

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, November 18, 2021 meeting:

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

- Agricultural, Life and Environmental Sciences
- Business
- Education
- Engineering
- Kinesiology, Sport, and Recreation
- Medicine and Dentistry
- Rehabilitation Medicine
- Saint-Jean
- Science

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 Agricultural, Life, and Environmental Sciences, Business, Education, Engineering, Kinesiology, Sport, and Recreation, Medicine and Dentistry, Rehabilitation Medicine, Saint-Jean, and Science.

FINAL Item 4

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

**A. Changes to Application Deadlines for Graduate Programs in Anthropology**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to application deadlines for graduate programs in Anthropology as set forth in attachment A.

**B. Changes to Admission and Program Requirements for the Bachelor of Commerce Cooperative Education Program**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to admission and program requirements for the Bachelor of Commerce Cooperative Education Program as set forth in attachment B.

**C. Changes to AGPA Calculations for Postsecondary Transfer Students to Undergraduate Programs in Faculty of Science**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed changes to AGPA calculations for postsecondary transfer students to undergraduate programs in the Faculty of Science as set forth in attachment C.

Final Item 5

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Agenda Title: **Proposed Change of Course Designator from PSYCO to PSYCH, Faculty of Arts and Faculty of Science**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a change of course designator for Psychology from PSYCO to PSYCH, as submitted by the Faculty of Arts and the Faculty of Science, for implementation upon approval.

Final Item 6

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Agenda Title: **Proposed Changes to the Faculty of Kinesiology, Sport, and Recreation's Activity Core Program Requirements**

CARRIED MOTION:

THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed changes to the Activity Core requirements of the BKin and BKin/BEEd undergraduate degree programs, and associated course and program changes, as set forth in Attachments 1-5, for publication in the 2022-23 University Calendar.

FINAL Item 7

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Agenda Title: **Proposed Elimination of the Comprehensive Exam for Graduate Programs, School of Public, and Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT GFC Programs Committee, with delegated authority from General Faculties Council, approve the elimination of the PhD comprehensive exams as a requirement for all PhD degrees within the School of Public Health (SPH), for implementation upon final approval, and inclusion in the 22-23 calendar.

FINAL Item 8

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Agenda Title: **Proposed Change to AGPA Calculation for Internal Undergraduate Transfer Students**

TABLED MOTION:

That GFC Programs Committee recommend that General Faculties Council approve the proposed change to the admissions regulation to allow repeated courses to be used in the calculation of admission grade point average (AGPA) for internal undergraduate students.

Item 9 (documents not included)

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FINAL Item No. 4

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<p>Course and Minor Program Changes</p> <ul style="list-style-type: none"> <li>– Agricultural, Life, and Environmental Sciences</li> <li>– Business</li> <li>– Education</li> <li>– Engineering</li> <li>– Kinesiology, Sport, and Recreation</li> <li>– Medicine and Dentistry</li> <li>– Rehabilitation Medicine</li> <li>– Saint-Jean</li> <li>– Science</li> </ul>
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty Councils
Presenter(s)	Janice Causgrove Dunn, 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)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Vice-Provost (Programs) and Chair, GFC Programs Committee</li> <li>• Faculty Councils</li> <li>• Representatives of the Office of the Registrar</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Undergraduate Program Support Team</li> <li>• Graduate Program Support Team</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Items have been posted on the University Governance website for information</li> </ul>
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC November 18, 2021

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Objective 21
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee (PC) Terms of Reference

Attachments

1. Agricultural, Life, and Environmental Sciences
2. Business
3. Education
4. Engineering
5. Kinesiology, Sport, and Recreation
6. Medicine and Dentistry
7. Rehabilitation Medicine
8. Saint-Jean
9. Science

*Prepared by:* Heather Richholt, Assistant Secretary to GFC, [heather.richholt@ualberta.ca](mailto:heather.richholt@ualberta.ca)



**University of Alberta Course Proposal**

Faculty: ALES

The ALES 2022/23 Calendar Undergraduate Course Proposals Approved by ALES Academic Coordinating Committee on April 28, 2021.

Type	Proposed							Current						
	Subject	Number	Title	Units	Hours	Calendar Term	Description	Subject	Number	Title	Units	Hours	Calendar Term	Description
Course Change	AREC	214	Applications of Quantitative Models to Food, Resources and the Environment	3	3-0-2	either	An introduction to methods and tools that are used to solve quantitative problems related to agriculture, food, forestry, and the environment. Emphasis is on the use of these techniques for economic analysis. Students are introduced to the use of linear algebra, calculus and constrained optimization techniques. Classroom examples, laboratory assignments and computer tutorials are provided to give practice in applying quantitative tools to empirical problems. Prerequisite: Mathematics 30-1.	AREC	214	Applications of Linear Models to Food, Resources and the Environment	3	3-0-2	either	An introduction to methods and tools that are used to solve linear quantitative problems. Emphasis is on the use of these techniques for economic analysis in applications related to agriculture, food, forestry, and the environment. Classroom examples, laboratory assignments and computer tutorials are provided to give practice in applying quantitative tools to empirical problems. Prerequisite: Mathematics 30-1.
New Course	ENCS	299	Special Topics in Field Skills and Their Application in the Environmental and Conservation Sciences	1	4 days	TBA	Focuses on specialized field skills, their application, and integration in different sub-disciplines of the environmental and conservation sciences. The course involves off-campus field experiences. A student is required to select a topic related to their major, but may take additional sections as part of their electives. Pre- or corequisite: REN R 290. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.							
Course Change	HECOL	360	Dress and Culture	3	3-0-0	either	The complex phenomenon of bodily adornment is explored in relationship to values, attitudes, activities, beliefs, and forms of knowledge. Clothing is considered in terms of how it is expressive of various aspects of culture. Students develop analytical skills to help them understand the role played by clothing in different times, places and contexts. Prerequisite: HECOL 268. Normally offered in alternate years.	HECOL	360	Dress and Culture	3	3-0-0	either	The complex phenomenon of bodily adornment is explored in relationship to values, attitudes, activities, beliefs, and forms of knowledge. Clothing is considered in terms of how it is expressive of various aspects of culture. Students develop analytical skills to help them understand the role played by clothing in different times, places, and contexts. Prerequisite: HECOL 201.
New Course	HECOL	368	Fashion History: Interpretations & Exhibition	3	3-0-3	either	Advanced study of Western dress from the 18th century to the present. Lectures and labs introduce students to artifactual research and the handling, storage, examination, documentation and exhibition of artifacts. Sources explored include artwork, fashion plates, texts, caricatures, photography, patterns, reproduction garments and historical clothing from the Anne Lambert Clothing and Textiles Collection. Students co-curate an exhibition as part of the course. Prerequisite: HECOL 268. Normally offered in alternate years.							
Course Change	HECOL	415	Families and Aging	3	0-3s-0	either	Current issues in mid- and later-life families including relationships between aging parents and adult children, grandparent relationships, family caregiving. Prerequisite: HECOL 214 or HECOL 313.	HECOL	415	Families and Aging	3	3-0-0	either	Explores issues in mid and later life families including intergenerational and interpersonal relationships and family care. Prerequisite: HECOL 214 or 313.
Course Deletion								HECOL	460	Nineteenth, Twentieth, and Twenty-First Century Dress in the Western World	3	3-0-3	either	Advanced study of Western dress from the 19th century to the present. Lectures and labs introduce students to artifactual research and the handling, storage, examination, documentation and exhibition of artifacts. Resources include fashion plates, photographic archives, and artifacts from the Anne Lambert Clothing and Textiles Collection. Students co-curate an exhibition as part of the course. Prerequisite: HECOL 268. Normally offered in alternate years.
Course Change	NU FS	425	Methods and Applications in Nutritional Product Development	3	3-0-3	second	Development of the rationale and concept or prototype of a novel food with beneficial nutritional properties. Practical and theoretical aspects of nutritional product development and current issues in nutrition and health. Students will complete a group project in the area of nutrition and food science. Prerequisite: *90.	NU FS	425	Methods and Applications in Nutritional Product Development	3	3-0-3	second	Development of the rationale and concept or prototype of a novel food with beneficial nutritional properties. Practical and theoretical aspects of nutritional product development and current issues in nutrition and health. Students will complete a group project in the area of nutrition and food science. Prerequisites: NU FS 374 and *90.
Course Change	NU FS	430	Principles of Sensory Evaluation of Foods	3	3-0-3	first	Principles and methods of analysis of the sensory properties of foods; appearance, texture, aroma, and taste. Physiology of sensory receptors. Applications, advantages, and limitations of sensory methods. Prerequisites: *3 STAT and one of NU FS 250 or NU FS 374.	NU FS	430	Principles of Sensory Evaluation of Foods	3	3-0-3	first	Principles and methods of analysis of the sensory properties of foods; appearance, texture, aroma, and taste. Physiology of sensory receptors. Applications, advantages, and limitations of sensory methods. Prerequisites: *3 STAT and NU FS 374.
Course Change	NU FS	490	Innovations in Food Science	3	3-0-0	first	Integrated exploration of emerging concepts and novel technologies and innovations in food science. Prerequisite: *60.	NU FS	490	Innovations in Food Science	3	3-0-0	first	Integrated exploration of emerging concepts and novel technologies in food science with focus on high pressure treatment, food packaging, hygienic design and the use of enzymes in food. Pre- or corequisites: (NU FS 283 or NU FS 311), (NU FS 372 or 373) and (NU FS 361 or 363).

Course Change	PL SC	499	Cropping Systems	3	3-0-0	second	This course is intended as the capstone course for crop science, and other majors, and provides an opportunity for students to integrate their knowledge about various aspects of crop management, and environmental and economic sustainability. The course centers on the completion of a group project. Lecture time will be divided between traditional lectures and guest lectures to facilitate interactions with agricultural professionals, and project management to engage students with real-world agricultural challenges. Prerequisites: PL SC 355, REN R 210, and *6 from: PL SC 310, PL SC 324, PL SC 352, PL SC 380.	PL SC	499	Cropping Systems	3	3-0-3	first	The cropping systems of Alberta are unique and specific to the diverse climatic regions of the province. This course will discuss crop and variety choices, crop rotations, nutrient requirements, agronomic management, soil health and pest management options within the context of environmental and economic sustainability. The course depends on interaction with agronomists, other professionals and researchers from across Alberta. Completion of a group project is a major component of the laboratory. Prerequisites: PL SC 355, REN R 210, and *6 from PL SC 324, PL SC 352, PL SC 380. PL SC 495 and REN R 445 recommended.
New Course	R SOC	260	Indigenous Foundations for Environmental and Conservation Sciences	3	3-0-0	either	An introduction to the intersections of environmental and conservation sciences and Indigenous peoples, knowledges, practices and beliefs. Topics include: Indigenous knowledge in the management of forests, rangelands, fisheries, wildlife, water resources and the reclamation of valued landscapes, environmental issues facing Indigenous peoples in different places, and Indigenous rights, laws and consultation requirements. Students are encouraged to enroll in their first or second year of study.							
Course Change	REN R	101	Introductory Forestry Field School	0	6 days	first	A general overview of the practice of Forestry. This orientation includes an introduction to basic forest measurements, forest management practices, and will include tours of a number of major forest operations in Alberta. Course runs for six days just prior to Fall registration and includes a number of one hour sessions during the term, where students can connect with one another, forestry professors and professionals. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.	REN R	101	Introductory Forestry Field School	0	6 days	first	A general overview of the practice of Forestry. This orientation includes an introduction to basic forest measurements, forest management practices, and will include tours of a number of major forest operations in Alberta. Course runs for six days just prior to Fall registration. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.
New Course	REN R	105	Introduction to Environmental Sciences	3	3-0-0	first	This course introduces students to environmental sciences by exploring the relationship between humans and their environment; especially the issues and science on the biosphere, atmosphere, and its species. Emphasis is on understanding our natural environment, our human impacts, and approaches to sustaining, managing, and restoring our natural resources using real-world issues such as climate change and biodiversity conservation.							
Course Change	REN R	110	Natural Resource Measurement	3	3-0-2	second	Designed to introduce students to the principles and practices of measuring various natural resources and to the visualization, interpretation, and management of data.	REN R	110	Natural Resource Measurement	3	3-0-2	second	Designed to introduce students to the principles and practices of measuring timber, water, range, wildlife, biodiversity and recreation.
Course Change	REN R	250	Water Resource Management	3	3-0-0	either	The course introduces basic hydrological principles, the global water cycle, global demand and supply of freshwater, history and current concepts in water resource management, water conflict, water law, and water economics. The course emphasizes Canadian and global water management issues of the 21 <sup>st</sup> century, including water regulation, climate change, drinking water availability, water quality, eutrophication, and freshwater biodiversity. Prerequisite: *30.	REN R	250	Water Resource Management	3	3-0-0	second	Global perspective of supply of and demand for water, basic hydrologic principles, concepts in water management, human intervention in the hydrologic cycle, and environmental issues related to this intervention. Prerequisite: *30 at the university level with at least *6 in the life or natural sciences.
New Course	REN R	290	Field Skills in Environmental, Conservation, and Forest Sciences	2	7 days	TBA	Combines the concepts and practices of environmental, conservation and forest sciences in an off-campus field experience. Proficiency in sampling, identification, and measurement of biophysical components of terrestrial and aquatic environments is emphasized. Prerequisites: *30 and REN R 110. REN R 205, REN R 210 and REN R 120 are recommended. Students must complete this course prior to completion of the final *30 of their program. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.							
New Course	REN R	295	Special Topics in Field Skills and Their Application in Forest Sciences	1	4 days	TBA	Focuses on specialized field skills and their application in forest sciences. The course involves off-campus field experiences. Pre- or corequisite: REN R 290. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.							

Course Deletion									REN R	299	Environmental and Conservation Sciences and Forestry Field School	3	3 weeks	spring/summer	Combines the concepts, theories and practices of environmental, conservation and forest sciences in an off-campus field experience. Field skill proficiency in planning, measurement, analysis and reporting is emphasized for biophysical and socioeconomic components of the environment. Prerequisites: *30 and REN R 110. REN R 205 or REN R 210 and a plant identification course are recommended. Students must complete this course prior to completion of the final *30 of their program. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar.
New Course	REN R	305	Principles and Practices of Reclamation and Restoration	3	3-0-0	first	Principles and practical techniques currently applied in reclamation and restoration including: (1) landscape and soil reconstruction practices; (2) passive and active revegetation practices, taking into account the interaction between biotic and abiotic components; and (3) regulations governing reclamation after industrial disturbance. Field trips and lab exercises in the first month are held outside. Prerequisites: REN R 120, REN R 210, and REN R 250.								
Course Change	REN R	307	Environmental Assessment Principles and Methods	3	3-0-0	first	Principles and elements of environmental assessment with an interdisciplinary focus. Topics include types of environmental assessments and when to use them, the Alberta and Canadian environmental assessment processes, the relevant legal framework, sampling and pathways of effects for different biophysical components, mitigation of environmental impacts and assessment of risk. Prerequisites: *60 and one of REN R 290 or REN R 299. One course each on soils, plants, wildlife, and water are recommended.	REN R	307	Environmental Assessment Principles and Methods	3	3-0-0	first	Principles and elements of environmental assessment with an interdisciplinary focus. Topics include types of environmental assessments and when to use them, the Alberta and Canadian environmental assessment processes, the relevant legal framework, sampling and pathways of effects for different biophysical components, mitigation of environmental impacts and assessment of risk. Prerequisites: *60 and REN R 299. One course each on soils, plants, wildlife, and water are recommended.	
New Course	REN R	341	Soil Formation and Landscape Processes	3	3-0-3	first	Soil formation, with emphasis on landscape processes as factors in soil development; pedogenic processes and their relation to environmental issues; soils; vegetation, and geological associations; kinds and distribution of soils in Canada; soil classification; field examination and computer-assisted learning of soils and their landscape. Field trips. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: REN R 210.								
Course Change	REN R	368	Management and Utilization of Forest Genetic Resources	3	3-0-1	second	Basic principles in plant genetics and resource utilization including tree improvement and reclamation will be covered. Regular lectures will be supplemented with guest lectures and one lab exercise or field trip per month, an individual or group term report and a group report presentation/poster will be assigned. Lab exercises may include field trips, with times to be confirmed. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: *30.	REN R	368	Management and Utilization of Forest Genetic Resources	3	3-0-3	second	Basic principles in plant genetics and resource utilization including tree improvement and reclamation will be covered. Regular lectures will be supplemented with guest lectures and one lab exercise or field trip per month, an individual term report and a group project presentation/poster will be assigned. Lab exercises may include field trips. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: *30.	
Course Change	REN R	423	Advanced Silviculture	3	3-0-0	first	Readings, discussions and exercises on current topics in silviculture. Possible topics include: forest microsites, forest competition, plantation forestry, partial-cut systems, or intensive management. Normally offered in alternate years. Prerequisite: REN R 323.	REN R	423	Advanced Silviculture	3	3-0-0	second	Readings, discussions and exercises on current topics in silviculture. Possible topics include: forest microsites, forest competition, plantation forestry, partial-cut systems, or intensive management. Normally offered in alternate years. Prerequisite: REN R 323.	
Course Change	REN R	430	Forest Resources Management	3	3-0-2	first	Analytical techniques used by renewable resource managers for management of wildland areas for single or multiple outputs; problems of defining optimality when confronted with competing uses and multiple outputs. Prerequisite: *60.	REN R	430	Forest Resources Management	3	3-0-3	first	Analytical techniques used by renewable resource managers for management of wildland areas for single or multiple outputs; problems of defining optimality when confronted with competing uses and multiple outputs. Prerequisite: *54 of University credit.	
Course Change	REN R	431	Integrated Forest Management	3	3-0-2	second	Problem solving, decision making and planning in relation to the management of forest resources. Application of models and related tools. Public involvement and issues management will be addressed. Prerequisites: REN R 295 or REN R 299, REN R 323, and REN R 430.	REN R	431	Integrated Forest Management	3	3-0-3	second	Problem solving, decision making and planning in relation to the management of forest resources. Application of models and related tools. Public involvement and issues management will be addressed. Prerequisites: REN R 299, REN R 323, and REN R 430.	
Course Deletion								REN R	441	Soil Formation and Landscape Processes	3	3-0-3	first	Soil formation, with emphasis on landscape processes as factors in soil development; pedogenic processes and their relation to environmental issues; soils; vegetation, and geological associations; kinds and distribution of soils in Canada; soil classification; field examination and computer-assisted learning of soils and their landscape. Field trips. Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: REN R 210.	

<b>Course Change</b>	REN R	445	Soil Fertility	3	3-0-3	second	Essential plant nutrients; driving factors of nutrient bioavailability and cycling; plant uptake and utilization of nutrients; evaluation of soil fertility in terms of nutrient deficiencies and responses; management of soil fertility challenges from both productivity and environmental perspectives; assessing options of nutrient sources. Lab exercises may include field trips. May require payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: REN R 210.	REN R	445	Soil Fertility	3	3-0-3	second	Essential plant nutrients; factors influencing nutrient availability; methods of evaluating soil fertility; correction of soil fertility problems; manufacture, composition, and use of fertilizers. Lab exercises may include field trips. May require payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Prerequisite: REN R 210.
<b>Course Change</b>	SUST	201	Introduction to Sustainability	3	3-0-0	variable	An introduction to the history of sustainability as a concept, contemporary sustainability issues, and the diverse perspectives that disciplines and professions take on while approaching sustainability. Not available to students with credit in HGP 250 or HGEO 250.	SUST	201	Introduction to Sustainability	3	3-0-0	variable	An introduction to the history of sustainability as a concept, contemporary sustainability issues, and the diverse perspectives that disciplines and professions take on while approaching sustainability.
<b>Course Change</b>	SUST	202	Global Sustainable Development and the Sustainable Development Goals	3	3-0-0	variable	An introduction to sustainable development with a global perspective and a focus on the United Nations Sustainable Development Goals (SDGs).	SUST	202	Global Sustainable Development and the Sustainable Development Goals	3	3-0-0	variable	An introduction to sustainable development with a global perspective and a focus on the United Nations Sustainable Development Goals (SDGs). Prerequisite: SUST 201.
<b>New Course</b>	SUST	300	Topics in Sustainability	3	3-0-0	variable	Topics vary; may be taken more than once for credit provided no topic is repeated.							

**FACULTY OF GRADUATE STUDIES AND RESEARCH**

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**2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:**

Current	Proposed
<p><b>Graduate Programs</b></p> <p><b>Business [Graduate]</b> [...] The Degree of PhD in Business</p> <p><b>The Degree of PhD in Business with a specialization in Accounting [Graduate]</b></p> <p>Students specializing in Accounting will follow a Financial Economics discipline or Behavioral and Organizational discipline.</p> <p><b>Program Requirements</b></p> <p>Normally, all students should complete ★36 during the first two years of study.</p> <p>Required courses (★6) for all Accounting disciplines:</p> <ul style="list-style-type: none"> <li>• <del>ACCTG 701 – The Methodological Foundations of Accounting Research</del></li> <li>• <del>ACCTG 708 - Introduction to Financial Economics Based Research in Accounting</del></li> </ul> <p><b>Financial Economics Discipline:</b></p> <p>Required courses (★6):</p> <ul style="list-style-type: none"> <li>• <del>ACCTG 706 – Behavioral Research in Accounting</del> <b>OR</b></li> <li>• <del>ACCTG 707</del></li> <li>• <del>AND</del></li> <li>• <del>ACCTG 732 – Analytical Research in Accounting</del> <b>OR</b></li> </ul>	<p><b>Graduate Programs</b></p> <p><b>Business [Graduate]</b> [...] The Degree of PhD in Business</p> <p><b>The Degree of PhD in Business with a specialization in Accounting [Graduate]</b></p> <p>Students specializing in Accounting will follow a broad, theoretically- and methodologically-focused program.</p> <p><b>Program Requirements</b></p> <p><b>Coursework</b></p> <p>Students are required to complete *36 during the first two years of full-time study chosen from the following:</p> <p><b>Required courses (★12):</b></p> <ul style="list-style-type: none"> <li>• <b>ACCTG 701 - Introduction to Accounting Research (*3)</b></li> <li>• <b>ACCTG 706 - Introduction to Behavioral and Experimental Accounting Research (*3)</b></li> <li>• <b>ACCTG 707 - Introduction to Analytical Accounting Research (*3)</b></li> <li>• <b>ACCTG 708 - Introduction to Empirical Accounting Research (*3)</b></li> <li>• <b>Any other advanced three-credit (*3) graduate level accounting course(s) selected in consultation with and approved by the interim advisor or supervisor</b></li> </ul> <p><b>Research methods courses (★15):</b></p> <ul style="list-style-type: none"> <li>• <b>ACCTG 703 (*3); and,</b></li> <li>• <b>Four *3 graduate level courses selected in consultation with and approved by the interim advisor or supervisor</b></li> </ul>

•ACCTG-733

Research methods courses (★15):

Normally three graduate-level statistics or econometrics courses and two graduate-level economics courses; students with a strong background in these subjects may have modified requirements.

Cognate discipline courses (★9):

Normally comprised of two doctoral seminars in finance and one other course with the approval of the supervisor.

**Behavioral and Organizational Discipline:**

Required courses (★6):

- [ACCTG-711—Seminar on Judgement and Decision Making Research in Accounting](#) •AND

for Behavioral Concentration:

- [ACCTG-706—Behavioral Research in Accounting](#)
- OR

for Organizational Concentration:

- ACCTG-707

Research methods courses (★12):

Normally four methodology courses covering statistics, experimental design, or qualitative research methodology; students with a strong background in these subjects may have modified requirements.

Cognate discipline courses (★12):

Normally comprised of four courses in psychology, sociology, strategic management & organization, political science, anthropology, history, philosophy, or economics.

[...]

**Cognate discipline courses (★9):**

- Three\*3 graduate level courses from a cognate discipline selected in consultation with and approved by the interim advisor or supervisor

**Justification:** The Accounting Specialization plans to move from separate research streams to a unified program, in order to provide students with broad training regardless of their particular areas. The proposed changes implement the recommendations toward that goal discussed in the PhD Policy Committee Meeting of March 30, 2021.

**Approved by:** Business PhD Policy Committee August 4, 2021. Business Council Approval Sept 3, 2021



September 14, 2021

**2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:**

Current	Proposed
<p><b>Graduate Programs</b></p> <p><b>Business [Graduate]</b> [...]</p> <p><b>The Degree of PhD in Business with a specialization in Marketing</b></p> <p><b>Coursework</b> Normally, all students should complete ★36 during the first two years of study.</p> <p><b>Required courses (★15):</b></p> <ul style="list-style-type: none"> <li>• <del>MARK 710 – Research Methodology in Marketing</del></li> <li>• MARK 720 – Consumer Behavior</li> <li>• MARK 725 – Human Judgment and Decision Making</li> <li>• MARK 740 – Marketing Models</li> <li>• MARK 750 – Marketing Theory</li> </ul> <p><b>Research methods courses (★9):</b></p> <ul style="list-style-type: none"> <li>• BUS 715 – Experimental Design for Behavioural Science <b>AND</b></li> <li>• <del>two other courses</del> with the approval of the supervisor.</li> </ul> <p><b>Elective courses (★12):</b> Four courses related to a cognate discipline, usually in behavioral science, judgement and decision making, psychology, microeconomics, or statistics, with the approval of the supervisor.</p> <p><b>Thesis</b> [...]</p>	<p><b>Graduate Programs</b></p> <p><b>Business [Graduate]</b> [...]</p> <p><b>The Degree of PhD in Business with a specialization in Marketing</b></p> <p><b>Coursework</b> Normally, all students should complete ★36 during the first two years of study.</p> <p><b>Required courses (★15):</b></p> <ul style="list-style-type: none"> <li>• MARK 720 – Consumer Behavior</li> <li>• MARK 725 – Human Judgment and Decision Making</li> <li>• MARK 740 – Marketing Models</li> <li>• MARK 750 – Marketing Theory</li> <li>• <b>MARK 799 – Individual Research</b></li> </ul> <p><b>Research methods courses (★9):</b></p> <ul style="list-style-type: none"> <li>• BUS 715 – Experimental Design for Behavioural Science</li> <li>• <b>MARK 710 – Research Methodology in Marketing</b></li> <li>• <b>one other course</b> with the approval of the supervisor.</li> </ul> <p><b>Elective courses (★12):</b> Four courses related to a cognate discipline, usually in behavioral science, judgement and decision making, psychology, microeconomics, or statistics, with the approval of the supervisor.</p> <p><b>Thesis</b> [...]</p>
<p><b>Justification:</b> MARK 710 is more appropriately classified as a Research Methods course. Students are encouraged to take at least one individual research course with a faculty member who is not also their supervisor.</p>	



Approved by: Business PhD Policy Committee Sept 28, 2021; Business Council Oct 14, 2021.

**Faculty of Business**  
**PhD Calendar Change Request Form**

<b>Department:</b>	Accounting and Business Analytics		
<b>Implementation:</b>	Fall 2022		
<b>Type of Change:</b>	Course Deletion:	Course Change: <input checked="" type="checkbox"/>	New Program:
	New Course:	Program Change:	Other:

CURRENT:	PROPOSED:
<p>ACCTG 701 <del>The Methodological Foundations of Accounting Research</del></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p><del>Because the practice of accounting and the use of accounting information are complex and multifaceted, a wide variety of research approaches provide an understanding of accounting. These approaches are primarily in the social sciences, but also in mathematics and some of the humanities, such as history and philosophy. The purpose of this course is to examine some of the fundamental ideas and concepts underlying the research process in accounting. It focuses on the philosophy of the social sciences, since they provide the core of theory and methods for accounting research. Topics include the objectives of social science research; the nature and role of theories; the relationship between facts and values; theory construction, testing, falsification and inference; positivist vs. non-positivist methods; social studies of science and scientists; and research ethics (including research involving human subjects). The emphasis is on the scientific method broadly construed and applied, rather than on specific techniques. Open to all doctoral students or with written permission of the instructor. Approval of the Business PhD Program Director is also required for non-PhD students.</del></p>	<p>ACCTG 701 <b>Introduction to Accounting Research</b></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p><b>A survey/history of accounting thought, introducing the major research approaches in accounting. Open to all doctoral students or with written permission of the instructor. Approval of the Associate Dean, PhD Program is also required for non-PhD students.</b></p>

Rationale:

This proposal would make this course more focused, providing PhD students in accounting with an overview of the major research topics and themes in the field.

Submitted by:  \_\_\_\_\_  
Karim Jamal, Department Chair

Date: 4/28/2021


**Faculty of Business**  
**PhD Calendar Change Request Form**

<b>Department:</b>	Accounting and Business Analytics		
<b>Implementation:</b>	Fall 2022		
<b>Type of Change:</b>	Course Deletion:	Course Change: <input checked="" type="checkbox"/>	New Program:
	New Course:	Program Change:	Other:

CURRENT:	PROPOSED:
<p>ACCTG 706 <del>Behavioral Research in Accounting</del></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>A generalist course on research that is primarily oriented to individual behavior in accounting settings. Topics covered will include individual cognitive processes and limitations, the experimental method, and a broad survey of experimental studies (drawing on psychology and economics) conducted in accounting settings. Open to all doctoral students or with the written permission of the instructor. Approval of the <del>Business PhD Program Director</del> is also required for non-PhD students.</p>	<p>ACCTG 706 <b>Introduction to Behavioral and Experimental Accounting Research</b></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>A generalist course on research that is primarily oriented to individual behavior in accounting settings. Topics covered will include individual cognitive processes and limitations, the experimental method, and a broad survey of experimental <b>and field</b> studies (drawing on psychology and economics) conducted in accounting settings. Open to all doctoral students or with the written permission of the instructor. Approval of the <b>Associate Dean, PhD Program</b> is also required for non-PhD students.</p>

Rationale:

This proposal gives a more detailed description of the course. In particular, it emphasizes that this is a first PhD course in this area, and that it has a focus on methods. In this way, the proposed title indicates that this course is suitable for all students pursuing a PhD in accounting, as even those not working in behavioral research would benefit from understanding the essentials of the area and its methods.

Submitted by:   
Karim Jamal, Department Chair

Date: 4/28/2021

Approved by Business PhD Policy Committee August 4, 2021. Approved by Business Council Sept. 3, 2021.


*Faculty of Business*  
*PhD Calendar Change Request Form*

<b>Department:</b>	<i>Accounting and Business Analytics</i>		
<b>Implementation:</b>	<i>Fall 2022</i>		
<b>Type of Change:</b>	<i>Course Deletion:</i>	<i>Course Change: X</i>	<i>New Program:</i>
	<i>New Course:</i>	<i>Program Change:</i>	<i>Other:</i>

<b>CURRENT:</b>	<b>PROPOSED:</b>
<p>ACCTG 707 <del>Introduction to Accounting in its Organizational and Social Context</del></p> <p>★ 3 (fi 6)(<del>EITHER, 3-0-0</del>)</p> <p><del>A generalist course that examines historical, sociological and organizational perspectives on accounting. Topics covered will vary, but will include the development of accounting thought, historical and field methods in accounting research, theories of accounting change, political economy of accounting, and analysis of the accounting profession and regulatory institutions. Open to all doctoral students or with the written permission of the instructor. Approval of the Business PhD Program Director is also required for non-PhD students.</del></p>	<p>ACCTG 707 <b>Introduction to Analytical Accounting Research</b></p> <p>★ 3 (fi 6)(<b>EITHER, 3-0-0</b>)</p> <p><b>An introductory course to familiarize students with analytical accounting research. Topics will vary depending on the instructor's area of expertise. Open to all doctoral students or with the written permission of the instructor. Approval of the Associate Dean, PhD Program is also required for non-PhD students.</b></p>

Rationale:

This course would provide an overview of theoretical models in accounting. As an introductory course, it would familiarize the students with the literature and approaches, on a level appropriate for all accounting PhD students. This would complement the introduction to behavioral/experimental research in accounting (ACCTG 706) and the introduction to empirical research in accounting (ACCTG 708). This current version of this course is outside the expertise and interests of the research-active accounting faculty.

Submitted by:   
Karim Jamal, Department Chair

Date: 4/29/2021

Approved by Business PhD Policy Committee August 4, 2021. Approved by Business Council Sept. 3, 2021.


**Faculty of Business**  
**PhD Calendar Change Request Form**

<b>Department:</b>	Accounting and Business Analytics		
<b>Implementation:</b>	Fall 2022		
<b>Type of Change:</b>	Course Deletion:	Course Change: <input checked="" type="checkbox"/>	New Program:
	New Course:	Program Change:	Other:

CURRENT:	PROPOSED:
<p>ACCTG 708 Introduction to <del>Financial Economics Based Research in Accounting</del></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>An introductory course <del>on research that examines the role of accounting information in market economies and organizations. Topics covered will vary, including the theory underlying financial economic research and the development and a broad survey of empirical and analytical studies conducted in accounting settings. Approval of the Business PhD Program Director is also required for non-PhD students.</del></p>	<p>ACCTG 708 Introduction to <b>Empirical Accounting Research</b></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>An introductory course <b>to provide students with a sound framework for understanding and appreciating empirical/archival accounting research. Topics will vary depending on the instructor's area of expertise. Open to all doctoral students or with written permission of the instructor. Approval of the Associate Dean, PhD Program is also required for non-PhD students.</b></p>

Rationale:

This proposal shifts the focus of this course from specific substantive topics to a methodological emphasis on empirical studies in accounting. As an introductory course, it would familiarize the students with the literature and approaches, on a level appropriate for all accounting PhD students.

Submitted by:   
Karim Jamal, Department Chair

Date: 4/28/2021

Approved by Business PhD Policy Committee August 4, 2021. Approved by Business Council Sept. 3, 2021.

**Faculty of Business**  
**PhD Calendar Change Request Form**

<b>Department:</b>	Accounting and Business Analytics		
<b>Implementation:</b>	Fall 2022		
<b>Type of Change:</b>	Course Deletion:	Course Change: <input checked="" type="checkbox"/>	New Program:
	New Course:	Program Change:	Other:

CURRENT:	PROPOSED:
<p>ACCTG 711 <del>Seminar on Judgement and Decision Making Research in Accounting</del></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p><del>Judgement and Decision Making research draws on theories in psychology, economics, statistics and cognitive science to examine issues in accounting and auditing. Reviews work on a range of issues such as accountability, fraud detection, accounting policy choice, the effect of discretion in accounting rules on decisions made by managers, investors and auditors, and how well auditors can assess the knowledge and/or preferences of other agents. Students may conduct an empirical study (e.g., an experiment, survey, simulation or case study) as part of the course. Some literature in behavioral finance and marketing may also be covered. Pre or corequisite: MGTSC 705 (or equivalent). Open to all doctoral students or with the written permission of the instructor. Approval of the Business PhD Program Director is also required for non-PhD students.</del></p>	<p>ACCTG 711 <b>Advanced Topics in Behavioral and Experimental Accounting Research</b></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p><b>This course is intended to serve advanced doctoral students who have a specific interest in accounting research that uses tools from experimental psychology and/or experimental economics. Topics will vary with student interests and instructor expertise. Open to all doctoral students who have taken ACCTG 706 or the equivalent or with the written permission of the instructor. Approval of the Associate Dean, PhD Program is also required for non-PhD students.</b></p>

Rationale:

This proposal emphasizes the course's methodological focus. It creates a course explicitly for students pursuing behavioral accounting research, complementing ACCTG 706 (which is an introduction that would be familiarizing all accounting PhD students with behavioral research, regardless of their research area).

Submitted by:  \_\_\_\_\_  
Karim Jamal, Department Chair

Date: 4/28/2021

Approved by Business PhD Policy Committee August 4, 2021. Approved by Business Council Sept. 3, 2021


**Faculty of Business**  
**PhD Calendar Change Request Form**

<b>Department:</b>	Accounting and Business Analytics		
<b>Implementation:</b>	Fall 2022		
<b>Type of Change:</b>	Course Deletion:	Course Change: <input checked="" type="checkbox"/>	New Program:
	New Course:	Program Change:	Other:

CURRENT:	PROPOSED:
<p>ACCTG 732 <b>Analytical Research in Accounting</b></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p><del>Develops an information economics framework for understanding the role of accounting information in financial markets and in organizations. Involves significant microeconomics, game theory, and mathematics. Pre- or corequisite: ACCTG 731 or equivalent. Open to all doctoral students or with written permission of the instructor. Approval of the Business PhD Program Director is also required for non-PhD students.</del></p>	<p>ACCTG 732 <b>Advanced Topics in Analytical Accounting Research</b></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p>This course is intended to serve advanced doctoral students who have a specific interest in accounting research that uses tools from information economics or other branches of economic theory, game theory, and mathematics. Topics will vary with student interests and instructor expertise. Open to all doctoral students who have taken ACCTG 707 or the equivalent or with the written permission of the instructor. Approval of the Associate Dean, PhD Program is also required for non-PhD students.</p>

Rationale:

This proposal emphasizes the course's methodological focus. It creates a course explicitly for students pursuing analytical accounting research, complementing ACCTG 707 (which is an introduction that would be familiarizing all accounting PhD students with analytical research, regardless of their research area). The new course title would align with other advanced topics courses in accounting (ACCTG 711 covering advanced topics in behavioral and experimental accounting research and ACCTG 733 covering advanced topics in empirical accounting research).

Submitted by:   
Karim Jamal, Department Chair

Date: 4/28/2021

Approved by Business PhD Policy Committee August 4, 2021. Approved by Business Council Sept. 3, 2021.


**Faculty of Business**  
**PhD Calendar Change Request Form**

<b>Department:</b>	Accounting and Business Analytics		
<b>Implementation:</b>	Fall 2022		
<b>Type of Change:</b>	Course Deletion:	Course Change:	New Program:
	New Course: <b>X</b>	Program Change:	Other:

CURRENT:	PROPOSED:
	<p><b>ACCTG 733 Advanced Topics in Empirical Accounting Research</b></p> <p><b>★ 3 (fi 6)(EITHER, 3-0-0)</b></p> <p>This course is intended to serve advanced doctoral students who have a specific interest in empirical / archival accounting research. The course will emphasize advanced research topics in empirical/archival accounting research. Open to all doctoral students who have taken ACCTG 708 or the equivalent or with the written permission of the instructor. Approval of the Associate Dean, PhD Program is also required for non-PhD students.</p>

Rationale:

This proposal reintroduces an advanced topics course in empirical research, emphasizing the course's methodological focus. It creates a course explicitly for students pursuing empirical accounting research, complementing ACCTG 708 (which is an introduction that would be familiarizing all accounting PhD students with empirical research, regardless of their research area). The new (revived) course would align with other advanced topics courses in accounting (ACCTG 711 covering advanced topics in behavioral and experimental accounting research and ACCTG 732 covering advanced topics in analytical accounting research).

Submitted by:   
Karim Jamal, Department Chair

Date: 4/28/2021

Approved by Business PhD Policy Committee August 4, 2021. Approved by Business Council Sept 3, 2021.



**Faculty of Business**  
**Master's Programs Office**  
**Calendar Change Request Form**

<b>Department:</b>	<i>Marketing, Business Economics and Law</i>		
<b>Implementation:</b>	<i>Session &amp; Term: Fall 2022</i>	<i>Normal:</i>	<i>Early: X</i>
<b>Type of Change:</b>	<i>Course Deletion:</i>	<i>Course Change: X</i>	<i>New Program:</i>
	<i>New Course:</i>	<i>Program Change:</i>	<i>Other:</i>

<b>CURRENT:</b>	<b>PROPOSED:</b>
<p><b>BLAW 612 – Legal Issues in Real Estate</b>            ★ 3 (fi 6)(EITHER, 3-0-0) Real estate law as it applies to business decisions in real estate. Property rights and land title, legal aspects of real estate transactions, real estate finance, entitlement and land use, and the environment. Transactional real estate includes lease agreements, purchase and sale agreements, agency, mortgages and deeds of trust, partnership agreements, construction contracts, builder's liens and condominium law. The entitlement process includes all aspects of real estate development including land use planning and zoning, infrastructure, acquisition of development permits and building permits, subdivision and the planning process. Relevant environmental law and <del>aboriginal</del> laws are included.</p>	<p><b>BLAW 612 – Legal Issues in Real Estate</b>            ★ 3 (fi 6)(EITHER, 3-0-0) Real estate law as it applies to business decisions in real estate. Property rights and land title, legal aspects of real estate transactions, real estate finance, entitlement and land use, <b>Indigenous land claims and treaties</b>, and the environment. Transactional real estate includes lease agreements, purchase and sale agreements, agency, mortgages, and deeds of trust, partnership agreements, construction contracts, builder's liens and condominium law. The entitlement process includes all aspects of real estate development including land use planning and zoning, infrastructure, acquisition of development permits and building permits, subdivision, and the planning process. Relevant environmental law and <b>Indigenous</b> laws are included.</p>

Rationale: This calendar update is being made to reflect the current content.

Submitted by:   
 Robert Fisher, Department Chair

Date: Oct. 4, 2021

Submitted by:   
 Michael Maier, Chair, GSPC

Date: Oct. 4, 2021

**Faculty of Business  
Master's Programs Office  
Calendar Change Request Form**

<b>Department:</b>	<i>Marketing, Business Economics and Law</i>		
<b>Implementation:</b>	<i>Session &amp; Term: Fall 2022</i>	<i>Normal:</i>	<i>Early: X</i>
<b>Type of Change:</b>	<i>Course Deletion:</i>	<i>Course Change: X</i>	<i>New Program:</i>
	<i>New Course:</i>	<i>Program Change:</i>	<i>Other:</i>

<b>CURRENT:</b>	<b>PROPOSED:</b>
<p><b>BUEC 610 – Principles of Real Estate</b>            ★ 3 (fi 6)(EITHER, 3-0-0) Introduction to the principles of commercial real estate. Real estate markets and decision making; real estate economics and location; property development; marketing and property management; mortgage lending, real estate investment, brokerage and regulation. Industry guest speakers help link theory with industry practice in their areas of expertise. <u>Prerequisites: BUEC 503.</u></p>	<p><b>BUEC 610 – Principles of Real Estate</b>            ★ 3 (fi 6)(EITHER, 3-0-0) Introduction to the principles of commercial real estate. Real estate markets and decision making; real estate economics and location; property development; <u>Indigenous land considerations and government policy;</u> marketing and property management; mortgage lending, real estate investment, brokerage and regulation. Industry guest speakers help link theory with industry practice in their areas of expertise.</p>

Rationale: This change reflects current course content. The prerequisite of BUEC 503 is no longer required.

Submitted by:   
 Robert Fisher, Department Chair

Date: Oct. 4, 2021

Submitted by:   
 Michael Maier, Chair, GSPC

Date: Oct. 4, 2021

# Approved by Business Council October 14, 2021

University of Alberta  
Alberta School of Business

## CALENDAR CHANGE REQUEST FORM

**Department/Program Office:** Accounting & Business Analytics

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

In which academic year is this change is this change requested? **2022-2023**

### Calendar Copy:

<b>Current:</b> <del>Strike through and highlight</del> deletions	<b>Proposed:</b> <u>Underline and highlight</u> additions
ACCTG 300 – Introduction to Accounting ★ 3 (fi 6) (EITHER, 3-0-0) Provides a basic understanding of accounting: how accounting numbers are generated, the meaning of accounting reports, and how to use accounting reports to make decisions. Note: Not open to students registered in the Faculty of Business. Not for credit in the Bachelor of Commerce Program.	ACCTG 300 – Introduction to Accounting ★ 3 (fi 6) (EITHER, 3-0-0) Provides a basic understanding of accounting: how accounting numbers are generated, the meaning of accounting reports, and how to use accounting reports to make decisions. Note: Not open to students registered in the Faculty of Business. Not for credit in the Bachelor of Commerce Program <u>or another program that requires ACCTG 311. Not open to students with credit in ACCTG 311 and ACCTG 322.</u>

### Rationale:

The course description is being updated to clarify the relationship between ACCTG 300 (which is designed for non-Business students) and ACCTG 311 and 322 (which is for Business students), for students who may end up taking both ACCTG 300 and 311/322.

Submitted by: *Karim Jamal*  
Karim Jamal  
Department Chair  
Accounting & Business Analytics (ABA)

Date: September 25<sup>th</sup> 2021

Department/Program Office: Department of Accounting and Business Analytics

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**Change: Course Description**

In which academic year is this change is this change requested? **2022-2023**

**Calendar Copy:**

<b>Current:</b> <u>Strike through and highlight</u> deletions	<b>Proposed:</b> <u>Underline and highlight</u> additions
<p><b>ACCTG 415 - Intermediate Financial Accounting II</b></p> <p>★ 3 (fi 6) (either term, 3-0-0) Second of two courses (see ACCTG 414) covering principles, methods and applications of current and proposed Generally Accepted Accounting Principles (GAAP). Emphasizes accounting for financing, liabilities and equity, related income measurement and disclosure, and cash flow. Prerequisites: FIN 301, and a minimum grade of C- in ACCTG 414 <del>or</del> <u>412.</u></p>	<p><b>ACCTG 415 - Intermediate Financial Accounting II</b></p> <p>★ 3 (fi 6) (either term, 3-0-0) Second of two courses (see ACCTG 414) covering principles, methods and applications of current and proposed Generally Accepted Accounting Principles (GAAP). Emphasizes accounting for financing, liabilities and equity, related income measurement and disclosure, and cash flow. Prerequisites: FIN 301, and a minimum grade of C- in ACCTG 414.</p>

**Rationale:** We would like to complete this change as ACCTG 412 does not meet the CPA equivalency for ACCTG 414.

Submitted by:  Karim Jamal  
Title: Department Chair ABA

Date:  August 11, 2021

Department/Program Office: Department of Accounting and Business Analytics

**Change: Course Description**

In which academic year is this change is this change requested? **2022-2023**

**Calendar Copy:**

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>OM 468 - <del>Quantitative Management</del> Consulting Project</p> <p>★ 3 (fi 6)(SECOND, 3-0-0)</p> <p><del>Faculty of Business</del></p> <p>This course applies the techniques developed in <del>MGTSC 467</del> to a group project. The emphasis in the projects is on quantitative approaches to operational problems. Student groups will be assigned to consulting projects from businesses and other organizations <del>in and near Edmonton</del>. Groups will work on their projects under the supervision of the instructor(s). Prerequisites: <del>MGTSC 467</del> or consent of Instructor. <del>Not to be taken by students with credit in MGTS 468.</del></p>	<p>OM 468 - <u>Business Analytics</u> Consulting Project</p> <p>★ 3 (fi 6) (SECOND, 3-0-0) This course applies the techniques developed <u>in MGTS 312, OM 352, and business analytics courses</u> to a group project. The emphasis in the projects is on quantitative approaches to business problems. Student groups will be assigned to consulting projects from businesses and other organizations. Groups will work on their projects under the supervision of the instructor(s). Prerequisites: <u>MGTS 312 (or equivalent) and OM 352. Restricted to fourth year students.</u></p>

**Rationale:**  
 The course title and description are being updated to reflect current content and pre-requisite requirements. MGTS 467 is no longer offered.

