructors will include the Territorial Statement in their initial course posting or introductory course remarks, and all instructors will receive communication from the Dean on the importance of integrating EDII into their courses.

Advisory Committees

- We will improve the diversity of our program advisory committees including seeking Indigenous representatives for each committee.

Student Supports

- Many of our learners need little or no additional learning support to complete their programs. We recognize that there is a segment of the population who are struggling to re/enter the workforce therefore we are exploring how to adjust our Student Engagement Centre to support CPE learners by providing academic resources and opportunities for networking and learning mentorship.
- The Faculty's Student Engagement Centre (SEC), part of the English Language School's (ELS) support for international learners, provides an open, safe, and inclusive learning environment for international students to practice their language skills, engage with the wider university and local communities, and acclimatize to the new language and new learning environment. The SEC offers individual student advising and a variety of interactive extracurricular activities focused on language support and skill development.

- ELS has developed a clear set of procedures for dealing with cases of academic misconduct committed by international students. With first offences, particularly cases of minor plagiarism, the focus should be on the educational or learning process. However, it is recognized that students enrolled in the English Language School are defined as University of Alberta Students, and as such are subject to sanctions and procedures for Offences (30.3) under the Code of Student Behaviour (30).
- International ELS online programming is designed and offered to provide access during times appropriate for the learners.
- Most Extension programs have open acceptance to allow learners without a high school education to earn a credential.

Course and Program Development

- Program and course development phases include conversations to identify elements that actively address Indigenous and diverse perspectives
- Development of course material is intentional. Pictures reflect the student audience and attempts will be made to bring voices other than the dominant one into courses.
- Online courses utilize video, with closed captioning, to help distribute content; electronic courses resources will be created with minimal bandwidth required.

Instructor Development

- The Faculty will create a curated webpage on the Instructor teaching resource site that provides links to EDII resources for instructors. Professional development activities will include sessions on EDII.
- The Faculty has already begun to recruit a more diverse instructor pool. Our goal is have an instructor pool that reflects the diversity of students.

FINAL Item No. 12.1

Governance Executive Summary
Action Item

Agenda Title	Proposed Certificate in Subsurface Resource Characterization, Faculty of Engineering
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Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificate in Subsurface Resource Characterization, as set forth in attachment 1.
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Ergun Kuru, Director Petroleum Engineering, Jason Carey, Vice Dean Engineering

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to have it approved for delivery by Winter 2022. The certificate is part of four proposed to the Government of Alberta as part of a call for microcredentials. One was approved, but engineering wants to offer the suite of four as a package.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The petroleum engineering program team wishes to offer a slate of industry targeted cost recovery certificates. The target audience is technical personnel working in the upstream oil and gas industry (including those with non-petroleum engineering backgrounds) who are interested in upgrading their skills and knowledge to find engineering solutions to practical upstream petroleum engineering problems. The program would also provide training opportunities for engineers and geologists working in other industries; once they complete the Certificates in Petroleum Engineering, they can readily work in the upstream oil and gas industry.</p> <p>The oil and gas industry has just begun recovering from the recent downturn in which many people left the industry. However, there are strong indications of recovery with the increase in oil prices. With the improvement of COVID 19 situation, the demand for oil and gas will increase even more in the near term. In addition, many senior professionals will reach retirement age in the next 5–10 years. These factors point to an increased demand for qualified technical personnel in the petroleum industry.</p> <p>The proposed program aims to provide fast-track training to meet the anticipated labor shortage. For people currently working in the petroleum industry, as well as engineers and geologists working in the other industry sectors, the program will provide a quick upgrading opportunity. Equipped with the current state-of-the-art knowledge, current and new employees will be in a better position to suggest optimized solutions in all aspects of oil and gas industry operations, which will eventually lead to reduced operational costs that are crucial for ensuring accessibility of reserves. That is particularly true for periods of low oil prices. The industry's capacity to operate safely and</p>

Item No. 12.1

	<p>economically will benefit tremendously from a comprehensive training program such as the one proposed.</p> <p>Engineering will be developing a unique module to meet the proposed learning outcome “Develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations” critical to changing the culture of the oil and gas industry through these and future microcredentials.</p> <p>More information is provided in the attachments.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Petroleum Engineering faculty members • Office of the Vice Dean • Jessica Vandenberghe, P.Eng., M.Sc., Industrial Professor - Indigenous Engineering, Acting Assistant Dean (Outreach) <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Industrial partners have consulted through informal discussions by PETE faculty members • Undergraduate Program Support Team, April 29, 2021 • Office of the Vice-Provost ((Indigenous Programs & Research) <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<p>Recommended by faculty APC: April 6 2021</p> <p>Approved by Faculty ECC: April 9 2021</p> <p>Final Approval GFC Programs Committee: June 24, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>The proposed certificate is in full alignment with the UofA’s Strategic plan, “For the Public Good”. It aligns with the values of FPG, in valuing excellence in teaching and creative activities that enrich learning experiences, inspires engaged citizenship, and promotes the public good through the design, leadership, ethics, sustainability of Alberta’s natural resources; and, valuing learners at all stages of life and strive to provide an intellectually rewarding educational experience.</p> <p>The certificate is also aligned with all 5 strategic goals, interpreted in what follows in terms of the program’s learning objectives. Currently, learners that wish to improve their skills and abilities in the field have few if any professional development opportunities in the Prairies; we aim to BUILD a more diverse, inclusive community of exceptional students from Alberta, Canada, and the world. Our program will provide new EXPERIENCES through diverse and rewarding learning opportunities that nurture learner talents, expand their knowledge and skills, and enable their and Alberta’s success. The program’s learning objectives will allow learners to EXCEL as creative individuals and leaders, be champions of innovation, technical advances and lead to greater outcomes for the people and the environment of Alberta and beyond.</p>
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Item No. 12.1

	<p>The program will ENGAGE the Oil and Gas industry across the province and beyond to create reciprocal, mutually beneficial learning experiences, and potentially long-term partnerships, and collaborations. Our teaching will focus on using practices to SUSTAIN our people and the environment by stewarding Alberta's oil and Gas industry to deliver long-term benefits of all.</p> <p>It aligns to the University's Indigenous priority.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 562 1544 772"> <tr> <td data-bbox="570 562 1089 772"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 562 1544 772"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i> GFC Programs Committee</p>			

Attachments:

1. Microcredentials proposal-PETE-1-Subsurface Resource Characterization-Final

Prepared by: Jason Carey, Vice Dean, jpcarey@ualberta.ca

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics		
Certificate Name	<i>Certificate in Subsurface Resource Characterization</i>	
Sponsoring Faculty/ Academic Unit	Faculty of Engineering, School of Mining and Petroleum Engineering	
Contact information	Name and Title	Jason Carey (Vice Dean) and Ergun Kuru (Professor)
	Phone	x20501
	Email	jason.carey@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	<p>The upstream oil and gas industry is the largest private investor in Canada and, therefore, vitally important to the economic wellbeing of the province and the country. As the Alberta Recovery Plan notes, “Every credible forecast of future world energy consumption sees oil and gas continuing to dominate the supply mix for the next several decades. ...Alberta’s capital-efficient oil and gas sector will continue to be a major supplier for meeting the world’s increasing energy demand in the foreseeable future.”</p> <p>The University of Alberta Petroleum Engineering program (Ranked 9th in the World according to 2021 QS World University Rankings by Subject) has designed 4-certificate program that will train the next generation of leaders to tackle the challenges to continue meeting the world’s increasing energy demand for Alberta’s oil and gas. The first of the four programs is a <i>Certificate in Subsurface Resource Characterization</i> and would consist of 3 courses: Rock and Fluid Properties, Well Logging and Formation Evaluation, and Applied Reservoir Engineering. Each course will be delivered in 30 hrs unit and a total of 90 hrs of teaching is anticipated for this certificate program.</p> <p>The target audience is technical personnel working in the upstream oil and gas industry (including those with non-petroleum engineering backgrounds) who are interested in upgrading their skills and knowledge to find engineering solutions to practical upstream petroleum engineering problems. The program would also provide training opportunities for engineers and geologists working in other industries; once they complete the Certificates in Petroleum Engineering, they can readily work in the upstream oil and gas industry.</p> <p>Learning outcomes This program is designed to provide necessary skills for technical personnel working in research or technical labs, as well as within production doing reservoir characterization work. The key learning outcomes are the ability to: 1) Determine physical and engineering properties of reservoir fluids, including density, viscosity, oil and gas formation volume factors; 2) Determine phase behavior of petroleum fluids and their relation to oil and gas recovery; 3) Determine physical and engineering properties of reservoir rock including, porosity, permeability, wettability, capillary pressure, saturation, relative permeability, strength, deformation, thermal and electrical properties as a function of the subsurface temperature, in-situ stress, pore fluid pressure, and chemical environment; 4)</p>	

Conduct formation evaluation and reservoir characterization through the analyses and interpretation of well logs, well tests, and production data; 5) Estimate and value hydrocarbon reserves and resources (including unconventional resources) using material balance, volumetric, decline curve analyses, and probabilistic techniques; 6) Develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations.

Special skills developed and why industry would be interested

Participants will learn state-of-the-art analytical and numerical methods to develop practical solutions to the current industrial problems in all stages of upstream petroleum engineering operations – from exploration operations and field development to the abandonment of the field at the end of its economic life.

Participants will also take a separate module on the importance of land use in all land development and resource exploitation. 3 hours of learnings will be spent on the learning outcome of "Students will develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations".

Topic 1: Introduction to Truth and Reconciliation: This 1hr, in person, lecture will be provided by a trained compassionate facilitator of Indigenous descent. This session will explore the history of Canada through the Indigenous lens of experiences and incidents that occurred, touching on the results and impacts of the Indian Act, Human Rights, and data that demonstrates that Indigenous people are still subject to oppressive policy, inherent racism, prejudice and stereotypes.

Topic 2: Understanding Indigenous worldview towards Land Spirit and making the connection to Indigenous Communities and Land Ownership: This will be a 1hr asynchronous material module supplemented with reading and reflection / assignment. This session will guide a person to understand the differences between Settler and Indigenous perspective towards Land. It will also touch upon the governance laid out by the Indian Act around reserve lands, land ownership, and build an understanding of why reserves and Metis Settlements are different from municipalities and counties.

Topic 3: How Professional Engineers have a responsibility to answer the Calls to Action in their project work and ethical behaviour. This 1hr, in person, session will be offered by a trained Indigenous Professional Engineer compassionate facilitator. This session will talk about a Professional Engineer's ethical obligations and why equity, diversity, inclusion and decolonization are foundational to risk management, project management, decision making, and design work. Essential to this is having a deep understanding of the Truth and Reconciliation and the Calls to Action in order to provide unbiased perspectives when part of project teams and engaging with ethnically diverse communities.

This will be developed and offered by Jessica Vandenberghe, P.Eng., M.Sc., Industrial Professor - Indigenous Engineering, Acting Assistant Dean (Outreach), Faculty of Engineering.

Specialized tools

Participants will gain hands-on experience and learn to use the current state-of-the-art software used for solving practical petroleum engineering problems, including design of field operations (drilling and production optimization), assessment of current and future reservoir performance, and evaluation of reservoir development schemes and enhanced oil recovery applications. Practical training with industry-

	<p>standard software applications will include Drillbench, Wellflo, Pipesim, CMG, PETREL, IHS, Value Navigator, PVTsim NOVA, among others.</p> <p>Specialized delivery modes and equipment: All courses will preferably be delivered in person but resources are also available to do it fully online.</p> <p>Relevance of the Petroleum Engineering Certificates to the Alberta Recovery Plan: Alberta’s economy strongly depends on the development of energy resources, in particular those of the oil and gas industry. This program is geared towards fast-track upgrading the skills of technical personnel currently working in the industry, as well as engineers and geologists working in other industries need the expertise to move into oil and gas. The Alberta Recovery Plan (https://www.alberta.ca/recovery-plan.aspx) called for “Issuing \$1 billion in grants to clean up thousands of oil and gas sites, creating 5,300 jobs”, indicating that the industry’s demands for skilled personnel is also expected to increase. Fast-track training programs – like the one proposed here – are very timely and well-matched with the current industry needs. The proposed program is also well aligned with Alberta’s strategic development plans for oil and gas resources and capitalizes on the University of Alberta’s top-10 ranking in Petroleum Engineering.</p>
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Section B: Rationale, Implications and Impacts	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.</p>	<p>The oil and gas industry has just begun recovering from the recent downturn in which many people left the industry. However, there are strong indications of recovery with the increase in oil prices. With the improvement of COVID 19 situation, the demand for oil and gas will increase even more in the near term. In addition, many senior professionals will reach retirement age in the next 5–10 years. These factors point to an increased demand for qualified technical personnel in the petroleum industry. The proposed program aims to provide fast-track training to meet the anticipated labor shortage. For people currently working in the petroleum industry, as well as engineers and geologists working in the other industry sectors, the program will provide a quick upgrading opportunity. Equipped with the current state-of-the-art knowledge, current and new employees will be in a better position to suggest optimized solutions in all aspects of oil and gas industry operations, which will eventually lead to reduced operational costs that are crucial for ensuring accessibility of reserves. That is particularly true for periods of low oil prices. The industry's capacity to operate safely and economically will benefit tremendously from a comprehensive training program such as the one proposed.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>Fees will follow the same fee structure as Engineering’s artificial intelligence engineering certificates, which are inline with the market, in the range of \$5,850 per participant. The costs include all overhead costs and does require a breakeven number of at least 7 participants. Engineering will be using existing space and staff to deliver this certificate.</p>
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations,</p>	<p>This certificate has been discussed with the Office of the Provost and the Office of the Vice-Provost (Indigenous Programming & Research).</p>

<p>Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.</p>	<p>With the increasing trend of the oil prices and associated improvement in the market conditions, leaders in major oil companies (Suncor, CNRL, Cenovus) indicated at several occasions that investment into petroleum industry activities is expected to pick up as early as 2022. As a natural consequence of such anticipated increase in the investment in the oil and gas industry, the demand for skilled technical personnel will also increase. Fast-track training programs – like the one proposed here – are very timely and relevant to meet the industry’s need in the near future.</p>

FINAL Item No. 12.2

Governance Executive Summary
Action Item

Agenda Title	Proposed Certificate in Oil and Gas Well Construction and Production Technologies, Faculty of Engineering
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Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificate in Oil and Gas Well Construction and Production Technologies as set forth in attachment 1.
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Ergun Kuru, Director Petroleum Engineering, Jason Carey, Vice Dean Engineering