Submitted by: Karim Jamal  
 Title: Chair, Department of Accounting and Business Analytics

Date: August 3, 2021

Department/Program Office:

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Change: Course - Change

In which academic year is this change is this change requested? 2022-2023

Calendar Copy:

<b>Current:</b> SEM 416 <del>Performance Management and Rewards</del>	<b>Proposed:</b> SEM 416 Strategic Compensation
★ 3 (fi 6) (either term, 3-0-0) This Human Resource Management course focuses on how organizations create and <del>operate a performance management system.</del> It presents an overview of current issues in the field, such as <del>performance</del> evaluation, compensation planning, internal consistency, external competitiveness, individual equity, and benefits. Pre- or corequisite: SEM 311. Open to third- and fourth-year students.	★ 3 (fi 6) (either term, 3-0-0) This Human Resource Management course focuses on how organizations create and implement a total rewards system that aligns with the implementation of strategic goals, desired job behavior, and culture change. It presents an overview of current issues in the field, such as <del>job</del> evaluation, compensation planning, internal consistency, external competitiveness, individual equity, and benefits. Pre- or corequisite: SEM 311. Open to third- and fourth-year students.

**Rationale:** For the decades SEM 416 has effectively been our flagship course on employee compensation. In more recent years the course has adopted a strategic focus whereby students are exposed to a myriad of different reward types, and how these can be used to promote desired job behavior and facilitate culture change. We are in the process of developing a new core course that features performance management, training, and safety management. Thus, the proposed change of SEM 416 more accurately reflects course content.

Submitted by:



Date: September 21<sup>st</sup> 2021

Ian Gellatly  
Department Chair  
Strategy, Entrepreneurship and Management

Department/Program Office: SEM

Change: Course - Change

In which academic year is this change is this change requested? 2022-2023

Calendar Copy:

<b>Current:</b> SEM 445 - Corporate Social Responsibility and Social Entrepreneurship	<b>Proposed:</b> SEM 345 - Social Entrepreneurship
★ 3 (fi 6)(EITHER, 3-0-0) Corporate social and environmental responsibility is an important strategic consideration for companies around the world. The relationship a business has with both government and the larger public is integral to its success, reputation, and day-to-day activities. This course offers a practical introduction to social entrepreneurship and addresses entrepreneurship, innovation, and corporate social responsibility. The course focuses on key concepts in the field of social entrepreneurship and social enterprise, including organizational learning, sustainability, philanthropy, commercialization, and profit and nonprofit development. It also presents cases that illustrate these concepts in practical contexts. Ideas and skills learned in this course will better enable students to: play a role in shaping socially responsible businesses; develop a genuinely sustainable business enterprise; infuse non-profit organizations with a spirit of social innovation and practical financial sustainability; assist in influencing future government actions. Open to third and fourth year students.	★ 3 (fi 6)(EITHER, 3-0-0) This course offers a practical introduction for students interested in the increasingly popular phenomenon of social entrepreneurship. The course focuses on key concepts in the field of social entrepreneurship and social enterprise, introducing students to the range of business models used to pursue both social and financial objectives. It presents and details the challenges facing social entrepreneurs and reviews strategies for recognizing social opportunities, developing a strategic plan, funding social ventures, and measuring social impact. Open to degree students in any Faculty. Not open to students in first year. Not to be taken by students with credit in SEM 445.

**Rationale:** The course has evolved its focus to be solely on social entrepreneurship. In due course, SEM 345 will be identified as a core course within the ASOB's Entrepreneurship-Innovation major and as one of one of the core courses within the newly planned campus-wide Certificate in Innovation and Entrepreneurship. Changing the designator from SEM 445 to SEM 345 will allow this course to be opened up to non-business students.

Submitted by:



Ian Gellatly  
Department Chair  
Strategy, Entrepreneurship and Management

Date: September 23<sup>rd</sup> 2021

Department/Program Office: Marketing, Business Economics & Law

Change: Course - Change 1 (all)

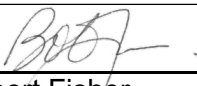
In which academic year is this change is this change requested? 2022-2023

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>MARK 312 – Marketing <u>Research</u> ★ 3 (fi 6)(EITHER, 3-0-0) <u>Nature and significance of marketing research. Marketing research methods, investigation and analysis of specific research problems. Prerequisite: MARK 301. Not open to students with credit in MARK 412.</u></p>	<p>MARK 312 – Marketing <u>Analytics</u> ★ 3 (fi 6) (either term, 3-0-0). <u>Students are introduced to the scientific process of transforming data into insight for making better marketing decisions. Topics include: data-driven problem solving; design of surveys, focus groups, and experiments; analytical techniques for primary, secondary, and qualitative data; and machine learning basics. The course is taught as an end-to-end process, starting from problem framing, data collection, method selection, model building, and deployment. Applies Excel and open-source data analysis software. Advanced students can build on this course to prepare for taking the INFORMS CAP (Certified Analytics Professional) Exam.</u> Prerequisite: MARK 301.</p>

**Rationale:**

The course title and description are being updated to reflect current marketing research approaches. MARK 412 was re-numbered to MARK 312, and no longer needs to be referenced.

Submitted by:   
Robert Fisher  
Department Chair

Date: August 13, 2021

Approved by Business Council  
Sept 3, 2021



**Department/Program Office:** Marketing, Business Economics & Law

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


In which academic year is this change is this change requested? **2022-2023**

**Calendar Copy:**

<b>Current:</b> <u>Strike through and highlight</u> deletions	<b>Proposed:</b> <u>Underline and highlight</u> additions
MARK 320 – Consumer Behavior ★ 3 (fi 6)(EITHER, 3-0-0) <del>The study of the factors affecting the consumer decision process. Analysis of consumer behavior models and their application to marketing decision making, with an emphasis on empirical research. Prerequisite: MARK 301. BCom degree credit will not be granted for both MARK 320 and HECOL 320. Not open to students with credit in MARK 422 or CONS 220.</del>	MARK 320 – Consumer Behavior ★ 3 (fi 6) (either term, 3-0-0). <u>Explores the psychology behind consumer behavior and its implications for consumers and marketers. Internal factors (e.g., attention and perception, needs and motivation, learning and memory, emotion) and external factors (e.g., social influence, choice architecture) will be considered to gain theoretical and practical insights. This course emphasizes empirical research and considers how the evolving marketing landscape (e.g., digitization, technology) interacts with basic psychological processes.</u> Prerequisite: MARK 301.

**Rationale:**

The course description is being updated to reflect current consumer behavior approaches. MARK 422 was re-numbered to MARK 320, and no longer needs to be referenced. HECOL 320 and CONS 220 are no longer offered by ALES, and no longer needs to be referenced as well.

Submitted by:   
Robert Fisher  
Department Chair

Date: August 13, 2021

Approved by Business Council  
Sept 3, 2021

Department/Program Office: Marketing, Business Economics & Law

Change: Course - Change 1 (all)

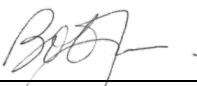
In which academic year is this change is this change requested? 2022-2023

Calendar Copy:

Current: <del>Strike through and highlight</del> deletions	Proposed: <u>Underline and highlight</u> additions
MARK 432 – Marketing Communications ★ 3 (fi 6)(EITHER, 3-0-0) <del>Students study basic concepts of interpersonal and mass communications. An emphasis on integrated marketing communications (IMC) which consist of advertising, personal selling, sales promotion, direct marketing, and public relations. A focus on integrating the elements which make up an IMC plan, resulting in a coherent communications strategy. Consumer motivation and the measurement of communication effectiveness are also examined.</del> Prerequisite: MARK 301.	MARK 432 – <u>Digital</u> Marketing Communications ★ 3 (fi 6) (either term, 3-0-0). <u>This course introduces the student to the management of the marketing communication mix with an emphasis on the evolving nature of digital marketing communication tools. It focuses on the techniques used for marketing communications in an environment where consumer and cultural influences strongly interact with strategic marketing decisions to impact outcomes. The role of measurement analytics in the implementation of communications strategy is also examined.</u> Prerequisite: MARK 301.

Rationale:

The course title and description are being updated to reflect current marketing communications approaches.

Submitted by:   
Robert Fisher  
Department Chair

Date: August 13, 2021

Approved by Business Council  
Sept 3, 2021

Department/Program Office: Marketing, Business Economics & Law

Change: Course - Change 1 (all)


In which academic year is this change is this change requested? 2022-2023

Calendar Copy:

Current: <del>Strike through and highlight</del> deletions	Proposed: <u>Underline and highlight</u> additions
<p>MARK 468 – <del>Retailing and Channel Management</del></p> <p>★ 3 (fi 6)(EITHER, 3-0-0)</p> <p><del>Students are introduced to the activities involved in retailing goods and services to consumers and to the elements that make up effective distribution channels. Retailing topics include the evolution of retailing, store location, store image, shopping behavior, retail marketing strategies and current trends in retailing management. Channel management topics include: channel structure, designing the marketing channel, channel relationships and responsibilities, selecting channel members, and physical distribution and transportation. Effective channel management, the application of marketing planning, and analysis of retailing and channel management are also examined. Prerequisite: MARK 301.</del></p>	<p>MARK 468 – <u>E-Commerce and Retailing</u></p> <p>★ 3 (fi 6) (either term, 3-0-0).</p> <p>Students are introduced to the activities involved in <u>connecting consumers with products and services through a combination of electronic commerce and traditional retail channels, with an emphasis on the integration of the two. Topics include: customer acquisition and retention, assortment selection, layout and design, service management, security, customer retargeting and re-engagement, physical location optimization, shopping behavior, pricing strategy and current trends. The application of marketing planning and analytics for e-commerce and retailing are also examined.</u></p> <p>Prerequisite: MARK 301.</p>

Rationale:

The course title and description are being updated to reflect current retail marketing approaches particularly in the e-commerce environment.

Submitted by:   
Robert Fisher  
Department Chair

Date: August 13, 2021

Approved by Business Council  
Sept 3, 2021

**Department/Program Office:** Marketing, Business Economics & Law

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

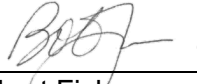
In which academic year is this change is this change requested? **2022-2023**

**Calendar Copy:**

<b>Current:</b> <del>Strike through and highlight</del> deletions	<b>Proposed:</b> <u>Underline and highlight</u> additions
MARK 472 – <del>Product Management and Pricing</del> ★ 3 (fi 6)(EITHER, 3-0-0) <del>Development, management and pricing of interrelated goods and services. New product development, managing a product portfolio, bundling of goods and services, and tailoring price and product to different segments. Prerequisites: MARK 301 and BUEC 311.</del>	MARK 472 – <u>Branding and Marketing Strategy</u> ★ 3 (fi 6) (either term, 3-0-0). <u>This course examines the analysis, planning and implementation of marketing strategies, with a special emphasis on the role of brands in that process. Important elements of the course include the concept of brand equity (what it is, why it is important, how to develop and manage it, how to measure it), and the applied implementation of marketing strategies.</u> Prerequisite: MARK 301.

**Rationale:**

The course title and description are being updated because brand management has become a natural progression from product management, and is an important aspect of marketing strategy. Emphasizing marketing strategy in this core course also means MARK 452 (Marketing Strategy), which is an elective, and will no longer be offered. BUEC 311 will no longer be required as a pre-requisite course, as the pricing component of MARK 472 has been removed, as it is no longer a significant focus in current marketing practice.

Submitted by:   
Robert Fisher  
Department Chair

Date: August 13, 2021

Approved by Business Council  
Sept 3, 2021

Department: MUSIC

**Change: Program - Change (substantive)**

**Why is this change being proposed and who was consulted?** In the interest of providing music students with a greater range of options for taking senior-level courses and to achieve a stronger balance in the representation of the diversity of musical life and practices, Music 186 (Musical Life in the Contemporary World) will replace Music 102 (Introduction to World Music) and Music 280 (Introduction to the Study of Western Music History, Middle Ages to 1600) as a foundation course required of all incoming music students (BA, BMus, BMus/BEEd inclusive). The Western Music History cycle will be redistributed and covered in a two-semester sequence (Music 283: Western Music History, Medieval to 1750, and Music 284: Western Music History, 1750 to the Present). The two-semester Western music history core is the norm in most North American universities.

A majority of BMus students and some BA students anticipate private studio teaching at some point in their careers and have expressed a desire for pedagogy courses. Hitherto, pedagogy has been limited to the more populated areas of the performance route: piano (Music 303, 304) and voice (Music 435, 436). The new courses Music 301 and Music 302 (Music Pedagogy I and II) offer a solution to this problem by opening pedagogy to all areas and ensuring the healthy enrollment numbers for these courses to run. Music 301 and 302 are required of all BMus areas except Composition.

Re: MUSIC 218 - Through consultation with representatives and teachers from the Edmonton Public Schools, the St Albert Public Schools, and the Faculty of Education we have identified a need to enhance the training of future music educators, particularly in the grade 1- 6 Elementary area. Classroom music educators need to have skills that allow them to engage directly with students as accompanists to singing and playing of rudimentary instruments such as recorders, Orff instruments, or appropriate percussion instruments or prepares them as performers for demonstration purposes. The String Bass, the Guitar, and the Ukelele are ideal classroom instruments to attain these classroom goals.

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.

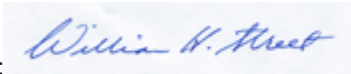
[https://calendar.ualberta.ca/preview\\_program.php?catoid=33&poid=37105&returnto=9977](https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37105&returnto=9977)

**Calendar Copy:**

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>[...]</p> <p><b>BMus/Bed (Elementary) [Arts]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p><b>Year 1 (★33)</b></p> <p>★6 of approved junior ENGL (Element I)</p> <p>MUSIC 125 - Applied Music</p> <p><del>MUSIC 102 – Introduction to World Music</del> (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>[...]</p> <p><b>BMus/Bed (Elementary) [Arts]</b></p> <p><b>Program Requirements</b></p> <p>[...]</p> <p><b>Year 1 (★33)</b></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</u></p> <p><u>from the Department of Music</u></p>

<p><b>MUSIC 280 – Introduction to the Study of Western Music History</b> Element II Mathematics or Statistics (★3). See Components of the Program.</p> <p><b>Year 2 (★33)</b> EDU 100 - Contexts of Education <b>MUSIC 207 – Instruments for Children</b> MUSIC 225 - Applied Music MUSIC 251 - Aural and Keyboard Skills II MUSIC 255 - Music Theory III MUSIC 256 - Music Theory IV</p> <p>MUSIC 283 - Western Art Music, <b>1600-1850</b> OR <b>MUSIC 284 – Western Art Music, 1850-present</b></p> <p>MUSIC 440 - Choral Ensemble OR MUSIC 441 - Instrumental Ensemble</p> <p><b>Second Language</b>; (★6) choose from any language other than English</p> <p><b>Year 3 (★33)</b> EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement <b>MUSIC 230 – Choral Techniques and Pedagogy</b> 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 <b>MUSIC 283 – Western Art Music, 1600-1850</b> <b>MUSIC 284 – Western Art Music, 1850-present</b> MUSIC 314 - Music in Canada MUSIC 365 - Topics in Ethnomusicology</p> <p>[...]</p>	<p>MUSIC 140 - Choral Ensemble OR MUSIC 141 - Instrumental Ensemble</p> <p>Element II Mathematics or Statistics (★3). See Components of the Program.</p> <p><b>Year 2 (★33)</b> EDU 100 - Contexts of Education <b>MUSIC 218 - Guitar, Bass, and Ukulele Techniques OR MUSIC 301 Music Pedagogy I</b> MUSIC 225 - Applied Music MUSIC 251 - Aural and Keyboard Skills II MUSIC 255 - Music Theory III MUSIC 256 - Music Theory IV MUSIC 283 - Western Art Music, <b>Medieval-1750</b></p> <p>MUSIC 440 - Choral Ensemble OR MUSIC 441 - Instrumental Ensemble</p> <p><b>One Language Other than English</b> (★6) choose from any language other than English OR <b>MUSIC, Arts, or Science Option (★6) (see Note 1)</b></p> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. <b>The Language Other than English (★6) requirement can be replaced with MUSIC, Arts, or Science Option (★6) for students who have</b> <ol style="list-style-type: none"> <li>a. <b>successfully completed a Language Other than English at the 30-level (or equivalent), or</b></li> <li>b. <b>been required to take an English Language Proficiency test for admission</b></li> </ol> </li> </ol> <p><b>Year 3 (★33)</b> EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement MUSIC 245 - Introduction to Music Technologies <b>MUSIC 284 - Western Art Music, 1750-present</b> 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? **2022-2023**

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: 

Faculty of Education Approved at UAAC March 22, 2021  
Note: Changes approved and submitted by Faculty of Arts

Submission Deadlines: – 09.21.21, 10.05.21, 10.21.21, 02.01.22, 03.29.22

Department: **Drama**

Change: **Undergraduate Minor Program Change**

**Rationale: Rationale:** Drama 312, Indigenous Theatre in Canada is a new course recently added to the calendar. We plan to include it as a requirement for BA Drama Majors. The Department of Drama and the University has a commitment to EDI and Reconciliation with Indigenous people as stated in the University For Tomorrow [Equity, Diversity and Inclusion and Indigenous Initiatives Goals](#) and in Drama’s Mission / Vision Statement: “to advance respectful and reciprocal relationships with Indigenous peoples.”

Making this course a requirement begins to address the TRC Calls to Action # 10 iii (Developing culturally appropriate curricula) and # 63 iii (Building student capacity for intercultural understanding, empathy, and mutual respect). Department of Drama EDI committee, Faculty of Education, the chair and instructors were consulted.

[https://calendar.ualberta.ca/preview\\_program.php?catoid=34&poid=38610&returnto=10267](https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38610&returnto=10267)

**Calendar Copy:**

Current: <del>Strike through and highlight</del> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Year 3 (★30) Taken in the Faculty of Arts</p> <p><a href="#">DRAMA 302 - Modern Canadian Theatre</a>  <a href="#">DRAMA 308 - Theatre History II: Modern Theatre</a>  <a href="#">DRAMA 357 - Scene Study II</a>  <a href="#">DRAMA 383 - Introduction to Directing</a>  <a href="#">DRAMA 391 - Production Lab I</a></p> <p>★9 Minor requirement (see <a href="#">Education Chart 2</a> and consult advisor)  <a href="#">EDU 210 - Introduction to Educational Technology</a>  <a href="#">EDPY 304 - Adolescent Development and Learning</a></p>	<p>Year 3 (★30) Taken in the Faculty of Arts</p> <p><a href="#">DRAMA 302 - Modern Canadian Theatre</a>  <u>Or</u>  <a href="#">DRAMA 312 – Indigenous Theatre in Canada</a>  <a href="#">DRAMA 308 - Theatre History II: Modern Theatre</a>  <a href="#">DRAMA 357 - Scene Study II</a>  <a href="#">DRAMA 383 - Introduction to Directing</a>  <a href="#">DRAMA 391 - Production Lab I</a></p> <p>★9 Minor requirement (see <a href="#">Education Chart 2</a> and consult advisor)  <a href="#">EDU 210 - Introduction to Educational Technology</a>  <a href="#">EDPY 304 - Adolescent Development and Learning</a></p>




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

**Faculty of Education Approved at UAAC March 22, 2021**  
**Note: Changes approved and submitted by Faculty of Arts**

## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:** Hosted by Faculty of Education

**Implementation:**  NORMAL  
 EARLY

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Applicable:  Yes  No*

†**Attachments:**  Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b> Calendar Section Number (§) <i>(Use strike out for all changes)</i>	<b>PROPOSED</b> Calendar Section Number (§) <i>(Underline all additions)</i>
Certificate in Global Citizenship  For information, contact: <a href="mailto:gccd@ualberta.ca">gccd@ualberta.ca</a> or visit the <a href="#">Certificate in Global Citizenship website</a> .  Requirements  <ul style="list-style-type: none"> <li>• INT D 404 - Global Citizenship: Contemporary Issues and Perspectives</li> </ul> ★9 selected from: <ul style="list-style-type: none"> <li>• ADMI 342 - Introduction au Commerce International</li> <li>• ALES 391 - Topics in Agricultural, Life and Environmental Sciences *</li> <li>• ANTHE 320 - Anthropologie de la religion</li> <li>• ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>• ANTHR 310 - The Anthropology of Gender</li> <li>• ANTHR 320 - Anthropology of Religion</li> <li>• ANTHR 372 - Anthropology of Food</li> <li>• ANTHR 393 - Health and Healing</li> <li>• ANTHR 417 - Anthropology of Modernity</li> <li>• ARAB 399 - Special Topics</li> </ul>	Certificate in Global Citizenship  For information, contact: <a href="mailto:gccd@ualberta.ca">gccd@ualberta.ca</a> or visit the <a href="#">Certificate in Global Citizenship website</a> .  Requirements  <ul style="list-style-type: none"> <li>• INT D 404 - Global Citizenship: Contemporary Issues and Perspectives</li> </ul> ★9 selected from: <ul style="list-style-type: none"> <li>• ADMI 342 - Introduction au Commerce International</li> <li>• ALES 391 - Topics in Agricultural, Life and Environmental Sciences *</li> <li>• ANTHE 320 - Anthropologie de la religion</li> <li>• ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>• ANTHR 310 - The Anthropology of Gender</li> <li>• ANTHR 320 - Anthropology of Religion</li> <li>• ANTHR 372 - Anthropology of Food</li> <li>• ANTHR 393 - Health and Healing</li> <li>• ANTHR 417 - Anthropology of Modernity</li> <li>• ARAB 399 - Special Topics</li> </ul>

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| <ul style="list-style-type: none"> <li>• AREC 365 - Natural Resource Economics</li> <li>• AREC 375 - World Food and Agriculture</li> <li>• AREC 485 - Trade and Globalization in Food and Resources</li> <li>• B LAW 428 - Natural Resource and Environmental Law</li> <li>• BIOL 332 - Community Ecology</li> <li>• BIOL 367 - Conservation Biology</li> <li>• BIOL 381 - A Planet in Crisis</li> <li>• <del>BIOL 498 - Research Project *</del></li> <li>• BUEC 342 - Introduction to International Business</li> <li>• BUEC 463 - Energy and the Environment: Industry Structure, Performance and Challenges</li> <li>• <del>BUS 466 - International Internship</del></li> <li>• C LIT 101 - World Literature I</li> <li>• C LIT 102 - World Literature II</li> <li>• C LIT 220 - Mythology and Literature</li> <li>• C LIT 228 - Literature, Popular Culture, and the Visual Arts</li> <li>• C LIT 242 - Science Fiction</li> <li>• C LIT 243 - Fairy Tales and Folk Tales</li> <li>• C LIT 266 - Women and World Literature</li> <li>• C LIT 347 - Elements of Genre</li> <li>• C LIT 352 - Literature and the Other Arts</li> <li>• C LIT 358 - Great Themes of Literature and Art</li> <li>• C LIT 425 - East/West Critical Theory</li> <li>• C LIT 426 - Orientalisms and Occidentalisms</li> <li>• C LIT 440 - Comparative Studies in Popular Culture</li> <li>• C LIT 460 - Fundamentals of Comparative Literature</li> <li>• C LIT 497 - Special Topics in Comparative Literature</li> <li>• CHIM 340 - Chimie verte</li> <li>• CHRTC 221 - Indigenous Spiritual Traditions and</li> </ul> | <ul style="list-style-type: none"> <li>• AREC 365 - Natural Resource Economics</li> <li>• AREC 375 - World Food and Agriculture</li> <li>• AREC 485 - Trade and Globalization in Food and Resources</li> <li>• B LAW 428 - Natural Resource and Environmental Law</li> <li>• BIOL 332 - Community Ecology</li> <li>• BIOL 367 - Conservation Biology</li> <li>• BIOL 381 - A Planet in Crisis</li> <li>• BUEC 342 - Introduction to International Business</li> <li>• BUEC 463 - Energy and the Environment: Industry Structure, Performance and Challenges</li> <li>• C LIT 101 - World Literature I</li> <li>• C LIT 102 - World Literature II</li> <li>• <b>C LIT 103 - Approaches to World Literature</b></li> <li>• C LIT 220 - Mythology and Literature</li> <li>• C LIT 228 - Literature, Popular Culture, and the Visual Arts</li> <li>• C LIT 242 - Science Fiction</li> <li>• C LIT 243 - Fairy Tales and Folk Tales</li> <li>• C LIT 266 - Women and World Literature</li> <li>• C LIT 347 - Elements of Genre</li> <li>• C LIT 352 - Literature and the Other Arts</li> <li>• C LIT 358 - Great Themes of Literature and Art</li> <li>• C LIT 425 - East/West Critical Theory</li> <li>• C LIT 426 - Orientalisms and Occidentalisms</li> <li>• C LIT 440 - Comparative Studies in Popular Culture</li> <li>• C LIT 460 - Fundamentals of Comparative Literature</li> <li>• C LIT 497 - Special Topics in Comparative Literature</li> <li>• CHIM 340 - Chimie verte</li> <li>• CHRTC 221 - Indigenous Spiritual Traditions and Christianity</li> </ul> |
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Christianity

- CHRTC 339 - International Service Learning
- CHRTC 347 - World War II and Christians
- CHRTC 349 - Social Justice and Christianity
- CHRTC 396 - Environmental Issues: Christian Perspectives
- CLASS 102 - Greek and Roman Mythology
- CLASS 103 - Introduction to Ancient Greece
- CLASS 104 - Introduction to Ancient Rome
- CLASS 110 - The Ancient World
- CLASS 261 - Women, Gender and Sexuality in the Ancient World
- CLASS 400 - Topics in the Culture and Society of Greco-Roman Antiquity
- CLASS 475 - Techniques of Classical Field Archaeology
- CLASS 476 - Advanced Field Techniques in Classical Archaeology
- CSL 100 - An Introduction to Community Engagement
- CSL 200 - Theory and Practice in Community Service-Learning
- CSL 350 - Selected Topics in Community Service-Learning
- CSL 360 - Community Service-Learning Practicum
- CSL 480 - Individual Study in Community Service-Learning \*
- D HYG 440 - Advocacy for Change in Healthcare
- DRAMA 203 - Performance Analysis
- DRAMA 302 - Modern Canadian Theatre
- DRAMA 312 - Indigenous Theatre in Canada
- DRAMA 327 - Community-Based Theatre
- DRAMA 427 - Topics in Community Based and Applied Theatre
- EAS 208 - Introduction to Global Change
- EAS 457 - Global Change

- CHRTC 339 - International Service Learning
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- EAS 208 - Introduction to Global Change
- EAS 457 - Global Change

<ul style="list-style-type: none"> <li>• EASIA 101 - Understanding East Asia</li> <li>• EASIA 205 - Language in Chinese Society</li> <li>• EASIA 223 - East Asian Religions</li> <li>• EASIA 236 - Modernity and Contemporary Chinese Civilization</li> <li>• EASIA 239 - Daoism and Chinese Civilization</li> <li>• EASIA 240 - Overview of Japanese Culture</li> <li>• EASIA 316 - Japanese Language and Society</li> <li>• EASIA 323 - Topics in East Asian Religions</li> <li>• EASIA 351 - Culture and Identity in Taiwan</li> <li>• EASIA 423 - Topics in Japanese Religions</li> <li>• EASIA 425 - Topics in East/West Critical Theory</li> <li>• EASIA 427 - Colonial and Post Colonial Culture in East Asia</li> <li>• EASIA 438 - Topics in Chinese Studies</li> <li>• EASIA 456 - Languages and Cultures of the Ryukyus</li> <li>• EASIA 471 - Topics in Korean Studies</li> <li>• EASIA 472 - Topics in Korean Literary History</li> <li>• ECON 211 - Chinese Economic Development</li> <li>• ECON 213 - An Introduction to the Economics of Developing Countries</li> <li>• ECON 323 - International Economics</li> <li>• ECON 410 - Pacific Rim Economic Development</li> <li>• ECON 421 - International Trade</li> <li>• ECON 422 - International Payments</li> <li>• ECON 467 - Environmental and Natural Resource Policy</li> <li>• ECONE 223 - Enjeux économiques mondiaux</li> <li>• EDPS 422 - International Development Education</li> <li>• EDPS 425 - Global Education: Issues and Strategies for Teachers</li> <li>• EDFX 425 - Elementary Route: Advanced Field Experience</li> </ul>	<ul style="list-style-type: none"> <li>• EASIA 101 - Understanding East Asia</li> <li>• EASIA 205 - Language in Chinese Society</li> <li>• EASIA 223 - East Asian Religions</li> <li>• EASIA 236 - Modernity and Contemporary Chinese Civilization</li> <li>• EASIA 239 - Daoism and Chinese Civilization</li> <li>• EASIA 240 - Overview of Japanese Culture</li> <li>• EASIA 316 - Japanese Language and Society</li> <li>• EASIA 323 - Topics in East Asian Religions</li> <li>• EASIA 351 - Culture and Identity in Taiwan</li> <li>• EASIA 423 - Topics in Japanese Religions</li> <li>• EASIA 425 - Topics in East/West Critical Theory</li> <li>• EASIA 427 - Colonial and Post Colonial Culture in East Asia</li> <li>• EASIA 438 - Topics in Chinese Studies</li> <li>• EASIA 456 - Languages and Cultures of the Ryukyus</li> <li>• EASIA 471 - Topics in Korean Studies</li> <li>• EASIA 472 - Topics in Korean Literary History</li> <li>• ECON 211 - Chinese Economic Development</li> <li>• ECON 213 - An Introduction to the Economics of Developing Countries</li> <li>• ECON 323 - International Economics</li> <li>• ECON 410 - Pacific Rim Economic Development</li> <li>• ECON 421 - International Trade</li> <li>• ECON 422 - International Payments</li> <li>• ECON 467 - Environmental and Natural Resource Policy</li> <li>• ECONE 223 - Enjeux économiques mondiaux</li> <li>• EDPS 422 - International Development Education</li> <li>• EDPS 425 - Global Education: Issues and Strategies for Teachers</li> <li>• EDFX 425 - Elementary Route: Advanced Field</li> </ul>
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<p>*</p> <ul style="list-style-type: none"> <li>• EDFX 450 - Secondary Route: Advanced Field Experience *</li> <li>• EDFX 490 - Additional Placement in an Education Related and/or Outside Alberta Context</li> <li>• EDU M 498 - Séminaire citoyenneté globale et justice sociale</li> <li>• EDU S 350</li> <li>• EDU P 333 - École, famille, communauté</li> <li>• ENCS 473 - Environmental and Conservation Policy</li> <li>• ENGL 220 - Reading Gender and Sexuality</li> <li>• ENGL 221 - Reading Class and Ideology</li> <li>• ENGL 222 - Reading Race and Ethnicity</li> <li>• ENGL 223 - Reading Empire and the Postcolonial</li> <li>• ENGL 300 - Social and Cultural History of the English Language</li> <li>• ENGL 308 - Topics in Indigenous Literature</li> <li>• ENGL 309 - Indigenous Poetics</li> <li>• ENGL 312 - African Writing in English</li> <li>• ENGL 314 - Irish Writing in English</li> <li>• ENGL 315 - South Asian Writing in English</li> <li>• ENGL 316 - Middle-Eastern Writing in English</li> <li>• ENGL 373 - Colonialism and Canadian Literatures</li> <li>• ENGL 380 - Writing from Here</li> <li>• ENGL 390</li> <li>• ENGL 391</li> <li>• ENGL 392 - Queer and Trans Studies</li> <li>• ENGL 465 - Studies in Gender and Sexualities</li> <li>• ENGL 467 - Studies in Race and Ethnicity</li> <li>• ENGL 481 - Studies in Empire and the Postcolonial</li> <li>• FOREC 473 - Forest Policy</li> </ul>	<p>Experience *</p> <ul style="list-style-type: none"> <li>• EDFX 450 - Secondary Route: Advanced Field Experience *</li> <li>• EDFX 490 - Additional Placement in an Education Related and/or Outside Alberta Context</li> <li>• EDU M 498 - Séminaire citoyenneté globale et justice sociale</li> <li>• EDU S 350</li> <li>• EDU P 333 - École, famille, communauté</li> <li>• ENCS 473 - Environmental and Conservation Policy</li> <li>• ENGL 220 - Reading Gender and Sexuality</li> <li>• ENGL 221 - Reading Class and Ideology</li> <li>• ENGL 222 - Reading Race and Ethnicity</li> <li>• ENGL 223 - Reading Empire and the Postcolonial</li> <li>• ENGL 300 - Social and Cultural History of the English Language</li> <li>• ENGL 308 - Topics in Indigenous Literature</li> <li>• ENGL 309 - Indigenous Poetics</li> <li>• ENGL 312 - African Writing in English</li> <li>• ENGL 314 - Irish Writing in English</li> <li>• ENGL 315 - South Asian Writing in English</li> <li>• ENGL 316 - Middle-Eastern Writing in English</li> <li>• ENGL 373 - Colonialism and Canadian Literatures</li> <li>• ENGL 380 - Writing from Here</li> <li>• ENGL 390</li> <li>• ENGL 391</li> <li>• ENGL 392 - Queer and Trans Studies</li> <li>• ENGL 465 - Studies in Gender and Sexualities</li> <li>• ENGL 467 - Studies in Race and Ethnicity</li> <li>• ENGL 481 - Studies in Empire and the Postcolonial</li> <li>• FOLK 204 - Forms of Folklore</li> </ul>
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| <ul style="list-style-type: none"> <li>• FREN 316</li> <li>• FREN 399 - Special Topics</li> <li>• FREN 499 - Special Topics</li> <li>• LITT 230 - Francophonies littéraires hors Canada</li> <li>• LITT 335 - Francophonies littéraires et discours identitaires</li> <li>• GERM 343 - Postwar Cultures</li> <li>• GERM 353 - Myths, Tales, and Legends</li> <li>• GERM 451 - Genre and Aesthetics</li> <li>• GERM 453 - Cultural and Literary Theories</li> <li>• GERM 454 - Gender and Sexuality</li> <li>• HADVC 301 - Geographies of Art, Design, and Visual Culture</li> <li>• HADVC 412 - Topics in Asian Art, Design and Visual Culture</li> <li>• HECOL 441 - Textiles and Apparel in the Global Economy</li> <li>• HGP 452</li> <li>• HIST 111 - The Early Modern World</li> <li>• HIST 112 - The Modern World</li> <li>• HIST 114 - The History of the World in the Last 10 Years</li> <li>• HIST 123 - Plague: Disease and Epidemics in History</li> <li>• HIST 127 - Drugs in Modern Global History</li> <li>• HIST 128 - War, Revolution, and Society</li> <li>• HIST 130 - Democracy, War and Consumer Capitalism: The Making of Modern Europe</li> <li>• HIST 179 - Sex Work and Intimate Labour in Global History</li> <li>• HIST 205 - Capitalism</li> <li>• HIST 206 - Women and Gender in Modern Europe</li> <li>• HIST 210 - Europe in the 19th and 20th Centuries</li> <li>• HIST 212 - Early Modern Europe</li> <li>• HIST 237 - The Pacific World Since 1500</li> </ul> | <ul style="list-style-type: none"> <li>• <b>FOLK 205 - History of Folklore Studies</b></li> <li>• <b>ENT 101 - Insect-Human Interactions</b></li> <li>• FOREC 473 - Forest Policy</li> <li>• <b>FREN 315 - Cultural Representations of Food</b></li> <li>• <b>FREN 317 - Postcolonial Issues in French and Francophone Societies</b></li> <li>• <b>FREN 318 - Socio-Cultural Aspects of Contemporary Francophone Societies</b></li> <li>• FREN 316</li> <li>• <b>FREN 333 - French Cultural Moments</b></li> <li>• FREN 399 - Special Topics</li> <li>• <b>FREN 467 - Women Writing in French</b></li> <li>• FREN 499 - Special Topics</li> <li>• LITT 230 - Francophonies littéraires hors Canada</li> <li>• LITT 335 - Francophonies littéraires et discours identitaires</li> <li>• GERM 343 - Postwar Cultures</li> <li>• GERM 353 - Myths, Tales, and Legends</li> <li>• GERM 451 - Genre and Aesthetics</li> <li>• GERM 453 - Cultural and Literary Theories</li> <li>• GERM 454 - Gender and Sexuality</li> <li>• HADVC 301 - Geographies of Art, Design, and Visual Culture</li> <li>• HADVC 412 - Topics in Asian Art, Design and Visual Culture</li> <li>• HECOL 441 - Textiles and Apparel in the Global Economy</li> <li>• HGP 452</li> <li>• <b>HIST 104 - The Atomic Age: The World After 1945</b></li> <li>• HIST 111 - The Early Modern World</li> <li>• HIST 112 - The Modern World</li> <li>• HIST 114 - The History of the World in the Last 10 Years</li> </ul> |
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| <ul style="list-style-type: none"> <li>• HIST 241 - Colonial Latin America</li> <li>• HIST 242 - Modern Latin America</li> <li>• HIST 246 - Africa from Medieval to Modern Times</li> <li>• HIST 247 - Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations</li> <li>• HIST 250 - American History to 1865</li> <li>• HIST 251 - From the End of Slavery to the Present: American History Since 1865</li> <li>• HIST 252 - Slavery in the Americas</li> <li>• HIST 280 - East Asia to 1500</li> <li>• HIST 281 - East Asia from 1500</li> <li>• HIST 285 - China and the West</li> <li>• HIST 293 - History of Science, Technology and Medicine: Key Moments</li> <li>• HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine</li> <li>• HIST 296 - World War Two</li> <li>• HIST 306 - France in the 20th Century and Beyond</li> <li>• HIST 308 - Sexuality and Gender in Modern Europe</li> <li>• HIST 310 - A History of the Habsburg Monarchy, 1526-1918</li> <li>• HIST 312 - Foundations of East European History</li> <li>• HIST 313 - Medieval and Early Imperial Russia</li> <li>• HIST 318 - Modern Ukraine</li> <li>• HIST 320 - Russia from Reform to Revolution, 1800-1917</li> <li>• HIST 322 - Russia in the 20th Century</li> <li>• HIST 323 - The Middle East in the Making: 1300-1920</li> <li>• HIST 339 - The Modern British Empire and the Commonwealth Experience</li> <li>• HIST 342 - Political and Social Revolution in Latin America</li> <li>• HIST 352 - African American History from Slavery to Black Power</li> </ul> | <ul style="list-style-type: none"> <li>• HIST 123 - Plague: Disease and Epidemics in History</li> <li>• HIST 127 - Drugs in Modern Global History</li> <li>• HIST 128 - War, Revolution, and Society</li> <li>• HIST 130 - Democracy, War and Consumer Capitalism: The Making of Modern Europe</li> <li>• <u>HIST 135 - Origins of Ancient India: Cities, Migrations and Peoples</u></li> <li>• HIST 179 - Sex Work and Intimate Labour in Global History</li> <li>• <u>HIST 195 - Warfare Since 1789: From Mass Armies to Thermonuclear War</u></li> <li>• HIST 205 - Capitalism</li> <li>• HIST 206 - Women and Gender in Modern Europe</li> <li>• HIST 210 - Europe in the 19th and 20th Centuries</li> <li>• HIST 212 - Early Modern Europe</li> <li>• HIST 237 - The Pacific World Since 1500</li> <li>• HIST 241 - Colonial Latin America</li> <li>• HIST 242 - Modern Latin America</li> <li>• HIST 246 - Africa from Medieval to Modern Times</li> <li>• HIST 247 - Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations</li> <li>• HIST 250 - American History to 1865</li> <li>• HIST 251 - From the End of Slavery to the Present: American History Since 1865</li> <li>• HIST 252 - Slavery in the Americas</li> <li>• HIST 280 - East Asia to 1500</li> <li>• HIST 281 - East Asia from 1500</li> <li>• HIST 285 - China and the West</li> <li>• <u>HIST 292 - Medieval India from 500 to 1500 CE</u></li> <li>• HIST 293 - History of Science, Technology and Medicine: Key Moments</li> <li>• HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine</li> </ul> |
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| <ul style="list-style-type: none"> <li>• HIST 382 - History of Modern Japan</li> <li>• HIST 383 - The Civilization and Culture of Early China</li> <li>• HIST 385 - Modern China</li> <li>• HIST 387 - History of Indian Yoga and Meditation</li> <li>• HIST 390 - Imperial China from circa 600 to 1911</li> <li>• HIST 395 - The Early British Empire</li> <li>• HIST 405 - Fashion and Material Culture c. 1600-1900</li> <li>• HISTE 121 - Histoire des mondes connectés: 1500-1815</li> <li>• HISTE 122 - Histoire des mondes connectés depuis 1815</li> <li>• HISTE 255 - Histoire des États-Unis dans l'espace nord-américain</li> <li>• HISTE 303</li> <li>• HISTE 311 - Histoire de l'Afrique francophone</li> <li>• HISTE 390 - Histoire publique et engagement communautaire</li> <li>• <b>INT D 240 - Scientific and Human Aspects of Global Issues</b></li> <li>• INT D 303 - Economics of World Food and Agriculture</li> <li>• INT D 361</li> <li>• INT D 370</li> <li>• INT D 375 - Intercultural Exploration of Health and Practice in Italy</li> <li>• INT D 393</li> <li>• INT D 457 - Global Health - China Collaboration</li> <li>• ITAL 299 - Special Topics</li> <li>• KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society</li> <li>• KRLS 440 - Play Around the World Program Preparation *</li> <li>• KRLS 441 - Play Around the World - Field Placement *</li> <li>• KRLS 451 - Cultural Studies of Sport and Leisure</li> <li>• LA ST 205 - Mexico, Central America and the Caribbean</li> <li>• LA ST 210 - South America</li> </ul> | <ul style="list-style-type: none"> <li>• HIST 296 - World War Two</li> <li>• HIST 306 - France in the 20th Century and Beyond</li> <li>• HIST 308 - Sexuality and Gender in Modern Europe</li> <li>• HIST 310 - A History of the Habsburg Monarchy, 1526-1918</li> <li>• HIST 312 - Foundations of East European History</li> <li>• HIST 313 - Medieval and Early Imperial Russia</li> <li>• HIST 318 - Modern Ukraine</li> <li>• HIST 320 - Russia from Reform to Revolution, 1800-1917</li> <li>• HIST 322 - Russia in the 20th Century</li> <li>• HIST 323 - The Middle East in the Making: 1300-1920</li> <li>• HIST 339 - The Modern British Empire and the Commonwealth Experience</li> <li>• HIST 342 - Political and Social Revolution in Latin America</li> <li>• HIST 352 - African American History from Slavery to Black Power</li> <li>• HIST 382 - History of Modern Japan</li> <li>• HIST 383 - The Civilization and Culture of Early China</li> <li>• HIST 385 - Modern China</li> <li>• HIST 387 - History of Indian Yoga and Meditation</li> <li>• HIST 390 - Imperial China from circa 600 to 1911</li> <li>• HIST 395 - The Early British Empire</li> <li>• HIST 405 - Fashion and Material Culture c. 1600-1900</li> <li>• HISTE 121 - Histoire des mondes connectés: 1500-1815</li> <li>• HISTE 122 - Histoire des mondes connectés depuis 1815</li> <li>• HISTE 255 - Histoire des États-Unis dans l'espace nord-américain</li> <li>• HISTE 303</li> <li>• HISTE 311 - Histoire de l'Afrique francophone</li> <li>• HISTE 390 - Histoire publique et engagement communautaire</li> </ul> |
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| <ul style="list-style-type: none"> <li>• LA ST 313 - Women in Latin America</li> <li>• LA ST 320</li> <li>• LA ST 399 - Topics in Latin American Studies</li> <li>• LA ST 499 - Special Topics</li> <li>• LING 224 - Endangered Languages</li> <li>• MARK 455 - Sustainability and Responsible Marketing</li> <li>• MEAS 300*</li> <li>• MLCS 210 - Approaches to Cultural Studies</li> <li>• MLCS 299 - Special Topics</li> <li>• MLCS 345 - Video Games across Cultures</li> <li>• MLCS 399 - Special Topics</li> <li>• MLCS 473 - Cultural Representations, World Media and Ethics</li> <li>• MLCS 475 - X-Rated: Sex on Screen</li> <li>• MLCS 499 - Special Topics</li> <li>• MUSIC 102 - Introduction to World Music</li> <li>• MUSIC 143 - Indian Music Ensemble I</li> <li>• MUSIC 144 - West African Music Ensemble I *</li> <li>• MUSIC 148 - Middle Eastern and North African Music Ensemble I</li> <li>• MUSIC 202 - Studies in World Music</li> <li>• MUSIC 365 - Topics in Ethnomusicology *</li> <li>• MUSIC 443 - Indian Music Ensemble</li> <li>• MUSIC 444 - West African Music Ensemble *</li> <li>• MUSIC 448 - Middle Eastern and North African Music Ensemble</li> <li>• MUSIC 464</li> <li>• MUSIC 465 - Area Studies in Ethnomusicology</li> <li>• MUSIC 466</li> <li>• MUSIC 468 - Area Studies in Ethnomusicology: The Arab World</li> </ul> | <ul style="list-style-type: none"> <li>• INT D 303 - Economics of World Food and Agriculture</li> <li>• INT D 361</li> <li>• INT D 370</li> <li>• INT D 375 - Intercultural Exploration of Health and Practice in Italy</li> <li>• INT D 393</li> <li>• INT D 457 - Global Health - China Collaboration</li> <li>• ITAL 299 - Special Topics</li> <li>• KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society</li> <li>• KRLS 440 - Play Around the World Program Preparation *</li> <li>• KRLS 441 - Play Around the World - Field Placement *</li> <li>• KRLS 451 - Cultural Studies of Sport and Leisure</li> <li>• LA ST 205 - Mexico, Central America and the Caribbean</li> <li>• LA ST 210 - South America</li> <li>• LA ST 313 - Women in Latin America</li> <li>• LA ST 320</li> <li>• LA ST 399 - Topics in Latin American Studies</li> <li>• LA ST 499 - Special Topics</li> <li>• LING 224 - Endangered Languages</li> <li>• MARK 455 - Sustainability and Responsible Marketing</li> <li>• MEAS 300*</li> <li>• MLCS 210 - Approaches to Cultural Studies</li> <li>• MLCS 299 - Special Topics</li> <li>• MLCS 345 - Video Games across Cultures</li> <li>• MLCS 399 - Special Topics</li> <li>• MLCS 473 - Cultural Representations, World Media and Ethics</li> <li>• MLCS 475 - X-Rated: Sex on Screen</li> <li>• MLCS 499 - Special Topics</li> </ul> |
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| <ul style="list-style-type: none"> <li>• MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam</li> <li>• MUSIC 472 - Area Studies in Ethnomusicology: Africa</li> <li>• MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World</li> <li>• MUSIC 482 - Studies in Music and Gender</li> <li>• MUSIC 489 - Studies in Music and Identity</li> <li>• MUSIQ 301 - Musique et société</li> <li>• NS 111 - Contemporary Perspectives in Indigenous Studies</li> <li>• NS 300 - Traditional Cultural Foundations I</li> <li>• NS 355 - Indigenous Knowledge and Oral Traditions</li> <li>• NS 361 - Race, Stereotypes, and Indigeneity</li> <li>• NS 405 - Selected Topics in International Indigenous Studies</li> <li>• NURS 474</li> <li>• NURS 425 - Nursing Leadership in a Focus Area *</li> <li>• NURS 485 - Nursing Practice in a Focused Area *</li> <li>• NURS 498 - Special Study - Nursing *</li> <li>• PHARM 453 - Intercultural Exploration of Pharmacy and Health</li> <li>• PHIL 202 - Indian Philosophy</li> <li>• PHIL 203 - Islamic Philosophy</li> <li>• PHIL 270 - Political Philosophy</li> <li>• PHIL 339 - Contemporary World Views and Christianity</li> <li>• PHIL 355 - Environmental Ethics</li> <li>• PHIL 357 - Philosophy of Religion</li> <li>• PHILE 242 - Introduction aux philosophies non occidentales</li> <li>• POL S 101 - Introduction to Politics</li> <li>• POL S 211 - Introduction to History of Political Theory</li> <li>• POL S 212 - Introduction to Contemporary Political Theory</li> </ul> | <ul style="list-style-type: none"> <li>• <b>MUSIC 101 - Introduction to Western Art Music</b></li> <li>• MUSIC 102 - Introduction to World Music</li> <li>• <b>MUSIC 103 - Introduction to Popular Music</b></li> <li>• MUSIC 143 - Indian Music Ensemble I</li> <li>• MUSIC 144 - West African Music Ensemble I *</li> <li>• MUSIC 148 - Middle Eastern and North African Music Ensemble I</li> <li>• MUSIC 202 - Studies in World Music</li> <li>• <b>MUSIC 206 - History of Jazz</b></li> <li>• <b>MUSIC 314 - Music in Canada</b></li> <li>• MUSIC 365 - Topics in Ethnomusicology *</li> <li>• <b>MUSIC 413 - Studies in the History of Jazz</b></li> <li>• MUSIC 443 - Indian Music Ensemble</li> <li>• MUSIC 444 - West African Music Ensemble *</li> <li>• MUSIC 448 - Middle Eastern and North African Music Ensemble</li> <li>• MUSIC 464</li> <li>• MUSIC 465 - Area Studies in Ethnomusicology</li> <li>• MUSIC 466</li> <li>• MUSIC 468 - Area Studies in Ethnomusicology: The Arab World</li> <li>• MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam</li> <li>• MUSIC 472 - Area Studies in Ethnomusicology: Africa</li> <li>• MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World</li> <li>• MUSIC 482 - Studies in Music and Gender</li> <li>• MUSIC 489 - Studies in Music and Identity</li> <li>• MUSIQ 301 - Musique et société</li> <li>• NS 111 - Contemporary Perspectives in Indigenous Studies</li> <li>• NS 300 - Traditional Cultural Foundations I</li> </ul> |
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| <ul style="list-style-type: none"> <li>• POL S 235 - Introduction to Comparative Politics</li> <li>• POL S 237 - Introduction to Chinese Politics</li> <li>• POL S 250 - The Politics of Gender</li> <li>• POL S 260</li> <li>• POL S 261 - International Relations</li> <li>• POL S 266</li> <li>• POL S 299 - Citizenship for Democracy</li> <li>• POL S 304 - Modern Political Theory</li> <li>• POL S 327 - Indigenous Politics in Canada</li> <li>• POL S 332 - Introduction to United States Politics and Government</li> <li>• POL S 333 - Ecology and Politics</li> <li>• POL S 360 - Politics of International Development</li> <li>• POL S 364 - Introduction to International Political Economy</li> <li>• POL S 370 - Politics of the European Union</li> <li>• POL S 375 - Politics of East Asia</li> <li>• POL S 390 - Law and Politics</li> <li>• POL S 396</li> <li>• POL S 404 - Topics in Political Theory</li> <li>• POL S 417 - Topics in Human Rights</li> <li>• POL S 441 - Gender and Public Policy</li> <li>• POL S 442 - The Canadian State and Identity Politics</li> <li>• POL S 443 - Globalization, Ethnic Politics and the Nation-State</li> <li>• POL S 444 - Global Critical Race Theory</li> <li>• POL S 445 - Topics in Globalization and Governance</li> <li>• POL S 448 - Gender Politics and Mass Media</li> <li>• POL S 452 - Politics in the Middle East and North Africa</li> <li>• POL S 455 - Topics in Gender and Politics</li> <li>• POL S 458 - United States Foreign Policy</li> </ul> | <ul style="list-style-type: none"> <li>• NS 355 - Indigenous Knowledge and Oral Traditions</li> <li>• NS 361 - Race, Stereotypes, and Indigeneity</li> <li>• NS 405 - Selected Topics in International Indigenous Studies</li> <li>• NURS 474</li> <li>• NURS 425 - Nursing Leadership in a Focus Area *</li> <li>• NURS 485 - Nursing Practice in a Focused Area *</li> <li>• NURS 498 - Special Study - Nursing *</li> <li>• PHARM 453 - Intercultural Exploration of Pharmacy and Health</li> <li>• PHIL 202 - Indian Philosophy</li> <li>• PHIL 203 - Islamic Philosophy</li> <li>• PHIL 270 - Political Philosophy</li> <li>• PHIL 339 - Contemporary World Views and Christianity</li> <li>• PHIL 355 - Environmental Ethics</li> <li>• PHIL 357 - Philosophy of Religion</li> <li>• <b>PHIL 366 - Computers and Culture</b></li> <li>• PHILE 242 - Introduction aux philosophies non occidentales</li> <li>• POL S 101 - Introduction to Politics</li> <li>• POL S 211 - Introduction to History of Political Theory</li> <li>• POL S 212 - Introduction to Contemporary Political Theory</li> <li>• POL S 235 - Introduction to Comparative Politics</li> <li>• POL S 237 - Introduction to Chinese Politics</li> <li>• POL S 250 - The Politics of Gender</li> <li>• POL S 260</li> <li>• POL S 261 - International Relations</li> <li>• POL S 266</li> <li>• POL S 299 - Citizenship for Democracy</li> <li>• POL S 304 - Modern Political Theory</li> </ul> |
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| <ul style="list-style-type: none"> <li>• POL S 459 - Topics in International Politics</li> <li>• POL S 460 - Global Security</li> <li>• POL S 461 - International Relations of the Middle East</li> <li>• POL S 468 - International Organization</li> <li>• POL S 469 - Ethics in International Relations</li> <li>• POL S 477 - Islam, Modernity, and Democracy</li> <li>• POL S 486 - Topics in European Politics</li> <li>• POL S 487 - Topics in European Union Politics</li> <li>• R SOC 355 - Rural Communities and Global Economies</li> <li>• R SOC 365 - Sociology of Environment and Development</li> <li>• R SOC 443 - Resilience and Global Change</li> <li>• R SOC 450 - Environmental Sociology</li> <li>• R SOC 460 - Perspectives on Traditional Knowledge</li> <li>• RELIG 205 - Introduction to Judaism</li> <li>• RELIG 212 - Introduction to Christianity</li> <li>• RELIG 220 - Introduction to Islam</li> <li>• RELIG 230 - Introduction to Hinduism</li> <li>• RELIG 240 - Introduction to Buddhism</li> <li>• RELIG 320 - The Qur'an</li> <li>• RELIG 333 - Modern Yoga</li> <li>• RELIG 343 - Zen/Chan Buddhism</li> <li>• RELIG 345 - Tantric Traditions</li> <li>• RELIG 375 - Approaches to the Study of Religion</li> <li>• REN R 100 - Forests: Ecology, Use and Society</li> <li>• REN R 205 - Wildlife Biodiversity and Ecology</li> <li>• REN R 260 - History and Fundamentals of Environmental Protection and Conservation</li> <li>• REN R 322 - Forest Ecosystems</li> <li>• REN R 333 - Wetland Sciences and Management</li> </ul> | <ul style="list-style-type: none"> <li>• POL S 327 - Indigenous Politics in Canada</li> <li>• <b>POL S 329 - Global Indigenous Politics</b></li> <li>• POL S 332 - Introduction to United States Politics and Government</li> <li>• POL S 333 - Ecology and Politics</li> <li>• POL S 360 - Politics of International Development</li> <li>• POL S 364 - Introduction to International Political Economy</li> <li>• POL S 370 - Politics of the European Union</li> <li>• <b>POL S 371 - Populism and Democracy in Central Europe</b></li> <li>• POL S 375 - Politics of East Asia</li> <li>• POL S 390 - Law and Politics</li> <li>• POL S 396</li> <li>• POL S 404 - Topics in Political Theory</li> <li>• POL S 417 - Topics in Human Rights</li> <li>• <b>POL S 425 - Ethnicity, Immigration and Social Policy</b></li> <li>• POL S 441 - Gender and Public Policy</li> <li>• POL S 442 - The Canadian State and Identity Politics</li> <li>• POL S 443 - Globalization, Ethnic Politics and the Nation-State</li> <li>• POL S 444 - Global Critical Race Theory</li> <li>• POL S 445 - Topics in Globalization and Governance</li> <li>• POL S 448 - Gender Politics and Mass Media</li> <li>• POL S 452 - Politics in the Middle East and North Africa</li> <li>• POL S 455 - Topics in Gender and Politics</li> <li>• POL S 458 - United States Foreign Policy</li> <li>• POL S 459 - Topics in International Politics</li> <li>• POL S 460 - Global Security</li> <li>• POL S 461 - International Relations of the Middle East</li> <li>• POL S 468 - International Organization</li> </ul> |
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| <ul style="list-style-type: none"> <li>• REN R 360 - Soil and Water Conservation</li> <li>• REN R 364 - Principles of Managing Natural Diversity</li> <li>• REN R 365 - Ecology of Northern Landscapes</li> <li>• REN R 376 - Fisheries and Wildlife Management</li> <li>• REN R 427 - Science Policy and Canada's North</li> <li>• REN R 440 - Disturbance Ecology Fundamentals</li> <li>• REN R 446 - Climates and Ecosystems</li> <li>• REN R 450 - Environmentally Sustainable Agriculture</li> <li>• REN R 452 - Forest Watershed Management</li> <li>• REN R 462 - Parks, Ecology, and Society</li> <li>• REN R 464 - Conservation and Management of Endangered Species</li> <li>• REN R 466 - Climate Change and the North</li> <li>• REN R 468 - Conservation of Genetic Resources</li> <li>• REN R 469 - Biodiversity Analysis</li> <li>• REN R 473 - Northern Resource Management</li> <li>• REN R 474 - Utilization of Wildlife Resources</li> <li>• RLS 100 - Life, Leisure, and the Pursuit of Happiness</li> <li>• RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure</li> <li>• RLS 223 - Leisure and Human Behavior</li> <li>• RLS 263 - Principles of Tourism</li> <li>• RLS 463 - Issues in Tourism Development</li> <li>• RLS 465 - Natural Area Tourism</li> <li>• SC PO 101 - Introduction au gouvernement</li> <li>• SC PO 261 - Relations internationales I</li> <li>• SC PO 262 - Relations internationales II</li> <li>• SCAND 399 - Special Topics</li> <li>• <del>SCI 299 - Science Citizenship</del></li> <li>• SCSOC 301 - Musique et société</li> </ul> | <ul style="list-style-type: none"> <li>• POL S 469 - Ethics in International Relations</li> <li>• POL S 477 - Islam, Modernity, and Democracy</li> <li>• <b>POL S 479 - NGO Governance and Management</b></li> <li>• POL S 486 - Topics in European Politics</li> <li>• POL S 487 - Topics in European Union Politics</li> <li>• R SOC 355 - Rural Communities and Global Economies</li> <li>• R SOC 365 - Sociology of Environment and Development</li> <li>• R SOC 443 - Resilience and Global Change</li> <li>• R SOC 450 - Environmental Sociology</li> <li>• R SOC 460 - Perspectives on Traditional Knowledge</li> <li>• RELIG 205 - Introduction to Judaism</li> <li>• RELIG 212 - Introduction to Christianity</li> <li>• RELIG 220 - Introduction to Islam</li> <li>• RELIG 230 - Introduction to Hinduism</li> <li>• RELIG 240 - Introduction to Buddhism</li> <li>• RELIG 320 - The Qur'an</li> <li>• RELIG 333 - Modern Yoga</li> <li>• RELIG 343 - Zen/Chan Buddhism</li> <li>• RELIG 345 - Tantric Traditions</li> <li>• RELIG 375 - Approaches to the Study of Religion</li> <li>• REN R 100 - Forests: Ecology, Use and Society</li> <li>• REN R 205 - Wildlife Biodiversity and Ecology</li> <li>• REN R 260 - History and Fundamentals of Environmental Protection and Conservation</li> <li>• REN R 322 - Forest Ecosystems</li> <li>• REN R 333 - Wetland Sciences and Management</li> <li>• REN R 360 - Soil and Water Conservation</li> <li>• REN R 364 - Principles of Managing Natural Diversity</li> <li>• REN R 365 - Ecology of Northern Landscapes</li> </ul> |
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| <ul style="list-style-type: none"> <li>• SCSOC 311 - Histoire de la pensée politique et sociale I</li> <li>• SLAV 299 - Special Topics</li> <li>• SLAV 399 - Special Topics</li> <li>• SLAV 499 - Special Topics</li> <li>• SOC 269 - Introductory Sociology of Globalization</li> <li>• SOC 291 - Introduction to Environmental Sociology</li> <li>• SOC 302 - Topics in Sociology *</li> <li>• SOC 343 - Social Movements</li> <li>• SOC 369 - Sociology of Globalization</li> <li>• SOC 370 - Racism and Decolonization</li> <li>• SOC 402 - Topics in Sociology *</li> <li>• SOC 425 - Sociology of Terrorism</li> <li>• SOC 496 - Human Rights in International Perspective</li> <li>• SOCIE 260 - Inégalité et stratification sociales</li> <li>• SOCIE 369 - Sociologie de la mondialisation</li> <li>• SOCIE 348 - Sociologie des média et de l'information</li> <li>• SOCIE 412 - Sociologie du développement</li> <li>• SEM 417 - Managing the Work Force: International Perspectives</li> <li>• SEM 435 - Managing International Enterprises</li> <li>• <del>SEM 437 - Managing Culture</del></li> <li>• <del>SEM 442 - International Family Enterprise</del></li> <li>• SPAN 299</li> <li>• SPAN 320 - Introduction to Literary Analysis</li> <li>• SPAN 321 - Foundational Fictions of Spanish America</li> <li>• SPAN 323 - Latin American Literature and the Environment</li> <li>• SPAN 325 - Introduction to Cinema</li> <li>• SPAN 333 - Reading Popular Culture</li> <li>• SPAN 341 - The 'Roaring Twenties' in Transatlantic Perspective</li> </ul> | <ul style="list-style-type: none"> <li>• REN R 376 - Fisheries and Wildlife Management</li> <li>• REN R 427 - Science Policy and Canada's North</li> <li>• REN R 440 - Disturbance Ecology Fundamentals</li> <li>• REN R 446 - Climates and Ecosystems</li> <li>• REN R 450 - Environmentally Sustainable Agriculture</li> <li>• REN R 452 - Forest Watershed Management</li> <li>• REN R 462 - Parks, Ecology, and Society</li> <li>• REN R 464 - Conservation and Management of Endangered Species</li> <li>• REN R 466 - Climate Change and the North</li> <li>• REN R 468 - Conservation of Genetic Resources</li> <li>• REN R 469 - Biodiversity Analysis</li> <li>• REN R 473 - Northern Resource Management</li> <li>• REN R 474 - Utilization of Wildlife Resources</li> <li>• RLS 100 - Life, Leisure, and the Pursuit of Happiness</li> <li>• RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure</li> <li>• RLS 223 - Leisure and Human Behavior</li> <li>• RLS 263 - Principles of Tourism</li> <li>• RLS 463 - Issues in Tourism Development</li> <li>• RLS 465 - Natural Area Tourism</li> <li>• SC PO 101 - Introduction au gouvernement</li> <li>• SC PO 261 - Relations internationales I</li> <li>• SC PO 262 - Relations internationales II</li> <li>• <u>SCAND 213 - Scandinavian Life and Civilization I: History, Culture, and Society</u></li> <li>• <u>SCAND 214 - Scandinavian Life and Civilization II: Literature, Film, and Music</u></li> <li>• <u>SCAND 326 - Scandinavian Children's Literature</u></li> <li>• <u>SCAND 343 - Scandinavia Through Folklore</u></li> <li>• <u>SCAND 356 - Women in Scandinavian Literature and</u></li> </ul> |
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- SPAN 373 - Spanish as a World Language
- SPAN 399 - Special Topics in Literature/Culture
- SPAN 405 - Exercises in Translation: Spanish into English
- SPAN 406 - Exercises in Translation: English into Spanish
- SPAN 425 - Hispanic Filmmakers
- SPAN 441 - Reading Colonial Culture
- SPAN 475 - Spanish in Society
- SPAN 499 - Special Topics in Literature/Culture
- WGS 102 - Gender and Social Justice
- WGS 260 - Women and War
- WGS 310 - Gender and Social Justice in Contemporary Africa

• ~~WGS 365~~

• ~~WGS 498 - Special Topics~~

Notes

Maximum of ★3 from any given course can be used for the certificate.

No more than ★3 of the ★12 credits may be transfer credits from other postsecondary institutions.

Students must meet the necessary prerequisites, co-requisites, and/or restrictions for courses used to satisfy the ★9 set out in ★9 selected from.

\* Course/Section Clarifications:

ALES 391 is applicable only for sections that are a part of the Field Course in Agriculture and Food Production (AlbertA/Hiroshima Exchange Program).

~~BIOL 498 is applicable only for sections that are a component of the Southern African Field School, as verified in writing by the Department of Biological Sciences.~~

CSL 480 is applicable under the following conditions: For students in the Faculty of Pharmacy and Pharmaceutical Sciences, please ensure you are registered in the appropriate section for your Faculty, as approved by the Faculty's Associate Dean (Undergraduate Programs). For students outside of the Faculty of Pharmacy and

### Popular Culture

- SCAND 399 - Special Topics
- SCSOC 301 - Musique et société
- SCSOC 311 - Histoire de la pensée politique et sociale I
- SLAV 222 - Euromaidan: Origins and Aftermath of the Ukrainian Revolution
- SLAV 299 - Special Topics
- SLAV 320 - Ukrainian Canadian Culture
- SLAV 399 - Special Topics
- SLAV 475 - Slavic Languages and Cultures in the Community
- SLAV 499 - Special Topics
- SOC 269 - Introductory Sociology of Globalization
- SOC 291 - Introduction to Environmental Sociology
- SOC 302 - Topics in Sociology \*
- SOC 343 - Social Movements
- SOC 369 - Sociology of Globalization
- SOC 370 - Racism and Decolonization
- SOC 402 - Topics in Sociology \*
- SOC 425 - Sociology of Terrorism
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- SOCIE 348 - Sociologie des média et de l'information
- SOCIE 412 - Sociologie du développement
- SEM 417 - Managing the Work Force: International Perspectives
- SEM 435 - Managing International Enterprises
- SPAN 299
- SPAN 320 - Introduction to Literary Analysis



Pharmaceutical Sciences, please obtain information on the eligibility of other sections from Community Service Learning, University of Alberta at [cslinfo@ualberta.ca](mailto:cslinfo@ualberta.ca).

EDFX 425 and EDFX 450, are applicable only for international sections.

KRLS 440/KRLS 441 or equivalent, as verified in writing by the Play Around the World Program Director, will be applicable.

MEAS 300, MUSIC 144, MUSIC 444 and MUSIC 365 are applicable only for sections that are part of the Education Abroad Program in Ghana.

NURS 425, NURS 485 and NURS 498 are applicable only for sections with the variable title: International.

SOC 302 is applicable only for sections with the variable title: Anti-Racism and Racial Injustice.

SOC 402 is applicable only for sections with the variable titles: The Commons and Climate Justice, Indigenous Settler Relations, Migration & Public Policy, or Gender, Race & Culture.

- SPAN 321 - Foundational Fictions of Spanish America
- SPAN 323 - Latin American Literature and the Environment
- SPAN 325 - Introduction to Cinema
- SPAN 333 - Reading Popular Culture
- SPAN 341 - The 'Roaring Twenties' in Transatlantic Perspective
- SPAN 373 - Spanish as a World Language
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- SPAN 425 - Hispanic Filmmakers
- SPAN 441 - Reading Colonial Culture
- SPAN 475 - Spanish in Society
- SPAN 499 - Special Topics in Literature/Culture
- WGS 102 - Gender and Social Justice
- **WGS 244 - Disability Studies**
- WGS 260 - Women and War
- WGS 310 - Gender and Social Justice in Contemporary Africa
- **WGS 360 - Race, Class, and Gender**
- **WGS 390 - Environmental Feminisms and Social Justice**

#### Notes

Maximum of ★3 from any given course can be used for the certificate.

No more than ★3 of the ★12 credits may be transfer credits from other postsecondary institutions.

Students must meet the necessary prerequisites, co-requisites, and/or restrictions for courses used to satisfy the ★9 set out in ★9 selected from.

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SOC 402 is applicable only for sections with the variable titles: The Commons and Climate Justice, Indigenous Settler Relations, Migration & Public Policy, or Gender, Race & Culture.

**Justification:** *(Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)*

Submitted by:	Signature of Department Chair or Designee	Date:	FACULTY USE ONLY Approved at UAAC September 29, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**           Educational Policy Studies          

**Implementation:**     NORMAL  
 EARLY

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Please attach documentation confirming you have consent when applicable.*

**\*Applicable Attachment:**     Yes     No

**†Attachments:**             Course Outline  
 TQS/Competencies Info Sheet (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Title and web link <i>(Use yellow highlight and strike out for all changes)</i>	Calendar Section Title and web link <i>(Use yellow highlight and underline all additions)</i>
	<p><u>EDPS 413: Teaching and Learning in Aboriginal Contexts</u>  <u>★ 3 (fi 6) (either term, 30-0) This course provides an opportunity for pre-service teachers to examine teaching and learning in Aboriginal contexts from an Indigenous paradigm. Topics will include Indigenous pedagogy; educational leadership in Aboriginal contexts; working with community; engaging parents in student learning; and classroom resource development. Students will draw on their own knowledge and experiences as they engage with scholarly work in the field of Aboriginal education in Canada to develop a professional approach to working with and in Aboriginal educational contexts.</u></p>

**Justification:** *(Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the course number that applies to your explanation.)*

Background

This course has been taught as an EDPS 401: Selected Topics in Educational Policy Studies in Fall 2015 and again in Fall 2020. The change request form is to make it a permanent EDPS offering. ATEP will be offering this course again in Spring 2021, and Fall 2021. Additionally it will be offered to all future ATEP cohorts. The schedule is yet to be confirmed.

Submitted by: Dr. Darryl Hunter	Signature of Department Chair or Designee	Date:	UAAC Approval Date: February 18, 2021
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**Submit** completed, signed pdf **and** Word Versions to the UAAC Administrator at [eduaac@ualberta.ca](mailto:eduaac@ualberta.ca)

**2020-2021 Undergraduate Academic Affairs Council Schedule:**

September 24, 2020

October 22, 2020

November 26, 2020

January 28, 2021

February 18, 2021

March 25, 2021

April 22, 2021

May 27, 2021

## Undergraduate Academic Affairs Council - TQS Template for Course Outlines

This course is proposed to be a component of the Bachelor of Education program that prepares students for Interim Professional Certification by Alberta Education. This course prepares students to meet the [Alberta Teaching Quality Standard](#):

*Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.*

The Alberta Teaching Quality Standard refers to a series of expected competencies:

1. **Fostering Effective Relationships:** A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
2. **Engaging in Career-Long Learning:** A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
3. **Demonstrating a Professional Body of Knowledge:** A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.
4. **Establishing Inclusive Learning Environments:** A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
5. **Applying Foundational Knowledge about First Nations, Métis and Inuit:** A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
6. **Adhering to Legal Frameworks and Policies:** A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

The TQS document provides example indicators for each competency,

<https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf>.

Please note that the indicators are for example purposes and should not be viewed as specific requirements.

## New Course Submission

In regard to the Alberta Teaching Quality Standard, this course prepares students to meet the following competencies:

- indicate the degree to which the listed competencies are addressed in the proposed new course offering
- briefly outline how the course will intentionally prepare students to meet the competency
- not all courses are expected to address all competencies

**Proposed Course Name:** Teaching and Learning in Aboriginal Contexts      **Proposed Course Number:** EDPS 413

**Overview of Specific Course Objectives:**

1. Become familiar with key elements of teaching and leadership from an Indigenous paradigm.
2. Explore and engage with ways of teaching and learning that are effective in Aboriginal contexts. [SEP]
3. Understand some of the issues that challenge Aboriginal students' educational experiences and explore appropriate and effective ways of addressing these issues.
4. Develop a professional approach to teaching and leadership in Aboriginal contexts.
5. Apply their learning about Indigenous knowledge and pedagogy to their own professional development as students.

Competency Rating: 1 = Not Covered    2 = Minimally Covered    3 = Moderately Covered    4 = Very Well Covered

Competencies	1	2	3	4	Briefly outline how competency is intended to be met
1. <b>Fostering Effective Relationships:</b> A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.				X	This competency is met through the exploration and engagement of topics such as Indigenous pedagogy; educational leadership in Aboriginal contexts; Aboriginal community engagement; engaging parents in student learning; and classroom resource development. For Aboriginal peoples, fostering relationships extends beyond the relationship with students, parents/guardians, and peers. Relationship building extends into our pasts, presents, and futures and involves living and being in reciprocal, consensual relations with the natural world, which includes human relationships to each other as well as with lands, waters, landscapes, atmospheres, and plant and animal nations. In this course, pre-service teachers come to understand why and how respectful relationships (in all contexts) help to support student learning. Pre-service teachers will come to understand the need to creating a welcoming community that fosters a warm and responsible classroom culture that helps students feel safe and valued.
2. <b>Engaging in Career-Long Learning:</b> A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.				X	This course focuses on the Aboriginal contexts; however, it extends into other diverse contexts as well. Pre-service teachers will draw on their own knowledge and experiences as they engage with scholarly work in the field of Aboriginal education in Canada. By encouraging pre-service teachers to continuously reflect on the readings, discussions and teachings offered in this course, they are more likely to continue down this path of career-long professional learning and ongoing critical reflection to improve teaching and learning. This course will: a) assist pre-service teachers move theory to practice and b) apply this learning about Indigenous knowledge and pedagogy to their own professional development as teachers.

<p>3. <b>Demonstrating a Professional Body of Knowledge:</b> A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</p>			X	<p>The course helps pre-service begin to think about the important factors related to effective planning, instruction, and assessment practices to meet the needs of every student. Although the course focuses primarily on the ways of teaching and learning that are effective in Aboriginal contexts, the content they receive will extend into any classroom. The course encourages pre-service teachers to:</p> <ul style="list-style-type: none"> <li>● think about, develop, and plan alternative instructional strategies that will meet the needs of every student;</li> <li>● understand some of the issues that challenge the educational experiences of the children in their classrooms. They will begin to explore appropriate and effective ways of addressing the diverse needs of all learners in their classroom;</li> <li>● critically reflect on the current curriculum and come to understand why the content might not necessarily meet the needs of all students. From this course, pre-service teacher will learn how to adjust the content;</li> <li>● learn how create inclusive and engaging assignments that are responsive to the diverse students in their classrooms;</li> <li>● develop culturally relevant evaluation and assessment that will be inclusive of all students learning needs.</li> </ul> <p>This course allows pre-service teachers the opportunity to reflect on their learning about Indigenous knowledge and pedagogy, and will come to understand how the course objectives inform their own professional development as teachers.</p> <p>The assignments in this course are useful in helping pre-service teachers think about how they might effectively incorporate Foundational Knowledge about First Nations, Metis, and Inuit into every subject area.</p>
<p>4. <b>Establishing Inclusive Learning Environments:</b> A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p>			X	<p>Competency 4 and 5 are the main standards that this course was designed to address. By providing pre-service teachers with the key elements of teaching and learning from an Indigenous paradigm, they are also encouraged to explore questions of equity, diversity and inclusivity, where differences are embraced and every student is welcomed, cared for, respected and safe. As such, the course helps pre-service teachers:</p> <ul style="list-style-type: none"> <li>● Foster in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.</li> <li>● Using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;</li> <li>● Communicating a philosophy of education affirming that every student can learn and be successful;</li> <li>● Being aware of and facilitating responses to the emotional and mental health needs of students;</li> <li>● Recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;</li> <li>● Employing classroom management strategies that promote positive, engaging learning environments;</li> <li>● Incorporating students' personal and cultural strengths into teaching and learning; and</li> <li>● Providing opportunities for student leadership.</li> </ul>
<p>5. <b>Applying Foundational Knowledge about First Nations, Métis and Inuit:</b> A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p>			X	<ul style="list-style-type: none"> <li>● The course provides many opportunities for pre-service teachers to build, develop and apply foundational knowledge about First Nations, Metis and Inuit peoples for the benefit of all students, particularly Indigenous students. The primary focus of this course is to provide students the opportunity to examine teaching and learning in Aboriginal contexts from an Indigenous paradigm. By engaging in the course material, and the</li> </ul>

				<p>discussions that will ensue, pre-service teachers will gain a strong understanding of the historical, social, economic, and political implications of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Treaties and agreements with First Nations;</li> <li><input type="checkbox"/> Legislation and agreements negotiated with Métis; and</li> </ul> <p>Residential schools and their legacy;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education:</li> <li><input type="checkbox"/> Using programs of study to provide opportunities for all students to develop knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit education;</li> <li><input type="checkbox"/> Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.</li> </ul> <p>The knowledge gained from this course helps pre-service teachers develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p>
<p>6. <b>Adhering to Legal Frameworks and Policies:</b> A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.</p>		X		<p>Achievement of this competency is demonstrated in this course by ensuring that pre-service teachers:</p> <ul style="list-style-type: none"> <li>● maintain an awareness of the requirements authorized under the <i>School Act</i> and other relevant legislation;</li> <li>● engage in practices consistent with policies and procedures established by the school authority;</li> <li>● recognize that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.</li> </ul>



**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                    **Secondary Education**

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

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

\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.            Applicable:     Yes             No

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Science Chart 1: Biological Sciences Major/Mathematical Sciences Minor <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Science Chart 1: Biological Sciences Major/Mathematical Sciences Minor <i>(Underline <b>all</b> additions)</i>
<b>Science Chart 1</b> <b>Biological Sciences Major/Mathematical Sciences</b> <b>Minor (★150) [Science]</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★45 Minor: ★24 100-level: ★30 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> <li>● HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine</li> </ul>	<b>Science Chart 1</b> <b>Biological Sciences Major/Mathematical Sciences</b> <b>Minor (★150) [Science]</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★45 Minor: ★24 100-level: ★30 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> <li>● <b>HIST 115 - Technology and History</b></li> <li>● HIST 294 - An Introduction to the History of</li> </ul>

- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- ~~PHIL 317~~
- ~~PHIL 375~~
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

Note:

It is the student's responsibility to ensure that all prerequisites for higher level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 261 - Organic Chemistry I **OR**
- ~~CHEM 164 - Organic Chemistry I~~
- ~~MATH 114 - Elementary Calculus I~~
- ~~MATH 115 - Elementary Calculus II~~ **OR**
- MATH 125 - Linear Algebra I **OR**
- STAT 151 - Introduction to Applied Statistics I
- EDU 100 - Contexts of Education
- ★3 junior ENGL or WRS
- ★6 Arts options

#### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- BIOCH 200 - Introductory Biochemistry
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement

- Sciences, Technology, and Medicine
- HIST 391 - History of Technology
  - HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
  - HIST 397 - History of Science I
  - HIST 398 - History of Science II
  - HIST 496 - Topics in the History of Science
  - PHIL 217 - Biology, Society, and Values
  - PHIL 265 - Philosophy of Science
  - STS 200 - Introduction to Studies in Science, Technology and Society
  - WGS 250 - Gender and Science

Note:

It is the student's responsibility to ensure that all prerequisites for higher level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 261 - Organic Chemistry I
- **One of MATH 134, 144, or 154**
- **MATH 136, 146, or 156** **OR**
- MATH 125 - Linear Algebra I **OR**
- STAT 151 - Introduction to Applied Statistics I
- EDU 100 - Contexts of Education
- ★3 junior ENGL or WRS
- ★6 Arts options

#### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- BIOCH 200 - Introductory Biochemistry
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement

- ~~MATH 115 – Elementary Calculus II~~ OR
  - MATH 125 - Linear Algebra I OR
  - STAT 151 - Introduction to Applied Statistics I
- 
- ★6 in Biological Sciences at the 200-level
  - ★6 in Mathematical Sciences at the 200-level
  - ★3 junior ENGL or WRS

**Year 3 (★30)**

- ~~MATH 115 – Elementary Calculus II~~ OR
  - MATH 125 - Linear Algebra I OR
  - STAT 151 - Introduction to Applied Statistics I
- 
- EDPY 304 - Adolescent Development and Learning
  - EDU 210 - Introduction to Educational Technology
  - ★6 in Biological Sciences at the 200-level
  - ★6 Area “B”
  - ★6 Arts options
  - ★3 Mathematical Sciences at the 300- or 400-level

**Year 4 (★30)**

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 355 - Curriculum and Teaching for Secondary School Science Majors I (Major)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDPY 303 - Educational Assessment
- EDSE 338 - Curriculum and Teaching for Secondary School Mathematics Minors (Minor)
- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
- EDPS 410 - Ethics and Law in Teaching
- ★6 in Biological Sciences at the 200-, 300- or 400-level

Note:  
First four courses above constitute the Introductory Professional Term and must be taken concurrently.

**Year 5 (★30)**

- **MATH 136, 146, or 156** OR
  - MATH 125 - Linear Algebra I OR
  - STAT 151 - Introduction to Applied Statistics I
- 
- ★6 in Biological Sciences at the 200-level
  - ★6 in Mathematical Sciences at the 200-level
  - ★3 junior ENGL or WRS

**Year 3 (★30)**

- **MATH 136, 146, or 156** OR
  - MATH 125 - Linear Algebra I OR
  - STAT 151 - Introduction to Applied Statistics I
- 
- EDPY 304 - Adolescent Development and Learning
  - EDU 210 - Introduction to Educational Technology
  - ★6 in Biological Sciences at the 200-level
  - ★6 Area “B”
  - ★6 Arts options
  - ★3 Mathematical Sciences at the 300- or 400-level

**Year 4 (★30)**

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 355 - Curriculum and Teaching for Secondary School Science Majors I (Major)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDPY 303 - Educational Assessment
- EDSE 338 - Curriculum and Teaching for Secondary School Mathematics Minors (Minor)
- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
- EDPS 410 - Ethics and Law in Teaching
- ★6 in Biological Sciences at the 200-, 300- or 400-level

Note:  
First four courses above constitute the Introductory Professional Term and must be taken concurrently.

**Year 5 (★30)**

<ul style="list-style-type: none"> <li>● EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)</li> <li>● EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</li> <li>● EDSE 455 - Curriculum and Teaching for Secondary School Science Majors II (Major)</li> <li>● ★12 in Biological Sciences at the 300- or 400-level</li> <li>● ★3 in Mathematical Sciences at the 300- or 400-level</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently</p>	<ul style="list-style-type: none"> <li>● EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)</li> <li>● EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</li> <li>● EDSE 455 - Curriculum and Teaching for Secondary School Science Majors II (Major)</li> <li>● ★12 in Biological Sciences at the 300- or 400-level</li> <li>● ★3 in Mathematical Sciences at the 300- or 400-level</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently</p>
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**Justification:** (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Rationale: The BSc (Science)/BEd (Secondary) combined degrees listing in the calendar was recently updated to be housed under one area (Science Chart 1), as to avoid errors between listings when the information was housed in two locations (Science and Education). As such, these changes are being done to further clean up this single listing. Note: These changes are being presented for approval through the Department of Secondary Education. Science has approved for these changes to be made.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: September 17, 2021	FACULTY USE ONLY Approved at UAAC September 29, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes             No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Science Chart 1: Biological Sciences Major/Physical Sciences Minor <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Science Chart 1: Biological Sciences Major/Physical Sciences Minor <i>(Underline <b>all</b> additions)</i>
<b>Science Chart 1</b> <b>Biological Sciences Major/Physical Sciences Minor</b> <b>(★150) [Science]</b>  <u>Core Program Requirements</u> Education ★51 Major: ★42 Minor: ★27 100-level: ★33 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “A”</u> <ul style="list-style-type: none"> <li>● CHEM 211 - Quantitative Analysis I</li> <li>● CHEM 263 - Organic Chemistry II</li> <li>● PHYS 208 - Aspects of Modern Physics</li> <li>● PHYS 271 - Introduction to Modern Physics</li> </ul> <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian</li> </ul>	<b>Science Chart 1</b> <b>Biological Sciences Major/Physical Sciences Minor</b> <b>(★150) [Science]</b>  <u>Core Program Requirements</u> Education ★51 Major: ★42 Minor: ★27 100-level: ★33 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “A”</u> <ul style="list-style-type: none"> <li>● CHEM 211 - Quantitative Analysis I</li> <li>● CHEM 263 - Organic Chemistry II</li> <li>● PHYS 208 - Aspects of Modern Physics</li> <li>● PHYS 271 - Introduction to Modern Physics</li> </ul> <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian</li> </ul>

Perspectives

- CLASS 294 - Ancient Science, Technology, and Medicine
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- ~~PHIL 375~~
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM.

Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 261 - Organic Chemistry I **OR**
- ~~CHEM 164 - Organic Chemistry I~~
- One of MATH 134, 144, or 154

Perspectives

- CLASS 294 - Ancient Science, Technology, and Medicine
- **HIST 115 - Technology and History**
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM **(not to include CHEM 300 or CHEM 399)**

Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 261 - Organic Chemistry I
- One of MATH 134, 144, or 154
- One of MATH 136, 146, or 156
- PHYS 124 - Particles and Waves **OR**
- PHYS 144 - Newtonian Mechanics and Relativity

- One of MATH 136, 146, or 156
- PHYS 124 - Particles and Waves **OR**
- PHYS 144 - Newtonian Mechanics and Relativity
- PHYS 126 - Fluids, Fields, and Radiation **OR**
- PHYS 146 - Fluids and Waves
- EDU 100 - Contexts of Education
- ★3 junior ENGL or WRS

### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- CHEM 102 - Introductory University Chemistry II
- BIOCH 200 - Introductory Biochemistry
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- ★3 Area "A"
- ★3 in Biological Sciences at the 200-level
- ★6 Arts options
- ★3 junior ENGL or WRS

### Year 3 (★30)

- EDU 210 - Introduction to Educational Technology
- PHYS 261 - Physics of Energy
- EDPY 304 - Adolescent Development and Learning
- ★6 in Biological Sciences at the 200-level
- ★6 Area "B"
- ★6 in Arts options
- ★3 Area "C"

### Year 4 (★30)

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 355 - Curriculum and Teaching for Secondary School Science Majors I (Major)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDPY 303 - Educational Assessment
- ~~EDSE 305 - Curriculum and Teaching in Secondary Schools (Minor)~~
- EDPS 410 - Ethics and Law in Teaching

- PHYS 126 - Fluids, Fields, and Radiation **OR**
- PHYS 146 - Fluids and Waves
- EDU 100 - Contexts of Education
- ★3 junior ENGL or WRS

### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- CHEM 102 - Introductory University Chemistry II
- BIOCH 200 - Introductory Biochemistry
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- ★3 Area "A"
- ★3 in Biological Sciences at the 200-level
- ★6 Arts options
- ★3 junior ENGL or WRS

### Year 3 (★30)

- EDU 210 - Introduction to Educational Technology
- PHYS 261 - Physics of Energy
- EDPY 304 - Adolescent Development and Learning
- ★6 in Biological Sciences at the 200-level
- ★6 Area "B"
- ★6 in Arts options
- ★3 Area "C"

### Year 4 (★30)

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 355 - Curriculum and Teaching for Secondary School Science Majors I (Major)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDPY 303 - Educational Assessment
- **EDSE 3XX (Minor) or Education Elective (see note below)**
- EDPS 410 - Ethics and Law in Teaching

<ul style="list-style-type: none"> <li>● EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</li> <li>● ★6 in Biological Sciences at the 200-, 300- or 400-level</li> </ul> <p>Note: First four courses above constitute the Introductory Professional Term and must be taken concurrently.</p> <p><b>Year 5 (★30)</b></p> <ul style="list-style-type: none"> <li>● EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)</li> <li>● EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</li> <li>● EDSE 455 - Curriculum and Teaching for Secondary School Science Majors II (Major)</li> <li>● ★12 in Biological Sciences at the 300- or 400-level</li> <li>● ★3 Area “C”</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently.</p>	<ul style="list-style-type: none"> <li>● EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</li> <li>● ★6 in Biological Sciences at the 200-, 300- or 400-level</li> </ul> <p>Note: First four courses above constitute the Introductory Professional Term and must be taken concurrently. <b>EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must choose to either register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.</b></p> <p><b>Year 5 (★30)</b></p> <ul style="list-style-type: none"> <li>● EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)</li> <li>● EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</li> <li>● EDSE 455 - Curriculum and Teaching for Secondary School Science Majors II (Major)</li> <li>● ★12 in Biological Sciences at the 300- or 400-level</li> <li>● ★3 Area “C”</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently.</p>
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**Justification:** (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Rationale: The BSc (Science)/BEd (Secondary) combined degrees listing in the calendar was recently updated to be housed under one area (Science Chart 1), as to avoid errors between listings when the information was housed in two locations (Science and Education). As such, these changes are being done to further clean up this single listing. Note: These changes are being presented for approval through the Department of Secondary Education. Science has approved for these changes to be made.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: September 17, 2021	FACULTY USE ONLY Approved at UAAC September 29, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes                       No*

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
<p>Calendar Section Number (§) Education Chart 1, taken from: <a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38676">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38676</a> <i>(Use strike out for <b>all</b> changes)</i></p>	<p>Calendar Section Number (§) Education Chart 1, taken from: <a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38676">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38676</a> <i>(Underline <b>all</b> additions)</i></p>
<p>Physical Education (★36) [Education] <b>Notes:</b>            1. A variety of PAC/DAC/KIN courses outside personal level of expertise is recommended.            2. PAC 110 or aquatics competency highly recommended            3. KIN 365 (Gymnastics) may be preferred.            4. CPR Certification is highly recommended            5. KIN 207, KIN 294, and KIN 391 should be taken in Year 1 and 2.</p> <p><b>Requirements</b></p> <hr/> <ul style="list-style-type: none"> <li>• KIN 207 - Physical Growth and Psychomotor Development</li> <li>• KIN 294 - A Conceptual Approach to Physical Activity</li> <li>• KIN 391 - Introduction to Human Anatomy and Physiology</li> <li>• KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs</li> </ul> <p><b>★3 chosen from</b></p> <hr/> <ul style="list-style-type: none"> <li>• HE ED 110 - Introduction to Personal Health and Well-Being</li> <li>• HE ED 220 - Introduction to the Biological</li> </ul>	<p>Physical Education (★36) [Education] <b>Notes:</b>            1. A variety of PAC/DAC/KIN courses outside personal level of expertise is recommended.            2. PAC 110 or aquatics competency highly recommended            3. KIN 365 (Gymnastics) may be preferred.            4. CPR Certification is highly recommended            5. KIN 207, KIN 294, and KIN 391 should be taken in Year 1 and 2.</p> <p><b>Requirements</b></p> <hr/> <ul style="list-style-type: none"> <li>• KIN 207 - Physical Growth and Psychomotor Development</li> <li>• KIN 294 - A Conceptual Approach to Physical Activity</li> <li>• KIN 391 - Introduction to Human Anatomy and Physiology</li> <li>• KRLS 105 - Introduction to the Management of Sport, Physical</li> </ul> <p><b>★3 chosen from</b></p> <hr/> <ul style="list-style-type: none"> <li>• HE ED 110 - Introduction to Personal Health and Well-Being</li> <li>• HE ED 220 - Introduction to the Biological</li> </ul>

Aspects of Fitness to Health ★21 chosen from	Aspects of Fitness to Health ★21 chosen from
<p>The five activity dimensions (a,b,c,d,e) listed below. Select a minimum of ★3 from each of the dimensions a to e, with no more than ★6 from any one dimension.</p> <p><b>a. Alternative Environments:</b></p>	<p>The five activity dimensions (a,b,c,d,e) listed below. Select a minimum of ★3 from each of the dimensions a to e, with no more than ★6 from any one dimension.</p> <p><b>a. Alternative Environments:</b></p>
<ul style="list-style-type: none"> <li>• PAC 110 - Instruction of the Basics of Aquatics</li> <li>• PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> <li>• <del>PAC 310</del></li> <li>• KIN 205 - Introduction to Outdoor Environmental Education</li> </ul>	<ul style="list-style-type: none"> <li>• PAC 110 - Instruction of the Basics of Aquatics</li> <li>• PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> <li>• KIN 205 - Introduction to Outdoor Environmental Education</li> </ul>
<p><b>b. Dance:</b></p> <ul style="list-style-type: none"> <li>• DAC 125 - Social Dance</li> <li>• <del>DAC 126 - Jazz Dance</del></li> <li>• DANCE 200 - The Spectrum of Dance in Society</li> <li>• DANCE 340 - Modern Dance</li> <li>• <del>DANCE 446 - Modern Dance Composition</del></li> </ul>	<p><b>b. Dance:</b></p> <ul style="list-style-type: none"> <li>• DAC 125 - Social Dance</li> <li>• DANCE 200 - The Spectrum of Dance in Society</li> <li>• DANCE 340 - Modern Dance</li> </ul>
<p><b>c. Games:</b></p> <ul style="list-style-type: none"> <li>• KIN 320 - Structure and Strategy of Games</li> <li>• KIN 325 - The Study of Games for Children and Youth</li> <li>• PAC 111 - Instruction of the Basics of Basketball</li> <li>• PAC 114 - Instruction of the Basics of Ice Hockey</li> <li>• PAC 117 - Instruction of the Basics of Rugby</li> <li>• PAC 118 - Instruction of the Basics of Soccer</li> <li>• PAC 135 - Instruction of the Basics of Tennis</li> <li>• PAC 137 - Instruction of the Basics of Volleyball</li> <li>• PAC 145 - Instruction of the Basics of Golf</li> <li>• PAC 183 - Instruction of the Basics of Curling</li> <li>• PAC 197 - Selected Topics in Physical Activity - Level I</li> <li>• PAC 199 - Directed Studies</li> <li>• PAC 311 - Coaching Basketball</li> <li>• PAC 314 - Coaching Ice Hockey</li> <li>• PAC 337 - Coaching Volleyball</li> </ul>	<p><b>c. Games:</b></p> <ul style="list-style-type: none"> <li>• KIN 320 - Structure and Strategy of Games</li> <li>• KIN 325 - The Study of Games for Children and Youth</li> <li>• PAC 111 - Instruction of the Basics of Basketball</li> <li>• PAC 114 - Instruction of the Basics of Ice Hockey</li> <li>• PAC 117 - Instruction of the Basics of Rugby</li> <li>• PAC 118 - Instruction of the Basics of Soccer</li> <li>• PAC 135 - Instruction of the Basics of Tennis</li> <li>• PAC 137 - Instruction of the Basics of Volleyball</li> <li>• PAC 145 - Instruction of the Basics of Golf</li> <li>• PAC 183 - Instruction of the Basics of Curling</li> <li>• PAC 197 - Selected Topics in Physical Activity - Level I</li> <li>• PAC 199 - Directed Studies</li> <li>• PAC 311 - Coaching Basketball</li> <li>• PAC 314 - Coaching Ice Hockey</li> <li>• PAC 337 - Coaching Volleyball</li> </ul>
<p><b>d. Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• KIN 365 - The Study of Gymnastics for</li> </ul>	<p><b>d. Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• KIN 365 - The Study of Gymnastics for</li> </ul>

<p>Children and Youth</p> <ul style="list-style-type: none"> <li>• PAC 160 - Instruction of the Basics of Gymnastics</li> </ul> <p><b>e. Individual Activities:</b></p> <hr/> <ul style="list-style-type: none"> <li>• PAC 154 - Instruction of the Basics of Wrestling</li> <li>• PAC 156 - Instruction of the Basics of Yoga</li> <li>• PAC 173 - Instruction of the Basics of Athletics (Track and Field)</li> <li>• PAC 197 - Selected Topics in Physical Activity - Level I</li> <li>• PAC 199 - Directed Studies</li> <li>• PAC 356 - Yoga for Stress Management</li> </ul> <p><b>Notes</b></p> <hr/> <p>Students must take EDSE 347 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 447 and EDSE 451 during the APT**, which is normally offered in both the Fall and Winter Terms.  * Introductory Professional Term  ** Advanced Professional Term</p>	<p>Children and Youth</p> <ul style="list-style-type: none"> <li>• PAC 160 - Instruction of the Basics of Gymnastics</li> </ul> <p><b>e. Individual Activities:</b></p> <hr/> <ul style="list-style-type: none"> <li>• PAC 154 - Instruction of the Basics of Wrestling</li> <li>• PAC 156 - Instruction of the Basics of Yoga</li> <li>• PAC 173 - Instruction of the Basics of Athletics (Track and Field)</li> <li>• PAC 197 - Selected Topics in Physical Activity - Level I</li> <li>• PAC 199 - Directed Studies</li> <li>• PAC 356 - Yoga for Stress Management</li> </ul> <p><b>Notes</b></p> <hr/> <p>Students must take EDSE 347 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 447 and EDSE 451 during the APT**, which is normally offered in both the Fall and Winter Terms.  * Introductory Professional Term  ** Advanced Professional Term</p>
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**Justification:** (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Rationale: Removing PAC 310, DAC 126, and DANCE 446, as these courses are no longer offered by the Faculty of Kinesiology, Sport, and Recreation.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: April 16, 2021	FACULTY USE ONLY  UAAC Approval Date: April 22, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes                       No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Science Chart 1: Mathematical Sciences Major/Biological Sciences Minor <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Science Chart 1: Mathematical Sciences Major/Biological Sciences Minor <i>(Underline <b>all</b> additions)</i>
<b>Science Chart 1</b> <b>Mathematical Sciences Major/Biological Sciences</b> <b>Minor (★150) [Science]</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★27 100-level: ★33 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> <li>● HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine</li> </ul>	<b>Science Chart 1</b> <b>Mathematical Sciences Major/Biological Sciences</b> <b>Minor (★150) [Science]</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★27 100-level: ★33 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> <li>● <b>HIST 115 - Technology and History</b></li> <li>● HIST 294 - An Introduction to the History of</li> </ul>

- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- ~~PHIL 375~~
- PHYS 261 - Physics of Energy
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

Note:

It is the student's responsibility to ensure that all prerequisites for higher level courses are met.

### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- EDU 100 - Contexts of Education
- ~~MATH 114 - Elementary Calculus I~~
- ~~MATH 115 - Elementary Calculus II~~
- MATH 125 - Linear Algebra I
- STAT 151 - Introduction to Applied Statistics I
- ★3 junior ENGL or WRS
- ★6 in Physical Sciences at the 100-level

### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- MATH 214 - Intermediate Calculus I
- MATH 215 - Intermediate Calculus II
- MATH 228 - Algebra: Introduction to Ring Theory
- MATH 241 - Geometry
- ★6 Arts options
- ★3 junior ENGL or WRS

### Year 3 (★30)

- EDU 210 - Introduction to Educational Technology
- ★3 in Biological Sciences at the 200-level

- Sciences, Technology, and Medicine
- HIST 391 - History of Technology
  - HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
  - HIST 397 - History of Science I
  - HIST 398 - History of Science II
  - HIST 496 - Topics in the History of Science
  - PHIL 217 - Biology, Society, and Values
  - PHIL 265 - Philosophy of Science
  - PHYS 261 - Physics of Energy
  - STS 200 - Introduction to Studies in Science, Technology and Society
  - WGS 250 - Gender and Science

Note:

It is the student's responsibility to ensure that all prerequisites for higher level courses are met.

### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- EDU 100 - Contexts of Education
- One of MATH 134, 144, or 154
- One of MATH 136, 146, or 156
- MATH 125 - Linear Algebra I
- STAT 151 - Introduction to Applied Statistics I
- ★3 junior ENGL or WRS
- ★6 in Physical Sciences at the 100-level

### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- MATH 214 - Intermediate Calculus I
- MATH 215 - Intermediate Calculus II
- MATH 228 - Algebra: Introduction to Ring Theory
- MATH 241 - Geometry
- ★6 Arts options
- ★3 junior ENGL or WRS

### Year 3 (★30)

- EDU 210 - Introduction to Educational Technology
- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction

- ★6 in Mathematical Sciences at the 200- or 300- or 400-level
- ★6 in Biological Sciences at the 200- or 300- or 400-level
- ★6 Arts options
- ★6 Area “B”

**Year 4 (★30)**

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 337 - Curriculum and Teaching for Secondary School Mathematics Majors I (Major)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDPY 303 - Educational Assessment
- EDSE 356 - Curriculum and Teaching for Secondary School Science Minor (Minor)
- EDPS 410 - Ethics and Law in Teaching
- ★6 in Biological Sciences at the 300- or 400-level
- ★3 in Mathematical Sciences at the 300- or 400-level

Note:

First four courses above constitute the Introductory Professional Term and must be taken concurrently.

**Year 5 (★30)**

- EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term
- EDSE 437 - Curriculum and Teaching for Secondary School Mathematics Majors II (Major)
- ~~EDPY 304 - Adolescent Development and Learning~~
- ~~EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs~~
- ★9 in Mathematical Sciences at the 300- or 400- level

**for Students with Special Needs**

● **EDPY 304 - Adolescent Development and Learning**

- ★3 in Biological Sciences at the 200-level
- ★6 in Mathematical Sciences at the 200- or 300- or 400-level
- ★3 in Biological Sciences at the 200- or 300- or 400-level
- ★3 Arts options
- ★6 Area “B”

**Year 4 (★30)**

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 337 - Curriculum and Teaching for Secondary School Mathematics Majors I (Major)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDPY 303 - Educational Assessment
- EDSE 356 - Curriculum and Teaching for Secondary School Science Minor (Minor)
- EDPS 410 - Ethics and Law in Teaching
- ★6 in Biological Sciences at the 300- or 400-level
- ★3 in Mathematical Sciences at the 300- or 400-level

Note:

First four courses above constitute the Introductory Professional Term and must be taken concurrently.

**Year 5 (★30)**

- EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term
- EDSE 437 - Curriculum and Teaching for Secondary School Mathematics Majors II (Major)
- **★3 Arts options**
- **★3 in Biological Sciences at the 200- or 300- or 400-level**
- ★9 in Mathematical Sciences at the 300- or 400- level

Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently	Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently
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**Justification:** *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.*

Rationale: The BSc (Science)/BEd (Secondary) combined degrees listing in the calendar was recently updated to be housed under one area (Science Chart 1), as to avoid errors between listings when the information was housed in two locations (Science and Education). As such, these changes are being done to further clean up this single listing. Note: These changes are being presented for approval through the Department of Secondary Education. Science has approved for these changes to be made.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: September 17, 2021	FACULTY USE ONLY Approved at UAAC September 29, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes             No*

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
<p>Calendar Section Number (§) Education Chart 2, taken from:  <a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38593">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38593</a>  <i>(Use strike out for <b>all</b> changes)</i></p>	<p>Calendar Section Number (§) Education Chart 2, taken from:  <a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38593">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38593</a>  <i>(Underline <b>all</b> additions)</i></p>
<p>Physical Education (★18) [Education]</p> <p><b>Requirements</b></p> <hr/> <ul style="list-style-type: none"> <li>• KIN 294 - A Conceptual Approach to Physical Activity</li> </ul> <p><b>★3 chosen from</b></p> <hr/> <ul style="list-style-type: none"> <li>• HE ED 110 - Introduction to Personal Health and Well-Being</li> <li>• HE ED 220 - Introduction to the Biological Aspects of Fitness to Health</li> </ul> <p><b>★12 chosen from the five activity dimensions listed below.</b></p> <hr/> <p>(Note: no more than ★3 can be selected from any one dimension). A variety of courses outside personal level of expertise is recommended. Aquatics competency and CPR certification recommended.  <b>a. Alternative Environments:</b></p> <hr/> <ul style="list-style-type: none"> <li>• PAC 110 - Instruction of the Basics of Aquatics</li> <li>• PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> <li>• <del>PAC 310</del></li> </ul>	<p>Physical Education (★18) [Education]</p> <p><b>Requirements</b></p> <hr/> <ul style="list-style-type: none"> <li>• KIN 294 - A Conceptual Approach to Physical Activity</li> </ul> <p><b>★3 chosen from</b></p> <hr/> <ul style="list-style-type: none"> <li>• HE ED 110 - Introduction to Personal Health and Well-Being</li> <li>• HE ED 220 - Introduction to the Biological Aspects of Fitness to Health</li> </ul> <p><b>★12 chosen from the five activity dimensions listed below.</b></p> <hr/> <p>Note: no more than ★3 can be selected from any one dimension). A variety of courses outside personal level of expertise is recommended. Aquatics competency and CPR certification recommended.  <b>a. Alternative Environments:</b></p> <hr/> <ul style="list-style-type: none"> <li>• PAC 110 - Instruction of the Basics of Aquatics</li> <li>• PAC 182 - Instruction of the Basics of Indoor Wall Climbing</li> <li>• KIN 205 - Introduction to Outdoor</li> </ul>



- KIN 205 - Introduction to Outdoor Environmental Education

**b. Dance:**

- DAC 125 - Social Dance
- ~~DAC 126 - Jazz Dance~~
- ~~DAC 197~~
- DANCE 200 - The Spectrum of Dance in Society
- DANCE 340 - Modern Dance
- ~~DANCE 446 - Modern Dance Composition~~

**c. Games:**

- KIN 320 - Structure and Strategy of Games
- PAC 111 - Instruction of the Basics of Basketball
- PAC 114 - Instruction of the Basics of Ice Hockey
- PAC 117 - Instruction of the Basics of Rugby
- PAC 118 - Instruction of the Basics of Soccer
- PAC 135 - Instruction of the Basics of Tennis
- PAC 137 - Instruction of the Basics of Volleyball
- PAC 145 - Instruction of the Basics of Golf
- PAC 183 - Instruction of the Basics of Curling
- PAC 199 - Directed Studies
- PAC 311 - Coaching Basketball
- PAC 314 - Coaching Ice Hockey
- PAC 337 - Coaching Volleyball

**d. Gymnastics:**

- KIN 365 - The Study of Gymnastics for Children and Youth
- PAC 160 - Instruction of the Basics of Gymnastics

**e. Individual Activities:**

- PAC 154 - Instruction of the Basics of Wrestling
- PAC 156 - Instruction of the Basics of Yoga
- PAC 173 - Instruction of the Basics of Athletics (Track and Field)
- PAC 197 - Selected Topics in Physical Activity - Level I
- PAC 199 - Directed Studies
- PAC 356 - Yoga for Stress Management

**Notes**

Environmental Education

**b. Dance:**

- DAC 125 - Social Dance
- DANCE 200 - The Spectrum of Dance in Society
- DANCE 340 - Modern Dance

**c. Games:**

- KIN 320 - Structure and Strategy of Games
- KIN 325 - The Study of Games for Children and Youth
- PAC 111 - Instruction of the Basics of Basketball
- PAC 114 - Instruction of the Basics of Ice Hockey
- PAC 117 - Instruction of the Basics of Rugby
- PAC 118 - Instruction of the Basics of Soccer
- PAC 135 - Instruction of the Basics of Tennis
- PAC 137 - Instruction of the Basics of Volleyball
- PAC 145 - Instruction of the Basics of Golf
- PAC 183 - Instruction of the Basics of Curling
- PAC 311 - Coaching Basketball
- PAC 314 - Coaching Ice Hockey
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- KIN 365 - The Study of Gymnastics for Children and Youth
- PAC 160 - Instruction of the Basics of Gymnastics

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- PAC 154 - Instruction of the Basics of Wrestling
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- PAC 173 - Instruction of the Basics of Athletics (Track and Field)
- PAC 197 - Selected Topics in Physical Activity - Level I
- PAC 199 - Directed Studies
- PAC 356 - Yoga for Stress Management

**Notes**

<p>Students must take EDSE 347 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 447 and EDSE 451 during the APT**, which is normally offered in both the Fall and Winter Terms.  * Introductory Professional Term  ** Advanced Professional Term</p>	<p>Students must take EDSE 347 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 447 and EDSE 451 during the APT**, which is normally offered in both the Fall and Winter Terms.  * Introductory Professional Term  ** Advanced Professional Term</p>
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**Justification:** *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.*

Rationale: Removing PAC 310, DAC 126, DAC 197, and DANCE 446, as these courses are no longer offered by the Faculty of Kinesiology, Sport, and Recreation. Adding KIN 325 as an option under the games area.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: April 16, 2021	FACULTY USE ONLY UAAC Approval Date: April 22, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.            Applicable:     Yes             No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Science Chart 1: Mathematical Sciences Major/Physical Sciences Minor <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Science Chart 1: Mathematical Sciences Major/Physical Sciences Minor <i>(Underline <b>all</b> additions)</i>
<b>Science Chart 1</b> <b>Mathematical Sciences Major/Physical Sciences</b> <b>Minor (★150) [Science]</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★ <del>30</del> 100-level: ★39 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “A”</u> <ul style="list-style-type: none"> <li>● BIOCH 200 - Introductory Biochemistry</li> <li>● CHEM 211 - Quantitative Analysis I</li> <li>● CHEM 263 - Organic Chemistry II</li> </ul> <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian</li> </ul>	<b>Science Chart 1</b> <b>Mathematical Sciences Major/Physical Sciences</b> <b>Minor (★150) [Science]</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★ <u>27</u> 100-level: ★39 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “A”</u> <ul style="list-style-type: none"> <li>● BIOCH 200 - Introductory Biochemistry</li> <li>● CHEM 211 - Quantitative Analysis I</li> <li>● CHEM 263 - Organic Chemistry II</li> <li>● <u>PHYS 208 - Aspects of Modern Physics</u></li> <li>● <u>PHYS 271 - Introduction to Modern Physics</u></li> </ul> <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian</li> </ul>

- Perspectives
- CHRTC 352 - Bioethical Issues: Christian Perspectives
- CLASS 294 - Ancient Science, Technology, and Medicine
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- ~~PHIL 317~~
- ~~PHIL 375~~
- PHYS 261 - Physics of Energy
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

#### Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM

#### Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- EDU 100 - Contexts of Education
- ~~MATH 114 - Elementary Calculus I~~
- ~~MATH 115 - Elementary Calculus II~~
- MATH 125 - Linear Algebra I
- STAT 151 - Introduction to Applied Statistics

- Perspectives
- CHRTC 352 - Bioethical Issues: Christian Perspectives
- CLASS 294 - Ancient Science, Technology, and Medicine
- **HIST 115 - Technology and History**
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- PHYS 261 - Physics of Energy
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

#### Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM (**not to include CHEM 300 or CHEM 399**)

#### Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- EDU 100 - Contexts of Education
- **One of MATH 134, 144, or 154**
- **One of MATH 136, 146, or 156**
- MATH 115 - Elementary Calculus II
- MATH 125 - Linear Algebra I

<p>I</p> <p><u>★6 chosen from</u></p> <ul style="list-style-type: none"> <li>● CHEM 101 - Introductory University Chemistry I</li> <li>● CHEM 102 - Introductory University Chemistry II</li> <li>● PHYS 124 - Particles and Waves <b>OR</b></li> <li>● PHYS 144 - Newtonian Mechanics and Relativity</li> <li>● PHYS 126 - Fluids, Fields, and Radiation <b>OR</b></li> <li>● PHYS 146 - Fluids and Waves</li> </ul> <p><u>Options</u></p> <ul style="list-style-type: none"> <li>● ★3 junior ENGL or WRS</li> </ul> <p><u>Year 2 (★30)</u></p> <ul style="list-style-type: none"> <li>● CHEM 261 - Organic Chemistry I</li> <li>● EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement</li> <li>● MATH 214 - Intermediate Calculus I</li> <li>● MATH 215 - Intermediate Calculus II</li> <li>● MATH 228 - Algebra: Introduction to Ring Theory</li> <li>● MATH 241 - Geometry</li> </ul> <p><u>★6 chosen from</u></p> <ul style="list-style-type: none"> <li>● CHEM 101 - Introductory University Chemistry I</li> <li>● CHEM 102 - Introductory University Chemistry II</li> <li>● PHYS 124 - Particles and Waves <b>OR</b></li> <li>● PHYS 144 - Newtonian Mechanics and Relativity</li> <li>● PHYS 126 - Fluids, Fields, and Radiation <b>OR</b></li> <li>● PHYS 146 - Fluids and Waves</li> </ul> <p><u>Options</u></p> <ul style="list-style-type: none"> <li>● ★3 junior ENGL or WRS</li> <li>● ★3 Arts option</li> </ul> <p><u>Year 3 (★30)</u></p> <ul style="list-style-type: none"> <li>● EDPY 304 - Adolescent Development and</li> </ul>	<ul style="list-style-type: none"> <li>● STAT 151 - Introduction to Applied Statistics I</li> </ul> <p><u>★6 chosen from</u></p> <ul style="list-style-type: none"> <li>● CHEM 101 - Introductory University Chemistry I</li> <li>● CHEM 102 - Introductory University Chemistry II</li> <li>● PHYS 124 - Particles and Waves <b>OR</b></li> <li>● PHYS 144 - Newtonian Mechanics and Relativity</li> <li>● PHYS 126 - Fluids, Fields, and Radiation <b>OR</b></li> <li>● PHYS 146 - Fluids and Waves</li> </ul> <p><u>Options</u></p> <ul style="list-style-type: none"> <li>● ★3 junior ENGL or WRS</li> </ul> <p><u>Year 2 (★30)</u></p> <ul style="list-style-type: none"> <li>● CHEM 261 - Organic Chemistry I</li> <li>● EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement</li> <li>● MATH 214 - Intermediate Calculus I</li> <li>● MATH 215 - Intermediate Calculus II</li> <li>● MATH 228 - Algebra: Introduction to Ring Theory</li> <li>● MATH 241 - Geometry</li> </ul> <p><u>★6 chosen from</u></p> <ul style="list-style-type: none"> <li>● CHEM 101 - Introductory University Chemistry I</li> <li>● CHEM 102 - Introductory University Chemistry II</li> <li>● PHYS 124 - Particles and Waves <b>OR</b></li> <li>● PHYS 144 - Newtonian Mechanics and Relativity</li> <li>● PHYS 126 - Fluids, Fields, and Radiation <b>OR</b></li> <li>● PHYS 146 - Fluids and Waves</li> </ul> <p><u>Options</u></p> <ul style="list-style-type: none"> <li>● ★3 junior ENGL or WRS</li> <li>● ★3 Arts option</li> </ul> <p><u>Year 3 (★30)</u></p> <ul style="list-style-type: none"> <li>● <b>EDPY 301 - Introduction to Inclusive</b></li> </ul>
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Learning

- EDU 210 - Introduction to Educational Technology
- PHYS 208 - Aspects of Modern Physics **OR**
- PHYS 271 - Introduction to Modern Physics
  
- ★3 Area “A”
- ★6 in Mathematical Sciences at the 200, 300 or 400-level
- ★6 in Arts Options
- ★6 Area “B”

Note:

Students wishing to take PHYS 364 as their Area “C” option must take PHYS 261 as an Area “B” option.

**Year 4 (★30)**

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 337 - Curriculum and Teaching for Secondary School Mathematics Majors I (Major)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDPY 303 - Educational Assessment
- EDPS 410 - Ethics and Law in Teaching
- ★3 in Mathematical Sciences at the 300- or 400-level
- ★3 Area “A”
- ★3 Area “C”

Note:

First four courses above constitute the Introductory Professional Term and must be taken concurrently.

**Year 5 (★30)**

- EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term
- EDSE 437 - Curriculum and Teaching for Secondary School Mathematics Majors II (Major)

**Education: Adapting Classroom Instruction for Students with Special Needs**

- EDPY 304 - Adolescent Development and Learning
- EDU 210 - Introduction to Educational Technology
  
- PHYS 208 - Aspects of Modern Physics **OR**
- PHYS 271 - Introduction to Modern Physics
  
- ★3 Area “A”
- ★6 in Mathematical Sciences at the 200, 300 or 400-level
- ★3 in Arts Options
- ★6 Area “B”

Note:

Students wishing to take PHYS 364 as their Area “C” option must take PHYS 261 as an Area “B” option.

**Year 4 (★30)**

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 337 - Curriculum and Teaching for Secondary School Mathematics Majors I (Major)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDPY 303 - Educational Assessment
- EDPS 410 - Ethics and Law in Teaching
- **EDSE 356 - Curriculum and Teaching for Secondary School Science Minor (Minor)**
- ★3 in Mathematical Sciences at the 300- or 400-level
- ★3 Area “A”
- ★3 Area “C”

Note:

First four courses above constitute the Introductory Professional Term and must be taken concurrently.

**Year 5 (★30)**

- EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term
- EDSE 437 - Curriculum and Teaching for Secondary School Mathematics Majors II (Major)

<ul style="list-style-type: none"> <li>● <del>EDPY 301—Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</del></li> <li>● ★9 in Mathematical Sciences at the 300- or 400- level</li> <li>● ★3 Area “C”</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently.</p>	<ul style="list-style-type: none"> <li>● ★9 in Mathematical Sciences at the 300- or 400- level</li> <li>● ★3 in Arts Options</li> <li>● ★3 Area “C”</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently.</p>
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**Justification:** *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.*

Rationale: The BSc (Science)/BEd (Secondary) combined degrees listing in the calendar was recently updated to be housed under one area (Science Chart 1), as to avoid errors between listings when the information was housed in two locations (Science and Education). As such, these changes are being done to further clean up this single listing. Note: These changes are being presented for approval through the Department of Secondary Education. Science has approved for these changes to be made.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: September 17, 2021	FACULTY USE ONLY Approved at UAAC September 29, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes                       No

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Science Chart 1: Physical Sciences Major/Biological Sciences Minor Chemistry Concentration <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Science Chart 1: Physical Sciences Major/Biological Sciences Minor Chemistry Concentration <i>(Underline <b>all</b> additions)</i>
<b>Science Chart 1</b> <b>Physical Sciences Major/Biological Sciences Minor</b> <b>[Science]</b>  <b>Chemistry Concentration (★150)</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★24 100-level: ★33 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> </ul>	<b>Science Chart 1</b> <b>Physical Sciences Major/Biological Sciences Minor</b> <b>[Science]</b>  <b>Chemistry Concentration (★150)</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★24 100-level: ★33 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> </ul>



- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- ~~PHIL 375~~
- PHYS 261 - Physics of Energy
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

#### Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM.

Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 102 - Introductory University Chemistry II
- EDU 100 - Contexts of Education
- ~~MATH 114 - Elementary Calculus I~~
- ~~MATH 115 - Elementary Calculus II~~
- PHYS 124 - Particles and Waves **OR**
- PHYS 144 - Newtonian Mechanics and Relativity

- **HIST 115 - Technology and History**
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- PHYS 261 - Physics of Energy
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

#### Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM (**not to include CHEM 300 or CHEM 399**)

Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 102 - Introductory University Chemistry II
- EDU 100 - Contexts of Education
- **One of MATH 134, 144, or 154**
- **One of MATH 136, 146, or 156**
- PHYS 124 - Particles and Waves **OR**
- PHYS 144 - Newtonian Mechanics and Relativity

- PHYS 126 - Fluids, Fields, and Radiation **OR**
- PHYS 146 - Fluids and Waves
- ★3 junior ENGL or WRS

### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- CHEM 261 - Organic Chemistry I
- EDU 210 - Introduction to Educational Technology
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- PHYS 208 - Aspects of Modern Physics **OR**
- PHYS 271 - Introduction to Modern Physics
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- ★3 junior ENGL or WRS
- ★6 Arts options

### Year 3 (★30)

- CHEM 263 - Organic Chemistry II
- MATH 214 - Intermediate Calculus I
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- PHYS 281 - Electricity and Magnetism
- ★6 in Biological Sciences at the 200-level
- ~~★3 Arts option~~
- ★6 Area “B”
- ★3 Area “C”

Note:

Students wishing to take PHYS 364 as their Area “C” option must take PHYS 261 as an Area “B” option.

### Year 4 (★30)

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDSE 364 (Major)

- PHYS 126 - Fluids, Fields, and Radiation **OR**
- PHYS 146 - Fluids and Waves
- ★3 junior ENGL or WRS

### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- CHEM 261 - Organic Chemistry I
- EDU 210 - Introduction to Educational Technology
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- PHYS 208 - Aspects of Modern Physics **OR**
- PHYS 271 - Introduction to Modern Physics
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- ★3 junior ENGL or WRS
- ★6 Arts options

### Year 3 (★30)

- CHEM 263 - Organic Chemistry II
- MATH 214 - Intermediate Calculus I
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- **EDPY 304 - Adolescent Development and Learning**
- PHYS 281 - Electricity and Magnetism
- ★6 in Biological Sciences at the 200-level
- ★6 Area “B”
- ★3 Area “C”

Note:

Students wishing to take PHYS 364 as their Area “C” option must take PHYS 261 as an Area “B” option.

### Year 4 (★30)

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDSE **355 - Curriculum and Teaching for**

- EDPY 303 - Educational Assessment
- EDPS 410 - Ethics and Law in Teaching
- ~~EDSE 305 - Curriculum and Teaching in Secondary Schools (Minor)~~
- ★6 in Biological Sciences at the 300- or 400-level
- ★3 Arts option

Note:  
First four courses above constitute the Introductory Professional Term and must be taken concurrently.

**Year 5 (★30)**

- EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term
- EDSE ~~460~~ (Major)
- ~~EDPY 304 - Adolescent Development and Learning~~
- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
- ★9 Area "C"

Note:  
First three courses above constitute the Advanced Professional Term and must be taken concurrently.

- Secondary School Science Majors I (Major)
- EDPY 303 - Educational Assessment
- EDPS 410 - Ethics and Law in Teaching
- EDSE 3XX (Minor) or Education Elective (see note below)
- ★6 in Biological Sciences at the 300- or 400-level
- ★3 Arts option

Note:  
First four courses above constitute the Introductory Professional Term and must be taken concurrently. EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must choose to either register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.

**Year 5 (★30)**

- EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)
- EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term
- EDSE 455 - Curriculum and Teaching for Secondary School Science Majors II (Major)
- EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs
- ★3 Arts option
- ★9 Area "C"

Note:  
First three courses above constitute the Advanced Professional Term and must be taken concurrently.

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

Rationale: The BSc (Science)/BEd (Secondary) combined degrees listing in the calendar was recently updated to be housed under one area (Science Chart 1), as to avoid errors between listings when the information was housed in two locations (Science and Education). As such, these changes are being done to further clean up this single listing. Note: These changes are being presented for approval through the Department of Secondary Education. Science has approved for these changes to be made.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: September 17, 2021	FACULTY USE ONLY Approved at UAAC September 29, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes                       No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Science Chart 1: Physical Sciences Major/Biological Sciences Minor Physics Concentration <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Science Chart 1: Physical Sciences Major/Biological Sciences Minor Physics Concentration <i>(Underline <b>all</b> additions)</i>
<b>Science Chart 1</b> <b>Physical Sciences Major/Biological Sciences Minor</b> <b>[Science]</b>  <b>Physics Concentration (★150)</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★24 100-level: ★33 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> </ul>	<b>Science Chart 1</b> <b>Physical Sciences Major/Biological Sciences Minor</b> <b>[Science]</b>  <b>Physics Concentration (★150)</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★24 100-level: ★33 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> </ul>

- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- ~~PHIL 375~~
- PHYS 261 - Physics of Energy
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

#### Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM.

#### Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 102 - Introductory University Chemistry II
- EDU 100 - Contexts of Education
- ~~MATH 114 - Elementary Calculus I~~
- ~~MATH 115 - Elementary Calculus II~~
- PHYS 124 - Particles and Waves **OR**
- PHYS 144 - Newtonian Mechanics and Relativity

- **HIST 115 - Technology and History**
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- PHYS 261 - Physics of Energy
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

#### Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM (**not to include CHEM 300 or CHEM 399**)

#### Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 102 - Introductory University Chemistry II
- EDU 100 - Contexts of Education
- **One of MATH 134, 144, or 154**
- **One of MATH 136, 146, or 156**
- PHYS 124 - Particles and Waves **OR**
- PHYS 144 - Newtonian Mechanics and Relativity

- PHYS 126 - Fluids, Fields, and Radiation **OR**
- PHYS 146 - Fluids and Waves
- ★3 junior ENGL or WRS

### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- CHEM 261 - Organic Chemistry I
- EDU 210 - Introduction to Educational Technology
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- PHYS 208 - Aspects of Modern Physics **OR**
- PHYS 271 - Introduction to Modern Physics
- MATH 214 - Intermediate Calculus I
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- ★3 Arts option
- ★3 junior ENGL or WRS

### Year 3 (★30)

- CHEM 263 - Organic Chemistry II
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- MATH 215 - Intermediate Calculus II
- PHYS 281 - Electricity and Magnetism
- ★6 in Biological Sciences at the 200-level
- ★6 Arts options
- ★3 Area “B”
- ★3 Area “C”

Note:

Students wishing to take PHYS 364 as their Area “C” option must take PHYS 261 as an Area “B” option.

### Year 4 (★30)

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional

- PHYS 126 - Fluids, Fields, and Radiation **OR**
- PHYS 146 - Fluids and Waves
- ★3 junior ENGL or WRS

### Year 2 (★30)

- BIOL 207 - Molecular Genetics and Heredity
- BIOL 208 - Principles of Ecology
- CHEM 261 - Organic Chemistry I
- EDU 210 - Introduction to Educational Technology
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- PHYS 208 - Aspects of Modern Physics **OR**
- PHYS 271 - Introduction to Modern Physics
- MATH 214 - Intermediate Calculus I
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- ★3 Arts option
- ★3 junior ENGL or WRS

### Year 3 (★30)

- CHEM 263 - Organic Chemistry II
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- **EDPY 304 - Adolescent Development and Learning**
- MATH 215 - Intermediate Calculus II
- PHYS 281 - Electricity and Magnetism
- ★6 in Biological Sciences at the 200-level
- ★3 Arts options
- ★3 Area “B”
- ★3 Area “C”

Note:

Students wishing to take PHYS 364 as their Area “C” option must take PHYS 261 as an Area “B” option.

### Year 4 (★30)

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional

<p>Term (5 weeks)</p> <ul style="list-style-type: none"> <li>● EDPY 303 - Educational Assessment</li> <li>● EDSE 307 - Language, Literacy and Society in Educational Contexts</li> <li>● EDSE <del>364</del> (Major)</li> <li>● EDPS 410 - Ethics and Law in Teaching</li> <li>● <del>EDSE 305 - Curriculum and Teaching in Secondary Schools (Minor)</del></li> <li>● ★6 in Biological Sciences at the 300- or 400-level</li> <li>● ★3 Arts option</li> </ul> <p>Note: First four courses above constitute the Introductory Professional Term and must be taken concurrently.</p> <p><b>Year 5 (★30)</b></p> <ul style="list-style-type: none"> <li>● EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)</li> <li>● EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</li> <li>● EDSE <del>460</del> (Major)</li> <li>● <del>EDPY 304 - Adolescent Development and Learning</del></li> <li>● EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</li> <li>● ★9 Area “C”</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently.</p>	<p>Term (5 weeks)</p> <ul style="list-style-type: none"> <li>● EDPY 303 - Educational Assessment</li> <li>● EDSE 307 - Language, Literacy and Society in Educational Contexts</li> <li>● EDSE <b>355 - Curriculum and Teaching for Secondary School Science Majors I (Major)</b></li> <li>● EDPS 410 - Ethics and Law in Teaching</li> <li>● <b>EDSE 3XX (Minor) or Education Elective (see note below)</b></li> <li>● ★6 in Biological Sciences at the 300- or 400-level</li> <li>● ★3 Arts option</li> </ul> <p>Note: First four courses above constitute the Introductory Professional Term and must be taken concurrently. <b>EDSE 356 is not open to students whose major is Biological Sciences, Chemistry, General Sciences, Physical Sciences or Physics. These students must choose to either register for another EDSE (Minor) provided they meet the course prerequisites, OR register in an additional Education Elective.</b></p> <p><b>Year 5 (★30)</b></p> <ul style="list-style-type: none"> <li>● EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)</li> <li>● EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</li> <li>● EDSE <b>455 - Curriculum and Teaching for Secondary School Science Majors II (Major)</b></li> <li>● EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</li> <li>● <b>★3 Arts options</b></li> <li>● ★9 Area “C”</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently.</p>
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**Justification:** (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Rationale: The BSc (Science)/BEd (Secondary) combined degrees listing in the calendar was recently updated to be housed under one area (Science Chart 1), as to avoid errors between listings when the information was housed in two locations (Science and Education). As such, these changes are being done to further clean up this single listing. Note: These changes are being presented for approval through the Department of Secondary Education. Science has approved for these changes to be made.

Submitted by:	Signature of Department	Date:	FACULTY USE ONLY
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Dr. Jason Wallin	Chair or Designee	September 17, 2021	Approved at UAAC September 29, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes             No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Science Chart 1: Physical Sciences Major/Mathematical Sciences Minor <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Science Chart 1: Physical Sciences Major/Mathematical Sciences Minor <i>(Underline <b>all</b> additions)</i>
<b>Science Chart 1</b> <b>Physical Sciences Major/Mathematical Sciences</b> <b>Minor (★150) [Science]</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★24 100-level: ★36 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> <li>● HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine</li> </ul>	<b>Science Chart 1</b> <b>Physical Sciences Major/Mathematical Sciences</b> <b>Minor (★150) [Science]</b>  <u>Core Program Requirements</u> Education: ★51 Major: ★42 Minor: ★24 100-level: ★36 (Maximum ★42)  <u>Graduation Requirements:</u> GPA of 2.3 on all courses GPA of 2.3 on Major courses  <u>Area “B”</u> <ul style="list-style-type: none"> <li>● ANTHR 230 - Anthropology of Science, Technology, and Environment</li> <li>● BIOL 315 - Biology: An Historical Perspective</li> <li>● CHRTC 350 - Science and Religion: Christian Perspectives</li> <li>● CHRTC 352 - Bioethical Issues: Christian Perspectives</li> <li>● CLASS 294 - Ancient Science, Technology, and Medicine</li> <li>● <b>HIST 115 - Technology and History</b></li> <li>● HIST 294 - An Introduction to the History of</li> </ul>

- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- ~~PHIL 317~~
- ~~PHIL 375~~
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

#### Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM.

#### Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 102 - Introductory University Chemistry II
- EDU 100 - Contexts of Education
- ~~MATH 114 - Elementary Calculus I~~
- ~~MATH 115 - Elementary Calculus II~~
- PHYS 124 - Particles and Waves **OR**
- PHYS 144 - Newtonian Mechanics and Relativity
- PHYS 126 - Fluids, Fields, and Radiation **OR**

- Sciences, Technology, and Medicine
- HIST 391 - History of Technology
- HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- HIST 496 - Topics in the History of Science
- PHIL 217 - Biology, Society, and Values
- PHIL 265 - Philosophy of Science
- **PHYS 261 - Physics of Energy**
- STS 200 - Introduction to Studies in Science, Technology and Society
- WGS 250 - Gender and Science

#### Area "C"

- ASTRO 320 - Stellar Astrophysics I
- ASTRO 322 - Galactic and Extragalactic Astrophysics
- PHYS 301 - Particles, Nuclei, and the Cosmos
- PHYS 308 - Statistical, Molecular, and Solid State Physics
- PHYS 310 - Thermodynamics and Kinetic Theory
- PHYS 311 - Statistical Physics
- PHYS 362 - Optics and Lasers
- PHYS 364 - Environmental Physics II or any 300-level CHEM (**not to include CHEM 300 or CHEM 399**)

#### Note:

It is the student's responsibility to ensure all prerequisites for 300-level courses are met.

#### Year 1 (★30)

- BIOL 107 - Introduction to Cell Biology
- BIOL 108 - Introduction to Biological Diversity
- CHEM 101 - Introductory University Chemistry I
- CHEM 102 - Introductory University Chemistry II
- EDU 100 - Contexts of Education
- **One of MATH 134, 144, or 154**
- **One of MATH 136, 146, or 156**
- PHYS 124 - Particles and Waves **OR**
- PHYS 144 - Newtonian Mechanics and Relativity
- PHYS 126 - Fluids, Fields, and Radiation **OR**

- PHYS 146 - Fluids and Waves
- ★3 junior ENGL or WRS

### Year 2 (★30)

- EDU 210 - Introduction to Educational Technology
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- CHEM 261 - Organic Chemistry I
- MATH 125 - Linear Algebra I
- MATH 214 - Intermediate Calculus I
- PHYS 261 - Physics of Energy **OR**
- PHYS 281 - Electricity and Magnetism
- PHYS 208 - Aspects of Modern Physics **OR**
- PHYS 271 - Introduction to Modern Physics
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- ★3 junior ENGL or WRS
- ★3 Arts option

### Year 3 (★30)

- CHEM 263 - Organic Chemistry II
- MATH 228 - Algebra: Introduction to Ring Theory
- MATH 215 - Intermediate Calculus II
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- ★6 Arts options
- ★6 Area "B"
- ★6 Area "C"

### Year 4 (★30)

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDPY 303 - Educational Assessment
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDSE 364 (Major)
- EDPS 410 - Ethics and Law in Teaching

- PHYS 146 - Fluids and Waves
- ★3 junior ENGL or WRS

### Year 2 (★30)

- EDU 210 - Introduction to Educational Technology
- EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement
- CHEM 261 - Organic Chemistry I
- MATH 125 - Linear Algebra I
- MATH 214 - Intermediate Calculus I
- PHYS 261 - Physics of Energy **OR**
- PHYS 281 - Electricity and Magnetism
- PHYS 208 - Aspects of Modern Physics **OR**
- PHYS 271 - Introduction to Modern Physics
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- ★3 junior ENGL or WRS
- ★3 Arts option

### Year 3 (★30)

- CHEM 263 - Organic Chemistry II
- EDPY 304 - Adolescent Development and Learning
- MATH 228 - Algebra: Introduction to Ring Theory
- MATH 215 - Intermediate Calculus II
- CHEM 211 - Quantitative Analysis I **OR**
- PHYS 294 - General Physics Laboratory
- ★3 Arts options
- ★6 Area "B"
- ★6 Area "C"

### Year 4 (★30)

- EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term (5 weeks)
- EDPY 303 - Educational Assessment
- EDSE 307 - Language, Literacy and Society in Educational Contexts
- EDSE 355 - Curriculum and Teaching for Secondary School Science Majors I (Major)

<ul style="list-style-type: none"> <li>● EDSE 338 - Curriculum and Teaching for Secondary School Mathematics Minors (Minor)</li> <li>● ★6 in Mathematical Sciences at the 300- or 400-level</li> <li>● ★3 Science options</li> </ul> <p>Note: First four courses above constitute the Introductory Professional Term and must be taken concurrently.</p> <p><b>Year 5 (★30)</b></p> <ul style="list-style-type: none"> <li>● EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)</li> <li>● EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</li> <li>● EDSE 460 (Major)</li> <li>● EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</li> <li>● <del>EDPY 304 - Adolescent Development and Learning</del></li> <li>● ★3 Arts option</li> <li>● ★6 Area “C”</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently.</p>	<ul style="list-style-type: none"> <li>● EDPS 410 - Ethics and Law in Teaching</li> <li>● EDSE 338 - Curriculum and Teaching for Secondary School Mathematics Minors (Minor)</li> <li>● ★6 in Mathematical Sciences at the 300- or 400-level</li> <li>● ★3 Science options</li> </ul> <p>Note: First four courses above constitute the Introductory Professional Term and must be taken concurrently.</p> <p><b>Year 5 (★30)</b></p> <ul style="list-style-type: none"> <li>● EDFX 450 - Secondary Route: Advanced Field Experience (9 weeks)</li> <li>● EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term</li> <li>● EDSE 455 - Curriculum and Teaching for Secondary School Science Majors II (Major)</li> <li>● EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs</li> <li>● ★6 Arts option</li> <li>● ★6 Area “C”</li> </ul> <p>Note: First three courses above constitute the Advanced Professional Term and must be taken concurrently.</p>
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**Justification:** (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Rationale: The BSc (Science)/BEd (Secondary) combined degrees listing in the calendar was recently updated to be housed under one area (Science Chart 1), as to avoid errors between listings when the information was housed in two locations (Science and Education). As such, these changes are being done to further clean up this single listing. Note: These changes are being presented for approval through the Department of Secondary Education. Science has approved for these changes to be made.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: September 17, 2021	FACULTY USE ONLY Approved at UAAC September 29, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes             No

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 2, <a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38570">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38570</a> <i>(Use strike out for all changes)</i>	Calendar Section Number (§) Education Chart 2, <a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38570">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38570</a> <i>(Underline all additions)</i>
<b>Education Chart 2 Requirements for Minor Teaching Subject in the Secondary Route</b>	<b>Education Chart 2 Requirements for Minor Teaching Subject in the Secondary Route</b>
<b>Career and Technology Studies: Natural Resources (NAT) (★18) [Education]</b>	<b>Career and Technology Studies: Natural Resources (NAT) (★18) [Education]</b>
<b>Note:</b> See overview of Career and Technology Studies majors and minors.	<b>Note:</b> See overview of Career and Technology Studies majors and minors.
<b>Requirements</b>	<b>Requirements</b>
<ul style="list-style-type: none"> <li>• EDSE 495 - Curriculum and Teaching in Secondary School Career Education</li> </ul> <b>★9 chosen from</b>	<ul style="list-style-type: none"> <li>• EDSE 495 - Curriculum and Teaching in Secondary School Career Education</li> </ul> <b>★9 chosen from</b>
<ul style="list-style-type: none"> <li>• BIOL 107 - Introduction to Cell Biology</li> <li>• BIOL 108 - Introduction to Biological Diversity</li> <li>• BOT 210</li> <li>• BOT 303 - Plant Development</li> <li>• ENCS 352 - Natural Resource and Environmental Law</li> <li>• REN R 100 - Forests: Ecology, Use and Society</li> <li>• <del>REN R 101 - Introductory Forestry Field School</del></li> </ul>	<ul style="list-style-type: none"> <li>• BIOL 107 - Introduction to Cell Biology</li> <li>• BIOL 108 - Introduction to Biological Diversity</li> <li>• BOT 210</li> <li>• BOT 303 - Plant Development</li> <li>• ENCS 352 - Natural Resource and Environmental Law</li> <li>• REN R 100 - Forests: Ecology, Use and Society</li> <li>• REN R 110 - Natural Resource Measurement</li> <li>• REN R 120 - Introduction to Plant Identification</li> </ul>