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to have it approved for delivery by Winter 2020. The certificate is part of four proposed to the Government of Alberta as part of a call for microcredentials. One was approved, but engineering wants to offer the suite of four as a package.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The petroleum engineering program team wishes to offer a slate of industry targeted cost recovery certificates. The target audience is technical personnel working in the upstream oil and gas industry (including those with non-petroleum engineering backgrounds) who are interested in upgrading their skills and knowledge to find engineering solutions to practical upstream petroleum engineering problems. The program would also provide training opportunities for engineers and geologists working in other industries; once they complete the Certificates in Petroleum Engineering, they can readily work in the upstream oil and gas industry.</p> <p>The oil and gas industry has just begun recovering from the recent downturn in which many people left the industry. However, there are strong indications of recovery with the increase in oil prices. With the improvement of COVID 19 situation, the demand for oil and gas will increase even more in the near term. In addition, many senior professionals will reach retirement age in the next 5–10 years. These factors point to an increased demand for qualified technical personnel in the petroleum industry.</p> <p>The proposed program aims to provide fast-track training to meet the anticipated labor shortage. For people currently working in the petroleum industry, as well as engineers and geologists working in the other industry sectors, the program will provide a quick upgrading opportunity. Equipped with the current state-of-the-art knowledge, current and new employees will be in a better position to suggest optimized solutions in all aspects of oil and gas industry operations, which will eventually lead to reduced operational costs that are crucial for ensuring accessibility of reserves. That is particularly true for periods of low oil prices. The industry's capacity to operate safely and</p>

Item No. 12.2

	<p>economically will benefit tremendously from a comprehensive training program such as the one proposed.</p> <p>Engineering will be developing a unique module to meet the proposed learning outcome “Develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations” critical to changing the culture of the oil and gas industry through these and future microcredentials.</p> <p>More information is provided in the attachments.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Petroleum Engineering faculty members • Office of the Vice Dean • Jessica Vandenberghe, P.Eng., M.Sc., Industrial Professor - Indigenous Engineering, Acting Assistant Dean (Outreach)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Industrial partners have consulted through informal discussions by PETE faculty members • Undergraduate Program Support Team, April 29, 2021 • Office of the Vice-Provost ((Indigenous Programs & Research)
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<p>Recommended by faculty APC: April 6 2021</p> <p>Approved by Faculty ECC: April 9 2021</p> <p>Final Approval GFC Programs Committee: June 24, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>The proposed certificate is in full alignment with the UofA’s Strategic plan, “For the Public Good”. It aligns with the values of FPG, in valuing excellence in teaching and creative activities that enrich learning experiences, inspires engaged citizenship, and promotes the public good through the design, leadership, ethics, sustainability of Alberta’s natural resources; and, valuing learners at all stages of life and strive to provide an intellectually rewarding educational experience;</p> <p>The certificate is also aligned with all 5 strategic goals, interpreted in what follows in terms of the program’s learning objectives. Currently, learners that wish to improve their skills and abilities in the field have few if any professional development opportunities in the Prairies; we aim to BUILD a more diverse, inclusive community of exceptional students from Alberta, Canada, and the world. Our program will provide new EXPERIENCES through diverse and rewarding learning opportunities that nurture learner talents, expand their knowledge and skills, and enable their and Alberta’s success. The program’s learning objectives will allow learners to EXCEL as creative individuals and leaders, be champions of innovation, technical advances and lead to greater outcomes for the people and the environment of Alberta and beyond.</p>
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Item No. 12.2

	<p>The program will ENGAGE the Oil and Gas industry across the province and beyond to create reciprocal, mutually beneficial learning experiences, and potentially long-term partnerships, and collaborations. Our teaching will focus on using practices to SUSTAIN our people and the environment by stewarding Alberta’s oil and Gas industry to deliver long-term benefits of all.</p> <p>It aligns to the University’s Indigenous priority.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 562 1544 772"> <tr> <td data-bbox="570 562 1089 772"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 562 1544 772"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i> GFC Programs Committee</p>			

Attachments:

1. Microcredentials proposal-PETE-2-Oil and Gas Well Construction and Production Technologies-Final

Prepared by: Jason Carey, Vice Dean, jpcarey@ualberta.ca

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics		
Certificate Name	<i>Certificate in Oil and Gas Well Construction and Production Technologies</i>	
Sponsoring Faculty/ Academic Unit	Faculty of Engineering, School of Mining and Petroleum Engineering	
Contact information	Name and Title	Jason Carey (Vice Dean) and Ergun Kuru (Professor)
	Phone	x20501
	Email	jason.carey@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	<p>The upstream oil and gas industry is the largest private investor in Canada and, therefore, vitally important to the economic wellbeing of the province and the country. As the Alberta Recovery Plan notes, “Every credible forecast of future world energy consumption sees oil and gas continuing to dominate the supply mix for the next several decades. ...Alberta’s capital-efficient oil and gas sector will continue to be a major supplier for meeting the world’s increasing energy demand in the foreseeable future.”</p> <p>The University of Alberta Petroleum Engineering program (Ranked 9th in the World according to 2021 QS World University Rankings by Subject) has designed a 4-certificate program that will train the next generation of leaders to tackle the challenges to continue meeting the world’s increasing energy demand for Alberta’s oil and gas. The second of the four programs is a <i>Certificate in Oil and Gas Well Construction and Production Technologies</i> would consist of 3 courses: Applied Drilling Engineering, Applied Well Completion and Stimulation Technologies, and Applied Production Engineering. Each course will be delivered in 30 hrs unit and a total of 90 hrs of teaching is anticipated for this certificate program.</p> <p>The target audience is technical personnel working in the upstream oil and gas industry (including those with non-petroleum engineering backgrounds) who are interested in upgrading their skills and knowledge to find engineering solutions to practical upstream petroleum engineering problems. The program would also provide training opportunities for engineers and geologists working in other industries; once they complete the Certificates in Petroleum Engineering, they can readily work in the upstream oil and gas industry.</p> <p>Learning outcomes This program is designed to provide necessary skills for technical personnel working in research or technical labs, as well as within production doing drilling, well completion, and production departments both in design and field application phases of operations work. The key learning outcomes are the ability to: 1) Optimize drilling operational parameters (e.g. WOB, RPM, HSI) for minimum cost; 2) Evaluate drilling performance using MSE concepts; 3) Select optimum drill string and BHA composition required for deviation control and trouble free drilling; 4) Design directional, horizontal, and multilateral well drilling systems; 5) Optimize casing setting depth and casing composition for minimum cost well plan; 6) Develop optimum cementing job design programs; 7) Develop optimum tubing</p>	

design, perforation design and sand control programs; **8)** Develop optimum well stimulation programs, including acidizing and hydraulic fracturing operations; **9)** Conduct inflow performance and well deliverability analysis for vertical, horizontal and multilateral/multibranch wells; **10)** Perform production optimization using nodal analyses; **11)** Design artificial lift operations, including gas and pump-assisted lifts; **12)** Develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations.

Special skills developed and why industry would be interested

Participants will learn state-of-the-art analytical and numerical methods to develop practical solutions to the current industrial problems in all stages of upstream petroleum engineering operations – from exploration operations and field development to the abandonment of the field at the end of its economic life.

Participants will also take a separate module on the importance of land use in all land development and resource exploitation. 3 hours of learnings will be spent on the learning outcome of "Students will develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations".

Topic 1: Introduction to Truth and Reconciliation: This 1hr, in person, lecture will be provided by a trained compassionate facilitator of Indigenous descent. This session will explore the history of Canada through the Indigenous lens of experiences and incidents that occurred, touching on the results and impacts of the Indian Act, Human Rights, and data that demonstrates that Indigenous people are still subject to oppressive policy, inherent racism, prejudice and stereotypes.

Topic 2: Understanding Indigenous worldview towards Land Spirit and making the connection to Indigenous Communities and Land Ownership: This will be a 1hr asynchronous material module supplemented with reading and reflection / assignment. This session will guide a person to understand the differences between Settler and Indigenous perspective towards Land. It will also touch upon the governance laid out by the Indian Act around reserve lands, land ownership, and build an understanding of why reserves and Metis Settlements are different from municipalities and counties.

Topic 3: How Professional Engineers have a responsibility to answer the Calls to Action in their project work and ethical behaviour. This 1hr, in person, session will be offered by a trained Indigenous Professional Engineer compassionate facilitator. This session will talk about a Professional Engineer's ethical obligations and why equity, diversity, inclusion and decolonization are foundational to risk management, project management, decision making, and design work. Essential to this is having a deep understanding of the Truth and Reconciliation and the Calls to Action in order to provide unbiased perspectives when part of project teams and engaging with ethnically diverse communities.

This will be developed and offered by Jessica Vandenberghe, P.Eng., M.Sc., Industrial Professor - Indigenous Engineering, Acting Assistant Dean (Outreach), Faculty of Engineering.

Specialized tools

Participants will gain hands-on experience and learn to use the current state-of-the-art software used for solving practical petroleum engineering problems, including design of field operations (drilling and production optimization), assessment of current and future reservoir performance, and evaluation of reservoir development schemes and enhanced oil recovery applications. Practical training with industry-

	<p>standard software applications will include Drillbench, Wellflo, Pipesim, CMG, PETREL, IHS, Value Navigator, PVTsim NOVA, among others.</p> <p>Specialized delivery modes and equipment: All courses will preferably be delivered in person but resources are also available to do it fully online.</p> <p>Relevance of the Petroleum Engineering Certificates to the Alberta Recovery Plan: Alberta’s economy strongly depends on the development of energy resources, in particular those of the oil and gas industry. This program is geared towards fast-track upgrading the skills of technical personnel currently working in the industry, as well as engineers and geologists working in other industries need the expertise to move into oil and gas. The Alberta Recovery Plan (https://www.alberta.ca/recovery-plan.aspx) called for “Issuing \$1 billion in grants to clean up thousands of oil and gas sites, creating 5,300 jobs”, indicating that the industry’s demands for skilled personnel is also expected to increase. Fast-track training programs – like the one proposed here – are very timely and well-matched with the current industry needs. The proposed program is also well aligned with Alberta’s strategic development plans for oil and gas resources and capitalizes on the University of Alberta’s top-10 ranking in Petroleum Engineering.</p>
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Section B: Rationale, Implications and Impacts	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.</p>	<p>The oil and gas industry has just begun recovering from the recent downturn in which many people left the industry. However, there are strong indications of recovery with the increase in oil prices. With the improvement of COVID 19 situation, the demand for oil and gas will increase even more in the near term. In addition, many senior professionals will reach retirement age in the next 5–10 years. These factors point to an increased demand for qualified technical personnel in the petroleum industry. The proposed program aims to provide fast-track training to meet the anticipated labor shortage. For people currently working in the petroleum industry, as well as engineers and geologists working in the other industry sectors, the program will provide a quick upgrading opportunity. Equipped with the current state-of-the-art knowledge, current and new employees will be in a better position to suggest optimized solutions in all aspects of oil and gas industry operations, which will eventually lead to reduced operational costs that are crucial for ensuring accessibility of reserves. That is particularly true for periods of low oil prices. The industry's capacity to operate safely and economically will benefit tremendously from a comprehensive training program such as the one proposed.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>Fees will follow the same fee structure as Engineering’s artificial intelligence engineering certificates, which are inline with the market, in the range of \$5,850 per participant. The costs include all overhead costs and does require a breakeven number of at least 7 participants. Engineering will be using existing space and staff to deliver this certificate.</p>
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations,</p>	<p>This certificate has been discussed with the Office of the Provost and the Office of the Vice-Provost (Indigenous Programming & Research).</p>

<p>Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.</p>	<p>With the increasing trend of the oil prices and associated improvement in the market conditions, leaders in major oil companies (Suncor, CNRL, Cenovus) indicated at several occasions that investment into petroleum industry activities is expected to pick up as early as 2022. As a natural consequence of such anticipated increase in the investment in the oil and gas industry, the demand for skilled technical personnel will also increase. Fast-track training programs – like the one proposed here – are very timely and relevant to meet the industry’s need in the near future.</p>

FINAL Item No. 12.3

Governance Executive Summary
Action Item

Agenda Title	Proposed Certificate in Improved Oil Recovery Technologies, Faculty of Engineering
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Motion

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificate in Improved Oil Recovery Technologies, as set forth in attachment 1.
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Ergun Kuru, Director Petroleum Engineering, Jason Carey, Vice Dean Engineering

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to have it approved for delivery by Winter 2022. The certificate is part of four proposed to the Government of Alberta as part of a call for microcredentials. One was approved, but engineering wants to offer the suite of four as a package.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The petroleum engineering program team wishes to offer a slate of industry targeted cost recovery certificates. The target audience is technical personnel working in the upstream oil and gas industry (including those with non-petroleum engineering backgrounds) who are interested in upgrading their skills and knowledge to find engineering solutions to practical upstream petroleum engineering problems. The program would also provide training opportunities for engineers and geologists working in other industries; once they complete the Certificates in Petroleum Engineering, they can readily work in the upstream oil and gas industry. The oil and gas industry has just begun recovering from the recent downturn in which many people left the industry. However, there are strong indications of recovery with the increase in oil prices. With the improvement of COVID 19 situation, the demand for oil and gas will increase even more in the near term. In addition, many senior professionals will reach retirement age in the next 5–10 years. These factors point to an increased demand for qualified technical personnel in the petroleum industry. The proposed program aims to provide fast-track training to meet the anticipated labor shortage. For people currently working in the petroleum industry, as well as engineers and geologists working in the other industry sectors, the program will provide a quick upgrading opportunity. Equipped with the current state-of-the-art knowledge, current and new employees will be in a better position to suggest optimized solutions in all aspects of oil and gas industry operations, which will eventually lead to reduced operational costs that are crucial for ensuring accessibility of reserves. That is particularly true for periods of low oil prices. The industry's capacity to operate safely and economically will benefit tremendously from a comprehensive training program such as the one proposed.