<ul style="list-style-type: none"> <li>• REN R 110 - Natural Resource Measurement</li> <li>• REN R 120 - Introduction to Plant Identification</li> <li>• REN R 201 - Introduction to Geomatic Techniques in Natural Resource Management</li> <li>• REN R 250 - Water Resource Management</li> <li>• REN R 260 - History and Fundamentals of Environmental Protection and Conservation</li> <li>• R SOC 271 - The Politics of Food and Natural Resources</li> <li>• REN R 321 - Tree Physiology</li> <li>• REN R 322 - Forest Ecosystems</li> </ul> <p><b>★6 chosen from</b></p>	<ul style="list-style-type: none"> <li>• REN R 201 - Introduction to Geomatic Techniques in Natural Resource Management</li> <li>• REN R 250 - Water Resource Management</li> <li>• REN R 260 - History and Fundamentals of Environmental Protection and Conservation</li> <li>• R SOC 271 - The Politics of Food and Natural Resources</li> <li>• REN R 321 - Tree Physiology</li> <li>• REN R 322 - Forest Ecosystems</li> </ul> <p><b>★6 chosen from</b></p>
<ul style="list-style-type: none"> <li>• senior level EDCT</li> <li>• recommend EDCT 400 Career and Technology Junior High Organization and Content</li> </ul> <p><b>Notes:</b></p>	<ul style="list-style-type: none"> <li>• senior level EDCT</li> <li>• recommend EDCT 400 Career and Technology Junior High Organization and Content</li> </ul> <p><b>Notes:</b></p>
<p>Students must take EDSE 318 which is normally offered in the Fall Term only.</p> <p>Advanced Standing may be granted for relevant provincial and federal journey certification, degree, or two-year certificate or diploma programs in Career and Technology minor categories. Contact the Department of Secondary Education for more information.</p>	<p>Students must take EDSE 318 which is normally offered in the Fall Term only.</p> <p>Advanced Standing may be granted for relevant provincial and federal journey certification, degree, or two-year certificate or diploma programs in Career and Technology minor categories. Contact the Department of Secondary Education for more information.</p>

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

Rationale: Removing REN R 101 from course option list, as this is listed as a ★0 course in the University Calendar.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: May 14, 2021	FACULTY USE ONLY Approved at UAAC September 29, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes                       No*

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 1, <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;pooid=37618">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;pooid=37618</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 1, <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;pooid=37618">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;pooid=37618</a> <i>(Underline <b>all</b> additions)</i>
<b>Education Chart 1</b>  <b>Mathematics (★36) [Education]</b>  <b>Requirements</b> <ul style="list-style-type: none"> <li>• One of MATH 134, 144, or 154</li> <li>• One of MATH 136, 146, or 156</li> <li>• MATH 125 – Linear Algebra I</li> <li>• MATH 228 – Algebra: Introduction to Ring Theory</li> <li>• MATH 241 – Geometry</li> <li>• MATH 111 or MATH 243</li> <li>• STAT 151 – <del>Introduction to Applied Statistics</del></li> </ul> <p style="text-align: center;">[No Further Changes]</p>	<b>Education Chart 1</b>  <b>Mathematics (★36) [Education]</b>  <b>Requirements</b> <ul style="list-style-type: none"> <li>• One of MATH 134, 144, or 154</li> <li>• One of MATH 136, 146, or 156</li> <li>• MATH 125 – Linear Algebra I</li> <li>• MATH 228 – Algebra: Introduction to Ring Theory</li> <li>• MATH 241 – Geometry</li> <li>• MATH 111 or MATH 243</li> <li>• STAT 151 <b>or STAT 161</b></li> </ul> <p style="text-align: center;">[No Further Changes]</p>

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

Rationale: Adding STAT 161 as an option for the Mathematics Major.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY UAAC Approval Date March 25, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                    **Secondary Education**

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

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

\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.            Applicable:     Yes             No

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 1, <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37544">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37544</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 1, <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37544">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37544</a> <i>(Underline <b>all</b> additions)</i>
<b>Education Chart 1</b>	<b>Education Chart 1</b>
<b>Social Studies (★36) [Education]</b>	<b>Social Studies (★36) [Education]</b>
<b>Requirements</b>	<b>Requirements</b>
<del>★12 in Canadian Studies</del>	<b>★3 Canadian History</b>
<del>a. ★9 chosen from</del>	<ul style="list-style-type: none"> <li>• <u>HIST 260 - Pre-Confederation Canada</u></li> <li>• <u>HIST 261 - Post-Confederation Canada</u></li> <li>• <u>HIST 359 - Canadian Environmental History</u></li> <li>• <u>HIST 360 - Topics in Canadian History</u></li> <li>• <u>HIST 362 - History of Alberta</u></li> <li>• <u>HIST 365 - The Canadian West to 1885</u></li> <li>• <u>HIST 366 - The Canadian West Since 1885</u></li> <li>• <u>HIST 368 - History of Indigenous Peoples and Kanata until 1867</u></li> <li>• <u>HIST 369 - History of Indigenous Peoples and Kanata after 1867</u></li> <li>• <u>HIST 370 - Making War in Canada</u></li> <li>• <u>HIST 371 - History of Women in Canadian Society</u></li> <li>• <u>HIST 376 - Canada 1900 to 1945</u></li> <li>• <u>HIST 377 - Canada Since 1945</u></li> <li>• <u>HIST 465 - History of Edmonton</u></li> <li>• <u>NS 110 - Historical Perspectives in Native Studies</u></li> <li>• <u>NS 314 - History of First Nations of Western</u></li> </ul>
<ul style="list-style-type: none"> <li>• <del>EDSE 409 - Indigenous Curriculum and Pedagogy</del></li> <li>• <del>HIST 260 - Pre-Confederation Canada</del></li> <li>• <del>HIST 261 - Post-Confederation Canada</del></li> <li>• <del>NS 110 - Historical Perspectives in Native Studies</del></li> <li>• <del>NS 111 - Contemporary Perspectives in Native Studies</del></li> <li>• <del>NS 200 OR NS 201 - Indigenous Canada: Looking Forward/Looking Back</del></li> <li>• <del>NS 300 - Traditional Cultural Foundations I</del></li> <li>• <del>NS 314 - History of Indians of Western Canada</del></li> <li>• <del>NS 370 - The Métis: The Emergence of a People</del></li> <li>• <del>POL S 221</del></li> <li>• <del>POL S 224 - Canadian Government</del></li> </ul>	



- ~~POL S 225—Canadian Politics~~
- ~~POL S 235—Introduction to Comparative Politics~~
- ~~POL S 299—Citizenship for Democracy~~

**b. ★3 chosen from**

- ~~ANTHR 256—Alberta Archaeology~~
- ~~ECON 101—Introduction to Microeconomics~~
- ~~ECON 102—Introduction to Macroeconomics~~
- ~~HIST 359—Canadian Environmental History~~
- ~~HIST 360—Topics in Canadian History~~
- ~~HIST 362—History of Alberta~~
- ~~HIST 365—The Canadian West to 1885~~
- ~~HIST 368—History of the Native Peoples of Canada to 1867~~
- ~~HIST 369—History of the Native Peoples of Canada Since 1867~~
- ~~HIST 370—Making War in Canada~~
- ~~HIST 376—Canada 1900 to 1945~~
- ~~HIST 377—Canada Since 1945~~
- ~~NS courses~~
- ~~POL S 221~~
- ~~POL S 299—Citizenship for Democracy~~
- ~~POL S 324—Topics in Canadian Politics~~
- ~~POL S 325~~
- ~~SOC 251—Population and Society~~
- ~~SOC 260—Inequality and Social Stratification~~
- ~~SOC 363—Sociology of Work and Industry~~
- ~~SOC 377—Sociology of Youth~~

**★9 in World Studies chosen from**

● **★6 chosen from**

- ~~CLASS 110—The Ancient World~~
- ~~CLASS 261—Women, Gender and Sexuality in the Ancient World~~
- ~~HIST 110—The Pre-Modern World~~
- ~~HIST 111—The Early Modern World~~
- ~~HIST 112—The Modern World~~
- ~~HIST 114—The History of the World in the Last 10 Years~~
- ~~HIST 116—The Emergence of the Atlantic~~

Canada

- NS 335 - Indigenous Peoples and the Fur Trade

**★3 Canadian Studies:** Canadian society; Francophone studies; Native/Indigenous/FNMI studies.

- ANTHR 256 - Alberta Archaeology
- EDSE 409 - Indigenous Curriculum and Pedagogy (strongly recommended)
- HIST 260 - Pre-Confederation Canada
- HIST 261 - Post-Confederation Canada
- HIST 359 - Canadian Environmental History
- HIST 360 - Topics in Canadian History
- HIST 362 - History of Alberta
- HIST 365 - The Canadian West to 1885
- HIST 368 - History of the Native Peoples of Canada to 1867
- HIST 369 - History of the Native Peoples of Canada Since 1867
- HIST 370 - Making War in Canada
- HIST 376 - Canada 1900 to 1945
- HIST 377 - Canada Since 1945
- HIST 465 - History of Edmonton
- NS 110 - Historical Perspectives in Native Studies
- NS 111 - Contemporary Perspectives in Native Studies
- NS 200 - Indigenous | Canada: Looking Forward/Looking Back
- NS 201 - Indigenous | Canada: Looking Forward/Looking Back
- NS 240 - Introduction to Indigenous Legal Issues
- NS 300 - Traditional Cultural Foundations I
- NS 314 - History of First Nations of Western Canada
- NS 320 - Indigenous Politics and Diplomacy
- NS 330 - Indigenous Economies
- NS 335 - Indigenous Peoples and the Fur Trade
- NS 340 - Indigenous Legal Systems
- NS 345 - Governance in Indigenous Nations
- NS 355 - Indigenous Knowledge and Oral Traditions
- NS 361 - Race, Stereotypes, and Indigeneity
- NS 362 - Indigenous Women
- NS 370 - The Métis: The Emergence of a

## World

- ~~HIST 121~~ Topics in Global History
- ~~HIST 123~~ Plague: Disease and Epidemics in History
- ~~HIST 124~~ History of Sexuality in the Americas
- ~~HIST 127~~ Drugs in Modern Global History
- ~~HIST 128~~ War, Revolution, and Society
- ~~HIST 130~~ Democracy, War and Consumer Capitalism: The Making of Modern Europe
- ~~HIST 134~~ Global History of Alchemy: Quests for Gold, Power, and Immortality
- ~~HIST 179~~ Sex Work and Intimate Labour in Global History
- ~~HIST 191~~ Video Games, History, and Storytelling
- ~~HIST 195~~ Warfare Since 1789: From Mass Armies to Thermonuclear War
- ~~HIST 205~~ Capitalism
- ~~HIST 206~~ Women and Gender in Modern Europe
- ~~HIST 207~~ Pre-Modern Europe I
- ~~HIST 210~~ Europe in the 19th and 20th Centuries
- ~~HIST 212~~ Pre-Modern Europe II
- ~~HIST 220~~: The Making of the Modern Middle East
- ~~HIST 237~~ The Pacific World Since 1500
- ~~HIST 241~~ Colonial Latin America
- ~~HIST 242~~ Modern Latin America
- ~~HIST 243~~ The Golden Age of Islam: History of the Muslim World to the 16<sup>th</sup> Century
- ~~HIST 246~~ Africa from Medieval to Modern Times
- ~~HIST 247~~ Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations
- ~~HIST 251~~ From the End of Slavery to the Present: American History Since 1865
- ~~HIST 252~~ Slavery in the Americas
- ~~HIST 272~~ Religion in History
- ~~HIST 280~~ East Asia to 1500
- ~~HIST 281~~ East Asia from 1500
- ~~HIST 285~~ China and the West
- ~~HIST 287~~ The Chinese in Canada and Canadians in China
- ~~HIST 291~~ World War One

## People

- NS 372 - Métis Politics
- NS 376 - Indigenous Demography and Disease
- NS 440 - Indigenous Treaties and Agreements
- NS 441- Indigenous Land Claims and Agreements
- NS 442 - Colonialism and the Criminal Justice System
- NS 445 - Community Development Processes
- NS 476 - Perspectives on Indigenous Peoples Health and Wellbeing
- NS 485 - Urban Indigenous Issues and Identities
- POL S 224 - Canadian Government
- POL S 225 - Canadian Politics
- POL S 323 - Elections in Canada
- POL S 324 - Topics in Canadian Politics
- POL S 327 - Indigenous Politics in Canada
- POL S 391 - Canadian Political Parties
- POL S 418 - Media and Politics in Canada
- POL S 419 - Politics of the Canadian Constitution
- POL S 423 - Canadian Federalism
- POL S 429 - Government and Politics of Alberta
- POL S 442 - The Canadian State and Identity Politics
- WGS 380 - Canadian Feminist Activisms
- WGS 420 - Law and Feminism in Canada

**★3 Critical Issues:** Aboriginal/Indigenous/Native studies (strongly recommended), critical/intersectional studies of race/ethnicity (Canadian context recommended), Francophone studies, gender, migration studies, women/gender studies.

### Highly recommended courses:

- ANTHR 150 - Race and Racism
- ANTHR 235 - Anthropology of Disability
- ANTHR 420 - Anthropology and the Twentieth Century
- EDSE 409 - Indigenous Curriculum and Pedagogy
- HIST 252 - Slavery in the Americas
- HIST 352 - African American History from Slavery to Black Power
- HIST 371 - History of Women in Canadian

<ul style="list-style-type: none"> <li>● <del>HIST 293—History of Science, Technology and Medicine: Key Moments</del></li> <li>● <del>HIST 294—An Introduction to the History of Sciences, Technology, and Medicine</del></li> <li>● <del>HIST 296—World War Two</del></li> <li>● <del>HIST 297—The History of Christianity</del></li> <li>● <del>HIST 385—Modern China</del></li> </ul> <p><b>b. ★3 chosen from</b></p>	<p><u>Society</u></p> <ul style="list-style-type: none"> <li>● <u>HIST 435 - Gender and the Colonial Encounter</u></li> <li>● <u>HIST 436 - Postcolonialism and History</u></li> <li>● <u>NS 161 - Countering Stereotypes of Indigenous Peoples</u></li> <li>● <u>NS 361 - Race, Stereotypes, and Indigeneity</u></li> <li>● <u>NS 362 - Indigenous Women</u></li> <li>● <u>NS 440 - Indigenous Treaties and Agreements</u></li> <li>● <u>NS 441 - Indigenous Land Claims and Agreements</u></li> <li>● <u>NS 442 - Colonialism and the Criminal Justice System</u></li> <li>● <u>NS 445 - Community Development Processes</u></li> <li>● <u>NS 476 - Perspectives on Indigenous Peoples Health and Wellbeing</u></li> <li>● <u>NS 485 - Urban Indigenous Issues and Identities</u></li> <li>● <u>PHIL 272 - Feminist Philosophy</u></li> <li>● <u>POL S 327 - Indigenous Politics in Canada</u></li> <li>● <u>POL S 329 - Global Indigenous Politics</u></li> <li>● <u>POL S 331 - Indigenous Feminist Politics</u></li> <li>● <u>POL S 417 - Topics in Human Rights</u></li> <li>● <u>POL S 425 - Ethnicity, Immigration and Social Policy</u></li> <li>● <u>POL S 436 - Topics in Indigenous Politics</u></li> <li>● <u>POL S 437 - Indigenous Political Thought</u></li> <li>● <u>POL S 441 - Gender and Public Policy</u></li> <li>● <u>POL S 442 - The Canadian State and Identity Politics</u></li> <li>● <u>POL S 443 - Globalization, Ethnic Politics and the Nation State</u></li> <li>● <u>POL S 444 - Global Critical Race Theory</u></li> <li>● <u>POL S 448 - Gender Politics and Mass Media</u></li> <li>● <u>SOC 301 - Sociology of Gender</u></li> <li>● <u>SOC 370 - Racism and Decolonization</u></li> <li>● <u>WGS 101 - Representations of Girls and Women</u></li> <li>● <u>WGS 102 - Gender and Social Justice</u></li> <li>● <u>WGS 220 - Feminism and Popular Culture</u></li> <li>● <u>WGS 244 - Disability Studies</u></li> <li>● <u>WGS 260 - Women and War</u></li> <li>● <u>WGS 301 - History of Feminist Thought</u></li> <li>● <u>WGS 315 - Histories of Gender</u></li> <li>● <u>WGS 321 - Feminism and Film</u></li> <li>● <u>WGS 332 - Contemporary Feminist Theory</u></li> <li>● <u>WGS 360 - Race, Class, and Gender</u></li> <li>● <u>WGS 365 - Gender, Conflict and Peace</u></li> </ul>
<ul style="list-style-type: none"> <li>● <del>Classics</del></li> <li>● <del>Christian Theology</del></li> <li>● <del>Economics</del></li> <li>● <del>Political Science</del></li> <li>● <del>Religious Studies</del></li> </ul> <p><b>★9 in Cultural Studies</b></p>	
<p><b>a. ★3 chosen from</b></p>	
<ul style="list-style-type: none"> <li>● <del>HGP (Faculty of Arts)</del></li> </ul> <p><b>b. ★6 chosen from</b></p>	
<ul style="list-style-type: none"> <li>● <del>Anthropology</del></li> <li>● <del>Classics</del></li> <li>● <del>Christian Theology</del></li> <li>● <del>Human Geography and Planning</del></li> <li>● <del>Native Studies</del></li> <li>● <del>Religious Studies</del></li> <li>● <del>Sociology</del></li> </ul> <p><b>★6 in General Social Studies chosen from</b></p>	
<ul style="list-style-type: none"> <li>● <del>Anthropology</del></li> <li>● <del>Christian Theology</del></li> <li>● <del>Classics</del></li> <li>● <del>History</del></li> <li>● <del>Human Geography and Planning</del></li> <li>● <del>Native Studies</del></li> <li>● <del>Philosophy</del></li> <li>● <del>Political Science</del></li> <li>● <del>Psychology</del></li> <li>● <del>Religious Studies</del></li> <li>● <del>Sociology</del></li> </ul>	
<p><b>Notes</b></p>	
<p>Students must take EDSE 373 during the IPT*, which</p>	

is normally offered in both the Fall and Winter Terms.

Students must take EDSE 451 and EDSE 473 during the APT\*\*, which is normally offered in both the Fall and Winter Terms.

\* Introductory Professional Term

\*\* Advanced Professional Term

#### Building

- WGS 380 - Canadian Feminist Activisms
- WGS 390 - Environmental Feminisms and Social Justice
- WGS 420 - Law and Feminism in Canada
- WGS 480 - Indigenous Feminisms

#### Other acceptable courses:

- ANTHR 110 - Gender, Age, and Culture
- ANTHR 310 - The Anthropology of Gender
- ANTHR 350 - Kinship and Social Structure
- CLASS 261 - Women, Gender and Sexuality in the Ancient World
- ECON 251 - Indigenous Economics
- HGEO 341 - Social and Cultural
- HIST 124 - History of Sexuality in the Americas
- HIST 179 - Sex Work and Intimate Labour in Global History
- HIST 128 - War, Revolution, and Society
- HIST 205 - Capitalism
- HIST 206 - Women and Gender in Modern Europe
- HIST 287 - The Chinese in Canada and Canadians in China
- HIST 308 - Sexuality and Gender in Modern Europe
- HIST 339 - The Modern British Empire and the Commonwealth Experience
- HIST 351 - History of Women in the United States
- HIST 368 - History of the Native Peoples of Canada to 1867
- HIST 369 - History of the Native Peoples of Canada Since 1867
- HIST 373 - Peasants, Slaves and Workers
- HIST 497 - History of Women and Health
- MLCS 231 - Language and Power
- NS 111 - Contemporary Perspectives in Native Studies
- NS 200 - Indigenous | Canada: Looking Forward/Looking Back
- NS 201 - Indigenous | Canada: Looking Forward/Looking Back
- NS 300 - Traditional Cultural Foundations
- NS 314 -History of First Nations of Western Canada
- NS 370 - The Métis: The Emergence of a

### People

- NS 372 - Métis Politics
- NS 376 - Indigenous Demography and Disease
- NS 435 - Management of Indigenous Natural Resources
- PHIL 209 - The Human Person: Philosophical Issues
- PHIL 270 - Political Philosophy
- PHIL 368 - Topics in Social Justice
- PHIL 372 - Philosophy of Sexuality
- POL S 250 - The Politics of Gender
- POL S 305 - Contemporary Political Theory
- POL S 351 - Topics in Gender and Politics
- POL S 455 - Topics in Gender and Politics
- POL S 464 - Gender, Conflict and Security
- RELIG 277 - Women in World Religions
- SOC 203 - Social Problems
- SOC 251 - Population and Society
- SOC 260 - Inequality and Social Stratification
- SOC 323 - Sociology of Policing
- WGS 250 - Gender and Science
- WGS 255 - Gender and Sexuality in World and Indigenous Religions
- WGS 270 - Feminism and Sexualities
- WGS 310 - Gender and Social Justice in Contemporary Africa
- WGS 431 - Feminism and Sexual Assault
- WGS 440 - Body Politics
- WGS 455 - Religion, Spirituality, and Social Justice
- WGS 460 - Masculinities

### ★3 Economics (Canadian content preferred)

- ECON 101 - Introduction to Microeconomics
- ECON 102 - Introduction to Macroeconomics
- ECON 213 - An Introduction to the Economics of Developing Countries
- ECON 225 - History of Economic Thought I
- ECON 226 - History of Economic Thought II
- ECON 241 - Money
- ECON 251 - Indigenous Economics
- ECON 269 - Economics of the Environment
- ECON 323 - International Economics
- ECON 331 - Labor Economics
- ECON 341 - Money and Banking
- ECON 350 - The Economics of Public Expenditures

- ECON 353 - Taxation Policy and Structure
- ECON 357 - Health Economics
- ECON 365 - Resource Economics
- ECON 366 - Energy Economics
- ECON 373 - Industrial Organization
- NS 330 - Indigenous Economies

**★3 Political Science (Canadian context preferred)**

- POL S 101 - Introduction to Politics
- POL S 201 - Introduction to Indigenous Politics
- POL S 211 - Introduction to History of Political Theory
- POL S 212 - Introduction to Contemporary Political Theory
- POL S 223 - City Government and Politics
- POL S 224 - Canadian Government
- POL S 225 - Canadian Politics
- POL S 235 - Introduction to Comparative Politics
- POL S 250 - The Politics of Gender
- POL S 261 - International Relations
- POL S 299 - Citizenship for Democracy
- POL S 304 - Modern Political Theory
- POL S 305 - Contemporary Political Theory
- POL S 323 - Elections in Canada
- POL S 327 - Indigenous Politics in Canada
- POL S 329 - Global Indigenous Politics
- POL S 330 - Urbanization and Urban Politics
- POL S 331 - Indigenous Feminist Politics
- POL S 332 - Introduction to United States Politics and Government
- POL S 333 - Ecology and Politics
- POL S 354 - North American Politics
- POL S 364 - Introduction to International Political Economy
- POL S 365 - Canadian Foreign Policy
- POL S 369 - The Politics of Money
- POL S 370 - Politics of the European Union
- POL S 371 - Populism and Democracy in Central Europe
- POL S 374 - Politics and Society of Postcolonial Africa
- POL S 375 - Politics of East Asia
- POL S 380 - Politics in the Middle East
- POL S 390 - Law and Politics
- POL S 391 - Canadian Political Parties
- POL S 405 - Democratic Theory

- POL S 417 - Topics in Human Rights
- POL S 418 - Media and Politics in Canada
- POL S 419 - Politics of the Canadian Constitution
- POL S 423 - Canadian Federalism
- POL S 425 - Ethnicity, Immigration and Social Policy
- POL S 429 - Government and Politics of Alberta
- POL S 433 - City Politics
- POL S 435 - Metropolitan Government
- POL S 436 - Topics in Indigenous Politics
- POL S 437 - Indigenous Political Thought
- POL S 440 - Topics in Canadian Public Policy
- POL S 441 - Gender and Public Policy
- POL S 442 - The Canadian State and Identity Politics
- POL S 443 - Globalization, Ethnic Politics and the Nation State
- POL S 444 - Global Critical Race Theory
- POL S 448 - Gender Politics and Mass Media
- POL S 452 Politics in the Middle East and Africa
- POL S 455 - Topics in Gender and Politics
- POL S 458 - United States Foreign Policy
- POL S 460 - Global Security
- POL S 461 - International Relations of the Middle East
- 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
- POL S 469 - Ethics in International Relations
- POL S 475 - Politics of China and Japan
- POL S 477 - Islam, Modernity, and Democracy
- POL S 483 - United States Constitutional Law

**★3 Sociology, or a class in current world issues/events**

- NS 111 - Contemporary Perspectives in Indigenous Studies
- NS 161 - Countering Stereotypes of Indigenous Peoples
- NS 200 - Indigenous | Canada: Looking Forward/Looking Back

- NS 201 - Indigenous | Canada: Looking Forward/Looking Back
- NS 361 - Race, Stereotypes, and Indigeneity
- PHIL 125 - Practical Logic
- PHIL 250 - Contemporary Ethical Issues
- PHIL 270 - Political Philosophy
- POL S 329 - Global Indigenous Politics
- POL S 425 - Ethnicity, Immigration and Social Policy
- POL S 443 - Globalization, Ethnic Politics and the Nation State
- SOC 100 - Introductory Sociology
- SOC 203 - Social Problems
- SOC 212 - Classical Social Theory
- SOC 224 - Sociology of Deviance and Conformity
- SOC 225 - Criminology
- SOC 226 - Surveillance Studies
- SOC 241 / PSYCO 241 - Social Psychology
- SOC 251 - Population and Society
- SOC 260 - Inequality and Social Stratification
- SOC 269 - Introductory Sociology of Globalization
- SOC 291 - Introduction to Environmental Sociology
- SOC 301 - Sociology of Gender
- SOC 321 - Youth, Crime and Society
- SOC 323 - Sociology of Policing
- SOC 342 - Socialization
- SOC 343 - Social Movements
- SOC 344 - Media Culture and Society
- SOC 345 - Cultural Studies
- SOC 346 - Media and the Production of Culture
- SOC 363 - Sociology of Work and Industry
- SOC 367 - Knowledge and Human Society
- SOC 369 - Sociology of Globalization
- SOC 370 - Racism and Decolonization
- SOC 377 - Sociology of Youth

**★3 World History Content** (i.e., covering more than one country).

- CLASS 110 - The Ancient World
- HIST 104 - The Atomic Age: The World After 1945
- HIST 110 - The Pre-Modern World
- HIST 111 - The Early Modern World
- HIST 112 - The Modern World



- HIST 114 - The History of the World in the Last 10 Years
- HIST 115 - Technology and History
- HIST 116 - The Emergence of the Atlantic World
- HIST 121 - Topic in Global History
- HIST 123 - Plague: Disease and Epidemics in History
- HIST 127 - Drugs in Modern Global History
- HIST 128 - War, Revolution, and Society
- HIST 130 - Democracy, War and Consumer Capitalism: The Making of Modern Europe
- HIST 134 - Global History of Alchemy: Quests for Gold, Power, and Immortality
- HIST 179 - Sex Work and Intimate Labour in Global History
- HIST 191 - Video Games, History, and Storytelling
- HIST 195 - Warfare Since 1789: From Mass Armies to Thermonuclear War
- HIST 205 - Capitalism
- HIST 220 - The Making of the Modern Middle East
- HIST 237 - The Pacific World Since 1500
- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- HIST 243 - The Golden Age of Islam: History of the Muslim World to the 16<sup>th</sup> Century
- HIST 246 - Africa from Medieval to Modern Times
- HIST 247 - Africa in the 20<sup>th</sup> and 21<sup>st</sup> Centuries: From Colonial Rule to Modern Nations
- HIST 252 - Slavery in the Americas
- HIST 272 - Religion in History
- HIST 280 - East Asia to 1500
- HIST 281 - East Asia from 1500
- HIST 285 - China and the West
- HIST 287 - The Chinese in Canada and Canadians in China
- HIST 291 - World War One
- HIST 293 - History of Science, Technology, and Medicine: Key Moments
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 295 - 20<sup>th</sup>-Century Warfare
- HIST 296 - World War Two
- HIST 297 - The History of Christianity
- HIST 301 - Europe in the Age of Total War,

	<p><u>1890-1945</u></p> <ul style="list-style-type: none"> <li>• <u>HIST 326 - Topics in History at the Movies</u></li> <li>• <u>HIST 348 - History of the Contemporary Middle East</u></li> <li>• <u>HIST 379 - Religion in Modern Europe</u></li> <li>• <u>HIST 391 - History of Technology</u></li> <li>• <u>HIST 397 - History of Science I</u></li> <li>• <u>HIST 398 - History of Science II</u></li> <li>• <u>HIST 435 - Gender and the Colonial Encounter</u></li> <li>• <u>HIST 436 - Postcolonialism and History</u></li> <li>• <u>HIST 442 - Topics in Latin American History Since 1850</u></li> <li>• <u>HIST 444 - Topics in Transnational History</u></li> <li>• <u>HIST 446 - Themes and Issues in African History</u></li> <li>• <u>HIST 493 - War and Society in the Modern World</u></li> </ul> <p><u>★15 chosen from any course listed in the above categories, or those offered by social sciences departments and programs in: Aboriginal/Indigenous/Native studies, anthropology, classics, economics, geography, human geography and planning, history, philosophy, political science, psychology, religious studies, sociology, women and gender studies. Students are limited to *6 in psychology.</u></p> <p><b>Notes</b></p> <p>Students must take EDSE 373 during the IPT*, which is normally offered in both the Fall and Winter Terms.</p> <p>Students must take EDSE 451 and EDSE 473 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>* Introductory Professional Term  ** Advanced Professional Term</p>
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**Justification:** (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Rationale: Updates are being done to align the requirements for the Social Studies Major in both Education Chart 1 (BEd Secondary Route), and Education Chart 3 (Bed Secondary Route, After-degree).

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes                       No

†Attachments:                       Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 3, taken from <a href="https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10046#social-studies">https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10046#social-studies</a> <i>(Use strike out for all changes)</i>	Calendar Section Number (§) Education Chart 3, taken from <a href="https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10046#social-studies">https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10046#social-studies</a> <i>(Underline all additions)</i>
<b>Education Chart 3 – After Degree Majors</b>  <b>Social Studies (★36)</b> 1. ★3 Canadian <del>Content: Canadian Studies</del> ; Francophone Studies; Native/Indigenous/FNMI Studies strongly recommended 2. ★3 Political Science (Canadian <del>C</del> ontext preferred) 3. ★3 Economics (Canadian <del>C</del> ontent preferred) 4. ★3 Sociology, or a class in <del>C</del> urrent <del>W</del> orld <del>I</del> ssues/ <del>E</del> vents 5. ★3 World History Content covering more than one <del>continent (can combine courses to meet this)</del> 6. ★3 <del>World Studies</del> : Aboriginal/Indigenous/Native Studies strongly recommended, Francophone Studies, <del>Gender, Immigration, Minority, Women/Gender Studies</del> . ( <del>History</del> courses may be used to meet this requirement <del>providing the content is focused on the listed subject areas</del> ) 7. ★ <del>18</del> chosen from any course offered by <del>Social Sciences Departments and Programs in Anthropology; Canadian Studies; Classics; Economics; Geography; Human Geography and Planning; History; Native Studies; Philosophy; Political Science; Psychology; Religious Studies;</del>	<b>Education Chart 3 – After Degree Majors</b>  <b>Social Studies (★36)</b> 1. ★3 <u>Canadian History</u> 2. ★3 <u>Canadian Studies: Canadian society</u> ; Francophone Studies; Native/Indigenous/FNMI <u>studies</u> strongly recommended 3. ★3 <u>Critical Issues</u> : Aboriginal/Indigenous/Native Studies ( <u>strongly recommended</u> ), <u>critical/intersectional studies of race/ethnicity (Canadian context recommended)</u> , Francophone studies, <u>gender, migration studies, women/gender studies. (ANTHR, CLASS, ECON, HGP, HIST, MLCS, NS, PHIL, POL S, RELIG, SOC, or WGS</u> courses may be used to meet this requirement, <u>but</u> content must be focused on the listed subject areas.) 4. ★3 Economics (Canadian <u>c</u> ontext preferred) 5. ★3 Political Science (Canadian <u>c</u> ontext preferred) 6. ★3 Sociology, or a class in <u>c</u> urrent <u>w</u> orld <u>i</u> ssues/ <u>e</u> vents 7. ★3 World History Content ( <u>i.e.</u> , covering more than one <u>country</u> ) 8. ★ <u>15</u> chosen from any course <u>in the above categories, or those</u> offered by <u>social sciences</u>

<p>Sociology; <del>Women/Gender Studies</del></p> <p><b>Notes</b></p> <p>Students must take EDSE 373 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 473 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>* Introductory Professional Term ** Advanced Professional Term</p>	<p>departments and programs in: Aboriginal/Indigenous/Native studies, anthropology, classics, economics, geography, human geography and planning, history, philosophy, political science, psychology, religious studies, sociology, women and gender studies. Students are limited to *6 in psychology.</p> <p><b>Notes</b></p> <p>Students must take EDSE 373 during the IPT*, which is normally offered in both the Fall and Winter Terms. Students must take EDSE 451 and EDSE 473 during the APT**, which is normally offered in both the Fall and Winter Terms.</p> <p>* Introductory Professional Term ** Advanced Professional Term</p>
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**Justification:** (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Updates are being done to align the requirements for the Social Studies Major in both Education Chart 1 (BEd Secondary Route), and Education Chart 3 (Bed Secondary Route, After-degree).

Submitted by: Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes             No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 2, <a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38618">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38618</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 2, <a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38618">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38618</a> <i>(Underline <b>all</b> additions)</i>
<b>Education Chart 2</b>  <b>Social Studies (★18) [Education]</b>  <b>Requirements</b>  <b>★6 in Canadian Studies chosen from</b> <ul style="list-style-type: none"> <li>• HIST 260 - Pre-Confederation Canada</li> <li>• HIST 261- Post-Confederation Canada</li> <li>• HIST 359 - Canadian Environmental History</li> <li>• HIST 360 - Topics in Canadian History</li> <li>• HIST 362 - History of Alberta</li> <li>• HIST 365 - The Canadian West to 1885</li> <li>• HIST 368 - History of the Native Peoples of Canada to 1867</li> <li>• HIST 369 - History of the Native Peoples of Canada Since 1867</li> <li>• HIST 370 - Making War in Canada</li> <li>• <del>NS courses</del></li> <li>• <del>POL S 221</del></li> <li>• POL S 224 - Canadian Government</li> <li>• POL S 225 - Canadian Politics</li> <li>• <del>POL S 235 - Introduction to Comparative Politics</del></li> <li>• <del>POL S 299 - Citizenship for Democracy</del></li> </ul> <b>★6 in World Studies chosen from</b>	<b>Education Chart 2</b>  <b>Social Studies (★18) [Education]</b>  <b>Requirements</b>  <b>★6 Canadian Studies: <u>Aboriginal/Indigenous/FNMI Studies in the context of North America strongly recommended, Canadian history, Canadian political science, Canadian economics, Francophone studies in a Canadian context.</u></b> <ul style="list-style-type: none"> <li>• <u>EDSE 409 - Indigenous Curriculum and Pedagogy (strongly recommended)</u></li> <li>• HIST 260 - Pre-Confederation Canada</li> <li>• HIST 261 - Post-Confederation Canada</li> <li>• HIST 359 - Canadian Environmental History</li> <li>• HIST 360 - Topics in Canadian History</li> <li>• HIST 362 - History of Alberta</li> <li>• HIST 365 - The Canadian West to 1885</li> <li>• HIST 368 - History of the Native Peoples of Canada to 1867</li> <li>• HIST 369 - History of the Native Peoples of Canada Since 1867</li> <li>• HIST 370 - Making War in Canada</li> <li>• <u>HIST 376 - Canada 1900 to 1945</u></li> <li>• <u>HIST 377 - Canada Since 1945</u></li> <li>• <u>HIST 465 - History of Edmonton</u></li> </ul>

- CLASS 110 - The Ancient World
- CLASS 261 - Women, Gender and Sexuality in the Ancient World
- ~~EDPS 425 - Global Education: Issues and Strategies for Teachers~~
- HIST 110 - The Pre-Modern World
- HIST 111 - The Early Modern World
- HIST 112 - The Modern World
- HIST 114 - The History of the World in the Last 10 Years
- HIST 116 - The Emergence of the Atlantic World
- HIST 121 - Topic in Global History
- HIST 123 - Plague: Disease and Epidemics in History
- HIST 124 - History of Sexuality in the Americas
- HIST 127 - Drugs in Modern Global History
- HIST 128 - War, Revolution, and Society
- HIST 130 - Democracy, War and Consumer Capitalism: The Making of Modern Europe
- HIST 134 - Global History of Alchemy: Quests for Gold, Power, and Immortality
- HIST 179 - Sex Work and Intimate Labour in Global History
- HIST 191 - Video Games, History, and Storytelling
- HIST 195 - Warfare Since 1789: From Mass Armies to Thermonuclear War
- HIST 205 - Capitalism
- ~~HIST 206 - Women and Gender in Modern Europe~~
- HIST 207 - Pre-Modern Europe I
- HIST 210 - Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries
- HIST 212 - Pre-Modern Europe II
- HIST 220 - The Making of the Modern Middle East
- HIST 237 - The Pacific World Since 1500
- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- HIST 243 - The Golden Age of Islam: History of the Muslim World to the 16<sup>th</sup> Century
- HIST 246 - Africa from Medieval to Modern Times
- HIST 247 - Africa in the 20<sup>th</sup> and 21<sup>st</sup> Centuries: From Colonial Rule to Modern Nations
- HIST 251 - From the End of Slavery to the

- NS 110 - Historical Perspectives in Native Studies
- NS 111 - Contemporary Perspectives in Native Studies
- NS 200 - Indigenous | Canada: Looking Forward/Looking Back
- NS 201 - Indigenous | Canada: Looking Forward/Looking Back
- NS 240 - Introduction to Indigenous Legal Issues
- NS 300 - Traditional Cultural Foundations I
- NS 314 - History of First Nations of Western Canada
- NS 320 - Indigenous Politics and Diplomacy
- NS 330 - Indigenous Economies
- NS 335 - Indigenous Peoples and the Fur Trade
- NS 340 - Indigenous Legal Systems
- NS 345 - Governance in Indigenous Nations
- NS 355 - Indigenous Knowledge and Oral Traditions
- NS 361 - Race, Stereotypes, and Indigeneity
- NS 362 - Indigenous Women
- NS 370 - The Métis: The Emergence of a People
- NS 372 - Métis Politics
- NS 376 - Indigenous Demography and Disease
- NS 440 - Indigenous Treaties and Agreements
- NS 441 - Indigenous Land Claims and Agreements
- NS 442 - Colonialism and the Criminal Justice System
- NS 445 - Community Development Processes
- NS 476 - Perspectives on Indigenous Peoples Health and Wellbeing
- NS 485 - Urban Indigenous Issues and Identities
- POL S 224 - Canadian Government
- POL S 225 - Canadian Politics
- POL S 323 - Elections in Canada
- POL S 324 - Topics in Canadian Politics
- POL S 327 - Indigenous Politics in Canada
- POL S 391 - Canadian Political Parties
- POL S 418 - Media and Politics in Canada
- POL S 419 - Politics of the Canadian Constitution
- POL S 423 - Canadian Federalism
- POL S 429 - Government and Politics of

Present: American History Since 1865

- ~~HIST 252 - Slavery in the Americas~~
- HIST 272 - Religion in History
- HIST 280 - East Asia to 1500
- HIST 281 - East Asia from 1500
- HIST 285 - China and the West
- HIST 287 - The Chinese in Canada and Canadians in China
- HIST 291 - World War One
- HIST 293 - History of Science, Technology, and Medicine: Key Moments
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- HIST 296 - World War Two
- HIST 297 - The History of Christianity
- ~~HIST 300 - Topics in European History~~
- HIST 301 - Europe in the Age of Total War, 1890-1945
- ~~HIST 306 - France in the 20<sup>th</sup> Century and Beyond~~
- HIST 308 - Sexuality and Gender in Modern Europe
- HIST 312 - Foundations of East European History
- HIST 323 - The Middle East in the Making
- HIST 339 - The Modern British Empire and the Commonwealth Experience
- HIST 342 - Political and Social Revolution in Latin America
- HIST 373 - Peasants, Slaves and Workers
- HIST 379 - Religion in Modern Europe
- ~~HIST 385 - Modern China~~
- HIST 391 - History of Technology
- ~~HIST 394 - History of Astronomy and Cosmology from Stonehenge to the Space Age~~
- HIST 395 - The Early British Empire
- HIST 397 - History of Science I
- HIST 398 - History of Science II

★6 in Cultural Studies chosen from

- ~~Anthropology~~
- ~~Classics~~
- ~~Native Studies~~
- ~~Religious Studies~~
- ~~Sociology~~
- ~~Human Geography and Planning (Faculty of Arts)~~

Alberta

- POL S 442 - The Canadian State and Identity Politics
- WGS 380 - Canadian Feminist Activisms
- WGS 420 - Law and Feminism in Canada

★6 Critical Issues: Aboriginal/Indigenous/Native studies (strongly recommended), critical/intersectional studies of race/ethnicity (Canadian context recommended), Francophone studies, gender, migration studies, women/gender studies.

Highly recommended courses:

- EDSE 409 - Indigenous Curriculum and Pedagogy
- HIST 252 - Slavery in the Americas
- HIST 352 - African American History from Slavery to Black Power
- HIST 371 - History of Women in Canadian Society
- HIST 435 - Gender and the Colonial Encounter
- HIST 436 - Postcolonialism and History
- NS 161 - Countering Stereotypes of Indigenous Peoples
- NS 361 - Race, Stereotypes, and Indigeneity
- NS 362 - Indigenous Women
- NS 440 - Indigenous Treaties and Agreements
- NS 441 - Indigenous Land Claims and Agreements
- NS 442 - Colonialism and the Criminal Justice System
- NS 445 - Community Development Processes
- NS 476 - Perspectives on Indigenous Peoples Health and Wellbeing
- NS 485 - Urban Indigenous Issues and Identities
- POL S 327 - Indigenous Politics in Canada
- POL S 329 - Global Indigenous Politics
- POL S 331 - Indigenous Feminist Politics
- POL S 417 - Topics in Human Rights
- POL S 425 - Ethnicity, Immigration and Social Policy
- POL S 436 - Topics in Indigenous Politics
- POL S 437 - Indigenous Political Thought
- POL S 441 - Gender and Public Policy
- POL S 442 - The Canadian State and Identity Politics



## Notes

Students must take EDSE 374 which is normally offered in both the Fall and Winter Terms.

- POL S 443 - Globalization, Ethnic Politics and the Nation State
- POL S 444 - Global Critical Race Theory
- POL S 448 - Gender Politics and Mass Media
- SOC 301 - Sociology of Gender
- SOC 370 - Racism and Decolonization
- WGS 101 - Representations of Girls and Women
- WGS 102 - Gender and Social Justice
- WGS 220 - Feminism and Popular Culture
- WGS 244 - Disability Studies
- WGS 260 - Women and War
- WGS 301 - History of Feminist Thought
- WGS 315 - Histories of Gender
- WGS 321 - Feminism and Film
- WGS 332 - Contemporary Feminist Theory
- WGS 360 - Race, Class, and Gender
- WGS 365 - Gender, Conflict and Peace Building
- WGS 380 - Canadian Feminist Activisms
- WGS 390 - Environmental Feminisms and Social Justice
- WGS 420 - Law and Feminism in Canada
- WGS 480 - Indigenous Feminisms

### Other acceptable courses:

- ANTHR 150 - Race and Racism
- ANTHR 110 - Gender, Age, and Culture
- ANTHR 235 - Anthropology of Disability
- ANTHR 310 - The Anthropology of Gender
- ANTHR 350 - Kinship and Social Structure
- ANTHR 420 - Anthropology and the Twentieth Century
- CLASS 261 - Women, Gender and Sexuality in the Ancient World
- ECON 251 - Indigenous Economics
- EDPS 425 - Global Education: Issues and Strategies for Teachers
- HGP 341 - Social and Cultural Geography
- HIST 128 - War, Revolution, and Society
- HIST 179 - Sex Work and Intimate Labour in Global History
- HIST 205 - Capitalism
- HIST 206 - Women and Gender in Modern Europe
- HIST 287 - The Chinese in Canada and Canadians in China
- HIST 308 - Sexuality and Gender in Modern

## Europe

- HIST 339 - The Modern British Empire and the Commonwealth Experience
- HIST 351 - History of Women in the United States
- HIST 368 - History of the Native Peoples of Canada to 1867
- HIST 369 - History of the Native Peoples of Canada Since 1867
- HIST 373 - Peasants, Slaves and Workers
- HIST 497 - History of Women and Health
- MLCS 231 - Language and Power
- NS 111 - Contemporary Perspectives in Native Studies
- NS 200 - Indigenous | Canada: Looking Forward/Looking Back
- NS 201 - Indigenous | Canada: Looking Forward/Looking Back
- NS 300 - Traditional Cultural Foundations
- NS 314 - History of First Nations of Western Canada
- NS 370 - The Métis: The Emergence of a People
- NS 372 - Métis Politics
- NS 376 - Indigenous Demography and Disease
- NS 435 - Management of Indigenous Natural Resources
- PHIL 209 - The Human Person: Philosophical Issues
- PHIL 270 - Political Philosophy
- PHIL 272 - Feminist Philosophy
- PHIL 368 - Topics in Social Justice
- PHIL 372 - Philosophy of Sexuality
- POL S 250 - The Politics of Gender
- POL S 305 - Contemporary Political Theory
- POL S 351 - Topics in Gender and Politics
- POL S 455 - Topics in Gender and Politics
- POL S 464 - Gender, Conflict and Security
- RELIG 277 - Women in World Religions
- SOC 203 - Social Problems
- SOC 251 - Population and Society
- SOC 260 - Inequality and Social Stratification
- SOC 323 - Sociology of Policing
- WGS 250 - Gender and Science
- WGS 255 - Gender and Sexuality in World and Indigenous Religions
- WGS 270 - Feminism and Sexualities

- WGS 310 - Gender and Social Justice in Contemporary Africa
- WGS 431 - Feminism and Sexual Assault
- WGS 440 - Body Politics
- WGS 455 - Religion, Spirituality, and Social Justice
- WGS 460 Masculinities

**★6 World History Content (i.e., covering more than one country).**

- CLASS 110 - The Ancient World
- CLASS 261 - Women, Gender and Sexuality in the Ancient World
- HIST 104 - The Atomic Age: The World After 1945
- HIST 110 - The Pre-Modern World
- HIST 111 - The Early Modern World
- HIST 112 - The Modern World
- HIST 114 - The History of the World in the Last 10 Years
- HIST 115 - Technology and History
- HIST 116 - The Emergence of the Atlantic World
- HIST 121 - Topic in Global History
- HIST 123 - Plague: Disease and Epidemics in History
- HIST 124 - History of Sexuality in the Americas
- HIST 127 - Drugs in Modern Global History
- HIST 128 - War, Revolution, and Society
- HIST 130 - Democracy, War and Consumer Capitalism: The Making of Modern Europe
- HIST 134 - Global History of Alchemy: Quests for Gold, Power, and Immortality
- HIST 179 - Sex Work and Intimate Labour in Global History
- HIST 191 - Video Games, History, and Storytelling
- HIST 195 - Warfare Since 1789: From Mass Armies to Thermonuclear War
- HIST 205 - Capitalism
- HIST 207 - Pre-Modern Europe I
- HIST 210 - Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries
- HIST 212 - Pre-Modern Europe II
- HIST 220 - The Making of the Modern Middle East
- HIST 237 - The Pacific World Since 1500

- HIST 241 - Colonial Latin America
- HIST 242 - Modern Latin America
- HIST 243 - The Golden Age of Islam: History of the Muslim World to the 16<sup>th</sup> Century
- HIST 246 - Africa from Medieval to Modern Times
- HIST 247 - Africa in the 20<sup>th</sup> and 21<sup>st</sup> Centuries: From Colonial Rule to Modern Nations
- HIST 251 - From the End of Slavery to the Present: American History Since 1865
- HIST 252 - Slavery in the Americas
- HIST 272 - Religion in History
- HIST 280 - East Asia to 1500
- HIST 281 - East Asia from 1500
- HIST 285 - China and the West
- HIST 287 - The Chinese in Canada and Canadians in China
- HIST 291 - World War One
- HIST 293 - History of Science, Technology, and Medicine: Key Moments
- HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine
- **HIST 295 - 20<sup>th</sup>-Century Warfare**
- HIST 296 - World War Two
- HIST 297 - The History of Christianity
- HIST 301 - Europe in the Age of Total War, 1890-1945
- HIST 308 - Sexuality and Gender in Modern Europe
- HIST 312 - Foundations of East European History
- HIST 323 - The Middle East in the Making
- **HIST 326 - Topics in History at the Movies**
- HIST 339 - The Modern British Empire and the Commonwealth Experience
- HIST 342 - Political and Social Revolution in Latin America
- **HIST 348 - History of the Contemporary Middle East**
- HIST 373 - Peasants, Slaves and Workers
- HIST 379 - Religion in Modern Europe
- HIST 391 - History of Technology
- HIST 395 - The Early British Empire
- HIST 397 - History of Science I
- HIST 398 - History of Science II
- **HIST 435 - Gender and the Colonial Encounter**
- **HIST 436 - Postcolonialism and History**

	<ul style="list-style-type: none"> <li>• <u>HIST 442 - Topics in Latin American History Since 1850</u></li> <li>• <u>HIST 444 - Topics in Transnational History</u></li> <li>• <u>HIST 446 - Themes and Issues in African History</u></li> <li>• <u>HIST 493 - War and Society in the Modern World</u></li> </ul> <p><b>Notes</b></p> <p>Students must take EDSE 374 which is normally offered in both the Fall and Winter Terms.</p>
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**Justification:** *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.*

Rationale: Updates are being done to align the requirements for the Social Studies Minor Education Chart 2 (BEd Secondary Route) with the requirements for the Social Studies Minor in Education Chart 4 (BEd Secondary Route, After-degree).