Item No. 12.3

	<p>More information is provided in the attachments.</p> <p>Engineering will be developing a unique module to meet the proposed learning outcome “Develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations” critical to changing the culture of the oil and gas industry through these and future microcredentials.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Petroleum Engineering faculty members • Office of the Vice Dean • Jessica Vandenberghe, P.Eng., M.Sc., Industrial Professor - Indigenous Engineering, Acting Assistant Dean (Outreach)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Industrial partners have consulted through informal discussions by PETE faculty members • Undergraduate Program Support Team, April 29, 2021 • Office of the Vice-Provost ((Indigenous Programs & Research)
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<p>Recommended by Faculty APC: April 6 2021</p> <p>Approved by Faculty ECC: April 9 2021</p> <p>Final Approval GFC Programs Committee, June 24, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>The proposed certificate is in full alignment with the UofA’s Strategic plan, “For the Public Good”. It aligns with the values of FPG, in valuing excellence in teaching and creative activities that enrich learning experiences, inspires engaged citizenship, and promotes the public good through the design, leadership, ethics, sustainability of Alberta’s natural resources; and, valuing learners at all stages of life and strive to provide an intellectually rewarding educational experience;</p> <p>The certificate is also aligned with all 5 strategic goals, interpreted in what follows in terms of the program’s learning objectives. Currently, learners that wish to improve their skills and abilities in the field have few if any professional development opportunities in the Prairies; we aim to BUILD a more diverse, inclusive community of exceptional students from Alberta, Canada, and the world. Our program will provide new EXPERIENCES through diverse and rewarding learning opportunities that nurture learner talents, expand their knowledge and skills, and enable their and Alberta’s success. The program’s learning objectives will allow learners to EXCEL as creative individuals and leaders, be champions of innovation, technical advances and lead to greater outcomes for the people and the environment of Alberta and beyond. The program will ENGAGE the Oil and Gas industry across the province</p>
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Item No. 12.3

	<p>and beyond to create reciprocal, mutually beneficial learning experiences, and potentially long-term partnerships, and collaborations. Our teaching will focus on using practices to SUSTAIN our people and the environment by stewarding Alberta's oil and Gas industry to deliver long-term benefits of all.</p> <p>It aligns to the University's Indigenous priority.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 527 1544 737"> <tr> <td data-bbox="570 527 1089 737"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 527 1544 737"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i> GFC Programs Committee</p>			

Attachments:

1. Microcredentials proposal-PETE-3-Improved Oil Recovery-Final

Prepared by: Jason Carey, Vice Dean, jpcarey@ualberta.ca

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics	
Certificate Name	<i>Certificate in Improved Oil Recovery Technologies</i>
Sponsoring Faculty/ Academic Unit	Faculty of Engineering, School of Mining and Petroleum Engineering
Contact information	Name and Title Jason Carey (Vice Dean) and Ergun Kuru (Professor)
	Phone x20501
	Email jason.carey@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	<p>The upstream oil and gas industry is the largest private investor in Canada and, therefore, vitally important to the economic wellbeing of the province and the country. As the Alberta Recovery Plan notes, “Every credible forecast of future world energy consumption sees oil and gas continuing to dominate the supply mix for the next several decades. ...Alberta’s capital-efficient oil and gas sector will continue to be a major supplier for meeting the world’s increasing energy demand in the foreseeable future.”</p> <p>The University of Alberta Petroleum Engineering program (Ranked 9th in the World according to 2021 QS World University Rankings by Subject) has designed a 4-certificate program that will train the next generation of leaders to tackle the challenges to continue meeting the world’s increasing energy demand for Alberta’s oil and gas. The third of the four programs is a <i>Certificate in Improved Oil Recovery Technologies</i> and would consist of 3 courses: Enhanced Oil Recovery Technologies, Thermal Recovery Methods, and Unconventional Oil and Gas Recovery Techniques. Each course will be delivered in 30 hrs unit and a total of 90 hrs of teaching is anticipated for this certificate program.</p> <p>The target audience is technical personnel working in the upstream oil and gas industry (including those with non-petroleum engineering backgrounds) who are interested in upgrading their skills and knowledge to find engineering solutions to practical upstream petroleum engineering problems. The program would also provide training opportunities for engineers and geologists working in other industries; once they complete the Certificates in Petroleum Engineering, they can readily work in the upstream oil and gas industry.</p> <p>Learning outcomes This program is designed to provide necessary skills for technical personnel working in the design and field implementation phases or thermal recovery operations of enhanced oil recovery for conventional and unconventional (tight gas/oil, shale gas/oil) reservoirs. The key learning outcomes are the ability to: 1) Select candidate reservoirs for water flooding, polymer flooding, surfactant flooding, miscible gas flooding operations and design and develop field implementation programs for the same; 2) Select candidate reservoirs for thermal recovery operations including In-situ Combustion, Steam Flooding, Cyclic Steam Stimulation, Steam/ Solvent Injection and Steam Assisted Gravity Drainage (SAGD), and design and develop field implementation programs for the same; 3)</p>

Develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations.

Special skills developed and why industry would be interested

Participants will learn state-of-the-art analytical and numerical methods to develop practical solutions to the current industrial problems in all stages of upstream petroleum engineering operations – from exploration operations and field development to the abandonment of the field at the end of its economic life.

Participants will also take a separate module on the importance of land use in all land development and resource exploitation. 3 hours of learnings will be spent on the learning outcome of "Students will develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations".

Topic 1: Introduction to Truth and Reconciliation: This 1hr, in person, lecture will be provided by a trained compassionate facilitator of Indigenous descent. This session will explore the history of Canada through the Indigenous lens of experiences and incidents that occurred, touching on the results and impacts of the Indian Act, Human Rights, and data that demonstrates that Indigenous people are still subject to oppressive policy, inherent racism, prejudice and stereotypes.

Topic 2: Understanding Indigenous worldview towards Land Spirit and making the connection to Indigenous Communities and Land Ownership: This will be a 1hr asynchronous material module supplemented with reading and reflection / assignment. This session will guide a person to understand the differences between Settler and Indigenous perspective towards Land. It will also touch upon the governance laid out by the Indian Act around reserve lands, land ownership, and build an understanding of why reserves and Metis Settlements are different from municipalities and counties.

Topic 3: How Professional Engineers have a responsibility to answer the Calls to Action in their project work and ethical behaviour. This 1hr, in person, session will be offered by a trained Indigenous Professional Engineer compassionate facilitator. This session will talk about a Professional Engineer's ethical obligations and why equity, diversity, inclusion and decolonization are foundational to risk management, project management, decision making, and design work. Essential to this is having a deep understanding of the Truth and Reconciliation and the Calls to Action in order to provide unbiased perspectives when part of project teams and engaging with ethnically diverse communities.

This will be developed and offered by Jessica Vandenberghe, P.Eng., M.Sc., Industrial Professor - Indigenous Engineering, Acting Assistant Dean (Outreach), Faculty of Engineering.

Specialized tools

Participants will gain hands-on experience and learn to use the current state-of-the-art software used for solving practical petroleum engineering problems, including design of field operations (drilling and production optimization), assessment of current and future reservoir performance, and evaluation of reservoir development schemes and enhanced oil recovery applications. Practical training with industry-standard software applications will include Drillbench, Wellflo, Pipesim, CMG, PETREL, IHS, Value Navigator, PVTsim NOVA, among others.

Specialized delivery modes and equipment:

	<p>All courses will preferably be delivered in person but resources are also available to do it fully online.</p> <p>Relevance of the Petroleum Engineering Certificates to the Alberta Recovery Plan:</p> <p>Alberta’s economy strongly depends on the development of energy resources, in particular those of the oil and gas industry. This program is geared towards fast-track upgrading the skills of technical personnel currently working in the industry, as well as engineers and geologists working in other industries need the expertise to move into oil and gas. The Alberta Recovery Plan (https://www.alberta.ca/recovery-plan.aspx) called for “Issuing \$1 billion in grants to clean up thousands of oil and gas sites, creating 5,300 jobs”, indicating that the industry’s demands for skilled personnel is also expected to increase. Fast-track training programs – like the one proposed here – are very timely and well-matched with the current industry needs. The proposed program is also well aligned with Alberta’s strategic development plans for oil and gas resources and capitalizes on the University of Alberta’s top-10 ranking in Petroleum Engineering.</p>
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Section B: Rationale, Implications and Impacts	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.</p>	<p>The oil and gas industry has just begun recovering from the recent downturn in which many people left the industry. However, there are strong indications of recovery with the increase in oil prices. With the improvement of COVID 19 situation, the demand for oil and gas will increase even more in the near term. In addition, many senior professionals will reach retirement age in the next 5–10 years. These factors point to an increased demand for qualified technical personnel in the petroleum industry. The proposed program aims to provide fast-track training to meet the anticipated labor shortage. For people currently working in the petroleum industry, as well as engineers and geologists working in the other industry sectors, the program will provide a quick upgrading opportunity. Equipped with the current state-of-the-art knowledge, current and new employees will be in a better position to suggest optimized solutions in all aspects of oil and gas industry operations, which will eventually lead to reduced operational costs that are crucial for ensuring accessibility of reserves. That is particularly true for periods of low oil prices. The industry’s capacity to operate safely and economically will benefit tremendously from a comprehensive training program such as the one proposed.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>Fees will follow the same fee structure as Engineering’s artificial intelligence engineering certificates, which are inline with the market, in the range of \$5,850 per participant. The costs include all overhead costs and does require a breakeven number of at least 7 participants. Engineering will be using existing space and staff to deliver this certificate.</p>
<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for</p>	<p>This certificate has been discussed with the Office of the Provost and the Office of the Vice-Provost (Indigenous Programming & Research).</p>

Teaching and Learning and the Dean of Students.	
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.</p>	<p>With the increasing trend of the oil prices and associated improvement in the market conditions, leaders in major oil companies (Suncor, CNRL, Cenovus) indicated at several occasions that investment into petroleum industry activities is expected to pick up as early as 2022. As a natural consequence of such anticipated increase in the investment in the oil and gas industry, the demand for skilled technical personnel will also increase. Fast-track training programs – like the one proposed here – are very timely and relevant to meet the industry’s need in the near future.</p>

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Certificate in Reservoir Simulation and Advanced Analytics (Machine Learning) Applications in Petroleum Engineering, Faculty of Engineering
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Motion

<p>THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the Certificate in Reservoir Simulation and Advanced Analytics (Machine Learning) Applications in Petroleum Engineering, as set forth in attachment 1.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Ergun Kuru, Director Petroleum Engineering, Jason Carey, Vice Dean Engineering

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to have it approved for delivery by Winter 2020. The certificate is part of four proposed to the Government of Alberta as part of a call for microcredentials. One was approved, but engineering wants to offer the suite of four as a package.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The petroleum engineering program team wishes to offer a slate of industry targeted cost recovery certificates. The target audience is technical personnel working in the upstream oil and gas industry (including those with non-petroleum engineering backgrounds) who are interested in upgrading their skills and knowledge to find engineering solutions to practical upstream petroleum engineering problems. The program would also provide training opportunities for engineers and geologists working in other industries; once they complete the Certificates in Petroleum Engineering, they can readily work in the upstream oil and gas industry.</p> <p>The oil and gas industry has just begun recovering from the recent downturn in which many people left the industry. However, there are strong indications of recovery with the increase in oil prices. With the improvement of COVID 19 situation, the demand for oil and gas will increase even more in the near term. In addition, many senior professionals will reach retirement age in the next 5–10 years. These factors point to an increased demand for qualified technical personnel in the petroleum industry.</p> <p>The proposed program aims to provide fast-track training to meet the anticipated labor shortage. For people currently working in the petroleum industry, as well as engineers and geologists working in the other industry sectors, the program will provide a quick upgrading opportunity. Equipped with the current state-of-the-art knowledge, current and new employees will be in a better position to suggest optimized solutions in all aspects of oil and gas industry operations, which will eventually lead to reduced operational costs that are crucial for ensuring accessibility of reserves. That is particularly true for periods</p>

Item No. 12.4

	<p>of low oil prices. The industry's capacity to operate safely and economically will benefit tremendously from a comprehensive training program such as the one proposed.</p> <p>Engineering will be developing a unique module to meet the proposed learning outcome “Develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations” critical to changing the culture of the oil and gas industry through these and future microcredentials.</p> <p>More information is provided in the attachments.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Petroleum Engineering faculty members • Office of the Vice Dean • Jessica Vandenberghe, P.Eng., M.Sc., Industrial Professor - Indigenous Engineering, Acting Assistant Dean (Outreach) <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Industrial partners have consulted through informal discussions by PETE faculty members • Undergraduate Program Support Team, April 29, 2021 • Office of the Vice-Provost ((Indigenous Programs & Research) <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<p>Recommended by faculty APC: April 6 2021</p> <p>Approved by Faculty ECC: April 9 2021</p> <p>Final Approval GFC Programs Committee: June 24, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>The proposed certificate is in full alignment with the UofA’s Strategic plan, “For the Public Good”. It aligns with the values of FPG, in valuing excellence in teaching and creative activities that enrich learning experiences, inspires engaged citizenship, and promotes the public good through the design, leadership, ethics, sustainability of Alberta’s natural resources; and, valuing learners at all stages of life and strive to provide an intellectually rewarding educational experience;</p> <p>The certificate is also aligned with all 5 strategic goals, interpreted in what follows in terms of the program’s learning objectives. Currently, learners that wish to improve their skills and abilities in the field have few if any professional development opportunities in the Prairies; we aim to BUILD a more diverse, inclusive community of exceptional students from Alberta, Canada, and the world. Our program will provide new EXPERIENCES through diverse and rewarding learning opportunities that nurture learner talents, expand their knowledge and skills, and enable their and Alberta’s success. The program’s learning objectives will allow learners to EXCEL as creative individuals and leaders, be champions of innovation, technical advances and lead to greater</p>
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Item No. 12.4

	<p>outcomes for the people and the environment of Alberta and beyond. The program will ENGAGE the Oil and Gas industry across the province and beyond to create reciprocal, mutually beneficial learning experiences, and potentially long-term partnerships, and collaborations. Our teaching will focus on using practices to SUSTAIN our people and the environment by stewarding Alberta’s oil and Gas industry to deliver long-term benefits of all.</p> <p>It aligns to the University’s Indigenous priority.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="570 598 1542 804"> <tr> <td data-bbox="570 598 1089 804"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 598 1542 804"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i> GFC Programs Committee</p>			

Attachments:

1. Microcredentials proposal-PETE-4-Reservoir Simulation and Advanced Analytics (Machine Learning) Applications in Petroleum Engineering-Final

Prepared by: Jason Carey, Vice Dean, jpcarey@ualberta.ca

**Program Approval Template
Non-Credit Certificates**

This template is to be used proposals for non-credit certificates offered and administered by a Faculty or Department for professional development or life-long learning.

Governance: Non-credit certificates are reviewed by the Program Support Team (Undergraduate and Non-Credit), the appropriate Faculty Council, and GFC Programs Committee.

Section A: Basics	
Certificate Name	<i>Certificate in Reservoir Simulation and Advanced Analytics (Machine Learning) Applications in Petroleum Engineering</i>
Sponsoring Faculty/ Academic Unit	Faculty of Engineering, School of Mining and Petroleum Engineering
Contact information	Name and Title Jason Carey (Vice Dean) and Ergun Kuru (Professor)
	Phone x20501
	Email jason.carey@ualberta.ca
Certificate program description Provide a brief description of the learning outcomes, proposed length of program in hours, delivery format, potential for laddering or transfer, and type of assessment if relevant.	<p>The upstream oil and gas industry is the largest private investor in Canada and, therefore, vitally important to the economic wellbeing of the province and the country. As the Alberta Recovery Plan notes, “Every credible forecast of future world energy consumption sees oil and gas continuing to dominate the supply mix for the next several decades. ... Alberta’s capital-efficient oil and gas sector will continue to be a major supplier for meeting the world’s increasing energy demand in the foreseeable future.”</p> <p>The University of Alberta Petroleum Engineering program (Ranked 9th in the World according to 2021 QS World University Rankings by Subject) has designed a 4-certificate program that will train the next generation of leaders to tackle the challenges to continue meeting the world’s increasing energy demand for Alberta’s oil and gas. The fourth of the four programs is a <i>Certificate in Reservoir Simulation and Advanced Analytics (Machine Learning) Applications in Petroleum Engineering</i> and would consist of 3 courses: Fundamentals of Reservoir Simulation, Applied Reservoir Simulation, Advanced Analytics (ML) Applications in Petroleum Engineering. Each course will be delivered in 30 hrs unit and a total of 90 hrs of teaching is anticipated for this certificate program.</p> <p>The target audience is technical personnel working in the upstream oil and gas industry (including those with non-petroleum engineering backgrounds) who are interested in upgrading their skills and knowledge to find engineering solutions to practical upstream petroleum engineering problems. The program would also provide training opportunities for engineers and geologists working in other industries; once they complete the Certificates in Petroleum Engineering, they can readily work in the upstream oil and gas industry.</p> <p>Learning outcomes This program is designed to provide necessary skills for evaluating past and future performance of conventional and unconventional reservoirs, as well as deciding development options in these fields. The key learning outcomes are the ability to: 1) Develop and implement finite-difference and finite-volume based solutions to describe flow problems; 2) Develop an understanding in selected aspects of simulation (error propagation, reservoir heterogeneities, streamline simulation, and history matching); 3) Acquire a working knowledge of commercial reservoir simulation packages (e.g., CMG, Petrel); 4) Develop simulation models</p>

representing the static (geological) and dynamic (flow) data, as well as their uncertainties; **5)** Design an optimal field development plan for an improved oil recovery process using simulation tools; **6)** Develop working knowledge of the fundamental concepts of ML techniques (e.g. clustering and analysis, artificial neural networks, support vector machines, etc.); **7)** Develop working knowledge of reinforcement learning and its applications for reservoir engineering problems; **8)** Conduct data-driven modelling for reservoir performance prediction and validate using reservoir simulator models; **9)** Apply advance analytics (ML) techniques for examples and case studies involving reservoir characterization, drilling, shale gas production, and surface facilities operations; **10)** Develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations.

Special skills developed and why industry would be interested

Participants will learn state-of-the-art analytical and numerical methods to develop practical solutions to the current industrial problems in all stages of upstream petroleum engineering operations – from exploration operations and field development to the abandonment of the field at the end of its economic life.

Participants will also take a separate module on the importance of land use in all land development and resource exploitation. 3 hours of learnings will be spent on the learning outcome of "Students will develop a foundational appreciation of, and respect for, land use in relation to treaty and/or land agreements with Indigenous nations".

Topic 1: Introduction to Truth and Reconciliation: This 1hr, in person, lecture will be provided by a trained compassionate facilitator of Indigenous descent. This session will explore the history of Canada through the Indigenous lens of experiences and incidents that occurred, touching on the results and impacts of the Indian Act, Human Rights, and data that demonstrates that Indigenous people are still subject to oppressive policy, inherent racism, prejudice and stereotypes.

Topic 2: Understanding Indigenous worldview towards Land Spirit and making the connection to Indigenous Communities and Land Ownership: This will be a 1hr asynchronous material module supplemented with reading and reflection / assignment. This session will guide a person to understand the differences between Settler and Indigenous perspective towards Land. It will also touch upon the governance laid out by the Indian Act around reserve lands, land ownership, and build an understanding of why reserves and Metis Settlements are different from municipalities and counties.

Topic 3: How Professional Engineers have a responsibility to answer the Calls to Action in their project work and ethical behaviour. This 1hr, in person, session will be offered by a trained Indigenous Professional Engineer compassionate facilitator. This session will talk about a Professional Engineer's ethical obligations and why equity, diversity, inclusion and decolonization are foundational to risk management, project management, decision making, and design work. Essential to this is having a deep understanding of the Truth and Reconciliation and the Calls to Action in order to provide unbiased perspectives when part of project teams and engaging with ethnically diverse communities.

This will be developed and offered by Jessica Vandenberghe, P.Eng., M.Sc., Industrial Professor - Indigenous Engineering, Acting Assistant Dean (Outreach), Faculty of Engineering.

	<p>Specialized tools: Participants will gain hands-on experience and learn to use the current, state-of-the-art software for solving practical petroleum engineering problems, including design of field operations (drilling and production optimization), assessment of current and future reservoir performance, and evaluation of reservoir development schemes and enhanced oil recovery applications. Practical training with industry-standard software applications will include Drillbench, Wellflo, Pipesim, CMG, PETREL, IHS, Value Navigator, PVTsim NOVA, among others.</p> <p>Specialized delivery modes and equipment: All courses will preferably be delivered in person but resources are also available to do it fully online.</p> <p>Relevance of the Petroleum Engineering Certificates to the Alberta Recovery Plan: Alberta’s economy strongly depends on the development of energy resources, in particular those of the oil and gas industry. This program is geared towards fast-track upgrading the skills of technical personnel currently working in the industry, as well as engineers and geologists working in other industries need the expertise to move into oil and gas. The Alberta Recovery Plan (https://www.alberta.ca/recovery-plan.aspx) called for “Issuing \$1 billion in grants to clean up thousands of oil and gas sites, creating 5,300 jobs”, indicating that the industry’s demands for skilled personnel is also expected to increase. Fast-track training programs – like the one proposed here – are very timely and well-matched with the current industry needs. The proposed program is also well aligned with Alberta’s strategic development plans for oil and gas resources and capitalizes on the University of Alberta’s top-10 ranking in Petroleum Engineering.</p>
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Section B: Rationale, Implications and Impacts	
<p>Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate. Indicate support in faculty or unit level strategic plans, as well as university plans including the Equity Plan.</p>	<p>The oil and gas industry has just begun recovering from the recent downturn in which many people left the industry. However, there are strong indications of recovery with the increase in oil prices. With the improvement of COVID 19 situation, the demand for oil and gas will increase even more in the near term. In addition, many senior professionals will reach retirement age in the next 5–10 years. These factors point to an increased demand for qualified technical personnel in the petroleum industry. The proposed program aims to provide fast-track training to meet the anticipated labor shortage. For people currently working in the petroleum industry, as well as engineers and geologists working in the other industry sectors, the program will provide a quick upgrading opportunity. Equipped with the current state-of-the-art knowledge, current and new employees will be in a better position to suggest optimized solutions in all aspects of oil and gas industry operations, which will eventually lead to reduced operational costs that are crucial for ensuring accessibility of reserves. That is particularly true for periods of low oil prices. The industry's capacity to operate safely and economically will benefit tremendously from a comprehensive training program such as the one proposed.</p>
<p>Resource Implications Identify the resource implications of the proposed embedded credit certificate. Indicate proposed fees, and a budget which clearly indicates how overhead costs including admissions, registration, space, and program administration.</p>	<p>Fees will follow the same fee structure as Engineering’s artificial intelligence engineering certificates, which are inline with the market, in the range of \$5,850 per participant. The costs include all overhead costs and does require a breakeven number of at least 7 participants. Engineering will be using existing space and staff to deliver this certificate.</p>

<p>Internal Consultation Describe consultation and/or potential impacts on other units of the University, including the Office of the Registrar, University Libraries, Facilities and Operations, Vice-Provost (Indigenous Programs and Research), the Centre for Teaching and Learning and the Dean of Students.</p>	<p>This certificate has been discussed with the Office of the Provost and the Office of the Vice-Provost (Indigenous Programming & Research).</p>
<p>External Consultation Describe consultation and/or potential impacts to external stakeholders including employers and professional associations, regulatory bodies etc.</p>	<p>With the increasing trend of the oil prices and associated improvement in the market conditions, leaders in major oil companies (Suncor, CNRL, Cenovus) indicated at several occasions that investment into petroleum industry activities is expected to pick up as early as 2022. As a natural consequence of such anticipated increase in the investment in the oil and gas industry, the demand for skilled technical personnel will also increase. Fast-track training programs – like the one proposed here – are very timely and relevant to meet the industry’s need in the near future.</p>

FINAL Item No. 13

**Governance Executive Summary
Action Item**

Agenda Title	Duolingo English Test: Extension of Short-term Use
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Motion

<p>THAT the GFC Programs Committee recommend that General Faculties Council approve the proposed extension of the Duolingo English Test to meet English Language Proficiency requirements for undergraduate and graduate programs, for 2022-2023 and 2023-2024 admissions.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Melissa Padfield, Vice-Provost and University Registrar Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter(s)	Norma Rodenburg, Deputy Registrar

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is to request an extension to accept the Duolingo English Test (DET) for all applicants to undergraduate and graduate programs as an additional option to demonstrate ELP for two additional years, i.e., students applying to the Fall 2022 and Fall 2023 intakes. DET was initially approved as a response to COVID disruptions to international testing centres. As the conditions have not materially changed we are proposing this extension.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In response to ongoing Covid-19 disruptions to international testing centres, the Duolingo English Test (DET) is currently being accepted for all applicants to undergraduate and graduate programs as an additional option to demonstrate English Language Proficiency (ELP). The DET has been adopted temporarily by many U15 institutions, including U of T, UBC, McGill, and the University of Calgary. These institutions are continuing to accept DET as part of their admissions requirements due to its accessibility and affordability.</p> <p>As of April 1, 2021, 1,240 undergraduate applicants have submitted DET scores to meet ELP requirements since the DET was put in place as an urgent measure through executive authority in March 2020. For the Fall 2020 cycle, approximately 15% of admitted undergraduate applicants who submitted test scores to fulfill ELP used DET scores to meet the requirement. Most applicants who submit the DET are applying from countries/regions where the IELTS and/or TOEFL remain inaccessible (in person or online), including China, India, and Nigeria.</p> <p>The Office of the Registrar recently conducted an analysis that compared the performance of international students at the University of Alberta who met the ELP requirement with a DET score to other groups of registered students for Fall 2020. Based on the results, we do not have any evidence to suggest that the DET is inferior to the TOEFL and</p>

Item No. 13

	<p>IELTS tests. Further investigation would require a much larger sample size.</p> <p>Minimum DET scores currently required by the University of Alberta are as follows:</p> <ul style="list-style-type: none"> • 115 for English Language Proficiency, with no subscore below 95 • 125 for Spoken English Proficiency, with no subscore below 105 <p>Because the circumstances driving the initial decision have not materially changed, we recommend extending the approval for two additional years. This extension will also provide a larger sample size in our analysis of how applicants presenting the DET for ELP perform in their academic programs, thereby informing our decisions around whether to include the DET option as a permanent fixture in our admission requirements.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>Include information about your consultation and stakeholder participation process <For further information see the link posted on the Governance Resources section Student Participation Protocol></p> <p>Those who are actively participating:</p> <ul style="list-style-type: none"> • Faculty of Graduate Studies and Research) • Office of the Registrar <p>Those who have been consulted:</p> <ul style="list-style-type: none"> • Subcommittee on International Enrolment Management [SCIEM] • Administrative Committee on Enrolment Management [ACEM] • Undergraduate Program Support Team • Graduate Program Support Team • GFC Programs Committee • General Faculties Council <p>Those who have been informed:</p> <ul style="list-style-type: none"> • Dean’s council was informed in the original proposal
Approval Route (Governance) (including meeting dates)	<p>GFC Programs Committee - June 24, 2021 GFC Executive Committee - September 13, 2021 General Faculties Council - September 20, 2021</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Alignment with the Institutional Strategic Plan – For the Public Good OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</p>
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Item No. 13

	Strategy: Optimize our international recruiting strategies to attract well qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee General Faculties Council	

Prepared by: <Jane Lee, Assistant Registrar & Director, Admissions, jane.lee@ualberta.ca>

**Governance Executive Summary
Action Item**

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

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed program changes to the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), as set forth in Attachment 2, to take effect upon approval.

Motion II

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to Admission Requirements for the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), as set forth in Attachment 3, to be published in the 2022-2023 *University Calendar*.

Motion III

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

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Karsten Mündel, Associate Dean – Academic, Augustana Faculty William Dunn, Associate Dean – Teacher Education, Faculty of Education Sheryl Gares, Acting Chair – Department of Science, Augustana Faculty

Details

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

Item No. 16

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

Item No. 16

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Faculty members in Biology, Chemistry, Computing Science, Environmental Science, Mathematics, and Physics in Augustana Faculty • Augustana Department of Science (Department Council includes undergraduate student representatives). • Augustana Academic Council <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) (Tammy Hopper, Suzanne French, Andrea Patrick) • University Governance • Office of the Registrar • Undergraduate Program Support Team • Faculty of Education (William Dunn and Faculty subject-matter experts in Sciences) • Undergraduate Program Support Team <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • These changes represent a continuation of the ongoing Augustana curricular reform process and have been referenced and discussed in multiple presentations of Augustana changes at the Academic Standards Committee – Subcommittee on Standards, the Academic Standards Committee, the Program Support Team, the Programs Committee, the Academic Planning Committee, and General Faculties Council from 2018- 2021.
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Augustana Department of Science – February 12, 2021 Faculty of Education Undergraduate Academic Affairs Council – April 22, 2021 Augustana Curriculum Committee – April 28, 2021 Augustana Faculty Council – May 10, 2021 GFC Programs Committee (for approval of admission and program changes): June 24, 2021 GFC Academic Planning Committee (for recommendation on suspensions): TBD General Faculties Council (for recommendation on suspensions): TBD Board Learning, Research and Student Experience Committee (approval of suspensions): TBD</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><i>For the Public Good</i> BUILD GOAL: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. Objective 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none"> • Strategy1 Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.
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	<p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> • Strategy 1 Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally <p>Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> • Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. <p>EXCEL GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>ENGAGE GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> • Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates 		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		

Item No. 16

Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee GFC Academic Planning Committee General Faculties Council Board Learning, Research and Student Experience Committee
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Attachments (each to be numbered 1 - <>)

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

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

Overview of Curricular Renewal in Augustana Faculty

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

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

THE PROJECT-BASED CORE:

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

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

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

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

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

AUIDS 101 - Topics in Liberal Studies

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

AUIDS 201 - Collaborative Learning

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

AUIDS 301 - Community Partnership Project

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

AUIDS 401 - Advanced Integration Project

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

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

PROGRAM INNOVATION:

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

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

- a scaffolded approach

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

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

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

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

CURRICULAR RENEWAL:

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

Bachelor of Management:

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

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

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

Bachelor of Arts Suspensions and BA Interdisciplinary Studies programs:

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

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

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

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

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

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

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

Bachelor of Music:

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

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

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

Program Renaming and Further Suspensions:

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

The suspensions included:

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

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

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

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

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

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

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

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

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

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

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

Restructure of Majors:

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

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

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

In respect to the rest of the previous majors:

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

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

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

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

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

BSc/BEd (Secondary) Combined degree (Augustana) Changes

Current	Proposed
<p>Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana)</p> <p>Overview</p> <p>The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) is offered jointly by the Augustana Faculty and the Faculty of Education as an alternative to the BSc followed by a BEd After-Degree (a six-year route). It provides less flexibility in course choice and scheduling than taking the degrees consecutively, because it is designed to meet the minimum requirements of both degrees, as well as teacher certification requirements, in five years.</p> <p>The program is normally completed in five years, three years in the Augustana Faculty and two years in the Faculty of Education.</p> <p>Residence Requirement</p> <p>A student in the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) normally will be required to complete at least ★60 of the first ★90 of the program at the Augustana Campus while registered in the Augustana Faculty. Of the courses taken at the Augustana campus, at least ★54 must consist of courses from year 2 and year 3 of the program. In addition, at least ★60 must be completed while registered in the Faculty of Education in the final years of the program.</p> <p>A student may take as many as ★108 at the Augustana Campus, but will be registered as a student in the Faculty of Education for the final ★60 of the program.</p>	<p>Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana)</p> <p>Overview</p> <p>The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) is offered jointly by the Augustana Faculty and the Faculty of Education as an alternative to the BSc followed by a BEd After-Degree (a six-year route). It provides less flexibility in course choice and scheduling than taking the degrees consecutively, because it is designed to meet the minimum requirements of both degrees, as well as teacher certification requirements, in five years.</p> <p>The program is normally completed in five years, three years in the Augustana Faculty and two years in the Faculty of Education.</p> <p>Residence Requirement</p> <p>A student in the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) normally will be required to complete at least ★60 of the first ★90 of the program at the Augustana Campus while registered in the Augustana Faculty. Of the courses taken at the Augustana campus, at least ★54 must consist of courses from year 2 and year 3 of the program. In addition, at least ★45 must be completed while registered in the Faculty of Education in the final years of the program.</p> <p>A student may take as many as ★115 at the Augustana Campus, but will be registered as a student in the Faculty of Education for the final ★45 of the program.</p>

Program Requirements

The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) consists of ★102 arts and science plus ★48 Education. The ★150 in the program are made up of core and general requirements, Education requirements, a major subject, a minor subject, and options, as follows:

Core Requirements (★36) [Augustana]

Part A: The Augustana Core: Foundation (★3)

The Augustana Foundation requirement is met by the completion of one of the following courses:

- AIDS 101 - Topics in Liberal Studies **OR**
- AIDS 201 - Collaborative Learning

Note:

The courses that satisfy this requirement may not overlap with the Augustana Core: Engagement and Augustana Core: Knowledge requirements in Parts B and C.