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: April 16, 2021	FACULTY USE ONLY  UAAC Approval Date: April 22, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                    **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                    Applicable:     Yes             No

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 4, <a href="https://calendar.ualberta.ca/content.php?catoid=34&amp;navoid=10316#social-studies">https://calendar.ualberta.ca/content.php?catoid=34&amp;navoid=10316#social-studies</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 4, <a href="https://calendar.ualberta.ca/content.php?catoid=34&amp;navoid=10316#social-studies">https://calendar.ualberta.ca/content.php?catoid=34&amp;navoid=10316#social-studies</a> <i>(Underline <b>all</b> additions)</i>
<b>Education Chart 4</b>  <b>Social Studies (★18) [Education]</b>  <b>Requirements</b>  ★6 Canadian Studies: <del>Native</del> /Indigenous/FNMI Studies in the context of North America strongly recommended, Canadian history, Canadian political science, Canadian economics, Francophone studies in a Canadian context  ★6 <del>World Studies</del> : Content covering more than one continent (can combine courses to meet this)  ★6 <del>Cultural Studies: Indigenous culture, Francophone culture, Gender, Immigration, Intersectionality, Labour rights, Women Studies or any anthropology, religion, sociology, or human geography and planning course.</del>  <b>Notes</b>	<b>Education Chart 4</b>  <b>Social Studies (★18) [Education]</b>  <b>Requirements</b>  ★6 <b>Canadian Studies:</b> <u>Aboriginal</u> /Indigenous/FNMI Studies in the context of North America strongly recommended, Canadian history, Canadian political science, Canadian economics, Francophone studies in a Canadian context  ★6 <b>Critical Issues:</b> <u>Aboriginal/Indigenous/Native studies (strongly recommended), critical/intersectional studies of race/ethnicity (Canadian context recommended), Francophone studies, gender, migration studies, women/gender studies.</u>  ★6 <b>World History Content</b> (i.e., covering more than one country).  <b>Notes</b>
Students must take EDSE 374 which is normally offered in both the Fall and Winter Terms.	Students must take EDSE 374 which is normally offered in both the Fall and Winter Terms.

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

Rationale: Updates are being done to align the requirements for the Social Studies Minor Education Chart 4 (BEd Secondary Route, After-degree) with the requirements for the Social Studies Minor in Education Chart 2 (BEd Secondary Route).

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: April 16, 2021	FACULTY USE ONLY Approval Process      Date <input type="checkbox"/> Academic Affairs      _____
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes                       No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 3, <a href="https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10046#drama">https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10046#drama</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 3, <a href="https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10046#drama">https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10046#drama</a> <i>(Underline <b>all</b> additions)</i>
<b>Education Chart 3</b>  <b>Drama (★36)</b> <ol style="list-style-type: none"> <li>1. ★3 focus on scripted work (play analysis, scene study)</li> <li>2. ★3 focus on dramatic process</li> <li>3. ★3 theatre history or theory</li> <li>4. ★3 oral communication, voice and speech</li> <li>5. ★6 performer created theatre</li> <li>6. ★3 directing</li> <li>7. ★3 senior level drama course (400 level)</li> <li>8. ★12 from drama (e.g. scene study/directing/tech. theatre/performer created/playwriting or maximum ★3 additional credits permitted in theatre history/theory); or drama education (<del>EDSE 424</del>, EDEL 411, or drama-based EDSE 401) or ★3 maximum from dance</li> </ol> <p><b>Notes</b>            Students must take EDSE 322 during the IPT*, which is normally offered in the Fall Term only.            Students must take EDSE 422 and EDSE 451 during the APT**, which is normally offered in the Winter Term only.            * Introductory Professional Term            ** Advanced Professional Term</p>	<b>Education Chart 3</b>  <b>Drama (★36)</b> <ol style="list-style-type: none"> <li>1. ★3 focus on scripted work (play analysis, scene study)</li> <li>2. ★3 focus on dramatic process</li> <li>3. ★3 theatre history or theory</li> <li>4. ★3 oral communication, voice and speech</li> <li>5. ★6 performer created theatre</li> <li>6. ★3 directing</li> <li>7. ★3 senior level drama course (400 level)</li> <li>8. ★12 from drama (e.g. scene study/directing/tech. theatre/performer created/playwriting or maximum ★3 additional credits permitted in theatre history/theory); or drama education (EDEL 411, or drama-based EDSE 401) or ★3 maximum from dance</li> </ol> <p><b>Notes</b>            Students must take EDSE 322 during the IPT*, which is normally offered in the Fall Term only.            Students must take EDSE 422 and EDSE 451 during the APT**, which is normally offered in the Winter Term only.            * Introductory Professional Term            ** Advanced Professional Term</p>



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

Rationale: Removing EDSE 424 as this course is no longer offered.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes                       No

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 4, <a href="https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10047#drama">https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10047#drama</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 4, <a href="https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10047#drama">https://calendar.ualberta.ca/content.php?catoid=33&amp;navoid=10047#drama</a> <i>(Underline <b>all</b> additions)</i>
<b>Education Chart 4</b>  <b>Drama (★18)</b> ★3 focus on scripted work (play analysis, scene study) ★3 focus on dramatic process ★3 theatre history or theory (maximum 3 credits permitted in theatre history/theory) ★3 oral communication, voice and speech ★3 performer created theater ★3 from drama (e.g. scene study/directing/tech. theatre/performer created/playwriting); or drama education ( <del>EDSE 424</del> , EDEL 411, or drama-based EDSE 401) or dance. <b>Note</b> Students must take EDSE 323 which is normally offered in the Fall Term only.	<b>Education Chart 4</b>  <b>Drama (★18)</b> ★3 focus on scripted work (play analysis, scene study) ★3 focus on dramatic process ★3 theatre history or theory (maximum 3 credits permitted in theatre history/theory) ★3 oral communication, voice and speech ★3 performer created theater ★3 from drama (e.g. scene study/directing/tech. theatre/performer created/playwriting); or drama education (EDEL 411, or drama-based EDSE 401) or dance. <b>Note</b> Students must take EDSE 323 which is normally offered in the Fall Term only.

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

Rationale: Removing EDSE 424 as this course is no longer offered.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes                       No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 1 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poiid=37583">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poiid=37583</a> <i>(Use strike out for all changes)</i>	Calendar Section Number (§) Education Chart 1 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poiid=37583">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poiid=37583</a> <i>(Underline all additions)</i>
<b>Second Languages: French (★36) [Education]</b>  <b>Notes:</b> 1. Students who have credit in French 30 should register in FREN 211, FREN 212. All others consult the subject area advisor. 2. Many courses offered by Faculté Saint-Jean may be credited toward your program. Consult subject area advisor. 3. Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★18 to ★21 in Language Courses chosen from</b> <ul style="list-style-type: none"> <li>• FREN 211 - Intermediate French I</li> <li>• FREN 212 - Intermediate French II</li> <li>• FREN 254 - Introduction to Translation Theory and Practice: French-English-French</li> <li>• FREN 297 AND FREN 298</li> <li>• FREN 354 - Translation: French into English</li> <li>• FREN 454 - Translation: English into French</li> </ul> <hr/> <b>★3 to ★6 in Linguistics chosen from</b> <ul style="list-style-type: none"> <li>• FREN 372 - French Phonetics</li> </ul>	<b>Second Languages: French (★36) [Education]</b>  <b>Notes:</b> 1. Students who have credit in French 30 should register in FREN 211, FREN 212. All others consult the subject area advisor. 2. Many courses offered by Faculté Saint-Jean may be credited toward your program. Consult subject area advisor. 3. Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★18 to ★21 in Language Courses chosen from</b> <ul style="list-style-type: none"> <li>• FREN 211 - Intermediate French I</li> <li>• FREN 212 - Intermediate French II</li> <li>• FREN 254 - Introduction to Translation Theory and Practice: French-English-French</li> <li>• FREN 297 AND FREN 298</li> <li>• FREN 354 - Translation: French into English</li> <li>• <b>FREN 433 - La Rochelle Project</b></li> <li>• FREN 454 - Translation: English into French</li> </ul> <hr/> <b>★3 to ★6 in Linguistics chosen from</b> <ul style="list-style-type: none"> <li>• FREN 372 - French Phonetics</li> </ul>

- LING 101 - Introduction to Linguistic Analysis
- LING 320 - Second Language Acquisition

**★6 to ★9 in Literature chosen from**

- FREN 301 - Introduction to French Literary Studies
- FREN 311 - Mystery, Myth, and Supernatural
- FREN 319 - Beauty, Passions & Obsessions
- FREN 399 - Special Topics
- FREN 465 - Caribbean Culture
- ~~FREN 466~~
- FREN 467 - Women Writing in French
- FREN 468 - Topics in Quebec/French Canadian Literature
- FREN 478 - Topics in French Literature and Culture I
- FREN 479 - Topics in French Literature and Culture II

**★3 to ★6 in Culture chosen from**

- FREN 315 - Cultural Representations of Food
- FREN 317 - Postcolonial Issues in French and Francophone Societies
- FREN 318 - Socio-cultural Aspects of Contemporary Francophone Societies
- FREN 333 - French Cultural Moments
- FREN 345 - Introduction to Contemporary French Cinema and Media
- FREN 418 - Topics on Language and Society in the Francophone World
- FREN 445 - Contemporary Cinema in French
- FREN 499 - Special Topics

**Notes:** Students must take EDSE 368 during the IPT\*, which is normally offered in the Fall Term only. Students must take EDSE 468 and 451 during the APT\*\*, which is normally offered in the Winter Term only.

\* Introductory Professional Term  
 \*\* Advanced Professional Term

- LING 101 - Introduction to Linguistic Analysis
- LING 320 - Second Language Acquisition

**★6 to ★9 in Literature chosen from**

- FREN 301 - Introduction to French Literary Studies
- FREN 311 - Mystery, Myth, and Supernatural
- FREN 319 - Beauty, Passions & Obsessions
- FREN 399 - Special Topics
- FREN 465 - Caribbean Culture
- FREN 467 - Women Writing in French
- FREN 468 - Topics in Quebec/French Canadian Literature
- FREN 478 - Topics in French Literature and Culture I
- FREN 479 - Topics in French Literature and Culture II

**★3 to ★9 in Culture chosen from**

- FREN 315 - Cultural Representations of Food
- FREN 317 - Postcolonial Issues in French and Francophone Societies
- FREN 318 - Socio-cultural Aspects of Contemporary Francophone Societies
- FREN 333 - French Cultural Moments
- FREN 345 - Introduction to Contemporary French Cinema and Media
- FREN 418 - Topics on Language and Society in the Francophone World
- FREN 445 - Contemporary Cinema in French
- **FREN 481 – Topics in Folklore and Popular Culture**
- FREN 499 - Special Topics

**Notes:** Students must take EDSE 368 during the IPT\*, which is normally offered in the Fall Term only. Students must take EDSE 468 and 451 during the APT\*\*, which is normally offered in the Winter Term only.

\* Introductory Professional Term  
 \*\* Advanced Professional Term

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

In consultation with the Department of Modern Languages and Cultural Studies, removing courses that are no longer offered and adding new course options; updating Culture area to choose 3 to 9 credits.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes                       No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 2 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37550">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37550</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 2 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37550">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37550</a> <i>(Underline <b>all</b> additions)</i>
<b>Second Languages: French (★18) [Education]</b>  <b>Notes:</b> 1. Students who have credit in French 30 should register in FREN 211, FREN 212. All others consult the subject area advisor. 2. FREN 211, FREN 212 should be taken in the first year(s) of study. 3. Many courses offered by Faculté Saint-Jean may be credited toward your program. Consult subject area advisor. 4. Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★12 to ★15 in Language courses chosen from</b>	<b>Second Languages: French (★18) [Education]</b>  <b>Notes:</b> 1. Students who have credit in French 30 should register in FREN 211, FREN 212. All others consult the subject area advisor. 2. FREN 211, FREN 212 should be taken in the first year(s) of study. 3. Many courses offered by Faculté Saint-Jean may be credited toward your program. Consult subject area advisor. 4. Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★12 to ★15 in Language courses chosen from</b>
<ul style="list-style-type: none"> <li>• FREN 211 - Intermediate French I</li> <li>• FREN 212 - Intermediate French II</li> <li>• FREN 254 - Introduction to Translation Theory and Practice: French-English-French</li> <li>• FREN 297 <b>AND</b> FREN 298</li> <li>• FREN 354 - Translation: French into English</li> <li>• FREN 372 - French Phonetics</li> <li>• FREN 418 - Topics on Language and Society</li> </ul>	<ul style="list-style-type: none"> <li>• FREN 211 - Intermediate French I</li> <li>• FREN 212 - Intermediate French II</li> <li>• FREN 254 - Introduction to Translation Theory and Practice: French-English-French</li> <li>• FREN 297 <b>AND</b> FREN 298</li> <li>• FREN 354 - Translation: French into English</li> <li>• FREN 372 - French Phonetics</li> <li>• FREN 418 - Topics on Language and Society</li> </ul>

<p>in the Francophone World</p> <ul style="list-style-type: none"> <li>FREN 454 - Translation: English into French</li> </ul> <p>★3 to ★6 in Literature/Culture chosen from</p>	<p>in the Francophone World</p> <ul style="list-style-type: none"> <li><b>FREN 433 – La Rochelle Project</b></li> <li>FREN 454 - Translation: English into French</li> </ul> <p>★3 to ★6 in Literature/Culture chosen from</p>
<ul style="list-style-type: none"> <li>FREN 301 - Introduction to French Literary Studies</li> <li>FREN 311 - Mystery, Myth, and Supernatural</li> <li>FREN 315 - Cultural Representations of Food</li> <li>FREN 317 – Postcolonial Issues in French and Francophone Societies</li> <li>FREN 318 - Socio-cultural Aspects of Contemporary Francophone Societies</li> <li>FREN 319 - Beauty, Passions &amp; Obsessions</li> <li>FREN 333 - French Cultural Moments</li> <li>FREN 345 - Introduction to Contemporary French Cinema and Media</li> <li>FREN 399 - Special Topics</li> <li>FREN 445 - Contemporary Cinema in French</li> <li>FREN 465 - Caribbean Culture</li> <li>FREN 467 - Women Writing in French</li> <li>FREN 468 - Topics in Quebec/French Canadian Literature</li> <li>FREN 478 - Topics in French Literature and Culture I</li> <li>FREN 479 - Topics in French Literature and Culture II</li> <li>FREN 499 - Special Topics</li> </ul>	<ul style="list-style-type: none"> <li>FREN 301 - Introduction to French Literary Studies</li> <li>FREN 311 - Mystery, Myth, and Supernatural</li> <li>FREN 315 - Cultural Representations of Food</li> <li>FREN 317 – Postcolonial Issues in French and Francophone Societies</li> <li>FREN 318 - Socio-cultural Aspects of Contemporary Francophone Societies</li> <li>FREN 319 - Beauty, Passions &amp; Obsessions</li> <li>FREN 333 - French Cultural Moments</li> <li>FREN 345 - Introduction to Contemporary French Cinema and Media</li> <li>FREN 399 - Special Topics</li> <li>FREN 445 - Contemporary Cinema in French</li> <li>FREN 465 - Caribbean Culture</li> <li>FREN 467 - Women Writing in French</li> <li>FREN 468 - Topics in Quebec/French Canadian Literature</li> <li>FREN 478 - Topics in French Literature and Culture I</li> <li>FREN 479 - Topics in French Literature and Culture II</li> <li><b>FREN 481 – Topics in Folklore and Popular Culture</b></li> <li>FREN 499 - Special Topics</li> </ul>
<p><b>Notes</b> 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</p>	<p><b>Notes</b> 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</p>

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

In consultation with the Department of Modern Languages and Cultural Studies, adding new course options.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2020	FACULTY USE ONLY Approved at UAAC March 22, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                    **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                    Applicable:     Yes             No

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 1, taken from: <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37576">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37576</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 1, taken from: <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37576">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37576</a> <i>(Underline <b>all</b> additions)</i>
<p><b>Second Languages: German (★36) [Education]</b></p> <p><b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection</p> <p><b>Requirements</b></p> <p><b>★12 to ★18 in Language Courses chosen from</b></p> <ul style="list-style-type: none"> <li>• GERM 111 - Beginners' German I</li> <li>• GERM 112 - Beginners' German II</li> <li>• GERM 211 - Intermediate German I</li> <li>• GERM 212 - Intermediate German II</li> <li>• GERM 303 - Advanced German I</li> <li>• GERM 304 - Advanced German II</li> <li>• GERM 342 - Introduction to Translation: German and English</li> <li>• GERM 443 - Advanced Translation: German into English</li> <li>• GERM 444 - Exercises in Translation: English into German</li> </ul>	<p><b>Second Languages: German (★36) [Education]</b></p> <p><b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection</p> <p><b>Requirements</b></p> <p><b>★12 to ★18 in Language Courses chosen from</b></p> <ul style="list-style-type: none"> <li>• GERM 111 - Beginners' German I</li> <li>• GERM 112 - Beginners' German II</li> <li>• GERM 211 - Intermediate German I</li> <li>• GERM 212 - Intermediate German II</li> <li>• GERM 303 - Advanced German I</li> <li>• GERM 304 - Advanced German II</li> <li>• GERM 342 - Introduction to Translation: German and English</li> <li>• GERM 443 - Advanced Translation: German into English</li> <li>• GERM 444 - Exercises in Translation: English into German</li> </ul>

**★6 to ★12 in Linguistics chosen from**

- GERM 306 - German/English Phonetics and Phonology
- GERM 316 - Introduction to German Applied Linguistics
- GERM 317 - Teaching German as a Foreign Language
- GERM 409 - German Dialects
- GERM 416 - Second Language Acquisition: German
- LING 101 - Introduction to Linguistic Analysis
- LING 320 - Second Language Acquisition

**★6 to ★9 in Literature chosen from**

- GERM 320 - From Masterpieces to Bestsellers
- GERM 340 - Introduction to the Study of Modern German Literature
- GERM 353 - Myths, Tales, and Legends
- GERM 450
- GERM 451 - Genre and Aesthetics
- GERM 453 - Cultural and Literary Theories

**★3 to ★9 in Culture chosen from**

- GERM 343 - Postwar Cultures
- GERM 452
- GERM 454 - Gender and Sexuality
- GERM 455

with a maximum of **★3** chosen from

- GERM 225 - German Cinema
- GERM 274 - Shaping Modern Austria
- ~~GERM 345~~
- HIST 414 - Topics in the History of Modern Germany

**★6 to ★12 in Linguistics chosen from**

- GERM 306 - German/English Phonetics and Phonology
- GERM 316 - Introduction to German Applied Linguistics
- GERM 317 - Teaching German as a Foreign Language
- GERM 409 - German Dialects
- GERM 416 - Second Language Acquisition: German
- LING 101 - Introduction to Linguistic Analysis
- LING 320 - Second Language Acquisition

**★6 to ★9 in Literature chosen from**

- GERM 320 - From Masterpieces to Bestsellers
- GERM 340 - Introduction to the Study of Modern German Literature
- GERM 353 - Myths, Tales, and Legends
- GERM 399 - Special Topics (note: students should confirm with an advisor that the topic of the course falls under the literature category)
- GERM 450 - Authors in and of Their Time
- GERM 451 - Genre and Aesthetics
- GERM 453 - Cultural and Literary Theories
- GERM 499 - Special Topics (note: students should confirm with an advisor that the topic of the course falls under the literature category)

**★3 to ★9 in Culture chosen from**

- GERM 343 - Postwar Cultures
- GERM 452 - Epochs and Eras
- GERM 454 - Gender and Sexuality
- GERM 455 - Media and Image

with a maximum of **★3** chosen from

- GERM 225 - German Cinema
- GERM 274 - Shaping Modern Austria
- GERM 318 - Language and Society in the German-Speaking World
- GERM 399 - Special Topics (note: students should confirm with an advisor that the topic of the course falls under the culture category)

<p><b>Notes</b></p> <p>Students must take EDSE 368 during the IPT*, which is normally offered in the Fall Term only.  Students must take EDSE 451 and EDSE 468 during the APT**, which is normally offered in the Winter Term only.  * Introductory Professional Term  ** Advanced Professional Term</p>	<ul style="list-style-type: none"> <li>• GERM 499 - Special Topics (note: students should confirm with an advisor that the topic of the course falls under the culture category)</li> <li>• HIST 414 - Topics in the History of Modern Germany</li> </ul> <p><b>Notes</b></p> <p>Students must take EDSE 368 during the IPT*, which is normally offered in the Fall Term only.  Students must take EDSE 451 and EDSE 468 during the APT**, which is normally offered in the Winter Term only.  * Introductory Professional Term  ** Advanced Professional Term</p>
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**Justification:** (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Rationale: In consultation with the Department of Modern Languages and Cultural Studies, removing courses that are no longer offered and adding new course options.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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<ul style="list-style-type: none"> <li>• GERM 443 - Advanced Translation: German into English</li> <li>• GERM 444 - Exercises in Translation: English into German</li> </ul> <p><b>★3 to ★6 in Literature/Culture chosen from</b></p>	<ul style="list-style-type: none"> <li>• GERM 443 - Advanced Translation: German into English</li> <li>• GERM 444 - Exercises in Translation: English into German</li> </ul> <p><b>★3 to ★6 in Literature/Culture chosen from</b></p>
<ul style="list-style-type: none"> <li>• GERM 320 - From Masterpieces to Bestsellers</li> <li>• GERM 340 - Introduction to the Study of Modern German Literature</li> <li>• GERM 343 - Postwar Cultures</li> <li>• GERM 353 - Myths, Tales, and Legends</li> <li>• GERM 450</li> <li>• GERM 451 - Genre and Aesthetics</li> <li>• GERM 452</li> <li>• GERM 453 - Cultural and Literary Theories</li> <li>• GERM 454 - Gender and Sexuality</li> <li>• GERM 455</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GERM 318 - Language and Society in the German-Speaking World</b></li> <li>• GERM 320 - From Masterpieces to Bestsellers</li> <li>• GERM 340 - Introduction to the Study of Modern German Literature</li> <li>• GERM 343 - Postwar Cultures</li> <li>• GERM 353 - Myths, Tales, and Legends</li> <li>• <b>GERM 399 - Special Topics</b></li> <li>• <b>GERM 499 - Special Topics</b></li> <li>• GERM 450 – <b>Authors in and of Their Time</b></li> <li>• GERM 451 - Genre and Aesthetics</li> <li>• GERM 452 – <b>Epochs and Eras</b></li> <li>• GERM 453 - Cultural and Literary Theories</li> <li>• GERM 454 - Gender and Sexuality</li> <li>• GERM 455 – <b>Media and Image</b></li> </ul>
<p><b>Notes</b>  <del>Students whose major is a Second Language should consult an advisor in the Department of Secondary Education before registering in EDSE 368.</del></p> <p>Students must take EDSE 370 which is normally offered in the Fall Term only.</p> <p>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.</p>	<p><b>Notes</b>  Students must take EDSE 370 which is normally offered in the Fall Term only.</p> <p>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.</p>

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

In consultation with the Department of Modern Languages and Cultural Studies, adding new course options; updating notes to remove sentence that does not apply.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes                       No*

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 1 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37568">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37568</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 1 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37568">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37568</a> <i>(Underline <b>all</b> additions)</i>
<b>Second Languages: Spanish (★36)</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★18 to ★24 in Language Courses chosen from</b> <ul style="list-style-type: none"> <li>• SPAN 111 – Beginner’s Spanish I</li> <li>• SPAN 112 – Beginner’s Spanish II</li> <li>• SPAN 211 – Intermediate Spanish I</li> <li>• SPAN 212 – Intermediate Spanish II</li> <li>• SPAN 300 – Advanced Spanish</li> <li>• SPAN 306 – Spanish for Heritage Speakers</li> <li>• SPAN 405 – Exercises in Translation: Spanish into English</li> <li>• SPAN 406 – Exercises in Translation: English into Spanish</li> <li>• SPAN 407 – Advanced Grammar and Composition</li> </ul>	<b>Second Languages: Spanish (★36)</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★18 to ★24 in Language Courses chosen from</b> <ul style="list-style-type: none"> <li>• SPAN 111 – Beginner’s Spanish I</li> <li>• SPAN 112 – Beginner’s Spanish II</li> <li>• SPAN 211 – Intermediate Spanish I</li> <li>• SPAN 212 – Intermediate Spanish II</li> <li>• SPAN 300 – Advanced Spanish</li> <li>• SPAN 306 – Spanish for Heritage Speakers</li> <li>• SPAN 405 – Exercises in Translation: Spanish into English</li> <li>• SPAN 406 – Exercises in Translation: English into Spanish</li> <li>• SPAN 407 – Advanced Grammar and Composition</li> <li>• <b>SPAN 426 – Creative Non-Fiction Workshop in Spanish</b></li> </ul>
<b>★3 to ★6 in Linguistics chosen from</b> <ul style="list-style-type: none"> <li>• LING 101 – Introduction to Linguistic</li> </ul>	<b>★3 to ★6 in Linguistics chosen from</b> <ul style="list-style-type: none"> <li>• LING 101 – Introduction to Linguistic</li> </ul>

Analysis

- LING 320 – Second Language Acquisition
- SPAN 370 – The Sounds of Spanish
- SPAN 378 – Teaching Spanish as a Second Language
- SPAN 475 – Spanish in Society
- SPAN 476 – The Acquisition of Spanish

**★6 to ★9 in Literature chosen from**

- SPAN 320 – Introduction to Literary Analysis
- SPAN 321 – Foundational Fictions of Spanish America
- SPAN 326 – Hispanic Children’s Literature
- SPAN 333 – Reading Popular Culture
- SPAN 335 – The Spanish Caribbean
- SPAN 428 – Spanish Literary Masterpieces
- SPAN 440
- SPAN 441 – Reading Colonial Literature
- SPAN 460 – Self Portraits in Writing

**★3 to ★6 in Culture chosen from**

- SPAN 314 – Civilization and Culture of Spain
- SPAN 315
- SPAN 325 – Introduction to Cinema
- SPAN 326 – Hispanic Children’s Literature
- SPAN 341 – The ‘Roaring Twenties’ in Transatlantic Perspective
- SPAN 373 – Spanish as a World Language
- SPAN 425 – Hispanic Filmmakers

**Notes:** Students must take EDSE 368 during the IPT\*, which is normally offered in the Fall Term only. Students must take EDSE 468 and 451 during the APT\*\*, which is normally offered in the Winter Term only.

Analysis

- LING 320 – Second Language Acquisition
- SPAN 370 – The Sounds of Spanish
- SPAN 378 – Teaching Spanish as a Second Language
- **SPAN 398 – Special Topics in Language/Linguistics**
- SPAN 475 – Spanish in Society
- SPAN 476 – The Acquisition of Spanish
- **SPAN 498 – Special Topics in Language/Linguistics**

**★6 to ★9 in Literature chosen from**

- SPAN 320 – Introduction to Literary Analysis
- SPAN 321 – Foundational Fictions of Spanish America
- **SPAN 323 – Latin American Literature and the Environment**
- SPAN 326 – Hispanic Children’s Literature
- SPAN 333 – Reading Popular Culture
- SPAN 335 – The Spanish Caribbean
- SPAN 428 – Spanish Literary Masterpieces
- **SPAN 440 – Topics in Spanish Peninsular Literature and Culture**
- SPAN 441 – Reading Colonial Literature
- SPAN 460 – Self Portraits in Writing

**★3 to ★9 in Culture chosen from**

- SPAN 314 – Civilization and Culture of Spain
- SPAN 315 - **Civilization and Culture of Latin America**
- SPAN 325 – Introduction to Cinema
- SPAN 326 – Hispanic Children’s Literature
- **SPAN 332 – The Culture of Food**
- SPAN 341 – The ‘Roaring Twenties’ in Transatlantic Perspective
- SPAN 373 – Spanish as a World Language
- **SPAN 399 - Special Topics in Literature/Culture**
- SPAN 425 – Hispanic Filmmakers
- **SPAN 499 - Special Topics in Literature/Culture**

**Notes:** Students must take EDSE 368 during the IPT\*, which is normally offered in the Fall Term only. Students must take EDSE 468 and 451 during the APT\*\*, which is normally offered in the Winter Term only.



\* Introductory Professional Term  
\*\* Advanced Professional Term

\* Introductory Professional Term  
\*\* Advanced Professional Term

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

In consultation with the Department of Modern Languages and Cultural Studies, adding new course options; updating Culture area to choose 3 to 9 credits.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes                       No*

†**Attachments:**     Course Outline  
 KSA (Knowledge, skills and Attributes) Rating Sheets  
(Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 2 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37560">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37560</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 2 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37560">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37560</a> <i>(Underline <b>all</b> additions)</i>
<b>Second Languages: Spanish (★18) Requirements</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>★12 to ★15 in Language courses chosen from</b>	<b>Second Languages: Spanish (★18) Requirements</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>★12 to ★15 in Language courses chosen from</b>
<ul style="list-style-type: none"> <li>• SPAN 111 – Beginner’s Spanish I</li> <li>• SPAN 112 – Beginner’s Spanish II</li> <li>• SPAN 211 – Intermediate Spanish I</li> <li>• SPAN 212 – Intermediate Spanish II</li> <li>• SPAN 300 – Advanced Spanish</li> <li>• SPAN 306 – Spanish for Heritage Speakers</li> <li>• SPAN 370 – The Sounds of Spanish</li> <li>• SPAN 405 – Exercises in Translation: Spanish into English</li> <li>• SPAN 406 – Exercises in Translation: English into Spanish</li> <li>• SPAN 407 – Advanced Grammar and Composition</li> <li>• SPAN 475 – Spanish in Society</li> <li>• SPAN 476 – The Acquisition of Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• SPAN 111 – Beginner’s Spanish I</li> <li>• SPAN 112 – Beginner’s Spanish II</li> <li>• SPAN 211 – Intermediate Spanish I</li> <li>• SPAN 212 – Intermediate Spanish II</li> <li>• SPAN 300 – Advanced Spanish</li> <li>• SPAN 306 – Spanish for Heritage Speakers</li> <li>• SPAN 370 – The Sounds of Spanish</li> <li>• SPAN 405 – Exercises in Translation: Spanish into English</li> <li>• SPAN 406 – Exercises in Translation: English into Spanish</li> <li>• SPAN 407 – Advanced Grammar and Composition</li> <li>• <b>SPAN 426 – Creative Non-Fiction Workshop in Spanish</b></li> <li>• SPAN 475 – Spanish in Society</li> <li>• SPAN 476 – The Acquisition of Spanish</li> </ul>

★3 to ★6 in Literature/Culture chosen from	★3 to ★6 in Literature/Culture chosen from
<ul style="list-style-type: none"> <li>• SPAN 314 – Civilization and Culture of Spain</li> <li>• SPAN 315</li> <li>• SPAN 320 – Introduction to Literary Analysis</li> <li>• SPAN 321 – Foundational Fictions of Spanish America</li> <li>• SPAN 325 – Introduction to Cinema</li> <li>• SPAN 326 – Hispanic Children’s Literature</li> <li>• SPAN 333 – Reading Popular Culture</li> <li>• SPAN 335 – The Spanish Caribbean</li> <li>• SPAN 341 – The ‘Roaring Twenties’ in Transatlantic Perspective</li> <li>• SPAN 373 – Spanish as a World Language</li> <li>• SPAN 378 – Teaching Spanish as a Second Language</li> <li>• SPAN 425 – Hispanic Filmmakers</li> <li>• SPAN 428 – Spanish Literary Masterpieces</li> <li>• SPAN 440</li> <li>• SPAN 441 – Reading Colonial Literature</li> <li>• SPAN 460 – Self Portraits in Writing</li> </ul>	<ul style="list-style-type: none"> <li>• SPAN 314 – Civilization and Culture of Spain</li> <li>• SPAN 315 - <u>Civilization and Culture of Latin America</u></li> <li>• SPAN 320 – Introduction to Literary Analysis</li> <li>• SPAN 321 – Foundational Fictions of Spanish America</li> <li>• <u>SPAN 323 – Latin American Literature and the Environment</u></li> <li>• SPAN 325 – Introduction to Cinema</li> <li>• SPAN 326 – Hispanic Children’s Literature</li> <li>• <u>SPAN 332 – The Culture of Food</u></li> <li>• SPAN 333 – Reading Popular Culture</li> <li>• SPAN 335 – The Spanish Caribbean</li> <li>• SPAN 341 – The ‘Roaring Twenties’ in Transatlantic Perspective</li> <li>• SPAN 373 – Spanish as a World Language</li> <li>• SPAN 378 – Teaching Spanish as a Second Language</li> <li>• <u>SPAN 399 – Special Topics in Literature/Culture</u></li> <li>• SPAN 425 – Hispanic Filmmakers</li> <li>• SPAN 428 – Spanish Literary Masterpieces</li> <li>• SPAN 440 – <u>Topics in Spanish Peninsular Literature and Culture</u></li> <li>• SPAN 441 – Reading Colonial Literature</li> <li>• SPAN 460 – Self Portraits in Writing</li> <li>• <u>SPAN 499 – Special Topics in Literature/Culture</u></li> </ul>
<p><b>Notes:</b> Students must take EDSE 370 which is normally offered in the Fall Term only.</p> <p>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.</p>	<p><b>Notes:</b> Students must take EDSE 370 which is normally offered in the Fall Term only.</p> <p>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.</p>

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

In consultation with the Department of Modern Languages and Cultural Studies, adding new course options.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes             No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 1, taken from: <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poiid=37562">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poiid=37562</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 1, taken from: <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poiid=37562">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poiid=37562</a> <i>(Underline <b>all</b> additions)</i>
<b>Second Languages: Ukrainian (★36) [Education]</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★18 to ★21 in Language Courses chosen from</b> <ul style="list-style-type: none"> <li>• UKR 111 - Beginners' Ukrainian I</li> <li>• UKR 112 - Beginners' Ukrainian II</li> <li>• UKR 211 - The Ukrainian-speaking World I</li> <li>• UKR 212 - The Ukrainian-speaking World II</li> <li>• UKR 300 - Ukrainian through its Living Culture I</li> <li>• UKR 306 - Business Ukrainian</li> <li>• UKR 308 - Advanced Ukrainian Writing Strategies</li> <li>• UKR 400 – Ukrainian through its Living Culture II</li> </ul>	<b>Second Languages: Ukrainian (★36) [Education]</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★18 to ★21 in Language Courses chosen from</b> <ul style="list-style-type: none"> <li>• UKR 111 - Beginners' Ukrainian I</li> <li>• UKR 112 - Beginners' Ukrainian II</li> <li>• UKR 211 - The Ukrainian-speaking World I</li> <li>• UKR 212 - The Ukrainian-speaking World II</li> <li>• UKR 300 - Ukrainian through its Living Culture I</li> <li>• UKR 306 - Business Ukrainian</li> <li>• UKR 308 - Advanced Ukrainian Writing Strategies</li> <li>• <b>UKR 309 - Advanced Ukrainian Conversational Strategies</b></li> <li>• UKR 400 – Ukrainian through its Living Culture II</li> </ul>

<p><b>★3 to ★6 in Linguistics chosen from</b></p>	<p><b>★3 to ★6 in Linguistics chosen from</b></p>
<ul style="list-style-type: none"> <li>• LING 101 - Introduction to Linguistic Analysis</li> <li>• LING 320 - Second Language Acquisition</li> <li>• LING 399 – Special Topics in Linguistics</li> <li>• LING 499 - Special Topics in Linguistic Theory</li> </ul>	<ul style="list-style-type: none"> <li>• LING 101 - Introduction to Linguistic Analysis</li> <li>• LING 320 - Second Language Acquisition</li> <li>• LING 399 – Special Topics in Linguistics</li> <li>• LING 499 - Special Topics in Linguistic Theory</li> </ul>
<p><b>★6 to ★9 in Literature chosen from</b></p>	<p><b>★6 to ★9 in Literature chosen from</b></p>
<ul style="list-style-type: none"> <li>• C LIT 101 - World Literature I</li> <li>• C LIT 102 - World Literature II</li> <li>• C LIT 220 - Mythology and Literature</li> <li>• C LIT 228 - Literature, Popular Culture, and the Visual Arts</li> <li>• C LIT 243 - Fairy Tales and Folk Tales</li> <li>• C LIT 358 - Great Themes of Literature and Art</li> <li>• C LIT 425 - East/West Critical Theory</li> </ul>	<ul style="list-style-type: none"> <li>• C LIT 101 - World Literature I</li> <li>• C LIT 102 - World Literature II</li> <li>• C LIT 220 - Mythology and Literature</li> <li>• C LIT 228 - Literature, Popular Culture, and the Visual Arts</li> <li>• C LIT 243 - Fairy Tales and Folk Tales</li> <li>• C LIT 358 - Great Themes of Literature and Art</li> <li>• C LIT 425 - East/West Critical Theory</li> </ul>
<p><b>★3 to ★6 in Culture chosen from</b></p>	<p><b>★3 to ★9 in Culture chosen from</b></p>
<ul style="list-style-type: none"> <li>• HIST 312 – Foundations of East European History</li> <li>• HIST 318 – Modern Ukraine</li> <li>• HIST 416 – Topics in Eastern European History</li> <li>• INT D 439 - Ukrainian Dance</li> <li>• SLAV 299/399/499 – Special Topics (Note: this course can be repeated for credit as long as the topics are different)</li> <li>• SLAV 475 – Slavic Languages and Cultures in the Community</li> </ul>	<ul style="list-style-type: none"> <li>• HIST 312 – Foundations of East European History</li> <li>• HIST 318 – Modern Ukraine</li> <li>• HIST 416 – Topics in Eastern European History</li> <li>• INT D 439 - Ukrainian Dance</li> <li>• SLAV 299/399/499 – Special Topics (Note: this course can be repeated for credit as long as the topics are different)</li> <li>• SLAV 475 – Slavic Languages and Cultures in the Community</li> </ul>
<p><b>Notes</b></p>	<p><b>Notes</b></p>
<p>Students must take EDSE 368 during the IPT*, which is normally offered in the Fall Term only.  Students must take EDSE 451 and EDSE 468 during the APT**, which is normally offered in the Winter Term only.  * Introductory Professional Term  ** Advanced Professional Term</p>	<p>Students must take EDSE 368 during the IPT*, which is normally offered in the Fall Term only.  Students must take EDSE 451 and EDSE 468 during the APT**, which is normally offered in the Winter Term only.  * Introductory Professional Term  ** Advanced Professional Term</p>

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

Rationale: In consultation with the Department of Modern Languages and Cultural Studies, adding new course options; updating Culture area to choose 3 to 9 credits.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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**FACULTY OF EDUCATION  
CALENDAR CHANGE REQUEST FORM**

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes                       No*

†**Attachments:**                       Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 2 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37563">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37563</a> <i>(Use strike out for all changes)</i>	Calendar Section Number (§) Education Chart 2 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37563">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37563</a> <i>(Underline all additions)</i>
<b>Second Languages: Ukrainian (★18) [Education]</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★12 to ★15 in Language courses chosen from</b>	<b>Second Languages: Ukrainian (★18) [Education]</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection  <b>Requirements</b>  <b>★12 to ★15 in Language courses chosen from</b>
<ul style="list-style-type: none"> <li>• UKR 111 - Beginners' Ukrainian I</li> <li>• UKR 112 - Beginners' Ukrainian II</li> <li>• UKR 211 - The Ukrainian-speaking World I</li> <li>• UKR 212 - The Ukrainian-speaking World II</li> <li>• UKR 300 - Ukrainian through its Living Culture I</li> <li>• UKR 306 – Business Ukrainian</li> <li>• UKR 308 - Advanced Ukrainian Writing Strategies</li> <li>• UKR 400 - Ukrainian through its Living Culture II</li> </ul>	<ul style="list-style-type: none"> <li>• UKR 111 - Beginners' Ukrainian I</li> <li>• UKR 112 - Beginners' Ukrainian II</li> <li>• UKR 211 - The Ukrainian-speaking World I</li> <li>• UKR 212 - The Ukrainian-speaking World II</li> <li>• UKR 300 - Ukrainian through its Living Culture I</li> <li>• UKR 306 – Business Ukrainian</li> <li>• UKR 308 - Advanced Ukrainian Writing Strategies</li> <li>• <b>UKR 309 - Advanced Ukrainian Conversational Strategies</b></li> <li>• UKR 400 - Ukrainian through its Living Culture II</li> </ul>
<b>★3 to ★6 in Literature/Culture chosen from</b>	<b>★3 to ★6 in Literature/Culture chosen from</b>
<ul style="list-style-type: none"> <li>• C LIT 101 - World Literature I</li> </ul>	<ul style="list-style-type: none"> <li>• C LIT 101 - World Literature I</li> </ul>

- C LIT 102 - World Literature II
- C LIT 220 - Mythology and Literature
- C LIT 228 - Literature, Popular Culture, and the Visual Arts
- C LIT 243 - Fairy Tales and Folk Tales
- C LIT 358 - Great Themes of Literature and Art
- C LIT 425 - East/West Critical Theory
- HIST 312 – Foundations of East European History
- HIST 318 – Modern Ukraine
- INT D 439 - Ukrainian Dance
- SLAV 299/399/499 – Special Topics (Note: this course can be repeated for credit as long as the topics are different)
- SLAV 475 – Slavic Languages and Cultures in the Community

**Notes**

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.

- C LIT 102 - World Literature II
- C LIT 220 - Mythology and Literature
- C LIT 228 - Literature, Popular Culture, and the Visual Arts
- C LIT 243 - Fairy Tales and Folk Tales
- C LIT 358 - Great Themes of Literature and Art
- C LIT 425 - East/West Critical Theory
- HIST 312 – Foundations of East European History
- HIST 318 – Modern Ukraine
- INT D 439 - Ukrainian Dance
- SLAV 299/399/499 – Special Topics (Note: this course can be repeated for credit as long as the topics are different)
- SLAV 475 – Slavic Languages and Cultures in the Community

**Notes**

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.