Part B. The Augustana Core: Engagement (★12)

- ★12 from at least three of the following five categories – up to the maximum indicated:
 - Creative and imaginative process (maximum ★6)
 - Diversity and global studies (maximum ★6)
 - Environmental sustainability (maximum ★6)
 - Experiential learning (maximum ★6)
 - Integrating Knowledge (maximum ★3)

See Augustana Chart 1 Core Engagement Requirements for lists of courses that satisfy these requirements,

Courses that satisfy these requirements may overlap with the student's major and minor and with prerequisites and supporting courses, but not with the Augustana Core: Foundation and

Program Requirements

The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) consists of ★102 arts and science plus ★48 Education. The ★150 in the program are made up of core and general requirements, Education requirements, a major subject, a minor subject, and options, as follows:

Core Requirements (★33) [Augustana]

Part A: The Augustana Core: Foundation (★12)

The Augustana Foundation requirement is met by the completion of the following courses:

- AIDS 101 - Topics in Liberal Studies
- AIDS 201 - Collaborative Learning
- AIDS 301 – Community Partnership Project

Note:

The courses that satisfy this requirement may not overlap with Augustana Core: Knowledge requirements.

Augustana Core: Knowledge requirements in Parts A and C.

Part C. The Augustana Core: Knowledge (★21)

- ★3 Fine Arts: any AUART; any AUDRA except AUDRA 301; any AUMUS except AUMUS 375, AUMUS 475.
- ★6 Humanities.
- ★6 Science.
- ★6 Social Sciences.

See Classification of Courses for the definition of humanities, science and social sciences courses.

Courses that satisfy these requirements may overlap with the general requirements, the student's minor, prerequisites and supporting courses, but not with the student's major or with the Augustana Core: Foundation and Augustana Core: Engagement in Parts A and B.

Notes

Students will satisfy the humanities requirement by satisfying the language and literature requirement under (2) General Requirements, below
It is recommended that AUPSY 103 be taken toward the science requirement, since it is a prerequisite for AUEPS 258.

**General Requirements (★12)
[Augustana]**

★6 language or literature from

- AUCLA 102 - Greek and Roman Mythology
- AUENG 102 - Critical Reading, Critical Writing
- AUENG 103 – English Literature from the Romantic Period to the Present
- AUENG 104 – English Literature from the Middle Ages to the Romantic Period
- AUGER 291 - German Drama in Translation
- AUGER 293 - Women and German Literature in Translation
- AUSCA 161 – Scandinavian Folk Literature
- AUSCA 261 – Scandinavian Folk Literature

Part B. The Augustana Core: Knowledge (★21)

- ★3 Fine Arts: any AUART; any AUDRA except AUDRA 301; any AUMUS except AUMUS 375, AUMUS 475.
- ★6 Humanities.
- ★6 Science.
- ★6 Social Sciences.

See Classification of Courses for the definition of humanities, science and social sciences courses.

Courses that satisfy these requirements may overlap with the general requirements, the student's major, minor, prerequisites and supporting courses, but not with the Augustana Core: Foundation.

Notes

Students will satisfy the humanities requirement by satisfying the language and literature requirement under (2) General Requirements, below and the science requirement will be satisfied by completion of the major requirements, and by AUPSY 103, since it is a prerequisite for AUEPS 258.

**General Requirements (★12)
[Augustana]**

★6 language or literature from

- AUCLA 102 - Greek and Roman Mythology
- AUENG 102 - Critical Reading, Critical Writing
- AUGER 291 - German Drama in Translation
- AUGER 293 - Women and German Literature in Translation
- AUSCA 161 – Scandinavian Folk Literature
- AUSCA 261 – Scandinavian Folk Literature

★3 computing science or educational computing

- AUEDC 210 - Introduction to Educational Technology

★3 history, philosophy, and theory of science: one of

- AUBIO 411 - History and Theory of Biology
- AUENV 421 - Environmental Science: History and Impacts
- AUMAT 480 - History of Mathematics and Physics
- AUPHI 350 - Philosophy of Science
- AUPHI 355 - Philosophy and the Environment
- AUPHY 480 - History of Physics and Mathematics

Notes

Courses that satisfy these requirements may overlap with the core requirements, the Education requirements, and/or with the student's major.

Education Requirements (★48) [Arts] Requirements

- ★6 EDSE (Major): See the notes under each major, below, for the EDSE courses to be taken during the Introductory Professional Term (IPT) and Advanced Professional Term (APT).
- ★3 EDSE (Minor): See the notes under each minor, below, for the EDSE course to be taken
- ★3 Education Elective.
- AUEPS 258 - Educational Psychology for Teaching
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
- EDPY 303 - Educational Assessment

★3 computing science or educational computing

- AUEDC 210 - Introduction to Educational Technology

★3 history, philosophy, and theory of science: one of

- AUBIO 411 - History and Theory of Biology
- AUENV 421 - Environmental Science: History and Impacts
- AUMAT 480 - History of Mathematics and Physics
- AUPHI 350 - Philosophy of Science
- AUPHI 355 - Philosophy and the Environment
- AUPHY 480 - History of Physics and Mathematics

Notes

Courses that satisfy these requirements may overlap with the core requirements, the Education requirements, and/or with the student's major.

Education Requirements (★48) [Arts] Requirements

- ★6 EDSE (Major): See the notes under each major, below, for the EDSE courses to be taken during the Introductory Professional Term (IPT) and Advanced Professional Term (APT).
- ★3 EDSE (Minor): See the notes under each minor, below, for the EDSE course to be taken
- ★3 Education Elective.
- AUEPS 258 - Educational Psychology for Teaching
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
- EDPY 303 - Educational Assessment

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term
- EDFX 450 - Secondary Route: Advanced Field Experience
- EDPS 410 - Ethics and Law in Teaching
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term

Notes

- The field experience component of the Education requirements will be fulfilled in a rural or small-city school placement.
- Students should be aware that under the Protection for Persons in Care Act, they may be required to satisfy a criminal record check before being allowed to serve a period of internship/practicum placement/field experience placement. Refer to Requirement for Police Information Checks for more information.
- AUEFX 200 is recommended as an Education elective. AUEDC 210 is recommended as an Education elective except for students with a major in Mathematical Sciences.

Major Subject (★42 ~~plus supporting or prerequisite courses~~) [Augustana]

Biology

- ~~★3 additional Biology at the 400 level.~~
- ~~★12 senior Biology, at least ★6 of which must be at the 300 or 400 level.~~

~~★6 evolution and cell biology:~~

- ~~AUBIO 111 Integrative Biology I~~
- ~~AUBIO 112 Integrative Biology II~~

~~★9 cell biology, ecology, and genetics:~~

- ~~AUBIO 230 Molecular Cell Biology~~
- ~~AUBIO 253 Ecological Interactions~~
- ~~AUBIO 260 Principles of Genetics~~

~~★3 botany:~~

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term
- EDFX 450 - Secondary Route: Advanced Field Experience
- EDPS 410 - Ethics and Law in Teaching
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term

Notes

- The field experience component of the Education requirements will be fulfilled in a rural or small-city school placement.
- Students should be aware that under the Protection for Persons in Care Act, they may be required to satisfy a criminal record check before being allowed to serve a period of internship/practicum placement/field experience placement. Refer to Requirement for Police Information Checks for more information.
- AUEFX 200 is recommended as an Education elective. AUEDC 210 is recommended as an Education elective except for students with a major in Mathematical Sciences.

Major Subject (★42) [Augustana]

Biology

To be Deleted from the BSc/BEd program

- AUBIO 323— Plant Biology
- ★3 biodiversity: one of
 - AUBIO 274— Microbiology
 - AUBIO 394— Comparative Invertebrate Zoology
 - AUBIO 395— Vertebrate Form and Function
- ★3 developmental biology:
 - AUBIO 338— Developmental Biology
- ★3 history and theory of biology:
 - AUBIO 411— History and Theory of Biology
- Prerequisite courses: ★6 chemistry:
 - AUCHE 110— General Chemistry I
 - AUCHE 250— Organic Chemistry I
- Supporting course: ★3 statistics:
 - AUSTA 215— Statistical Methods for the Natural Sciences

Note:

Students must take EDSE 355 during the IPT, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the APT, which are normally offered in both the Fall and Winter Terms.

Chemistry

- ★21 additional senior Chemistry, at least ★6 of which must be at the 300- or 400-level:
 - ★6 general chemistry:
 - AUCHE 110— General Chemistry I
 - AUCHE 112— General Chemistry II
 - ★3 analytical chemistry:
 - AUCHE 220— Analytical Chemistry
 - ★3 inorganic chemistry:
 - AUCHE 230— Inorganic Chemistry I
 - ★3 organic chemistry:
 - AUCHE 250— Organic Chemistry I
 - ★3 physical chemistry:
 - AUCHE 279— Physical Chemistry
 - ★3 Selected Topics in Chemistry: one of
 - AUCHE 405— Selected Topics in Chemistry
 - AUCHE 485
- Prerequisite courses: ★3 elementary calculus:

Chemistry

To be Deleted from the BSc/BEd program

- AUMAT 110 – Elementary Calculus I
- AUMAT 116 – Elementary Calculus I (Enriched)

Note:

Students must take EDSE 355 during the IPT, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the APT, which are normally offered in both the Fall and Winter Terms.

General Sciences

- ★9 Physics, including at least ★3 at the 200-level.
- ★6 Biology, Chemistry, Mathematics, or Physics at the 300 or 400-level
- ★3 senior Biology, Chemistry, Mathematics, Physics, senior science courses in Environmental Studies or Geography [see Classification of Courses (1)], or AUSTA 215.

★9 biology:

- ★3 Biology at the 200-level
- AUBIO 111 – Integrative Biology I
- AUBIO 112 – Integrative Biology II

★9 chemistry:

- AUCHE 110 – General Chemistry I
- AUCHE 112 – General Chemistry II
- AUCHE 250 – Organic Chemistry I

★6 elementary calculus:

- AUMAT 110 – Elementary Calculus I **OR**
- AUMAT 116 – Elementary Calculus I (Enriched)
- AUMAT 112 – Elementary Calculus II?

Note:

Students must take EDSE 355 during the IPT, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the APT, which are normally offered in both the Fall and Winter Terms.

General Sciences

Students in the General Sciences major will complete ★ 18 in Science Foundations and ★24 in a subject specialization in Biology, Chemistry, General Sciences, or Mathematics:

★ 18 Science Foundations:

- AUBIO 111 - Functional Biology
- AUCHE 110 - General Chemistry I
- AUMAT 116 - Calculus Concepts and Modelling
- ★ 3 from
 - AUCSC 113 - Foundational Introduction to Computational Thinking and Problem Solving
 - AUENV 120 - Human Activities and the Natural Environment
 - AUMAT 120 Linear Algebra I
 - AUPHY 120 – Introductory Physics
- ★ 6 from AUSCFoundations laboratory courses (may be specified as overlapping credits in stream requirements)

★ 24 Subject Specialization:

Biology:

- AUBIO 212 – Evolution and Biodiversity
- AUBIO 230 – Molecular Cell Biology
- AUBIO 253 – Ecological Interactions
- AUBIO 260 – Principles of Genetics
- AUSTA 215 – Statistical Methods for the Natural Sciences
- ★ 6 Biology at the 300 or 400-level

- ★ 3 additional in senior level Biology
- Overlapping requirement with Science Foundations:
 - AUSCI 115 – Scientific Inquiry in the Biological Sciences
 - AUSCI 125 – General Chemistry Lab I

Chemistry:

- AUCHE 212 - General Chemistry II
- AUCHE 213 – General Chemistry Lab II

- ★ 6 from:

- AUCHE 220 – Analysis I and AUCHE 221 – Analysis I Lab
- OR
- AUCHE 250 - Synthesis I and AUCHE 251 – Synthesis Lab I

- ★ 12 additional senior Chemistry from (may not overlap with above requirements):

- AUCHE 220 – Analysis I
- AUCHE 221 – Analysis I Lab
- AUCHE 230 – Structure and Bonding
- AUCHE 250 – Synthesis I
- AUCHE 251 – Synthesis Lab I
- AUCHE 323 – Analysis II
- AUCHE 324 – Analysis II Lab
- AUCHE 325 – Analysis III
- AUCHE 341 – Introduction to Environmental Chemistry
- AUCHE 350 – Synthesis II
- AUCHE 351 – Synthesis II Lab
- AUCHE 352 – Synthesis III
- AUCHE 353 – Synthesis III Lab
- AUCHE 450 – Enzymes and Enzyme Mechanisms
- AUSCI 405 – Chemical and Physical Science Capstone
- AUSCI 425 – Senior Mentorship Experience

General Sciences:

- AUSCI 165 – Physics Laboratory
- ★ 21 additional but with no more than
★ 12 in each of:
 - Biology
 - Chemistry
 - Computing Science
 - Environmental Science
 - Mathematics
 - Physics
- Overlapping requirement with
Science Foundations:
 - AUPHY 120 – Introductory
Physics
 - AUSCI 115 – Scientific Inquiry
in the Biological Sciences
 - AUSCI 125 – General
Chemistry Lab I

Mathematics:

- AUMAT 120 Linear Algebra I
- AUMAT 216 Intermediate Calculus
- AUMAT 250 Discrete Mathematics
- AUSCI 250 Introduction to
Computational Methods
- AUSCI 330 History and Theory of
Computing
- ★ 9 from:
 - AUMAT 320 Numerical Linear
Algebra
 - AUMAT 328 Cryptography
 - AUMAT 332 Dynamical
Systems
 - AUMAT 350 Optimization
 - AUMAT 353 Applied
Probability
- Overlapping requirement with
Science Foundations:
 - AUCSC 113 - Foundational
Introduction to
Computational Thinking and
Problem Solving

Note:

Students must take EDSE 355 during the IPT, which is normally offered in both the Fall and

Mathematical Sciences

- ★3 additional senior Computing Science or Mathematics.
- ★3 additional Mathematics at the 300- or 400-level.
- ★3 computing science:
 - AUCSC 112—Data Structures and Algorithms
- ★6 elementary calculus:
 - AUMAT 110—Elementary Calculus I OR
 - AUMAT 116—Elementary Calculus I (Enriched)

 - AUMAT 112—Elementary Calculus II?
- ★6 linear algebra:
 - AUMAT 120—Linear Algebra I
 - AUMAT 220—Linear Algebra II
- ★6 intermediate calculus:
 - AUMAT 211—Intermediate Calculus I
 - AUMAT 212—Intermediate Calculus II [still awaiting final AUMAT Calculus numbering changes?]
- ★3 group theory:
 - AUMAT 229—Introduction to Group Theory
- ★3 discrete mathematics:
 - AUMAT 250—Discrete Mathematics
- ★3 geometry:
 - AUMAT 260—Foundations of Geometry
- ★3 history and theory of mathematics:
 - AUMAT 480—History of Mathematics and Physics
- ★3 statistics:
 - AUSTA 215—Statistical Methods for the Natural Sciences

Notes

- Because AUCSC 111 is a prerequisite for AUCSC 112, Mathematical Sciences majors should select AUCSC 111 to satisfy the general requirement in computing. [AUCSC 111 is being deleted]

Winter Terms. Students must take EDSE 451 and EDSE 455 during the APT, which are normally offered in both the Fall and Winter Terms.

Mathematical Sciences

To be Suspended

- Students must take EDSE 337 during the IPT, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 437 during the APT, which are normally offered in Winter Term only.
- EDSE 439 and EDSE 442 are recommended as Education electives.

Mathematics and Physics

- ~~★3 additional Physics at the 300- or 400-level.~~
- ~~★6 additional senior Mathematics or Physics, selected such that the major includes at least ★24 Physics.~~
- ~~★6 elementary calculus:~~
 - ~~AUMAT 110—Elementary Calculus I OR~~
 - ~~AUMAT 116—Elementary Calculus I (Enriched)~~
 - ~~AUMAT 112—Elementary Calculus II?~~
- ~~★6 intermediate calculus:~~
 - ~~AUMAT 211—Intermediate Calculus I~~
 - ~~AUMAT 212—Intermediate Calculus II [still awaiting final AUMAT Calculus numbering changes?]~~
- ~~★3 applied mathematics:~~
 - ~~AUMAT 315—Complex Variables~~
 - ~~AUMAT 330—Ordinary Differential Equations~~
 - ~~AUMAT 340—Numerical Methods~~
 - ~~AUPHY 340—Numerical Methods in Physics~~
- ~~★9 introductory physics:~~
 - ~~AUPHY 110—Mechanics~~
 - ~~AUPHY 120—Waves, Thermodynamics, and Optics~~
 - ~~AUPHY 250—Electricity and Magnetism [being phased out?]~~
- ~~★3 relativity and quantum mechanics:~~
 - ~~AUPHY 260—Introduction to Relativity and Quantum Mechanics~~
- ~~★3 advanced physics laboratory:~~
 - ~~AUPHY 391—Advanced Laboratory I~~
- ~~★3 history of mathematics and physics:~~
 - ~~AUMAT 480—History of Mathematics and Physics~~

Mathematics and Physics

Suspended beginning in Fall 2021

- AUPHY 480—History of Physics and Mathematics

Note:

Students must take EDSE 355 during the IPT, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the APT, which are normally offered in both the Fall and Winter Terms.

Physical Sciences

- ★6 additional Biology, Chemistry, Mathematics, or Physics at the 300- or 400-level.
- ★3 additional senior Computing Science or Mathematics.

★6 general chemistry:

- AUCHE 110—General Chemistry I
- AUCHE 112—General Chemistry II

★3 organic chemistry:

- AUCHE 250—Organic Chemistry I

★6 senior chemistry from

- AUCHE 220—Analytical Chemistry
- AUCHE 230—Inorganic Chemistry I
- AUCHE 279—Physical Chemistry

★9 introductory physics:

- AUPHY 110—Mechanics
- AUPHY 120—Waves, Thermodynamics, and Optics
- AUPHY 250—Electricity and Magnetism [being phased out?]

★3 relativity and quantum mechanics:

- AUPHY 260—Introduction to Relativity and Quantum Mechanics

★3 advanced physics laboratory:

★3 history of physics:

- AUPHY 480—History of Physics and Mathematics

Prerequisite courses: ★9 calculus:

- AUMAT 110—Elementary Calculus I **OR**
- AUMAT 116—Elementary Calculus I (Enriched)
- AUMAT 112—Elementary Calculus II
- AUMAT 211—Intermediate Calculus I ?

Notes

Physical Sciences

To be Suspended

- AUMAT 212 is a corequisite for AUPHY 310 and AUPHY 350. Due to the number of Mathematics prerequisites for this major, it is suggested that the Physical Sciences major be taken in combination with a Mathematics minor.
- Students must take EDSE 355 during the IPT, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 455 during the APT, which are normally offered in both the Fall and Winter Terms.

Minor Subject (★18 plus prerequisite courses) [Augustana]

Art

- ★6 additional senior AUART, at least ★3 of which must be in a studio course.
- AUART 100 - Introduction to Art History and Visual Culture
- AUART 111 - Studio Foundation I
- AUART 112 - Studio Foundation II - 3-D and Colour Theory
- AUART 231 - Drawing I

Notes

- An additional ★6 in studio courses is recommended.
- Students must take EDSE 313 which is normally offered in the Fall Term only.

Biology

- ★6 additional senior Biology, at least ★3 of which must be at the 300- or 400-level.
- ★6 evolution and cell biology:
- AUBIO 111 - Integrative Biology I
- AUBIO 112 - Integrative Biology II
- ★6 ecology and genetics:
- AUBIO 253 - Ecological Interactions
- AUBIO 260 - Principles of Genetics

Minor Subject (★18 plus prerequisite courses) [Augustana]

Art

- ★9 additional senior AUART, at least ★3 of which must be in a studio course.
- AUART 100 - Introduction to Art History and Visual Culture
- AUART 111 - Studio Foundation I
- AUART 231 - Drawing I

Notes

- An additional ★6 in studio courses is recommended.
- Students must take EDSE 313 which is normally offered in the Fall Term only.

Biology

- AUBIO 212 – Evolution and Biodiversity
- AUBIO 253 - Ecological Interactions
- AUBIO 260 - Principles of Genetics
- ★3 additional senior Biology at the 300- or 400-level.
- ★6 additional senior Biology
- Overlapping requirement with Science Foundations:
 - AUBIO 111 - Integrative Biology I
 - AUSCI 115 – Scientific Inquiry in the Biological Sciences

Note:

Students must take EDSE 356 which is normally offered in both the Fall and Winter Terms.

EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Chemistry

- ★6 additional senior Chemistry, at least ★3 of which must be at the 300- or 400-level

★6 general chemistry:

- AUCHE 110 - General Chemistry I
- AUCHE 112 - General Chemistry II

★3 organic chemistry:

- AUCHE 250 - Organic Chemistry I

★3 senior chemistry: one of

- AUCHE 220 - Analytical Chemistry
- AUCHE 230 - Inorganic Chemistry I
- AUCHE 279 - Physical Chemistry

Note:

Students must take EDSE 356 which is normally offered in both the Fall and Winter Terms.

EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Drama

- AUDRA 101 - Play Analysis
- AUDRA 230 - Acting Techniques I
- AUDRA 340 - Movement for the Theatre
- AUDRA 350 - Introduction to Directing

Note:

Students must take EDSE 356 which is normally offered in both the Fall and Winter Terms.

EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Chemistry

- ★9 additional senior Chemistry, at least ★3 of which must be at the 300- or 400-level

• AUCHE 212 – General Chemistry II

- AUCHE 250 - Synthesis I

★3 senior chemistry: one of

- AUCHE 220 – Analysis I
- AUCHE 230 – Structure and Bonding
- AUCHE 279 - Physical Chemistry

• Overlapping requirement with Science Foundations:

- AUCHE 110 - General Chemistry I
- AUSCI 125 – General Chemistry Lab I

Note:

Students must take EDSE 356 which is normally offered in both the Fall and Winter Terms.

EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Drama

- ★3 additional senior AUDRA
- AUDRA 101 - Play Analysis
- AUDRA 230 - Acting Techniques I

★3 in a senior ensemble production course:

- AUDRA 238 - Theatre Company
- AUDRA 239 - Theatre Company

Notes

- An additional ★6 in AUDRA is recommended.
- Students must take EDSE 323 which is normally offered in the Fall Term only.

English Language Arts

★6 English literature from:

- AUENG 102 - Critical Reading, Critical Writing
- AUENG 103 - English Literature from the Romantic Period to the Present
- AUENG 104 - English Literature from the Middle Ages to the Romantic Period

★3 language studies: one of

- AUENG 213 - The English Language
- AULAN 101 - Introduction to Linguistic Analysis

★3 aboriginal/indigenous or Canadian literature: one of

- AUENG 207 - Aboriginal/Indigenous Literature
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 307 - Aboriginal/Indigenous Literature
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950

★3 literature written before 1800: one of

- AUENG 221 - Chaucer
- AUENG 225 - Middle Ages
- AUENG 230 - The Early English Renaissance
- AUENG 231 - The Later English Renaissance
- AUENG 233 - Shakespeare
- AUENG 239 - Milton
- AUENG 321 - Chaucer

- AUDRA 340 - Movement for the Theatre
- AUDRA 350 - Introduction to Directing

★3 in a senior ensemble production course:

- AUDRA 238 - Theatre Company
- AUDRA 239 - Theatre Company

Notes

- An additional ★6 in AUDRA is recommended.
- Students must take EDSE 323 which is normally offered in the Fall Term only.

English Language Arts

★3 English literature from:

- AUENG 102 - Critical Reading, Critical Writing

★3 language studies: one of

- AUENG 213 - The English Language
- AULAN 101 - Introduction to Linguistic Analysis

★3 aboriginal/indigenous or Canadian literature: one of

- AUENG 207 - Aboriginal/Indigenous Literature
- AUENG 280 - Canadian Literature to 1950
- AUENG 281 - Canadian Literature since 1950
- AUENG 307 - Aboriginal/Indigenous Literature
- AUENG 380 - Canadian Literature to 1950
- AUENG 381 - Canadian Literature since 1950

★3 literature written before 1800: one of

- AUENG 221 - Chaucer
- AUENG 225 - Middle Ages
- AUENG 230 - The Early English Renaissance
- AUENG 231 - The Later English Renaissance
- AUENG 233 - Shakespeare
- AUENG 239 - Milton
- AUENG 330 - The Early English Renaissance

- AUENG 325 – Middle Ages
 - AUENG 330 - The Early English Renaissance
 - AUENG 331 - The Later English Renaissance
 - AUENG 333 - Shakespeare
 - AUENG 339 - Milton
- ★3 additional senior AUENG or senior literature course taught in translation; one of**
- AUGER 291 - German Drama in Translation
 - AUGER 293 - Women and German Literature in Translation
 - AUSCA 261 - Scandinavian Folk Literature
 - AUSCA 271 - Personal Narratives of the North

Note:

Students must take EDSE 328 which is normally offered in both the Fall and Winter Terms.

General Sciences

- ★6 Biology
- ★6 Chemistry
- ★6 Physics

Prerequisite courses: ★3 calculus:

- AUMAT 110 – Elementary Calculus I
- AUMAT 116 – Elementary Calculus I (Enriched)

Note:

Students must take EDSE 356 which is normally offered in both the Fall and Winter Terms.

EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Mathematical Sciences

- ★3 additional senior Mathematics or Statistics (AUSTA 215 recommended).
- ★6 elementary calculus:

- AUENG 331 - The Later English Renaissance
 - AUENG 333 - Shakespeare
 - AUENG 339 - Milton
- ★6 additional senior AUENG or senior literature course taught in translation, including**
- AUGER 291 - German Drama in Translation
 - AUGER 293 - Women and German Literature in Translation
 - AUSCA 261 - Scandinavian Folk Literature
 - AUSCA 271 - Personal Narratives of the North

Note:

Students must take EDSE 328 which is normally offered in both the Fall and Winter Terms.

General Sciences

To be Deleted

Mathematical Sciences

- ★6 additional senior Mathematics or Statistics (AUSTA 215 recommended).
- AUMAT 216 – Intermediate Calculus

- AUMAT 110 – Elementary Calculus I OR
- AUMAT 116 - Elementary Calculus I (Enriched)

- AUMAT 112 – Elementary Calculus II

★3 linear algebra:

- AUMAT 120 - Linear Algebra I

★3 discrete mathematics:

- AUMAT 250 - Discrete Mathematics

★3 geometry:

- AUMAT 260 – Foundations of Geometry

Note:

Students must take EDSE 338 which is normally offered in both the Fall and Winter Terms.

Music: Choral

★6 theoretical and analytical studies:

- AUMUS 160 – Theoretical and Analytical Studies I
- AUMUS 260 – Theoretical and Analytical Studies II

★3 aural and sight-singing skills:

- AUMUS 162 – Aural, Sight Singing, and Keyboard Skills I
- AUMUS 262 – Aural, Sight Singing and Keyboard Skills II

★6 conducting:

- AUMUS 235 – Introduction to Conducting
- AUMUS 336

★3 choral techniques, literature, and interpretation:

- AUMUS 236 – Introduction to Choral Techniques, Literature, and Interpretation

Notes

- ★4 – 6 in a choral ensemble (the Augustana Choir, Sangkor, or the Augustana Men's Choir) and up to ★2 in applied music (vocal or keyboard) are strongly recommended.
- Students must take EDSE 344 which is normally offered in the Fall Term only.

Philosophy and Religious Studies

- AUSCI 250 – Introduction to Computational Methods

★3 linear algebra:

- AUMAT 120 - Linear Algebra I

★3 discrete mathematics:

- AUMAT 250 - Discrete Mathematics

- Overlapping requirement with Science Foundations:

- AUMAT 116 - Calculus Concepts and Modelling

Note:

Students must take EDSE 338 which is normally offered in both the Fall and Winter Terms.