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

In consultation with the Department of Modern Languages and Cultural Studies, adding new course options.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY  Approved at UAAC March 22, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.*                      Applicable:     Yes                       No

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 1 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37571">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37571</a> <i>(Use strike out for all changes)</i>	Calendar Section Number (§) Education Chart 1 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37571">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37571</a> <i>(Underline all additions)</i>
<b>Second Languages: Japanese (★36) [Education]</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection	<b>Second Languages: Japanese (★36) [Education]</b>  <b>Notes:</b> 1. Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection 2. <u>Students should consider taking EASIA 101 in the first year(s) of study, as this course is a prerequisite for most higher level EASIA courses.</u>
<b>Requirements</b>  <b>★18 to ★21 in Language Courses chosen from</b> <ul style="list-style-type: none"> <li>• JAPAN 101 AND JAPAN 102 OR JAPAN 150</li> <li>• JAPAN 201 - Basic Japanese III</li> <li>• JAPAN 202 - Basic Japanese IV</li> <li>• JAPAN 301 - Intermediate Japanese I</li> <li>• JAPAN 302 - Intermediate Japanese II</li> <li>• JAPAN 341 - Classical Japanese I</li> <li>• JAPAN 439 – Practical Translation</li> <li>• JAPAN 401 - Advanced Japanese I</li> <li>• JAPAN 402 - Advanced Japanese II</li> <li>• JAPAN 429 - Japanese-English Translation</li> </ul>	<b>Requirements</b>  <b>★18 to ★21 in Language Courses chosen from</b> <ul style="list-style-type: none"> <li>• JAPAN 101 AND JAPAN 102 OR JAPAN 150</li> <li>• JAPAN 201 - Basic Japanese III</li> <li>• JAPAN 202 - Basic Japanese IV</li> <li>• JAPAN 301 - Intermediate Japanese I</li> <li>• JAPAN 302 - Intermediate Japanese II</li> <li>• JAPAN 341 - Classical Japanese I</li> <li>• JAPAN 439 – Practical Translation</li> <li>• JAPAN 401 - Advanced Japanese I</li> <li>• JAPAN 402 - Advanced Japanese II</li> <li>• JAPAN 429 - Japanese-English Translation</li> </ul>
<b>★6 in Linguistics chosen from</b>	<b>★6 in Linguistics chosen from</b>

- ANTHR 208 - Introduction to Linguistic Anthropology
- EASIA 211 - Overview of the Japanese Language
- EASIA 315 - Introduction to Japanese Linguistics
- EASIA 316 - Japanese Sociolinguistics
- EASIA 415 - Japanese Linguistics
- LING 101 - Introduction to Linguistic Analysis
- LING 320 - Second Language Acquisition

**★3 to ★9 in Literature chosen from**

- C LIT 101 - World Literature I
- C LIT 102 - World Literature II
- EASIA 341
- EASIA 346 - Modern Japanese Literature in Translation
- EASIA 441 - Topics in Japanese Literary History
- EASIA 443 - Japanese Theatre from the Noh to the Avant-garde
- EASIA 448 - Topics in Japanese Studies

**★3 to ★6 in Culture chosen from**

- ANTHR 485 - Topics in Social, Cultural and/or Linguistic Anthropology
- ANTHR 487 – Seminar in Social, Cultural and/or Linguistic Anthropology
- EASIA 240 - Overview of Japanese Culture
- EASIA 247 – Samurai, Geisha, and Ghosts
- EASIA 260
- EASIA 347 – The Japanese Supernatural
- HIST 382 - Search for a Destiny: Japan's Modern Era, 1868-Present
- RELIG 343 - Zen/Chan Buddhism

**Notes:** Students must take EDSE 368 during the IPT\*, which is normally offered in the Fall Term only. Students must take EDSE 468 and 451 during the APT\*\*, which is normally offered in the Winter Term only.

- ANTHR 208 - Introduction to Linguistic Anthropology
- EASIA 211 - Overview of the Japanese Language
- **EASIA 215 - Linguistics in Japanese Everyday Life**
- EASIA 315 - Introduction to Japanese Linguistics
- EASIA 316 - Japanese Sociolinguistics
- EASIA 415 - Japanese Linguistics
- LING 101 - Introduction to Linguistic Analysis
- LING 320 - Second Language Acquisition

**★3 to ★9 in Literature chosen from**

- C LIT 101 - World Literature I
- C LIT 102 - World Literature II
- EASIA 341 - **Pre-Modern Japanese Literature in Translation**
- EASIA 346 - Modern Japanese Literature in Translation
- EASIA 441 - Topics in Japanese Literary History
- EASIA 443 - Japanese Theatre from the Noh to the Avant-garde
- EASIA 448 - Topics in Japanese Studies

**★3 to ★9 in Culture chosen from**

- ANTHR 485 - Topics in Social, Cultural and/or Linguistic Anthropology
- ANTHR 487 – Seminar in Social, Cultural and/or Linguistic Anthropology
- **EASIA 101 – Understanding East Asia**
- EASIA 240 - Overview of Japanese Culture
- EASIA 247 – Samurai, Geisha, and Ghosts
- EASIA 260 - **Popular Culture and Contemporary Japanese Society**
- EASIA 347 – The Japanese Supernatural
- **EASIA 423 - Topics in Japanese Religions**
- HIST 382 - Search for a Destiny: Japan's Modern Era, 1868-Present
- RELIG 343 - Zen/Chan Buddhism

**Notes:** Students must take EDSE 368 during the IPT\*, which is normally offered in the Fall Term only. Students must take EDSE 468 and 451 during the APT\*\*, which is normally offered in the Winter Term only.

\* Introductory Professional Term  
\*\* Advanced Professional Term

\* Introductory Professional Term  
\*\* Advanced Professional Term

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

In consultation with the Department of Modern Languages and Cultural Studies, adding new course options; updating Culture area to choose 3 to 9 credits; adding EASIA 101 as it is the prereq for most higher level EASIA courses.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY Approved at UAAC March 22, 2021
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## FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

**Department:**                      **Secondary Education**

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

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

*\*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.                      Applicable:     Yes                       No*

†**Attachments:**     Course Outline  
                                   KSA (Knowledge, skills and Attributes) Rating Sheets  
                                  (Completed by course developers and instructors)

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number (§) Education Chart 2 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37555">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37555</a> <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number (§) Education Chart 2 <a href="https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37555">https://calendar.ualberta.ca/preview_program.php?catoid=33&amp;poid=37555</a> <i>(Underline <b>all</b> additions)</i>
<b>Second Languages: Japanese (★18) [Education]</b>  <b>Note:</b> Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection	<b>Second Languages: Japanese (★18) [Education]</b>  <b>Notes:</b> 1. Native or heritage speakers should consult with the Second Languages Subject Area Advisor in the Department of Secondary Education prior to course selection 2. <u>Students should consider taking EASIA 101 in the first year(s) of study, as this course is a prerequisite for most higher level EASIA courses.</u>
<b>Requirements</b>  <b>★12 to ★15 in Language courses chosen from</b>	<b>Requirements</b>  <b>★12 to ★15 in Language courses chosen from</b>
<ul style="list-style-type: none"> <li>• JAPAN 101 - Basic Japanese I</li> <li>• JAPAN 102 - Basic Japanese II</li> <li>• JAPAN 150 - First-Year University Japanese</li> <li>• JAPAN 201 - Basic Japanese III</li> <li>• JAPAN 202 - Basic Japanese IV</li> <li>• JAPAN 301 - Intermediate Japanese I</li> <li>• JAPAN 302 - Intermediate Japanese II</li> <li>• JAPAN 341 - Classical Japanese I</li> <li>• JAPAN 401 - Advanced Japanese I</li> <li>• JAPAN 402 - Advanced Japanese II</li> <li>• JAPAN 429 - Japanese-English Translation</li> <li>• JAPAN 439 - Practical Translation</li> </ul>	<ul style="list-style-type: none"> <li>• JAPAN 101 - Basic Japanese I</li> <li>• JAPAN 102 - Basic Japanese II</li> <li>• JAPAN 150 - First-Year University Japanese</li> <li>• JAPAN 201 - Basic Japanese III</li> <li>• JAPAN 202 - Basic Japanese IV</li> <li>• JAPAN 301 - Intermediate Japanese I</li> <li>• JAPAN 302 - Intermediate Japanese II</li> <li>• JAPAN 341 - Classical Japanese I</li> <li>• JAPAN 401 - Advanced Japanese I</li> <li>• JAPAN 402 - Advanced Japanese II</li> <li>• JAPAN 429 - Japanese-English Translation</li> <li>• JAPAN 439 - Practical Translation</li> </ul>

★3 to ★6 in Literature/Culture chosen from	★3 to ★6 in Literature/Culture chosen from
<ul style="list-style-type: none"> <li>• EASIA 240 - Overview of Japanese Culture</li> <li>• EASIA 247 – Samurai, Geisha, and Ghosts</li> <li>• EASIA 260</li> <li>• EASIA 341</li> <li>• EASIA 346 - Modern Japanese Literature in Translation</li> <li>• EASIA 347 – The Japanese Supernatural</li> <li>• EASIA 441 - Topics in Japanese Literary History</li> <li>• EASIA 443 - Japanese Theatre from the Noh to the Avant-garde</li> <li>• EASIA 448 - Topics in Japanese Studies</li> <li>• HIST 382 - Search for a Destiny: Japan's Modern Era, 1868-Present</li> <li>• RELIG 343 - Zen/Chan Buddhism</li> </ul>	<ul style="list-style-type: none"> <li>• <b>EASIA 101 – Understanding East Asia</b></li> <li>• EASIA 240 - Overview of Japanese Culture</li> <li>• EASIA 247 – Samurai, Geisha, and Ghosts</li> <li>• EASIA 260 – <b>Popular Culture and Contemporary Japanese</b></li> <li>• EASIA 341 – <b>Pre-Modern Japanese Literature in Translation</b></li> <li>• EASIA 346 - Modern Japanese Literature in Translation</li> <li>• EASIA 347 – The Japanese Supernatural</li> <li>• EASIA 441 - Topics in Japanese Literary History</li> <li>• <b>EASIA 423 – Topics in Japanese Religions</b></li> <li>• EASIA 443 - Japanese Theatre from the Noh to the Avant-garde</li> <li>• EASIA 448 - Topics in Japanese Studies</li> <li>• HIST 382 - Search for a Destiny: Japan's Modern Era, 1868-Present</li> <li>• RELIG 343 - Zen/Chan Buddhism</li> </ul>
<p><b>Notes</b>  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.</p>	<p><b>Notes</b>  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.</p>

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

In consultation with the Department of Modern Languages and Cultural Studies, adding new course options; adding EASIA 101 as it is the prereq for most higher level EASIA courses.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee	Date: February 26, 2021	FACULTY USE ONLY  Approved at UAAC March 22, 2021
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## CALENDAR CHANGE REQUEST FORM

**Submission Deadlines:**

Two weeks before APC or GPC, subject to faculty approval pathway. Program changes are subject to governance deadlines found [here](#)

<b>Department:</b>	<b>Mechanical Engineering</b>		
<b>Change Request:</b>	<b>Course Change</b>		
<b>Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?</b>			
This new course is proposed to broaden the offering of courses that have high relevance to industrial practice, for electives in undergraduate programs and the Master of Engineering program.			
Current Calendar URL: NONE			
<b>Current</b>		<b>Proposed</b>	
*** NEW COURSE***		<b>ENG M 512: Quality Engineering and Management</b> <b>★ 3 (fi 6) (either term, 3-0-0) Quality engineering and management definitions, concepts and principles. Essential quality management theories and models. ISO 9000 principles, models and applications. ISO 10000 augmentative standards. Seven quality engineering and management tools. Quality function deployment. Failure analysis. Statistical quality.</b>	
Current Calendar URL: <a href="https://calendar.ualberta.ca/preview_entity.php?catoid=34&amp;ent_oid=4386">https://calendar.ualberta.ca/preview_entity.php?catoid=34&amp;ent_oid=4386</a>			
<i>The following elective list changes should be made to 5 of the Mechanical Engineering program pages:</i> <i>Mechanical Engineering</i> <i>Mechanical Engineering – Alternate Format</i> <i>Mechanical Engineering Co-op – Plan I</i> <i>Mechanical Engineering Co-op – Plan II</i> <i>Mechanical Engineering Co-op – Plan IV</i>			
<b>Mechanical Engineering</b> [...] <b>Program and Technical Electives</b> [...] <b>The remaining three program electives must be chosen from the following:</b> [...]         ECE 449 - Intelligent Systems Engineering		<b>Mechanical Engineering</b> [...] <b>Program and Technical Electives</b> [...] <b>The remaining three program electives must be chosen from the following:</b> [...]         ECE 449 - Intelligent Systems Engineering	



<p>ENGG 406 - Engineering Safety and Risk Management - Methodologies and Tools          ENGG 420 - Engineering Law          ENG M 402 - Project Management and Entrepreneurship          ENG M 406          ENG M 408 - Manufacturing Systems and Engineering          ENG M 501 - Production and Operations Management          ENG M 508 - Energy Auditing and Management          ENG M 510          ENG M 514 - Reliability Engineering          ENG M 516 - Maintenance Management          ENG M 530 - Engineering Project Management          ENG M 540 - Introduction to Optimization Models and Algorithms          ENG M 558 - Ergonomics and Work Design          [...]</p>	<p>ENGG 406 - Engineering Safety and Risk Management - Methodologies and Tools          ENGG 420 - Engineering Law          ENG M 402 - Project Management and Entrepreneurship          ENG M 406          ENG M 408 - Manufacturing Systems and Engineering          ENG M 501 - Production and Operations Management          ENG M 508 - Energy Auditing and Management  <b>ENG M 510</b>  <b>ENG M 512 – Quality Engineering and Management</b>          ENG M 514 - Reliability Engineering          ENG M 516 - Maintenance Management          ENG M 530 - Engineering Project Management          ENG M 540 - Introduction to Optimization Models and Algorithms          ENG M 558 - Ergonomics and Work Design          [...]</p>
<p><i>The following elective list changes should be made to all 3 of the Mining Engineering program pages:          Mining Engineering          Mining Engineering Co-op – Plan I          Mining Engineering Co-op – Plan II</i></p>	
<p><b>Mining Engineering</b>          [...]  <b>Program and Technical Electives</b>          [...]  <b>The following courses are approved electives for the BSc program in Mining Engineering.</b>          [...]          ENCS 352 - Natural Resource and Environmental Law          ENGG 420 - Engineering Law          ENG M 406          ENG M 501 - Production and Operations Management          ENG M 510          ENG M 514 - Reliability Engineering          ENG M 530 - Engineering Project Management          ENV E 302 - Environmental Impact Assessment          [...]</p>	<p><b>Mining Engineering</b>          [...]  <b>Program and Technical Electives</b>          [...]  <b>The remaining three program electives must be chosen from the following:</b>          [...]          ENCS 352 - Natural Resource and Environmental Law          ENGG 420 - Engineering Law          ENG M 406          ENG M 501 - Production and Operations Management  <b>ENG M 510</b>  <b>ENG M 512 – Quality Engineering and Management</b>          ENG M 514 - Reliability Engineering          ENG M 530 - Engineering Project Management          ENV E 302 - Environmental Impact Assessment          [...]</p>
<p><b>In which academic year is this change required?    2022-2023</b></p>	
<p><b>Department Contact</b></p>	<p><b>Associate Chair (Undergraduate Program)</b></p>
<p>Name:</p>	<p><b>Pierre Mertiny</b></p>
<p>Email:</p>	<p><b>pmertiny@ualberta.ca</b></p>
<p><b>Department Chair or Designate</b></p>	
<p>Name:</p>	<p><b>John Doucette</b></p>



<b>Date approved by Department Council:</b>	<b>5/27/2021</b>	<b>Date submitted:</b>	<b>6/18/2021</b>
<b>Consultation process and dates</b>			
<ul style="list-style-type: none"> <li>Faculty of Engineering Academic lead</li> <li>Program Support Team committee</li> </ul>			
<b>Approval pathway and dates</b>			
<ul style="list-style-type: none"> <li>Department (APC, GPC, Council)</li> <li>Faculty GPC (if appropriate)</li> <li>Faculty APC (September 10, 2021)</li> <li>Faculty ECC (September 20, 2021)</li> </ul>			

Email an editable word version to [adppengg@ualberta.ca](mailto:adppengg@ualberta.ca) and [foedpp@ualberta.ca](mailto:foedpp@ualberta.ca)

## Appendix

### Justification:

Department leadership seeks to broaden its offering of courses that have high relevance to industrial practice, for electives in undergraduate programs and the Master of Engineering program. This proposal is essentially the reinstallation of ENG M 510 Quality Engineering and Management, which was deleted from the University Calendar some time ago. The course has not been offered since Winter 2012. The suggested code for the course is ENG M 512, to continue the historic subject as well as to align with the standards- and quality-related topics of the existing ENG M 611 and 612, respectively. The original ENG M 510 calendar description was revised to reflect up-to-date terminology and content.

### Course outline and schedule:

Table 1: Course outline and schedule for ENG M 512 Quality Engineering and Management

Week #	Topic	Assignment	
<u>I Quality Fundamentals</u>			
1	I-1 Quality Terminology and Concepts		
2	I-2 Quality Engineering and Management Principles		
<u>II Quality Frameworks</u>			
3	II-1 ISO 9000 Models and Applications	A1	
4	II-2 ISO 10000 Augmentative Standards: 1/3	A2	
5	II-3 ISO 10000 Augmentative Standards: 2/3		
6	II-3 ISO 10000 Augmentative Standards: 3/3		
7	II-4 Quality Function Deployment	A3	
<u>III Quality Tools</u>			
8	III-1 Seven Quality Engineering and Management Tools		
9	III-2 Failure Analysis		
<u>IV Quality Techniques</u>			
10	IV-1 Quality Control Basics		
11	IV-2 Control Charts: 1/3		





12	IV-3 Control Charts: 2/3	A4
13	IV-4 Control Charts: 3/3	

**Expected and types of assessments and suggested grade weight:**

Team Assignments: 20%, Team Project: 20%, Midterm Exam: 20%, Final Exam: 40%

**Learning outcomes and graduate attributes**

By the end of the course, students should be able to:

- Determine and understand the main quality-related terms and definitions
- Illustrate and incorporate the fundamental quality concepts and principles
- Recognize and comprehend the principal ISO 9000 standards, models and applications
- Select and integrate quality engineering / management tools and approaches with ISO 10000 standards
- Develop and integrate quality plans
- Understand and implement quality function deployment and failure analysis
- Draft and incorporate control charts

Table 2: Relation between learning outcome and graduate attributes

<b>Learning outcomes</b>	<b>Key and measurable graduate attribute(s)</b>	<b>Instructional level</b>
Determine and understand the main quality-related terms and definitions	<ul style="list-style-type: none"> <li>• Knowledge Base (KB)</li> </ul>	<ul style="list-style-type: none"> <li>• Developed</li> </ul>
Illustrate and incorporate the fundamental quality concepts and principles	<ul style="list-style-type: none"> <li>• Knowledge Base (KB)</li> <li>• Investigation (IN)</li> </ul>	<ul style="list-style-type: none"> <li>• Developed</li> <li>• Applied</li> </ul>
Recognize and comprehend the principal ISO 9000 standards, models and applications	<ul style="list-style-type: none"> <li>• Design (DE)</li> <li>• Investigation (IN)</li> <li>• Engineering Tools (ET)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced</li> <li>• Developed</li> <li>• Introduced</li> </ul>
Select and integrate quality engineering / management tools and approaches with ISO 10000 standards	<ul style="list-style-type: none"> <li>• Problem Analysis (PA)</li> <li>• Engineering Tools (ET)</li> </ul>	<ul style="list-style-type: none"> <li>• Applied</li> <li>• Applied</li> </ul>
Develop and integrate quality plans	<ul style="list-style-type: none"> <li>• Design (DE)</li> <li>• Engineering Tools (ET)</li> <li>• Team Work (TW)</li> <li>• Communication Skills (CS)</li> </ul>	<ul style="list-style-type: none"> <li>• Applied</li> <li>• Applied</li> <li>• Introduced</li> <li>• Introduced</li> </ul>



Understand and implement quality function deployment and failure analysis	<ul style="list-style-type: none"> <li>• Problem Analysis (PA)</li> <li>• Investigation (IN)</li> <li>• Engineering Tools (ET)</li> </ul>	<ul style="list-style-type: none"> <li>• Developed</li> <li>• Introduced</li> <li>• Developed</li> </ul>
Draft and incorporate control charts	<ul style="list-style-type: none"> <li>• Problem Analysis (PA)</li> <li>• Investigation (IN)</li> <li>• Engineering Tools (ET)</li> </ul>	<ul style="list-style-type: none"> <li>• Developed</li> <li>• Introduced</li> <li>• Developed</li> </ul>

**Accreditation units (for 1xx to 5xx level courses) and justification**

Table 3: Accreditation units

AU Category	Linked to which learning outcome	Type of assessment used	Percentage of course content
Math			
Natural Sciences			
Engineering Science			
Engineering Design (requires PEng)			
Complementary studies	All	Assignments / Project / Exams	100%
Other			

Table 4: Final course AUs

Total	Math	NS	ES	ED	CS	Other
					37.8	

**Lab components:**

Not applicable.

**Required resources:**

No special resources needed.

**Textbooks:**

No particular textbook will be mandatory. Use of an electronic book Juran, J.M., De Feo, J.A. (2017), Juran's Quality Handbook: The Complete Guide to Performance Excellence, McGraw Hill Education, New York, 7th edition, available through the UofA library, may be recommended or suggested. Various ISO standards (e.g., ISO 7870, ISO 9000, ISO 10005, ISO 10014, and ISO 16355), also provided by the UofA library, may be used as mandatory or suggested readings.



## CALENDAR CHANGE REQUEST FORM

### Submission Deadlines:

Two weeks before APC or GPC, subject to faculty approval pathway. Program changes are subject to governance deadlines found [here](#)

<b>Department:</b>	<b>Mechanical Engineering</b>	
<b>Change Request:</b>	<b>Course Change</b>	
<b>Why is this change being proposed and who was consulted (include dates of faculty and PST reviews below)?</b>		
<p>This would be a new graduate course focused on advanced heating, ventilating, and air Conditioning technologies in built environments, which fills the vacancy of HVAC related graduate courses in the ME department. Having taught MECE 463 (Thermo-fluids system design) and MECE 466 (Building system design) for the past 4 years, I noticed a strong and growing interest from the students in building engineering courses. However, we don't have a building engineering course in our graduate program. I have consulted the Department chair (John Doucette) and he agreed that this course matches the Department needs. The new course proposal has now gone through the reviews by Department GPC and APC.</p>		
<b>Current Calendar URL:</b> N/A		
	<b>Current</b>	<b>Proposed</b>
	<b>*** NEW COURSE ***</b>	<p><b>MECE 641 - Environmental Technologies in Buildings</b></p> <p>★ 3 (fi 6) (either term, 3-0-0) Study of thermal comfort, indoor air quality, and HVAC systems of buildings. Application of the basic HVAC principles as well as a range of technologies and analysis techniques for designing healthy and comfortable indoor environments. Investigation procedures and methods to identify indoor air quality problems as well as the techniques to prevent or mitigate indoor air problems.</p>
<b>In which academic year is this change required?</b> <b>2022-2023</b>		
<b>Department Contact</b>	<b>Associate Chair - Graduate</b>	
<b>Name:</b>	<b>Alexandra Komrakova</b>	



Email:		komrakov@ualberta.ca	
<b>Department Chair or Designate</b>			
Name:		<b>John Doucette</b>	
<b>Date approved by Department Council:</b>	<b>7/15/2021</b>	<b>Date submitted:</b>	<b>7/2/2021</b>
<b>Consultation process and dates</b> <ul style="list-style-type: none"><li>• Faculty of Engineering Academic lead</li><li>• Program Support Team committee</li></ul>			
<b>Approval pathway and dates</b> <ul style="list-style-type: none"><li>• Department (APC, GPC, Council): Dept. GPC (April 11, 2019), Dept. APC (Aug 22, 2019)</li><li>• Faculty GPC (September 1, 2021)</li><li>• Faculty APC (September 10, 2021)</li><li>• Faculty ECC (September 20, 2021)</li></ul>			

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## New Course

### Department OF MECHANICAL ENGINEERING

#### Current

(No existing course).

#### Proposed New Course

#### **MECE 641 Environmental Technologies in Buildings**

\*3.0 (*fi 6*) (either term, 3-0-0).

Study of thermal comfort, indoor air quality, and HVAC systems of buildings. Application of the basic HVAC principles as well as a range of technologies and analysis techniques for designing healthy and comfortable indoor environments. Investigation procedures and methods to identify indoor air quality problems as well as the techniques to prevent or mitigate indoor air problems.

#### **Detailed New Course Outline:**

The purpose of this course is to study thermal comfort, indoor air quality, and HVAC systems in buildings. The tentative schedule is as follows:

<b>Lecture #</b>	<b>Topic</b>
1	Psychrometrics: air, water, energy
2	Thermal comfort: energy balance; thermal exchange with environment
3	Fundamentals of indoor air contaminants
4	Indoor air quality modeling: statistical and mass balance models
5	Investigation procedures and methods
6	Media filtration mechanism and selection
7	Electronic and gas-phase air cleaning
8	Residential and commercial ventilation basics
9	Ventilation intake, exhaust, and distribution design and control
10	Residential HVAC systems
11	Commercial HVAC Systems
12	HVAC design and operation for humidity control
13	Project Presentations

#### **Justification:**

The primary objective of this course is to expand and update graduate students' knowledge and practical expertise in the field of building science. The course examines the basic scientific principles underlying thermal comfort, indoor air quality, and HVAC systems in buildings and imparts to students a range of technologies and analysis techniques for designing comfortable indoor environments. Emphasis will be placed on investigation procedures and methods to identify indoor air quality problems as well as the

techniques to prevent or mitigate these problems. The course aims to help students: 1) understand and apply the scientific principles underlying the thermal comfort, indoor air quality and ventilation behavior of residential and commercial buildings, 2) learn how to evaluate the pros and cons of a range of technologies for creating comfortable indoor environments, 3) understand the psychrometrics and humidity control in buildings, 4) make observations indoors, outdoors, and inspect the areas of HVAC systems when performing indoor environment assessments, and 5) understand how the design and operation of HVAC equipment can maintain comfortable indoor environments. Every lecture provides a fundamental understanding of a given topic, which is facilitated by the in-class demonstration of various pertinent phenomena. The focus of this course will be on three areas:

- i) Thermal comfort (understand the relationship between dry air & water and explain its impact on indoor air quality; calculate the common properties of moist air using the psychrometric chart; understand occupant behavior on the indoor environment),
- ii) Indoor air quality (understand the fundamentals of mold, bacteria, viruses, VOCs, and radon, and how they affect the indoor air quality; select the right media filter based on the understanding of media filter mechanisms, properties, and efficiencies; understand how electronic and gas-phase air cleaning can be a part of a strategy to improve the indoor air quality),
- iii) and ventilation and HVAC systems (understand the benefits of ventilation and to identify the different equipment and controls associated with common methods of ventilating; become familiar with commercial and residential ventilation standards from ASHRAE; understand how HVAC equipment design and operation can maintain a target relative humidity).

**Complementary courses within the university include the following:**

CIV E 657 - Air Pollution Control

Difference: The emphasis of CIV E 657 (as per the course description) is fundamental principles in outdoor air quality engineering whereas the proposed course is to study theory and application of air filters incorporated into mechanical systems for gaseous and particulate pollutant control in buildings.

MEC E 463 – Thermal Fluids Systems Design

Difference: MEC E 463 (as per the course description) focuses on the design of internal fluid flow systems and coiled heat exchangers, as well as a selection of fans and pumps. The knowledge relative to ventilation is air distribution system design, which does not overlap with the ventilation contents of the proposed course, which is to identify both basic and advanced systems that mechanically ventilate buildings for indoor environmental quality improvement.

MEC E 466 – Building Systems Design

Difference: MEC E 466 (as per the course description) focuses on the design of HVAC systems through load calculations, equipment selection, and specification. Although some fundamental knowledge of psychrometrics and ventilation are covered in MEC E 466 for heating load calculation purpose, the new course will expand the applications of fundamental knowledge to understand how water vapor can enter indoors via diffusion & infiltration and to identify the different equipment and controls associated with common methods of ventilating and moisture controlling. Hence, MEC E 466 does not overlap with the contents of the proposed course.

**Learning outcomes and graduate attributes**

*Information to complete this section is provided in [Appendix](#).*

By the end of the course, students should be able to:

- 1) understand and apply scientific principles underlying thermal comfort, indoor air quality and ventilation behavior of residential and commercial buildings,
- 2) learn how to evaluate the pros and cons of a range of technologies for creating comfortable indoor environments,
- 3) understand psychrometrics and humidity control in buildings
- 4) make observations indoors, outdoors, and inspect the areas of HVAC systems when performing indoor environment assessments and
- 5) understand how the design and operation of HVAC equipment can maintain comfortable indoor environments.

### **Relation between learning outcome and graduate attributes**

**Not applicable to 6xx level course**

Learning outcomes	Key and measurable graduate attribute(s)	Instructional level

### **Course Implementation:**

The course delivery will be a mixed-format with standard lectures and tablet/whiteboard demonstration. A few sections of the class will be dedicated to the campus building tour activities to employ different environmental techniques pertinent to building engineering. The monthly report on students' course projects will be discussed, which will require students to state the topic chosen for the course project, describe progress or changes in plans at the middle stage, and contain background, objectives, methodology, results & discussion, and conclusion in the final report. Students will present their work at the end of the course (there will be three written components and a presentation section for the project). As it is an advanced graduate course, there will be an expectation of significant self-study and independent learning to supplement the lectures.

Along with a presentation and written submissions of the project proposal, progress report, and final report, described above, the course grade components will also involve assignments and final exam.

### **Additional Staffing, Operating Costs, and Space Implementation:**

No additional space is required. No additional staff is required.

### **Text and References:**

- a) 2017 ASHRAE Handbook – Fundamentals, American Society of Heating, Refrigerating, and Air-Conditioning Engineers, Inc., Atlanta, GA, 2017 (Ch. 1, 9, 10, 11, 16, and 36)  
Link to the eBook: <https://search.library.ualberta.ca/catalog/8297353>
- b) 2016 ASHRAE Handbook – HVAC Systems and Equipment (Ch. 29)  
Link to the eBook: <https://search.library.ualberta.ca/catalog/7641045>
- c) J.D. Spengler, J.M. Samet, J.F. McCarthy, Indoor Air Quality Handbook, New York, McGraw-Hill, 2001 (Ch. 7, 8, 49, 57, 58)

Link to the eBook: <https://search.library.ualberta.ca/catalog/8894981>

### **Lab components**

Describe any lab or seminar component. If there are hands on labs, detail each experiment, equipment, and the required safety documentation, procedures, and assessments.

Not Applicable.

### **Required resources**

Describe any necessary resources to create and delivery course on an ongoing basis.

Not Applicable.

### **Accreditation units (for **1xx to 5xx level courses**) and justification**

<b>Category</b>	<b>Linked to which learning outcome</b>	<b>Type of assessment used</b>	<b>Percentage of course content</b>
<b>Math</b>			
<b>Natural Sciences</b>			
<b>Engineering Design (requires PEng)</b>			
<b>Complementary studies</b>			
<b>Other</b>			
<b>Engineering Science</b>			

## **Appendix**

**Learning Outcome:** Statements that describe what a student should be able to know, do, and think or care about after completing a course. These statements are generally broad, as they span an entire course, but must be measurable and specific. These are required for undergraduate and graduate courses.



**Accreditation units:** Defined on an hourly basis for an activity which is granted academic credit and for which the associated number of hours corresponds to the actual contact time of that activity between the student and the faculty members. There are five categories of accreditation units. These as required for 1xx to 5xx level courses.

Term	Definition
<b>Mathematics (M)</b>	Mathematics is expected to include appropriate elements of linear algebra, differential and integral calculus, differential equations, probability, statistics, numerical analysis, and discrete mathematics.
<b>Natural Sciences (NS)</b>	The natural sciences component of the curriculum must include elements of physics and chemistry; elements of life sciences and earth sciences may also be included in this category. These subjects are intended to impart an understanding of natural phenomena and relationships through the use of analytical and/or experimental techniques.
<b>Engineering Sciences(ES)</b>	Engineering science subjects involve the application of mathematics and natural science to practical problems. They may involve the development of mathematical or numerical techniques, modeling, simulation, and experimental procedures. Such subjects include, among others, the applied aspects of strength of materials, fluid mechanics, thermodynamics, electrical and electronic circuits, soil mechanics, automatic control, aerodynamics, transport phenomena, and elements of materials science, geoscience, computer science, and environmental science.
<b>Engineering Design (ED)</b>	Engineering design integrates mathematics, natural sciences, engineering sciences, and complementary studies in order to develop elements, systems, and processes to meet specific needs. It is a creative, iterative, and open-ended process, subject to constraints which may be governed by standards or legislation to varying degrees depending upon the discipline. These constraints may also relate to economic, health, safety, environmental, societal or other interdisciplinary factors.
<b>Complimentary Studies(CS)</b>	Complementary studies include humanities, social sciences, arts, management, engineering economics and communication to complement the technical content of the curriculum.

**Graduate Attributes (GA):** Generic characteristics, specified by the Accreditation Board, expected to be exhibited by graduates of accredited Canadian engineering programs at the time of graduation. There are 12 GAs. These are required for undergraduate and graduate courses.

Term	Definition
<b>1. A knowledge base for engineering (KB)</b>	Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.
<b>2. Problem analysis (PA)</b>	An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions.
<b>3. Investigation (IN)</b>	An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data, and synthesis of information in order to reach valid conclusions.
<b>4. Design (DE)</b>	An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
<b>5. Use of engineering tools (ET)</b>	An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.
<b>6. Individual and team work (TW)</b>	An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
<b>7. Communication skills (CS)</b>	An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.
<b>8. Professionalism (PR)</b>	An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public interest.
<b>9. Impact of engineering on society and the environment (IS)</b>	An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economics, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and

	the concepts of sustainable design and development and environmental stewardship.
<b>10. Ethics and equity (EE)</b>	An ability to apply professional ethics, accountability, and equity.
<b>11. Economics and project management (EP)</b>	An ability to appropriately incorporate economics and business practices including project, risk, and change management into the practice of engineering and to understand their limitations.
<b>12. Life-long learning(LL)</b>	An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge.

### Content instructional level:

At the **introductory level (Introduced)** the students learn the working vocabulary of the area of content, along with some of the major underlying concepts. Many of the terms need defining and the ideas are often presented in a somewhat simplified way.

At the **intermediate development level (Developed)** the students use their working vocabulary and major fundamental concepts to begin to probe more deeply, to read the literature, and to deepen their exploration into concepts. At this level, students can begin to appreciate that any field of study is a complex mixture of sub-disciplines with many different levels of organization and analysis.

At the **advanced application level (Applied)** the students approach mastery in the area of content. They explore deeply into the discipline and experience the controversies, debate and uncertainties that characterize the leading edges of any field. An advanced student can be expected to be able to relate course material across different courses, to begin to synthesize and integrate and achieve fresh insights. Students at this level are working with the knowledge very differently, perhaps even creating new knowledge through independent investigation.

Learning outcomes should be written considering these levels. Descriptive verbs linked to each level are provided below.

<b>Level of Cognitive Understanding</b>	<b>Description</b>	<b>Representative Verbs</b>
Remember (introduced)	Remember and recall factual information	Recall, choose, relate, recognize, express, label, outline, select, identify, show, state
Apply (Developed)	Apply comprehension to unfamiliar situations	Create, practice, build, prepare, apply, produce, modify, complete, calculate

Evaluate (Applied)	Think critically and defend a position	Judge, rate, argue, choose, determine, justify, prove, support, compare, assess
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## MEC E 641 Environmental Technologies in Buildings

### Course Outline

**Instructor:** Dr. Lexuan Zhong

DICE 10-351

[lexuan.zhong@ualberta.ca](mailto:lexuan.zhong@ualberta.ca)

**Office Hours:** Workdays (by appointment)

<b>Mark Scheme:</b>	Assignments	15%	
	Course project	55%	
	Project proposal		5%
	Progress report		10%
	Oral presentation		5%
	Final report		35%
	<u>Final exam</u>	<u>30%</u>	
<b>TOTAL</b>	<b>100%</b>		

### Course description

The primary focus of this course is the study of thermal comfort, indoor air quality, ventilation and HVAC systems of buildings. The course examines basic scientific principles underlying these phenomena and imparts to students a range of technologies and analysis techniques for designing healthy and comfortable indoor environments. Emphasis will be placed on psychometrics, investigation procedures and methods to identify indoor air quality problems as well as the HVAC techniques to prevent or mitigate these problems. In this course, students will also be exposed to fundamental research methodologies in building technologies to support the development of course projects. Upon completion, students should be able to apply these techniques and explore the role of indoor environmental quality in shaping architecture.

### Learning Objectives

The course aims to help students:

- 1) understand and apply scientific principles underlying thermal comfort, indoor air quality and ventilation behavior of residential and commercial buildings,
- 2) learn a range of technologies for creating comfortable indoor environments,
- 3) understand psychometrics and humidity control in buildings,
- 4) explore the ventilation technologies and how they affect indoor environmental quality,
- 5) make observations indoors, outdoors, and inspect the areas of HVAC systems when performing indoor environment assessments, and
- 6) understand mechanisms of HVAC equipment and how they can maintain comfortable indoor environments.

### Suggested reading materials

- a) 2017 ASHRAE Handbook – Fundamentals, American Society of Heating, Refrigerating, and Air-Conditioning Engineers, Inc., Atlanta, GA, 2017 (Ch. 1, 9, 10, 11, 16, and 36)  
Link to the eBook: <https://search.library.ualberta.ca/catalog/8297353>

- b) 2016 ASHRAE Handbook – HVAC Systems and Equipment (Ch. 29)  
Link to the eBook: <https://search.library.ualberta.ca/catalog/7641045>
- c) J.D. Spengler, J.M. Samet, J.F. McCarthy, Indoor Air Quality Handbook, New York, McGraw-Hill, 2001 (Ch. 7, 8, 49, 57, 58)  
Link to the eBook: <https://search.library.ualberta.ca/catalog/8894981>

### Additional References

- a) ANSI/ASHRAE Standard 62.1 Ventilation for Acceptable Indoor Air Quality (eClass)
- b) ANSI/ASHRAE Standard 62.2 Ventilation and Acceptable Indoor Air Quality in Residential Buildings (eClass)
- c) M.Maroni et al. (Eds.) Indoor Air Quality, Elsevier Science, 1995
- d) ASHRAE Indoor Air Quality Guide 2009
- e) WHO Guidelines for Indoor Air Quality: Dampness and Mould 2009
- f) WHO Handbook on Indoor Radon: A Public Health Perspective 2009

### Notes

- a) Assignments/reports (a single **PDF** file) are due on **Fridays at 4 pm**. Due dates are posted in the course schedule below. **The score of late assignments will be deducted 25% per day until no credit.** The instruction for eClass assignment submission is as follows: <https://sites.google.com/a/ualberta.ca/extension-elearning-resources/eclass-orientation/submitting-assignments>
- b) Assignments and reports will be based on the lectures, your observations, and literature review. The onus is on the student to review all the teaching notes, actively involve discussions in the class, and do some essential research work. Extensive references are also provided for the students' convenience.
- c) The reading materials are available online (eClass).
- d) The University's policies on course outlines can be found in the section on "University Regulations and Information for Students" in the University of Alberta *Calendar*.
- e) The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and uphold the University's policies in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

**Tentative Topics & Schedule**

<b>Week</b>	<b>Topics</b>	<b>Textbook sections</b>	<b>Task</b>
1	<b>Psychrometrics</b> <ul style="list-style-type: none"> <li>• Air, Water, Energy</li> <li>• Moist Air Properties &amp; Chart Basics</li> </ul>	2017 – Ch. 1	
2	<b>Thermal Comfort</b> <ul style="list-style-type: none"> <li>• Energy balance</li> <li>• Thermal exchange with environment</li> <li>• Conditions for thermal comfort</li> </ul>	2017 – Ch. 9	
3	<b>Fundamentals of indoor air contaminants</b> <ul style="list-style-type: none"> <li>• Mold, bacteria, viruses, allergens</li> <li>• VOCs, radon, moisture</li> <li>• Other indoor air contaminants</li> </ul>	2017 – Ch. 10, 11	Project proposal
4	<b>Indoor air quality modeling</b> <ul style="list-style-type: none"> <li>• Statistical Models</li> <li>• Mass balance models</li> </ul>	Spengler – Ch 58	
5	<b>Investigation procedures and methods</b> <ul style="list-style-type: none"> <li>• Outdoors &amp; Indoors</li> <li>• HVAC</li> </ul>	Spengler – Ch 49	Assignment#1
6	<b>Media Filtration</b> <ul style="list-style-type: none"> <li>• Mechanisms</li> <li>• Categories &amp; Selection</li> </ul>	2015 – Ch. 46 2016 – Ch. 17, 29	
7	<b>Air Cleaning</b> <ul style="list-style-type: none"> <li>• Electronic Air Cleaning</li> <li>• Gas-Phase Air Cleaning</li> </ul>	2015 – Ch. 46 2016 – Ch. 17, 29	Project progress report
8	<b>Ventilation basics</b> <ul style="list-style-type: none"> <li>• Residential buildings</li> <li>• Commercial buildings</li> </ul>	2017 – Ch. 16	
9	<b>Ventilation design and control</b> <ul style="list-style-type: none"> <li>• Intake, exhaust, and distribution design</li> <li>• Equipment &amp; Controls</li> </ul>	2015 – Ch. 45, 57	Assignment#2
10	<b>Residential HVAC systems</b> <ul style="list-style-type: none"> <li>• Cooling &amp; Heating systems</li> <li>• Evaporative Coolers</li> </ul>	Spengler – Ch 7, 8	
11	<b>Commercial HVAC Systems</b> <ul style="list-style-type: none"> <li>• Components</li> <li>• Distribution systems</li> </ul>	Spengler – Ch 7, 8	
12	<b>HVAC and Humidity</b> <ul style="list-style-type: none"> <li>• Target humidity and equipment</li> <li>• Design &amp; Operation</li> </ul>	2017 – Ch. 36	Project final report
13	<b>Project oral presentation</b>		Oral presentation

## Course project instructions

### 1. Project proposal

- State the chosen topic, why it is of interest, the goals, and how you intend to carry this out.
- State the milestones by the progress report deadline.
- Maximum 3 pages (single-spaced, 12 pt, Times New Roman).
- Submit to e-Class by 4 pm, Jan 29.
- I will review and contact you by e-mail if the project topic needs to be modified. Then we can arrange a short meeting.

### 2. Progress report

- Describe progress (preliminary literature review and data analysis) in the selected topic.
- If applicable, justify any changes in the selected topic.
- Should show roughly half completion as described in the initial proposal.
- Maximum 5 pages (single-spaced, 12 pt, Times New Roman).
- Submit to e-Class by 4 pm, March 5.

### 3. Final report

- The final report should contain abstract, keywords, background, objectives, methodology, results & discussion, conclusions, and references.
- Include a minimum of 15 peer-reviewed journal papers. These papers have to be well utilized in the project.
- Must comply with the academic code of conduct (plagiarism).
- Minimum 12 pages (single-spaced, 12 pt, Times New Roman, excluding references).
- The originality of topic, synthesis & analysis of data, completeness of work and documentation are the primary consideration.
- No limit for reference style.
- Submit to e-Class by 4 pm, April 27.

### 4. Oral presentation

- Maximum 8-minute oral presentation followed by Q/A session (4 min) is required.
- Preparation of PowerPoint slides. Please send PPT to e-Class by 4 pm, April 11.
- The oral presentation will be peer-evaluated. Students should attend all the presentations.
- The evaluation forms will be uploaded to eClass.
- Submit your evaluation form to e-Class by 4 pm, April 16.



## Guidelines for project topic selection

### Research projects

- Use mass balance equations to evaluate the effectiveness of IAQ control methods (i.e., source control, ventilation, air cleaning technologies) for the cases defined by students.
- Develop a computer program or use available software to evaluate IAQ.
  - IA-Quest (single-zone model, material emissions & ventilation)
  - Contam (multizone model)
  - CFD
- Impacts of ASHRAE 62 standards on IAQ.
- Advanced ventilation design/strategies for comfortable indoor environment
- Occupant activity versus thermal comfort
- Occupant activity versus IAQ/IEQ
- Emerging building issues versus building system implementation

### Review projects

- Conduct an in-depth literature review on researchable questions related to thermal comfort or IAQ or IEQ or ventilation or HVAC systems.
- Review pollution levels of indoor & outdoor air of a chosen building type.
  - Building Types
    - General: office buildings, daycares, schools, residential buildings, etc.
    - Special: airports, museums, indoor swimming pools, cleanroom, data centers, etc.
  - Types of air contaminants: inorganic gases, VOC, PM, mold, virus, etc.
  - Investigate the sources of contaminants & discuss the control/mitigation methods
- Review mechanical ventilation control strategies with regard to thermal comfort or IAQ
- Review HVAC system operations related to indoor environmental parameters
- Review artificial intelligence to be integrated into building system controls
- Review the correlation between humidity and HVAC system controls

### Example of course projects

- Impacts of COVID-19 pandemic on indoor and outdoor air quality
- Impacts of humidity on IEQ in school/office buildings
- Effective ventilation infection control under the COVID-19 pandemic
- Advanced ventilation design and operation strategies to improve IAQ
- Optimized ventilation schedule for energy consumption and acceptable IAQ
- Emerging air cleaning technologies for air pollutant treatment and remediation
- Ultraviolet air treatment systems to inactivate viruses
- Characteristics of emerging air pollutants under various environments
- Future IAQ trends under climate change and energy conservation in buildings
- Advanced building control strategies for reducing IAQ issues
- Evaluation of new air quality sensors for indoor air quality monitoring

**Journal resources to help define your course project**

- Indoor Air
- Building and Environment
- Energy and Buildings
- Environmental Science & Technology
- Building Simulation
- Sustainable Cities and Society
- Science and Technology for the Built Environment
- Journal of Building Engineering
- Aerosol Science and Technology
- Buildings
- Indoor and Built Environment
- Energies
- Atmosphere

These journals are accessible from our UA online libraries.

# CALENDAR CHANGE PROPOSAL FORM

## Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in calendar (for the 2022-2023 academic year):

	Course Prefix or Number
	Course Title
	Course Delivery (weight, term, hours of instruction)
	Course Description
	Course Prerequisite(s)
X	Program
	Other Information or Notes - Delete Course Listing Subject Description

### Full Description

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

#### BA in Recreation, Sport and Tourism Degree Program

Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

The Bachelor of Arts (Recreation, Sport and Tourism) (BARST) degree prepares graduates with a solid foundation of knowledge and skills underlying the delivery of recreation, sport and tourism. Students can create a diversified degree program that aligns with their individual interests through selection of one of four options: completion of the general BARST program or completion of the BARST program with a Minor.

#### General BARST Program Structure

##### 1. Faculty Core: ★69

Required courses offered by the Faculty of Kinesiology, Sport, and Recreation, inclusive of a full term practicum or an Advanced Project option.

##### 2. Liberal Arts Foundation: ★18

★6 of 100-level ENGL or ★3 ENGL and ★3 WRS  
★12 with a minimum of ★3 in each of:  
Humanities, Social Sciences, or Fine

### Proposed Description

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

#### BA in Recreation, Sport and Tourism Degree Program

Return to: [Faculty of Kinesiology, Sport, and Recreation - Programs](#)

The Bachelor of Arts (Recreation, Sport and Tourism) (BARST) degree prepares graduates with a solid foundation of knowledge and skills underlying the delivery of recreation, sport and tourism. Students can create a diversified degree program that aligns with their individual interests through selection of one of four options: completion of the general BARST program or completion of the BARST program with a Minor.