**Music: Choral
To be Deleted**

Philosophy and Religious Studies

- AUREL 100 - Introduction to Religion
- AUREL 257 - Modern Ethics
- AUREL 365 - Storied Landscapes
- AUPHI 250 - History of Christian Thought
- AUPHI 260 - Ethics
- AUPHI 358 - Philosophy of Religion II

Notes

- EDPS 456 is recommended as an Education elective.
- Students must ~~take EDSE 378 which is normally offered in the Fall Term only.~~

Physical Education

- AUPED 160 - Sociocultural Aspects of Sport and Physical Activity
- AUPED 220 - Human Growth and Development
- AUPED 241 - Lifetime Fitness and Wellness

★9 chosen from the following five activity dimensions:

Alternative Environments: at least ★1 from

- AUPAC 109
- AUPAC 123 - Aquatics
- AUPAC 125 - Canoeing
- AUPAC 134 - Indoor Climbing
- AUPAC 152 - Luge
- AUPAC 253 - Advanced Luge
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing

Dance: ★1

- AUPAC 114 - Dance

Gymnastics: ★1

- AUPAC 161 - Gymnastics

Games: at least ★2 from

- AUPAC 103 - Tennis
- AUPAC 124 - Badminton
- AUPAC 173 - Football
- AUPAC 177 - Soccer
- AUPAC 178
- AUPAC 179 - Volleyball
- AUPAC 180 - Softball (Fast Pitch)

- AUREL 100 - Introduction to Religion
- AUREL 257 - Modern Ethics
- AUREL 365 - Storied Landscapes
- AUPHI 250 - History of Christian Thought
- AUPHI 260 - Ethics
- AUPHI 358 - Philosophy of Religion II

Notes

- EDPS 456 is recommended as an Education elective.
- Students must either choose to register for another EDSE (Minor) provided that they meet the course prerequisite, OR register in an additional Education Elective.

Physical Education

- AUPED 160 - Sociocultural Aspects of Sport and Physical Activity
- AUPED 220 - Human Growth and Development
- AUPED 241 - Lifetime Fitness and Wellness

★9 chosen from the following five activity dimensions:

Alternative Environments: at least ★1 from

- AUPAC 109 – Cross-Country Skiing
- AUPAC 123 - Aquatics
- AUPAC 125 - Canoeing
- AUPAC 134 - Indoor Climbing
- AUPAC 152 - Luge
- AUPAC 253 - Advanced Luge
- AUPED 184 - Introduction to Outdoor Education - Snowshoeing

Dance: ★1

- AUPAC 114 - Dance

Gymnastics: ★1

- AUPAC 161 - Gymnastics

Games: at least ★2 from

- AUPAC 103 - Tennis
- AUPAC 124 - Badminton
- AUPAC 173 - Football
- AUPAC 177 - Soccer
- AUPAC 178 - Basketball
- AUPAC 179 - Volleyball

- AUPAC 181 - Team Handball
 - AUPAC 224 - Advanced Badminton
 - AUPAC 270 - Adventure Games
 - AUPAC 277 - Advanced Soccer
 - AUPAC 278
 - AUPAC 279 - Advanced Volleyball
- Individual Activities: at least ★1 from**
- AUPAC 109
 - AUPAC 125 - Canoeing
 - AUPAC 133 - Strength Training
 - AUPAC 151 - Track and Field

Notes

- The same credit may not be counted twice in courses that relate to more than one of the five activity dimensions
- Students must take EDSE 348 which is normally offered in both the Fall and Winter Terms.

Physical Sciences

- ★6 senior Chemistry, Physics, or senior science courses in Environmental Studies or Geography (see Classification of Courses (1)).

★6 general chemistry:

- AUCHE 110 - General Chemistry I
- AUCHE 112 - General Chemistry II

★6 introductory physics:

- AUPHY 110 - Mechanics
- AUPHY 120 - Waves, Thermodynamics, and Optics

Prerequisite courses: ★3 calculus:

- AUMAT 110 - Elementary Calculus I
- AUMAT 116 - Elementary Calculus I (Enriched)

Note:

Students must take EDSE 356 which is normally offered in both the Fall and Winter Terms.

EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must either choose to register for another EDSE (Minor) provided they meet the course

- AUPAC 180 - Softball (Fast Pitch)
- AUPAC 181 - Team Handball
- AUPAC 224 - Advanced Badminton
- AUPAC 270 - Adventure Games
- AUPAC 277 - Advanced Soccer
- AUPAC 278 - Advanced Basketball
- AUPAC 279 - Advanced Volleyball

Individual Activities: at least ★1 from

- AUPAC 109 - Cross-Country Skiing
- AUPAC 125 - Canoeing
- AUPAC 133 - Strength Training
- AUPAC 151 - Track and Field

Notes

- The same credit may not be counted twice in courses that relate to more than one of the five activity dimensions
- Students must take EDSE 348 which is normally offered in both the Fall and Winter Terms.

Physical Sciences

- ★15 senior Chemistry, Physics, or senior science courses in Environmental Studies or Geography (see Classification of Courses (1)).

AUCHE 212 - General Chemistry II

Overlapping requirement with Science Foundations:

- AUCHE 110 - General Chemistry I
- AUPHY 120 - Introductory Physics
- AUSCI 125 - General Chemistry Lab I
- AUSCI 165 - Physics Laboratory

Note:

Students must take EDSE 356 which is normally offered in both the Fall and Winter Terms.

EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must either choose to register for another EDSE

prerequisites, OR register in an additional Education Elective.

Physics

- ★9 additional senior AUPHY.
- ★9 introductory physics:
- AUPHY 110—Mechanics
- AUPHY 120—Waves, Thermodynamics, and Optics
- AUPHY 250—Electricity and Magnetism

Prerequisite courses: ★6 calculus:

- AUMAT 110—Elementary Calculus I OR
- AUMAT 116—Elementary Calculus I (Enriched)

- AUMAT 112—Elementary Calculus II

Note:

Students must take EDSE 356 which is normally offered in both the Fall and Winter Terms.

EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Second Languages: French

★12–15 in Language courses, chosen from

- AUFRE 101—Beginners' French I
- AUFRE 102—Beginners' French II
- AUFRE 201—Intermediate French I
- AUFRE 202—Intermediate French II
- AUFRE 301—Advanced French I
- AUFRE 402—Directed Study: Language

★3–6 in Literature/Culture, chosen from

- AUFRE 305—Aspects of Civilization and Culture of France I
- AUFRE 403—Directed Reading

Note:

Students must take EDSE 370 which is normally offered in the Fall Term only.

EDSE 370 is not open to students whose major is a Second Language. These students must either

(Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Physics

To be Deleted

Second Languages: French

To be Deleted

choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Second Languages: German

★15 in Language courses, chosen from

- AUGER 101—Beginners' German I
- AUGER 102—Beginners' German II
- AUGER 200—Intermediate German I and II
- AUGER 201—Intermediate German I
- AUGER 202—Intermediate German II
- AUGER 300—Advanced German I and II
- AUGER 301—Advanced German I
- AUGER 302—Advanced German II
- AUGER 400—Advanced German III and IV
- AUGER 402—Directed Study: Translation Techniques

★3 in Literature/Culture, chosen from

- AUGER 403—Directed Reading

Note:

Students must take EDSE 370 which is normally offered in the Fall Term only.

EDSE 370 is not open to students whose major is a Second Language. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Second Languages: Spanish

★15 in Language courses, chosen from

- AUSPA 101—Beginners' Spanish I
- AUSPA 102—Beginners' Spanish II
- AUSPA 201—Intermediate Spanish I
- AUSPA 202—Intermediate Spanish II
- AUSPA 301—Advanced Spanish I
- AUSPA 302—Advanced Spanish II
- AUSPA 402—Directed Study: Language

★3 in Literature/Culture, chosen from

- AUSPA 403—Directed Study: Literature

Note:

Students must take EDSE 370 which is normally offered in the Fall Term only.

Second Languages: German

To be Deleted

Second Languages: Spanish

To be Deleted

EDSE 370 is not open to students whose major is a Second Language. These students must either choose to register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

Social Studies

★6 Canadian Studies:

- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present
- AUPOL 221 - Canadian National Government and Politics

★6 World Studies chosen from

- AUHIS 104 - World History: The West
- AUHIS 105 - World History: The East and the South
- AUHIS 201 - European History I: Fall of the Roman Empire to the French Revolution
- AUHIS 202 - European History II: French Revolution to the Present
- AUHIS 250 - United States History to 1865
- AUHIS 251 - United States History since 1865
- AUHIS 260 - An Introduction to the Study of Canadian History to 1867
- AUHIS 322 - Nineteenth-Century Europe to 1849
- AUHIS 323 - Nineteenth-Century Europe since 1849
- AUHIS 325 - Twentieth-Century Europe
- AUHIS 337 - History of the Soviet Union, 1917 to 1941
- AUHIS 338 - History of the Soviet Union, 1941 to 1991
- AUPOL 240 - Introduction to International Relations I
- AUPOL 248 - Model United Nations/International Organization
- AUPOL 324 - Selected Topics in Canadian Politics
- AUPOL 341 - The Global South and World Politics
- AUPOL 348 - Model United Nations/International Organization
- AUPOL 424 - Selected Topics in Canadian Politics

Social Studies

★6 Canadian Studies:

- AUHIS 261 - An Introduction to the Study of Canadian History, 1867 to the Present
- AUPOL 221 - Canadian National Government and Politics

★6 World Studies chosen from

- AUHIS 104 - World History: The West
- AUHIS 105 - World History: The East and the South
- AUHIS 201 - European History I: Fall of the Roman Empire to the French Revolution
- AUHIS 202 - European History II: French Revolution to the Present
- AUHIS 250 - United States History to 1865
- AUHIS 251 - United States History since 1865
- AUHIS 260 - An Introduction to the Study of Canadian History to 1867
- AUHIS 322 - Nineteenth-Century Europe to 1849
- AUHIS 323 - Nineteenth-Century Europe since 1849
- AUHIS 325 - Twentieth-Century Europe
- AUHIS 337 - History of the Soviet Union, 1917 to 1941
- AUHIS 338 - History of the Soviet Union, 1941 to 1991
- AUPOL 240 - Introduction to International Relations I
- AUPOL 248 - Model United Nations/International Organization
- AUPOL 324 - Selected Topics in Canadian Politics
- AUPOL 341 - The Global South and World Politics
- AUPOL 348 - Model United Nations/International Organization

- AUSOC 218 - Sociology of Global and Development Issues
- AUSOC 391 - Social Change from Development to Globalization

★6 Cultural Studies chosen from

- AUCRI 160 - Introduction to Crime, Correction, and Community
- AUCRI 225 - Criminology: A Canadian Perspective
- AUIDS 230 - Introduction to Gender and Women's Studies
- AUREL 282 - Major Religious Traditions: Middle East
- AUSOC 101 - Introducing Sociology: Principles and Practice
- AUSOC 103 - Introducing Sociology: Institutions and Insight
- AUSOC 105 - Social Anthropology
- AUSOC 222 - Canadian Social Issues
- AUSOC 275 - Sex, Gender, and Society
- AUSOC 358 - Environmental Sociology
- AUSOC 377 - Theoretical Approaches to Gender

Note:

Students must take EDSE 374 which is normally offered in both the Fall and Winter Terms.

Options (★0-18) [Augustana]

★0–18 non-Education options, depending on the number of prerequisites and supporting courses required on the selected major and minor and on the degree of overlap between the core, general, major and minor requirements

Selection of Courses

The following regulations govern the degrees program:

- A student's program must be approved by an advisor in the appropriate Faculty prior to the start of each Fall/Winter.

- AUPOL 424 - Selected Topics in Canadian Politics
- AUSOC 218 - Sociology of Global and Development Issues
- AUSOC 391 - Social Change from Development to Globalization

★6 Cultural Studies chosen from

- AUCRI 160 - Introduction to Crime, Correction, and Community
- AUCRI 225 - Criminology: A Canadian Perspective
- AUIDS 230 - Introduction to Gender and Women's Studies
- AUREL 282 - Major Religious Traditions: Middle East
- AUSOC 101 - Introducing Sociology: Principles and Practice
- AUSOC 103 - Introducing Sociology: Institutions and Insight
- AUSOC 105 - Social Anthropology
- AUSOC 222 - Canadian Social Issues
- AUSOC 275 - Sex, Gender, and Society
- AUSOC 358 - Environmental Sociology
- AUSOC 377 - Theoretical Approaches to Gender

Note:

Students must take EDSE 374 which is normally offered in both the Fall and Winter Terms.

Options (★0-18) [Augustana]

★0–18 non-Education options, depending on the number of prerequisites and supporting courses required on the selected major and minor and on the degree of overlap between the core, general, major and minor requirements

Selection of Courses

The following regulations govern the degrees program:

- A student's program must be approved by an advisor in the appropriate Faculty prior to the start of each Fall/Winter.

- Within the ★150 program, a student must complete a minimum of ★48 science, ★24 arts, and ★48 Education. (See Classification of Courses).
- Normally, no more than ★48 at the 100-level are permitted in the degrees program.
- If there is overlap between the requirements of the selected major and minor, additional courses must be taken in the area of the major and/or minor such that the total number of credits on the major and minor is 60. This provision does not apply to courses listed as prerequisites or supporting courses. The courses to be taken to compensate for the overlap in requirements between a student's major and minor subjects must be approved by the Chair of the Department of Science.

Additional information for Students

Many of the Augustana Faculty's senior science courses are offered only in alternate years, and some are offered only if there is sufficient student demand.

Academic Standing and Graduation

Continuation in the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) requires a Fall/Winter Grade Point Average (GPA) of at least 2.3. [See Grade Point Average (GPA) regarding the rules for calculating Grade Point Average.]

A student who fails to meet the continuation requirement must withdraw from the BSc/BEd Degrees program. Such a student may transfer to another program in the Augustana Faculty, the Faculty of Education, or another Faculty, if entrance and promotion requirements for that program are met. After transfer, all requirements for the new program must be met. (See Academic Standing and Graduation for academic standing

- Within the ★150 program, a student must complete a minimum of ★48 science, ★24 arts, and ★48 Education. (See Classification of Courses).
- Normally, no more than ★48 at the 100-level are permitted in the degrees program.
- If there is overlap between the requirements of the selected major and minor, additional courses must be taken in the area of the major and/or minor such that the total number of credits on the major and minor is 60. This provision does not apply to courses listed as prerequisites or supporting courses. The courses to be taken to compensate for the overlap in requirements between a student's major and minor subjects must be approved by the Chair of the Department of Science.

Additional information for Students

Many of the Augustana Faculty's senior science courses are offered only in alternate years, and some are offered only if there is sufficient student demand.

Academic Standing and Graduation

Continuation in the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) requires a Fall/Winter Grade Point Average (GPA) of at least 2.3. [See Grade Point Average (GPA) regarding the rules for calculating Grade Point Average.]

A student who fails to meet the continuation requirement must withdraw from the BSc/BEd Degrees program. Such a student may transfer to another program in the Augustana Faculty, the Faculty of Education, or another Faculty, if entrance and promotion requirements for that program are met. After transfer, all requirements for the new program must be met. (See Academic Standing and Graduation for academic standing

<p>regulations pertaining to the Augustana Faculty BA and BSc programs and Academic Standing and Promotional Standards for academic standing regulations for admission to the Faculty of Education BEd program.)</p> <p>Graduation requirements for the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) are specified in Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana).</p>	<p>regulations pertaining to the Augustana Faculty BA and BSc programs and Academic Standing and Promotional Standards for academic standing regulations for admission to the Faculty of Education BEd program.)</p> <p>Graduation requirements for the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) are specified in Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana).</p>
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BSc/BEd (Secondary) Combined degree (Augustana) [Education] Changes

Current	Proposed
<p>Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) [Education]</p> <p>Faculty of Education - Programs</p> <p>General Information The Faculties of Augustana and Education offer a degrees program that is more highly structured than the BSc followed by a BEd After Degree (a six-year route). It provides less flexibility in course choice and scheduling than taking the degrees sequentially, because it is designed to meet the minimum requirements of both degrees in five years. In addition, it must meet teacher certification requirements within this time frame.</p> <p>Program Requirements The Bachelor of Science (BSc)/Bachelor of Education (BEd)(Secondary) Combined Degrees Program (Augustana) consists of ★102 Arts and Science plus ★48 Education credits. The program is normally completed in five years, three years at the Augustana Campus while registered in the Augustana Faculty and a final two years in the Faculty of Education.</p> <p>The residence requirement for this program is specified in Residence Requirement. The ★150 in the program are made up of core and general requirements, Education requirements, a major subject, a minor subject, and options, as follows:</p> <p>Core Requirements (★36) Part A: The Augustana Core: Foundation (★3) The Augustana Foundation requirement is met by the completion of <u>one of</u> the following courses:</p> <ul style="list-style-type: none"> • AUIDS 101 - Topics in Liberal Studies OR • AUIDS 201 - Collaborative Learning 	<p>Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) [Education]</p> <p>Faculty of Education - Programs</p> <p>General Information The Faculties of Augustana and Education offer a degrees program that is more highly structured than the BSc followed by a BEd After Degree (a six-year route). It provides less flexibility in course choice and scheduling than taking the degrees sequentially, because it is designed to meet the minimum requirements of both degrees in five years. In addition, it must meet teacher certification requirements within this time frame.</p> <p>Program Requirements The Bachelor of Science (BSc)/Bachelor of Education (BEd)(Secondary) Combined Degrees Program (Augustana) consists of ★102 Arts and Science plus ★48 Education credits. The program is normally completed in five years, three years at the Augustana Campus while registered in the Augustana Faculty and a final two years in the Faculty of Education.</p> <p>The residence requirement for this program is specified in Residence Requirement. The ★150 in the program are made up of core and general requirements, Education requirements, a major subject, a minor subject, and options, as follows:</p> <p>Core Requirements (★33) Part A: The Augustana Core: Foundation (★12) The Augustana Foundation requirement is met by the completion of the following courses:</p> <ul style="list-style-type: none"> • AUIDS 101 - Topics in Liberal Studies • AUIDS 201 - Collaborative Learning

Note:

The courses that satisfy this requirement may not overlap with the Augustana Core: Engagement and Augustana Core: Knowledge requirements in Parts B and C.

Part B. The Augustana Core Engagement (★12)

★12 from at least three of the following five categories up to the maximum indicated:

- Creative and imaginative process (maximum ★6)
- Diversity and global studies (maximum ★6)
- Environmental sustainability (maximum ★6)
- Experiential learning (maximum ★6)
- Integrating Knowledge (maximum ★3)

See Augustana Chart 1 Core Engagement Requirements for lists of courses that satisfy these requirements.

Courses that satisfy these requirements may overlap with the student's major and minor and with prerequisites and supporting courses, but not with the Augustana Core: Foundation and Augustana Core: Knowledge requirements in Parts A and C.

Part C. The Augustana Core: Knowledge (★21)

- ★3 fine arts: any AUART; any AUDRA except AUDRA 301; any AUMUS except AUMUS 375, AUMUS 475.
- ★6 humanities.
- ★6 science.
- ★6 social sciences.

See Classification of Courses for the definition of humanities, science and social sciences courses.

Courses that satisfy these requirements may overlap with general requirements, the student's minor, prerequisites and supporting courses, but not with the student's major or with the Augustana Core: Foundation and Augustana Core: Engagement in Parts A and B.

General Requirements (★12)

- AIDS 301 – Community Partnership Project

Note:

The courses that satisfy this requirement may not overlap with the Augustana Core: Knowledge requirements

Part B. The Augustana Core: Knowledge (★21)

- ★3 fine arts: any AUART; any AUDRA except AUDRA 301; any AUMUS except AUMUS 375, AUMUS 475.
- ★6 humanities.
- ★6 science.
- ★6 social sciences.

See Classification of Courses for the definition of humanities, science and social sciences courses.

Courses that satisfy these requirements may overlap with general requirements, the student's major, minor, prerequisites and supporting courses, but not with the Augustana Core: Foundation.

General Requirements (★12)

★6 language or literature from

- AUCLA 102 - Greek and Roman Mythology
- AUENG 102 - Critical Reading, Critical Writing
- AUENG 103
- AUENG 104
- AUGER 291 - German Drama in Translation
- AUGER 292
- AUGER 293 - Women and German Literature in Translation
- AUSCA 161 – Scandinavian Folk Literature
- AUSCA 261 – Scandinavian Folk Literature

★3 computing science or educational computing: one of

- AUCSC 113 – Foundational Introduction to Computational Thinking and Problem Solving
- AUCSC 211 – Data Structures and Algorithms
- AUEDC 210 - Introduction to Educational Technology

★3 history, philosophy, and theory of science: one of

- AUBIO 411 - History and Theory of Biology
- AUENV 421 - Environmental Science: History and Impacts
- AUMAT 480 - History of Mathematics and Physics
- AUPHI 350 - Philosophy of Science
- AUPHI 355 - Philosophy and the Environment
- AUPHY 480 - History of Physics and Mathematics

Note:

Courses that satisfy these requirements may overlap with the core requirements, the Education requirements, and/or with the student's major.

Education Requirements (★48)

- AUEPS 258 - Educational Psychology for Teaching

★6 language or literature from

- AUCLA 102 - Greek and Roman Mythology
- AUENG 102 - Critical Reading, Critical Writing
- AUGER 291 - German Drama in Translation
- AUGER 293 - Women and German Literature in Translation
- AUSCA 161 – Scandinavian Folk Literature
- AUSCA 261 – Scandinavian Folk Literature

★3 computing science or educational computing: one of

- AUEDC 210 - Introduction to Educational Technology

★3 history, philosophy, and theory of science: one of

- AUBIO 411 - History and Theory of Biology
- AUENV 421 - Environmental Science: History and Impacts
- AUMAT 480 - History of Mathematics and Physics
- AUPHI 350 - Philosophy of Science
- AUPHI 355 - Philosophy and the Environment
- AUPHY 480 - History of Physics and Mathematics

Note:

Courses that satisfy these requirements may overlap with the core requirements, the Education requirements, and/or with the student's major.

Education Requirements (★48)

- AUEPS 258 - Educational Psychology for Teaching

- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
- EDPY 303 - Educational Assessment
- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term
- EDFX 450 - Secondary Route: Advanced Field Experience
- EDPS 410 - Ethics and Law in Teaching
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term
- ★6 EDSE (Major)
- ★3 EDSE (Minor)
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- ★3 Education Elective

Note:

The field experience components will be fulfilled in a rural or small city school placement.

Major Subject (★42)

Subject areas that may be selected as a Major are as follows: Biology, Chemistry, General Sciences, Mathematical Sciences, Mathematics and Physics, Physical Sciences.

Minor Subject (★18)

Subject areas that may be selected as a Minor are as follows: Art, Biology, Chemistry, Drama, English Language Arts, General Sciences, Mathematical Sciences, Music: Choral, Physical Education, Physical Sciences, Philosophy and Religious Studies, Physics, Second Language French, Second Language German, Second Language Spanish, Social Studies.

Non-Education Options (★0-18)

The number of Non-Education options required will depend on the number of prerequisites and supporting courses required on the selected

- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
- EDPY 303 - Educational Assessment
- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term
- EDFX 450 - Secondary Route: Advanced Field Experience
- EDPS 410 - Ethics and Law in Teaching
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term
- ★6 EDSE (Major)
- ★3 EDSE (Minor)
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- ★3 Education Elective

Note:

The field experience components will be fulfilled in a rural or small city school placement.

Major Subject (★42)

Students will complete a General Sciences major comprised of ★ 18 in Science Foundations and ★ 24 in a subject specialization in Biology, Chemistry, General Sciences, or Mathematics.

Minor Subject (★18)

Subject areas that may be selected as a Minor are as follows: Art, Biology, Chemistry, Drama, English Language Arts, Mathematical Sciences, Philosophy and Religious Studies, Physical Education, Physical Sciences, Social Studies.

Non-Education Options (★0-18)

The number of Non-Education options required will depend on the number of prerequisites and supporting courses required on the selected

major and minor and on the degree of overlap between the core, general, major and minor requirements.

Augustana Chart

- Augustana Chart 1 Core Engagement Requirements

major and minor and on the degree of overlap between the core, general, major and minor requirements.

BSc/BEd (Secondary) Combined degree (Augustana) Changes to Admission Requirements

Current	Proposed
<p>Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana)</p> <p>This program consists of ★150, normally completed in five years, to fulfill both degree requirements.</p> <p>To gain admission to the Degrees program, students apply for admission to the Augustana Faculty, and are registered in that Faculty for the first three years of the program.</p> <p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. English Language Arts 30-1 2. Mathematics 30-1 3. Two subjects from Group C (see additional requirements below for specific majors and minors) 4. One subject from Group A, B, C or Physical Education 30, Aboriginal Studies 30 or other approved 30-level subject. <p>For other approved 30-level subjects, contact Augustana Faculty Prospective Student Office at: www.augustana.ualberta.ca/admissions/ or phone 1-800-661-8714.</p> <p>Additional Requirements</p> <ol style="list-style-type: none"> 1. For a major or minor in Biology, Biology 30 and Chemistry 30 are required. 2. For a major or minor in Chemistry, Chemistry 30 is required. 3. For a major or minor in General Sciences, Biology 30, Chemistry 30, and Physics 30 are required. 4. For a major in Mathematics and Physics, Physics 30 is required. 5. For a minor in Music: Choral, completion of a music questionnaire is required. Contact the Augustana Faculty 	<p>Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana)</p> <p>This program consists of ★150, normally completed in five years, to fulfill both degree requirements.</p> <p>To gain admission to the Degrees program, students apply for admission to the Augustana Faculty, and are registered in that Faculty for the first three years of the program.</p> <p>I. High School Requirements</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> 1. English Language Arts 30-1 2. Biology 30 3. Chemistry 30 4. Mathematics 30-1 5. One subject from Group A, B, C or Physical Education 30, Aboriginal Studies 30 or other approved 30-level subject. <p>For other approved 30-level subjects, contact Augustana Faculty Student Academic Services Office at: www.ualberta.ca/augustana/programs/futurestudents.html or phone 780-679-1132.</p>

Department for more information. Also see Augustana under [Admission and Readmission Deadlines](#).

6. For a major or minor in **Physical Sciences**, Chemistry 30 and Physics 30 are required.

7. For a minor in **Physics**, Physics 30 is required.

8. For a minor in **Second Languages: French**, French 30 is recommended.

9. For a minor in **Second Languages: German**, German 30 is recommended.

II. Transfer Applicants

Refer to [Postsecondary Transfer Applicants](#), and [Postsecondary Applicants](#)

Note: An admission grade point average of at least 2.3 is required.

III. Nonmatriculated Applicants

Subject Requirements

1. English Language Arts 30-1
2. Mathematics 30-1

See additional requirements below for specific majors and minors.

Additional Requirements

1. For a major or minor in **Biology**, Biology 30 and Chemistry 30 are required.

2. For a major or minor in **Chemistry**, Chemistry 30 is required.

3. For a major or minor in **General Sciences**, Biology 30, Chemistry 30, and Physics 30 are required.

4. For a major in **Mathematics and Physics**, Physics 30 is required.

5. For a minor in **Music: Choral**, completion of a music questionnaire is required. Contact the Augustana Faculty Department for more information. Also see Augustana under [Admission and Readmission Deadlines](#).

6. For a major or minor in **Physical Sciences**, Chemistry 30 and Physics 30 are required.

7. For a minor in **Physics**, Physics 30 is required.

8. For a minor in **Second Languages: French**, French 30 is recommended.

9. For a minor in **Second Languages: German**, German 30 is recommended.

II. Transfer Applicants

Refer to [Postsecondary Transfer Applicants](#), and [Postsecondary Applicants](#)

Note: An admission grade point average of at least 2.3 is required.

III. Nonmatriculated Applicants

Subject Requirements

1. English Language Arts 30-1
2. **Biology 30**
3. **Chemistry 30**
4. Mathematics 30-1

IV. Admission to Year 4 in the Faculty of Education

All qualified Year 3 Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) students will be promoted to Year 4 in the Faculty of Education provided that:

1. A minimum of ★90 applicable to this program has been successfully completed.
2. An AGPA of at least 2.3 has been achieved. (See [Admission Grade Point Average \(AGPA\) Calculation](#) regarding the definition and calculation of the AGPA.)
3. A Major GPA of at least 2.3 has been achieved, calculated over all courses in the Major Subject (but not including prerequisite and supporting courses).
4. Spoken English Requirement: Applicants must also meet a spoken English requirement. See [Language Proficiency Requirements](#) "English Language Proficiency" for specific score requirements.

Students in Year 3 who have completed less than ★90 toward the BSc/BEd Degrees program but who have an AGPA and major GPA of at least 2.3 may:

1. Remain in Year 3 of the BSc/BEd Degrees program in the Augustana Faculty for one additional year, or
2. Apply to enter the Augustana BA or BSc degree program.

IV. Admission to Year 4 in the Faculty of Education

All qualified Year 3 Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana) students will be promoted to Year 4 in the Faculty of Education provided that:

1. A minimum of ★90 applicable to this program has been successfully completed.
2. An AGPA of at least 2.3 has been achieved. (See [Admission Grade Point Average \(AGPA\) Calculation](#) regarding the definition and calculation of the AGPA.)
3. A Major GPA of at least 2.3 has been achieved, calculated over all courses in the Major Subject (but not including prerequisite and supporting courses).
4. Spoken English Requirement: Applicants must also meet a spoken English requirement. See [Language Proficiency Requirements](#) "English Language Proficiency" for specific score requirements.

Students in Year 3 who have completed less than ★90 toward the BSc/BEd Degrees program but who have an AGPA and major GPA of at least 2.3 may:

3. Remain in Year 3 of the BSc/BEd Degrees program in the Augustana Faculty for one additional year, or
4. Apply to enter the Augustana BA or BSc degree program.