#### General BARST Program Structure

##### 1. Faculty Core: ★69

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★6 of 100-level ENGL or ★3 ENGL and ★3 WRS  
★12 with a minimum of ★3 in each of:  
Humanities, Social Sciences, or Fine

### Approval:

Undergraduate Program Support Team (Undergraduate & Non-Credit): N/A; minor editorial  
KSR Undergraduate Programs Committee: September 8<sup>th</sup>, 2021  
KSR Faculty Executive: September 22<sup>nd</sup>, 2021 (pending)  
KSR Faculty Council: September 29<sup>th</sup>, 2021 (pending)

Arts/Languages (see below)

### **Humanities**

Any course chosen from the following areas: CHRTC, **CH RTP**, CLASS, C LIT, EASIA, ENGL, HIST, LA ST, MLCS, PHIL, RELIG, WRITE.

### **Fine Arts or Language Other than English**

Any course chosen from the following areas: ART, **ART H**, DANCE, DES, DRAMA, FS, Language(s) other than English, MUSIC.

### **Social Sciences**

Any course chosen from the following areas: ANTHR, EAS, ECON, LING, NS, POL S, PSYCO, SOC, WGS.

**Note:** Some courses [e.g., courses in Interdisciplinary (INT D) or Science, Technology, and Society (STS)] may satisfy one or more of the above subject areas. In this instance, students should consult a Program Advisor.

### **3. Senior Faculty Options: ★12**

Senior courses offered by the Faculty of Kinesiology, Sport, and Recreation, chosen from a list of available options (students should consult the Student Services Office or the Faculty website).

### **4. Senior Out-of-Faculty Options: ★12**

Senior courses offered outside of the Faculty of Kinesiology, Sport, and Recreation.

**Note:** Senior Courses are those courses numbered 200-499.

### **5. Open Options: ★9**

Chosen from any credit course offered by the University of Alberta.

**6. Advanced Project Option:** This option is designed to provide the opportunity for advanced scholarly development by substituting an additional ★9 of course work in or out of the Faculty and ★6 of research based directed study in place of the ★15 normally dedicated to the practicum. Admission into the advanced project option is based on a demonstrated high standard

Arts/Languages (see below)

### **Humanities**

Any course chosen from the following areas: **CATS**, CHRTC, CLASS, C LIT, EASIA, ENGL, HIST, LA ST, MLCS, **MST**, PHIL, RELIG, **SPRIT**, WRITE.

### **Fine Arts or Language Other than English**

Any course chosen from the following areas: ART, DANCE, DES, DRAMA, FS, **HADVC**, Language(s) other than English, MUSIC.

### **Social Sciences**

Any course chosen from the following areas: ANTHR, EAS, ECON, LING, NS, POL S, PSYCO, SOC, WGS.

**Note:** Some courses [e.g., courses in Interdisciplinary (INT D) or Science, Technology, and Society (STS)] may satisfy one or more of the above subject areas. In this instance, students should consult a Program Advisor.

### **3. Senior Faculty Options: ★12**

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### **Approval**

Undergraduate Program Support Team (Undergraduate & Non-Credit): N/A; minor editorial

KSR Undergraduate Programs Committee: September 8<sup>th</sup>, 2021

KSR Faculty Executive: September 22<sup>nd</sup>, 2021 (pending)

KSR Faculty Council: September 29<sup>th</sup>, 2021 (pending)

of academic performance (minimum GPA of 3.0 on most recent minimum ★30), the preparation and acceptance of a program proposal detailing objectives, course work and research based directed studies, the availability of an academic supervisor and the approval of the Associate Dean (Undergraduate). Students interested in doing the Advanced Project Option should contact the Student Services Office for more information.

[ ... ]

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of academic performance (minimum GPA of 3.0 on most recent minimum ★30), the preparation and acceptance of a program proposal detailing objectives, course work and research based directed studies, the availability of an academic supervisor and the approval of the Associate Dean (Undergraduate). Students interested in doing the Advanced Project Option should contact the Student Services Office for more information.

[ ... ]

Highlight and underline new text on this side

#### **URL in current Calendar:**

[https://calendar.ualberta.ca/preview\\_program.php?catoid=34&poid=38895&returnto=10274](https://calendar.ualberta.ca/preview_program.php?catoid=34&poid=38895&returnto=10274)

#### **Rationale for the proposed change:**

CH RTP courses are no longer available. CATS (Creative Arts Therapies) and SPRIT (Spirituality and Multi-Faith Theologies) courses have been developed to replace previous CH RTP offerings.

MST (Media Studies) courses have also been recently developed by the Faculty of Arts and recommended as appropriate and suitable course offerings for the Humanities area of the Liberal Arts Foundation requirement.

ART H courses are no longer available. HADVC (History of Art, Design and Visual Culture) courses have been developed to replace previous ART H offerings.

#### **Approval**

Undergraduate Program Support Team (Undergraduate & Non-Credit): N/A; minor editorial  
KSR Undergraduate Programs Committee: September 8<sup>th</sup>, 2021  
KSR Faculty Executive: September 22<sup>nd</sup>, 2021 (pending)  
KSR Faculty Council: September 29<sup>th</sup>, 2021 (pending)

**Faculty of Medicine & Dentistry**  
**Division of Medical Laboratory Science**  
**General Info – Errata Listing Required**

**Faculty of Medicine and Dentistry – Programs**

**BSc in Medical Laboratory Science Post-Professional Certification degree completion**

**General Information**

The Faculty of Medicine and Dentistry offers a program for degree completion for Canadian Society for Medical Laboratory Science general certificate holders. Because of the changing nature of the field, there is a practise requirement that must be met (see Admission).

The program requires ★72.5 additional study post-diploma and ★60.5 must be completed through the University of Alberta.

**General Information**

The Faculty of Medicine and Dentistry offers a program for degree completion for Canadian Society for Medical Laboratory Science general certificate holders. Because of the changing nature of the field, there is a practise requirement that must be met (see Admission).

The program requires ★75.5 additional study post-diploma and ★63.5 must be completed through the University of Alberta.

Rationale: Credit miscalculation resulted in incorrect program credit requirements listed after changes to some course weightings. Errata required in 2021-2022 Calendar.

Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): August 5, 2021

FoMD Faculty Council (Review): Aug 23, 2021

**Faculty of Medicine & Dentistry**  
**Division of Medical Laboratory Science**  
**Graduate Courses**

CURRENT	PROPOSED
NEW COURSE - Graduate	<p><b>LABMP 536 Advanced Flow Cytometry</b></p> <p>★ 1 (fi 2) (either term, variable) Topics covered will include advanced flow cytometer principles, staining principles, instrument maintenance, quality control, and data analysis. Emphasis on the use/applications of flow cytometry in clinical environments. This course is designed for graduate students. Credit may only be obtained in one of MLSCI 435 or LABMP 536.</p>
NEW COURSE - Graduate	<p><b>LABMP 561 Advanced Mass Spectrometry</b></p> <p>★ 1 (fi 2) (either term, variable) Topics covered will include advanced mass spectrometry principles, sample preparation instrument maintenance, quality control, and data analysis. Qualitative, quantitative and clinical applications of mass spectrometry will be covered. Emphasis on the use/applications mass spectrometry in clinical environments. This course is designed for graduate students. Credit may only be obtained in one of MLSCI 461 or LABMP 561.</p>
<p>Rationale: MLS has a multi year strategic plan with 2 of 3 goals relating to curriculum. September 2020 saw the beginning of a new program map for the undergraduate MLS program and new curriculum offerings in year 2. MLSCI 435 and 461 are new courses created as part of the new program map as electives for year 4 students, these courses will begin in fall 2022 with the first cohort of students.</p> <p>The courses reflect extensive consultation with employers to ensure graduates are receiving advanced training in important technologies.</p> <p>The other related strategic planning goal is to offer graduate level training in laboratory medicine via a course based MSc (still in the planning stages). LABMP 536 is a companion course to MLSCI 435 and LABMP 561 to MLSCI 461. The graduate level course will be offered simultaneously with the undergrad level but require further assessment/advanced course work suitable for a graduate 500 level course.</p> <p>There is graduate level flow cytometry course on campus (LABMP 536) or CLINICAL mass spectrophotometry course (MLSCI 461).</p>	

Approved/Reviewed by:  
FoMD Faculty Learning Committee (Faculty Council Delegated Approver): August 5, 2021  
FoMD Faculty Council (Review): Aug 23, 2021

**Faculty of Medicine & Dentistry**  
**Division of Medical Laboratory Science**  
**Undergraduate Courses**

CURRENT	PROPOSED
NEW COURSE	<p><b>MLSCI 435 - Advanced Flow Cytometry</b>  ★ 1 (fi 2) (either term, variable) Topics covered will include advanced flow cytometer principles, staining principles, instrument maintenance, quality control, and data analysis. Emphasis on the use/applications of flow cytometry in clinical environments. This course is designed for senior undergraduate students. Credit may only be obtained in one of MLSCI 435 or LABMP 536.</p>
NEW COURSE	<p><b>MLSCI 461 - Advanced Mass Spectrometry</b>  ★ 1 (fi 2) (either term, variable) Topics covered will include advanced mass spectrometry principles, sample preparation instrument maintenance, quality control, and data analysis. Qualitative, quantitative and clinical applications of mass spectrometry will be covered. Emphasis on the use/applications mass spectrometry in clinical environments. This course is designed for senior undergraduate students. Credit may only be obtained in one of MLSCI 461 or LABMP 561.</p>

Rationale: MLS has a multi year strategic plan with 2 of 3 goals relating to curriculum. September 2020 saw the beginning of a new program map for the undergraduate MLS program and new curriculum offerings in year 2. MLSCI 435 and 461 are new courses created as part of the new program map as electives for year 4 students, these courses will begin in fall 2022 with the first cohort of students. The courses reflect extensive consultation with employers to ensure graduates are receiving advanced training in important technologies.

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Approved/Reviewed by:

FoMD Faculty Learning Committee (Faculty Council Delegated Approver): August 5, 2021

FoMD Faculty Council (Review): Aug 23, 2021



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 www.gradstudies.ualberta.ca

**2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:**

Current	Proposed
<p><del>DENT 601 – Seminars in Oral Health Sciences</del></p> <p><del>★ 2 (fi 4) (two term, 0-1s-0) Seminars will focus on the major areas of research of Oral Health Sciences. Students must present one seminar on topics related to their field of research. Not required for MSc students in Oral Medicine and Orthodontics.</del></p>	

**Justification: this course has been changed into term-based courses.**

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
4. Submit to GPC for approval - September 29, 2021 - Approved
5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

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**2022-2023 University of Alberta Proposed Calendar Graduate  
 Program Course Changes:**

Current	Proposed
<p><b>DENT 641 - Orthodontic Clinics</b></p> <p>★ 10 (fi 20) (two term, variable) Second year applied clinical educational program. Requires successful completion of DENT 541.</p>	
<p><b>DENT 640 - Orthodontic Seminars</b></p> <p>★ 6 (fi 12) (two term, 175 hours) Second year seminar and preclinical presentations. Requires successful completion of DENT 540.</p>	
<p><b>DENT 568 - Systematic Reviews/MetaAnalysis in Dentistry II</b></p> <p>★ 1 (fi 2) (either term, variable) This course focuses on the general principles of Systematic Review and Meta-Analysis in Dentistry. It will cover principles, procedures, problems and limitations in Systematic Reviews. Different types of Systematic Reviews would be analyzed. Use of Meta-Analysis as a statistical tool in Systematic Reviews will also be covered. Prerequisite: DENT 566.</p>	

Justification: The Orthodontics program is working to move all year-long courses to term-wise courses. We are removing the courses above as they are no longer provided.

1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
4. Submit to GPC for approval - September 29, 2021 - Approved
5. Submit to FoMD Faculty Council for approval – October 8, 2021 –Approved by Faculty Learning Committee (FLC), Faculty Council delegated approver
6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

Killam Centre for Advanced Studies  
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
 Tel: 780.492.2816 / Fax: 780.492.0692  
 www.gradstudies.ualberta.ca

**2022-2023 University of Alberta Proposed Calendar Graduate Program Course Changes:**

Current	Proposed
<p><b>DENT 670 – Periodontology Fundamentals II</b></p> <p>★ 3 (fi 6) (two term, variable) Second year overview of the fundamentals of periodontal disease, etiology, diagnosis, treatment and maintenance. Involves both the theoretical and practical application of periodontal disease management and resolution. Prerequisite: DENT 570 or with consent</p>	
<p><b>DENT 671 – Implantology Fundamentals II</b></p> <p>★ 3 (fi 6) (two term, variable) Second year comprehensive overview of the fundamentals of implant dentistry. Involves both the theoretical and practical application of implant dentistry management as well as implant related bone and soft tissue manipulation. Prerequisite: DENT 571 or with consent of the department.</p>	
<p><b>DENT 672 - Periodontology Seminars II</b></p> <p>★ 3 (fi 6) (two term, variable) Second year seminar and preclinical presentations. Prerequisite: DENT 572.</p>	
<p><b>DENT 673 - Periodontology Clinics II</b></p>	

★ 10 (fi 20) (two term, variable) Second year applied clinical educational program. Prerequisite: DENT 573.	
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Justification: These year-long courses have been replaced by term-wise courses and are no longer needed.
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1. Submit to Graduate Studies Committee for approval - August 31, 2021 - Approved
2. Submit to Dentistry Department Council for approval - September 13, 2021 - Approved
3. Submit to Medical Sciences Graduate Program for approval - September 14, 2021 - Approved
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6. Submit to FGSR for approval
7. Submit to General Faculties Council (GFC) for approval

**CALENDAR CHANGE REQUEST FORM**

 Department: **Communication Sciences & Disorders (2021-2022)**

Highlight type of change request below:

- 1.
- Course Change**
2. Editorial Change    3. Admission Requirement    4. Program Regulation

CURRENT	PROPOSED
<p><del>Strike through and highlight</del> deletions</p> <p><b>Communication Sciences and Disorders [Graduate]</b></p> <p><b>CSD 532 – Advanced Clinical Practicum</b></p> <p>★ <del>4.5</del> (fi <del>9</del>) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.) Not open to students with credit in SPA 532.</p> <p><b>CSD 533 – Advanced Clinical Practicum</b></p> <p>★ <del>4.5</del> (fi <del>9</del>) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.) Not open to students with credit in SPA 533.</p>	<p><u>Underline and highlight</u> additions</p> <p><b>Communication Sciences and Disorders [Graduate]</b></p> <p><b>CSD 532 – Advanced Clinical Practicum</b></p> <p>★ <u>6</u> (fi <u>12</u>) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six <u>to eight</u> weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.) Not open to students with credit in SPA 532.</p> <p><b>CSD 533 – Advanced Clinical Practicum</b></p> <p>★ <u>6</u> (fi <u>12</u>) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six <u>to eight</u> weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.) Not open to students with credit in SPA 533.</p>

### **CSD 540 – Advanced Clinical Practicum**

★ ~~4.5~~ (fi ~~9~~) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.) Not open to students with credit in SPA 540.

### **CSD 541 – Advanced Clinical Practicum**

★ ~~4.5~~ (fi ~~9~~) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.) Not open to students with credit in SPA 541.

### **CSD 597 – Advanced Clinical Practicum**

★ 1-~~4.5~~ (variable) (either term, variable) May be repeated. Credit. Full-time supervised clinical practice for a period varying from four to twelve weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 516 and 524 and permission of the department. (Restricted to MScSLP students only.)

### **CSD 540 – Advanced Clinical Practicum**

★ ~~6~~ (fi ~~12~~) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six ~~to eight~~ weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.) Not open to students with credit in SPA 540.

### **CSD 541 – Advanced Clinical Practicum**

★ ~~6~~ (fi ~~12~~) (either term, 0-12c-0) Credit. Full-time supervised clinical practice normally for a period of six ~~to eight~~ weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.) Not open to students with credit in SPA 541.

### **CSD 597 – Advanced Clinical Practicum**


★ 1-~~6~~ (variable) (either term, variable) May be repeated. Credit. ~~Part-time or~~ Full-time supervised clinical practice for a period varying from four to twelve weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 516 and 524 and permission of the department. (Restricted to MScSLP students only.)

**Rationale for change:** (Not required for course deletion or editorial changes)

Course weight changes more accurately reflect the full-time nature of the clinical placements and the typical length and structure of placements. The student is engaged in full-time (Monday to Friday, 8:30 – 4:30) clinical experience for 6 to 8 weeks per course in CSD 532, CSD 533, CSD 540 and CSD 541.

Scheduling for CSD 597 is more flexible and typically used by students on a modified program.

All names, signatures and dates are required:

<b>Department Contact</b> Name: Lu-Anne McFarlane	<b>Department Chair or Designate</b> Name: Andrea MacLeod	<b>Date approved by Faculty Council:</b> May 22, 2020
Email: luanne@ualberta.ca	Signature: 	<b>Date Submitted:</b> May 28, 2020

Email a signed PDF and an editable word version to [noriko.hessmann@ualberta.ca](mailto:noriko.hessmann@ualberta.ca)



**FACULTÉ SAINT-JEAN**

**CALENDAR CHANGE REQUEST**

**Calendar 2022-2023**

CURRENT	PROPOSED
<p><b>EDU M 332 - Théorie de l'apprentissage des langues et approche intégrée</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0)</p> <p>Ce cours aborde les principales théories relatives à l'acquisition des langues qui sont au cœur des approches pour planifier et enseigner en contexte immersif et francophone minoritaire. Le volet pratique du cours propose une introduction au développement de séquences pédagogiques visant à intégrer l'enseignement de la langue et de la littératie dans le contexte de l'enseignement des matières. Préalable (s) : EDU S 201 (ou EDU F 200 et EDU M 232). Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU F 211 et EDU M 331.</p>	<p><b>EDU M 332 - Théorie de l'apprentissage des langues et approche intégrée</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0)</p> <p>Ce cours aborde les principales théories relatives à l'acquisition des langues qui sont au cœur des approches pour planifier et enseigner en contexte immersif et francophone minoritaire. Le volet pratique du cours propose une introduction au développement de séquences pédagogiques visant à intégrer l'enseignement de la langue et de la littératie dans le contexte de l'enseignement des matières. Préalable (s) <b>ou concomittant (s)</b> : EDU S 201 (ou EDU F 200 et EDU M 232). <b>Pour les étudiants du BEd/Ad : Préalable ou concomitant : EDU S 101.</b> Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU F 211 et EDU M 331.</p>
<p><b>EDU M 341 - Les technologies de l'information et de la communication</b></p> <p>*3 (fi 6) (l'un ou l'autre semestre,3-0-2)</p> <p>Ce cours propose un regard critique sur le rôle et la place de la technologie en éducation. Les étudiants se familiariseront avec l'utilisation des technologies actuelles et émergentes en salle de classe et exploreront leur potentiel pédagogique. Il mettra l'accent sur les théories ainsi que les stratégies d'enseignement et les méthodes d'évaluation. Il sensibilisera aussi les étudiants à l'utilisation des technologies au service d'un enseignement inclusif. Préalable (s) : EDU S 201(ou EDU F 200 et EDU M 232).</p>	<p><b>EDU M 341 - Les technologies de l'information et de la communication</b></p> <p>*3 (fi 6) (l'un ou l'autre semestre,3-0-2)</p> <p>Ce cours propose un regard critique sur le rôle et la place de la technologie en éducation. Les étudiants se familiariseront avec l'utilisation des technologies actuelles et émergentes en salle de classe et exploreront leur potentiel pédagogique. Il mettra l'accent sur les théories ainsi que les stratégies d'enseignement et les méthodes d'évaluation. Il sensibilisera aussi les étudiants à l'utilisation des technologies au service d'un enseignement inclusif. Préalable (s) : EDU S 201(ou EDU F 200 et EDU M 232). <b>Pour les étudiants du BEd/Ad : Préalable ou concomitant : EDU S 101.</b></p>
<p><b>EDU M 345 Littératie au préscolaire et au premier cycle du primaire</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-2) Introduction aux stratégies d'enseignement, de différenciation et d'évaluation en lien avec les différentes étapes du</p>	<p><b>EDU M 345 Littératie au préscolaire et au premier cycle du primaire</b></p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-2) Introduction aux stratégies d'enseignement, de différenciation et d'évaluation en lien avec les différentes étapes du</p>

<p>développement de la littératie chez l'élève. Les étudiants découvriront les liens entre l'oral, la lecture et l'écriture. Ils s'appuieront sur le programme d'études pour planifier des activités visant le développement de ces habiletés tout en intégrant l'utilisation de diverses ressources numériques afin d'optimiser les apprentissages. Préalable(s) : EDU S 201 (ou EDU F 200 et EDU M 232). Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 319 et EDU M 343.</p>	<p>développement de la littératie chez l'élève. Les étudiants découvriront les liens entre l'oral, la lecture et l'écriture. Ils s'appuieront sur le programme d'études pour planifier des activités visant le développement de ces habiletés tout en intégrant l'utilisation de diverses ressources numériques afin d'optimiser les apprentissages. Préalable(s) <b>ou concomitant (s)</b> : EDU S 201 (ou EDU F 200 et EDU M 232). <b>Pour les étudiants du BEd/Ad : Préalable ou concomitant : EDU S 101.</b> Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 319 et EDU M 343.</p>
<p><b>EDU M 346 : Littératie au deuxième cycle du primaire</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-2) Consolidation des habiletés en littératie chez l'élève du deuxième cycle du primaire. Les étudiants approfondiront leurs connaissances des processus et des stratégies liés à la lecture, à l'écriture et à l'oral. A l'aide du programme d'études, ils apprendront à planifier une séquence pédagogique en mettant en place des stratégies d'enseignement, de différenciation et d'évaluation appropriées. La correction des erreurs et l'enseignement de la nouvelle grammaire en contexte ainsi que l'utilisation des ressources numériques seront également abordés. Préalable(s) : EDU M 345 et EDU S 201 (ou EDU F 200 et EDU M 232). Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 344.</p>	<p><b>EDU M 346 : Littératie au deuxième cycle du primaire</b>  ★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-2) Consolidation des habiletés en littératie chez l'élève du deuxième cycle du primaire. Les étudiants approfondiront leurs connaissances des processus et des stratégies liés à la lecture, à l'écriture et à l'oral. A l'aide du programme d'études, ils apprendront à planifier une séquence pédagogique en mettant en place des stratégies d'enseignement, de différenciation et d'évaluation appropriées. La correction des erreurs et l'enseignement de la nouvelle grammaire en contexte ainsi que l'utilisation des ressources numériques seront également abordés. Préalable(s) : EDU M 345 et EDU S 201 (ou EDU F 200 et EDU M 232). <b>Pour les étudiants du BEd/Ad : Préalable ou concomitant : EDU S 101.</b> Note: Ce cours n'est pas accessible aux étudiants ayant des crédits pour EDU M 344.</p>

Submitted by: Dr. D. Mounsef

Date: August 25, 2021

Approved by: Faculté Saint-Jean Council Committee

Date: August 20, 2021

## CALENDAR CHANGE REQUEST FORM

**Department: Computing Science**

Highlight type of change request below:

- 1. Course Change**      **2. Editorial Change**      **3. Admission Requirement**      **4. Program Change**  
**(new course, change to existing course, course deletion)**      **(basic editing)**

<b>CURRENT</b> <span style="color: red;">Enter the Calendar URL here</span>	<b>PROPOSED</b>
<p><b>CMPUT 101 - Introduction to Computing</b> *3 (fi 6) (either term, 3-0-3)</p> <p>An introduction to fundamental concepts in computation, including state, abstraction, generalization, and representation. Introduction to algorithms, logic, number systems, circuits, and other topics in elementary computing science. This course cannot be taken for credit if credit has been obtained in CMPUT 114, 174 or SCI 100. See Note (1) above.</p>	<p><b>CMPUT 101 - Introduction to Computing</b> *3 (fi 6) (either term, 3-0-3)</p> <p>An introduction to fundamental concepts in computation, including state, abstraction, generalization, and representation. Introduction to algorithms, logic, number systems, circuits, and other topics in elementary computing science. This course cannot be taken for credit if credit has been obtained in CMPUT 114, 174, <b>274</b>, or SCI 100. See Note (1) above.</p>
<p><b>CMPUT 174 - Introduction to the Foundations of Computation I</b> *3 (fi 6) (either term, 3-0-3)</p> <p>CMPUT 174 and 175 use a problem-driven approach to introduce the fundamental ideas of Computing Science. Emphasis is on the underlying process behind the solution, independent of programming language or style. Basic notions of state, control flow, data structures, recursion, modularization, and testing are introduced through solving simple problems in a variety of domains such as text analysis, map navigation, game search, simulation, and cryptography. Students learn to program by reading and modifying existing programs as well as writing new ones. No prior programming experience is necessary. Prerequisite: Math 30 <b>or</b> 30-1. See Note (1) above. Credit cannot be obtained for CMPUT 174 if credit has already been obtained for CMPUT 274 or 275, except with permission of the Department.</p>	<p><b>CMPUT 174 - Introduction to the Foundations of Computation I</b> *3 (fi 6) (either term, 3-0-3)</p> <p>CMPUT 174 and 175 use a problem-driven approach to introduce the fundamental ideas of Computing Science. Emphasis is on the underlying process behind the solution, independent of programming language or style. Basic notions of state, control flow, data structures, recursion, modularization, and testing are introduced through solving simple problems in a variety of domains such as text analysis, map navigation, game search, simulation, and cryptography. Students learn to program by reading and modifying existing programs as well as writing new ones. No prior programming experience is necessary. Prerequisite: Math 30, 30-1, <b>or 30-2</b>. See Note (1) above. Credit cannot be obtained for CMPUT 174 if credit has already been obtained for CMPUT 274 or 275, except with permission of the Department.</p>
<p><b>CMPUT 200 - Ethics of Data Science and Artificial Intelligence</b> *3 (fi 6) (either term, 3-0-3)</p> <p><b>This course provides a framework for understanding issues of ethics in Artificial Intelligence (AI) and Data Science (DS) — and for gaining expertise on methods in mitigating adverse impacts. An introduction to general ethics will be followed by privacy and fairness implications of DS including data collection and storage, and data analytics. Various definitions of privacy and fairness will be covered for a complete understanding, and state of the art methods in achieving private and fair DS outcomes will be studied. The course will rely on several real-life case studies and use Python notebooks for implementation of methods on these cases studies.</b> Prerequisite: <b>one of CMPUT 174, 274, or 191</b></p>	<p><b>CMPUT 200 - Ethics of Data Science and Artificial Intelligence</b> *3 (fi 6) (either term, 3-0-3)</p> <p><b>This course focuses on ethics issues in Artificial Intelligence (AI) and Data Science (DS). The main themes are privacy, fairness/bias, and explainability in DS. The objectives are to learn how to identify and measure these aspects in outputs of algorithms, and how to build algorithms that correct for these issues. The course will follow a case-studies based approach, where we will examine these aspects by considering real-world case studies for each of these ethics issues. The concepts will be introduced through a humanities perspective before a technical treatment including implementation work.</b> Prerequisite: <b>CMPUT 174 or 274. Co-requisite: CMPUT 191.</b></p>
<p><b>NEW COURSE</b></p>	<p><b>CMPUT 256 - Game Artificial Intelligence</b> *3 (fi 6) (either term, 3-0-3)</p> <p><b>The purpose of this course is for students to gain a breadth of understanding of the AI approaches employed in digital games. This involves learning basic topics covered in other AI courses as they apply to digital games and more specialized game AI topics. Assignments will involve programming Game AI algorithms across a variety of areas including pathfinding, decision making, and data science. Prerequisite: CMPUT 174 or 274.</b></p>
<p><b>CMPUT 272 - Formal Systems and Logic in Computing Science</b> *3 (fi 6) (either term, 3-3s-0)</p> <p>An introduction to the tools of set theory, logic, and</p>	<p><b>CMPUT 272 - Formal Systems and Logic in Computing Science</b> *3 (fi 6) (either term, 3-3s-0)</p> <p>An introduction to the tools of set theory, logic, and</p>

<p>induction, and their use in the practice of reasoning about algorithms and programs. Basic set theory; the notion of a function; counting; propositional and predicate logic and their proof systems; inductive definitions and proofs by induction; program specification and correctness. Prerequisites: <b>Any 100-level CMPUT course, CMPUT 274</b> or SCI 100.</p>	<p>induction, and their use in the practice of reasoning about algorithms and programs. Basic set theory; the notion of a function; counting; propositional and predicate logic and their proof systems; inductive definitions and proofs by induction; program specification and correctness. Prerequisites: <b>CMPUT 101, 174, 175, 274,</b> or SCI 100.</p>
<p><b>CMPUT 301 - Introduction to Software Engineering</b> *3 (fi 6) (either term, 3-0-3)</p> <p>Object-oriented design and analysis, with interactive applications as the primary example. Topics include: software process; revision control; Unified Modeling Language (UML); requirements; software architecture, design patterns, frameworks, design guidelines; unit testing; refactoring; software tools. Prerequisite: CMPUT 201 or 275. This course may not be taken for credit if credit has been obtained in MIS 419.</p>	<p><b>CMPUT 301 - Introduction to Software Engineering</b> *3 (fi 6) (either term, 3-0-3)</p> <p>Object-oriented design and analysis, with interactive applications as the primary example. Topics include: software process; revision control; Unified Modeling Language (UML); requirements; software architecture, design patterns, frameworks, design guidelines; unit testing; refactoring; software tools. Prerequisite: CMPUT 201 or 275. This course may not be taken for credit if credit has been obtained in MIS 419 <b>or BTM 419.</b></p>
<p><b>CMPUT 312 - Introduction to Robotics and Mechatronics</b> *3 (fi 6) (either term, 3-0-3)</p> <p>Algorithms and software paradigms for robot programming; mathematical modeling of robot arms and rovers including kinematics, and an introduction to dynamics and control; sensors, motors and their modeling; basics of image processing and machine vision; vision-guided motion control. Prerequisite: CMPUT 275. Corequisite: CMPUT 340, 418, or ECE 240. Students having CMPUT 174, 175, 201, 204 may seek consent of the instructor.</p>	<p><b>CMPUT 312 - Introduction to Robotics and Mechatronics</b> *3 (fi 6) (either term, 3-0-3)</p> <p>Algorithms and software paradigms for robot programming; mathematical modeling of robot arms and rovers including kinematics, and an introduction to dynamics and control; sensors, motors and their modeling; basics of image processing and machine vision; vision-guided motion control. Prerequisite: CMPUT 275. Corequisite: CMPUT 340, 418, or ECE 240. Students having CMPUT 174, 175, 201, 204 may seek consent of the instructor.</p>
<p><b>CMPUT 331 Computational Cryptography</b> *3 (fi 6) (either term, 3-0-0)</p> <p>Cryptography is the science of secure communications. This course is an introduction to computational methods for encrypting and deciphering messages, with an emphasis on computer implementation. Prerequisites: CMPUT 201 or 275 and CMPUT 272.</p>	<p><b>CMPUT 331 Computational Cryptography</b> *3 (fi 6) (either term, 3-0-0)</p> <p>Cryptography is the science of secure communications. This course is an introduction to computational methods for encrypting and deciphering messages, with an emphasis on computer implementation. Prerequisites: CMPUT 201 or 275, and CMPUT 272.</p>
<p><b>CMPUT 365 Introduction to Reinforcement Learning</b> *3 (fi 6) (either term, 3-0-0)</p> <p>This course provides an introduction to reinforcement learning, which focuses on the study and design of learning agents that interact with a complex, uncertain world to achieve a goal. The course will cover multi-armed bandits, Markov decision processes, reinforcement learning, planning, and function approximation (online supervised learning). The course will take an information-processing approach to the study of intelligence and briefly touch on perspectives from psychology, neuroscience, and philosophy. The course will use the University of Alberta MOOC on Reinforcement Learning. Any student who understands the material in this course will understand the foundations of much of modern probabilistic artificial intelligence (AI) and be prepared to take more advanced courses, or to apply AI tools and ideas to real-world problems. Prerequisites: CMPUT 175 or 275; CMPUT 267; or consent of the instructor.</p>	<p><b>CMPUT 365 Introduction to Reinforcement Learning</b> *3 (fi 6) (either term, 3-0-0)</p> <p>This course provides an introduction to reinforcement learning, which focuses on the study and design of learning agents that interact with a complex, uncertain world to achieve a goal. The course will cover multi-armed bandits, Markov decision processes, reinforcement learning, planning, and function approximation (online supervised learning). The course will take an information-processing approach to the study of intelligence and briefly touch on perspectives from psychology, neuroscience, and philosophy. The course will use the University of Alberta MOOC on Reinforcement Learning. Any student who understands the material in this course will understand the foundations of much of modern probabilistic artificial intelligence (AI) and be prepared to take more advanced courses, or to apply AI tools and ideas to real-world problems. Prerequisites: CMPUT 175 or 275; <b>one of CMPUT 267, 466, or STAT 265;</b> or consent of the instructor.</p>
<p><b>CMPUT 367 - Intermediate Machine Learning</b> *3 (fi 6) (either term, 3-0-0)</p> <p>This course in machine learning focuses on higher-dimensional data and a broader class of nonlinear function approximation approaches. Topics include: optimization approaches (constrained optimization, Hessians, matrix solutions), kernel machines, neural networks, dimensionality reduction, latent variables, feature selection, more advanced methods for assessing generalization (cross-validation, bootstrapping), introduction to non-iid data and missing data. Prerequisites: CMPUT 204 and 267; one of MATH 115, 118, <b>135, 145, or 155.</b></p>	<p><b>CMPUT 367 - Intermediate Machine Learning</b> *3 (fi 6) (either term, 3-0-0)</p> <p>This course in machine learning focuses on higher-dimensional data and a broader class of nonlinear function approximation approaches. Topics include: optimization approaches (constrained optimization, Hessians, matrix solutions), kernel machines, neural networks, dimensionality reduction, latent variables, feature selection, more advanced methods for assessing generalization (cross-validation, bootstrapping), introduction to non-iid data and missing data. Prerequisites: CMPUT 204 and 267; one of MATH 115, 118, <b>136, 146 or 156.</b></p>
<p><b>CMPUT 481 - Parallel and Distributed Systems</b> *3 (fi 6) (either term, 3-0-0)</p> <p>This course provides an undergraduate-level introduction to parallel programming, parallel and distributed systems, and high-performance computing in science and engineering. Both shared-memory parallel computers and distributed-memory multi computers (e.g., clusters) will be studied. Aspects of the practice of, and (some) research issues in, parallelism will be covered. There will be an emphasis on thread programming, data-parallel programming, and performance evaluation. Prerequisites: <b>CMPUT 201,</b> CMPUT 379, or consent of the instructor.</p>	<p><b>CMPUT 481 - Parallel and Distributed Systems</b> *3 (fi 6) (either term, 3-0-0)</p> <p>This course provides an undergraduate-level introduction to parallel programming, parallel and distributed systems, and high-performance computing in science and engineering. Both shared-memory parallel computers and distributed-memory multi computers (e.g., clusters) will be studied. Aspects of the practice of, and (some) research issues in, parallelism will be covered. There will be an emphasis on thread programming, data-parallel programming, and performance evaluation. Prerequisite: CMPUT 379, or consent of the instructor.</p>



**Rationale for change:** (Not required for course deletion or editorial changes)  
(Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

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:

<b>Department Contact</b> Name: Sharon Gannon	<b>Department Chair or Designate</b> Name: Kenny Wong	<b>Date approved by Dept Council:</b> September 15, 2021
Email: sgannon@ualberta.ca	kenw@cs.ualberta.ca	<b>Date submitted to FoS:</b> <b>September 16, 2021</b>

Upload this form to the FoS Calendar Google Site.  
Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.



## CALENDAR CHANGE REQUEST FORM

**Department: Computing Science**

<p><b>NEW COURSE</b></p> <p><b>MM 801 - HCI and Applications</b> *3 (fi 6) (variable, variable)</p> <p>Multimedia data, e.g. image, video, static and dynamic 3D models, sound and signal, are often delivered to the users via display, haptic or other sensor-based devices. Understanding how human and computer interact can enhance application performance. The understanding of perceptual responses can be achieved by monitoring facial expression, tracking body gesture, hearing their voices and so on. Human perceptual response can be affected by prior knowledge, environment, content communicated from the computer, etc. This course discusses some of these aspects, e.g., computer vision and image processing based techniques to support human-centric individual and collaborative interactive applications, including multi-touch for real-time interaction. Human perceptual factors and user study methodologies will also be covered. 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.</p>	<p><b>CMPUT 676 - Topics in Computing Science</b> <b>*3 (fi 6) (either term,3-0-0)</b></p> <p><b>MM 801 - HCI and Applications</b> *3 (fi 6) (variable, variable)</p> <p>Multimedia data, e.g. image, video, static and dynamic 3D models, sound and signal, are often delivered to the users via display, haptic or other sensor-based devices. Understanding <b>how</b> human and computer <b>interaction</b> can enhance application performance. The understanding of <b>human</b> perceptual responses can be achieved by monitoring facial expression, tracking body gesture, hearing their voices and so on. Human perceptual response can be affected by prior knowledge, environment, content communicated from the computer, etc. This course discusses some of these aspects, e.g., computer vision and image processing based techniques to support human-centric individual and collaborative interactive applications, including multi-touch for real-time interaction. Human perceptual factors and user study methodologies will also be covered. 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.</p>
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<b>Department Contact</b>	<b>Department Chair or Designate</b>	<b>Date approved by Dept Council:</b>
Name: Sharon Gannon	Name: Kenny Wong	September 15, 2021
Email: sgannon@ualberta.ca	kenw@cs.ualberta.ca	<b>Date submitted to FoS:</b>
		<b>September 16, 2021</b>



## CALENDAR CHANGE REQUEST FORM

**Department: Computing Science**

Highlight type of change request below:

1. Course Change (new course, change to existing course, course deletion)      2. Editorial Change (basic editing)      3. Admission Requirement      4. **Program Change**

<b>CURRENT</b> <span style="color: red;">Enter the Calendar URL here</span>	<b>PROPOSED</b>
<p><b>Specialization in Computing Science</b></p> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. Options consist of Science options (see <a href="#">details of courses</a>), Arts options, and other approved options. The options must satisfy at least ★21 from Science (see <a href="#">details of courses</a>) and at least ★12 from Arts; ★30 can be chosen from Science (see <a href="#">details of courses</a>), Arts or another Faculty. At least ★9 in options must be at the 300-level or higher.</li> <li>2. Higher level CMPUT courses may require specific CMPUT, MATH or STAT courses as prerequisites. Therefore, prerequisites for higher level CMPUT courses must be considered when choosing options.</li> <li>3. Students must have ★6 in introductory statistics and probability. This can be satisfied by selecting <a href="#">STAT 151</a> or <a href="#">STAT 235</a> and <a href="#">STAT 252</a>, or the more advanced sequence of <a href="#">STAT 265</a> and <a href="#">STAT 266</a>.</li> <li>4. At least ★6 in CMPUT must be at the 400-level.</li> <li>5. <span style="background-color: yellow;">Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, MATH 115 and ★18 Science options (see <a href="#">details of courses</a>).</span></li> <li>6. <span style="background-color: yellow;">Credit in SCI 151 will be considered equivalent to STAT 151 and ★3 Science option (see <a href="#">details of courses</a>).</span></li> </ol>	<p><b>Specialization in Computing Science</b></p> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. Options consist of Science options (see <a href="#">details of courses</a>), Arts options, and other approved options. The options must satisfy at least ★21 from Science (see <a href="#">details of courses</a>) and at least ★12 from Arts; ★30 can be chosen from Science (see <a href="#">details of courses</a>), Arts or another Faculty. At least ★9 in options must be at the 300-level or higher.</li> <li>2. Higher level CMPUT courses may require specific CMPUT, MATH or STAT courses as prerequisites. Therefore, prerequisites for higher level CMPUT courses must be considered when choosing options.</li> <li>3. Students must have ★6 in introductory statistics and probability. This can be satisfied by selecting <a href="#">STAT 151</a> or <a href="#">STAT 235</a> and <a href="#">STAT 252</a>, or the more advanced sequence of <a href="#">STAT 265</a> and <a href="#">STAT 266</a>.</li> <li>4. At least ★6 in CMPUT must be at the 400-level.</li> <li>5. <span style="background-color: yellow;">Credit in SCI 151 will be considered equivalent to STAT 151 and ★3 Science option (see <a href="#">details of courses</a>).</span></li> </ol>
<p><b>Specialization in Computing Science—Minor in Business</b></p> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. Options consist of Science options (see <a href="#">details of courses</a>), Arts options, Business options, and approved options from any Faculty. The options must satisfy at least ★12 from Science (see <a href="#">details of courses</a>) and ★6 from Arts, and an additional ★12 that may be chosen from Science (see <a href="#">details of courses</a>), Arts or another Faculty. Higher level CMPUT courses may require specific CMPUT, MATH or STAT courses as prerequisites. Therefore, prerequisites for higher level CMPUT courses must be considered when choosing options.</li> <li>2. Students must have ★6 in introductory statistics and probability. This can be satisfied by selecting (<a href="#">STAT 151</a> or <a href="#">STAT 235</a>) and <a href="#">STAT 252</a>, or the more advanced sequence of <a href="#">STAT 265</a> and <a href="#">STAT 266</a>.</li> <li>3. Students must take ★3 in Group A courses which include <a href="#">CMPUT 304</a>, <a href="#">CMPUT 325</a>, <a href="#">CMPUT 340</a> and <a href="#">CMPUT 474</a>. A complete list of Group A courses to be offered in a given year is available from the department.</li> <li>4. Students must take ★3 in Group B project courses which include <a href="#">CMPUT 404</a>, <a href="#">CMPUT 401</a>, CMPUT 410, <a href="#">CMPUT 412</a>, <a href="#">CMPUT 414</a>, <a href="#">CMPUT 415</a>, CMPUT 422, and <a href="#">CMPUT 466</a>. The department may approve variations in the above requirement on application.</li> <li>5. <span style="background-color: yellow;">Credit in SCI 100 will be considered equivalent to CMPUT 174, MATH 114, MATH 115 and ★18 options (see <a href="#">details of courses</a>).</span></li> <li>6. <span style="background-color: yellow;">Credit cannot be obtained in business and approved options for MIS 311, MIS 415, MIS 419, MIS 435 and MGTSC 312.</span></li> <li>7. <span style="background-color: yellow;">Credit in SCI 151 will be considered equivalent to STAT 151 and ★3 Science option (see <a href="#">details of courses</a>).</span></li> </ol>	<p><b>Specialization in Computing Science—Minor in Business</b></p> <p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. Options consist of Science options (see <a href="#">details of courses</a>), Arts options, Business options, and approved options from any Faculty. The options must satisfy at least ★12 from Science (see <a href="#">details of courses</a>) and ★6 from Arts, and an additional ★12 that may be chosen from Science (see <a href="#">details of courses</a>), Arts or another Faculty. Higher level CMPUT courses may require specific CMPUT, MATH or STAT courses as prerequisites. Therefore, prerequisites for higher level CMPUT courses must be considered when choosing options.</li> <li>2. Students must have ★6 in introductory statistics and probability. This can be satisfied by selecting (<a href="#">STAT 151</a> or <a href="#">STAT 235</a>) and <a href="#">STAT 252</a>, or the more advanced sequence of <a href="#">STAT 265</a> and <a href="#">STAT 266</a>.</li> <li>3. Students must take ★3 in Group A courses which include <a href="#">CMPUT 304</a>, <a href="#">CMPUT 325</a>, <a href="#">CMPUT 340</a> and <a href="#">CMPUT 474</a>. A complete list of Group A courses to be offered in a given year is available from the department.</li> <li>4. Students must take ★3 in Group B project courses which include <a href="#">CMPUT 404</a>, <a href="#">CMPUT 401</a>, CMPUT 410, <a href="#">CMPUT 412</a>, <a href="#">CMPUT 414</a>, <a href="#">CMPUT 415</a>, CMPUT 422, and <a href="#">CMPUT 466</a>. The department may approve variations in the above requirement on application.</li> <li>5. <span style="background-color: yellow;">Credit cannot be obtained in business and approved options for MIS 311 or BTM 311, MIS 415 or BTM 415, MIS 419 or BTM 419, and MGTSC 312.</span></li> <li>6. <span style="background-color: yellow;">Credit in SCI 151 will be considered equivalent to STAT 151 and ★3 Science option (see <a href="#">details of courses</a>).</span></li> </ol>

<p><b>Computing Science Specialization in Software Practice</b></p> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">CMPUT 272</a> can be taken in second year. Please consult department for advice.</li> <li>2. Students must choose ★6 of their Business options from <a href="#">Management Information Systems (MIS)</a>, Management Science (MGTSC) or Operations Management (OM), with the exception of <a href="#">BTM 311</a>, <a href="#">BTM 415</a>, <a href="#">BTM 419</a>, <a href="#">MIS 435</a> and <a href="#">MGTSC 312</a>. Students are required to have their selection approved by the student's advisor.</li> <li>3. Students must have ★6 in introductory statistics and probability. This can be satisfied by selecting (<a href="#">STAT 151</a> or <a href="#">STAT 235</a>) and <a href="#">STAT 252</a>, or the more advanced sequence of <a href="#">STAT 265</a> and <a href="#">STAT 266</a>.</li> <li>4. Students must take ★3 in Group A courses which include <a href="#">CMPUT 304</a>, <a href="#">CMPUT 340</a> and <a href="#">CMPUT 474</a>. A complete list of Group A courses to be offered in a given year is available from the department.</li> <li>5. Credit in SCI 100 will be considered equivalent to <a href="#">CMPUT 174</a>, <a href="#">MATH 114</a>, <a href="#">MATH 115</a> and ★18 options (see <a href="#">details of courses</a>).</li> <li>6. Credit cannot be obtained in approved options for <a href="#">MIS 311</a>, <a href="#">MIS 415</a>, <a href="#">MIS 419</a>, <a href="#">MIS 435</a> and <a href="#">MGTSC 312</a>.</li> <li>7. Credit in <a href="#">SCI 151</a> will be considered equivalent to <a href="#">STAT 151</a> and ★3 Science option.</li> </ol>	<p><b>Computing Science Specialization in Software Practice</b></p> <p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">CMPUT 272</a> can be taken in second year. Please consult department for advice.</li> <li>2. Students must choose ★6 of their Business options from <a href="#">Business Technology Management (BTM)</a>, Management Science (MGTSC) or Operations Management (OM), with the exception of <a href="#">BTM 311</a>, <a href="#">BTM 415</a>, <a href="#">BTM 419</a>, and <a href="#">MGTSC 312</a>. Students are required to have their selection approved by the student's advisor.</li> <li>3. Students must have ★6 in introductory statistics and probability. This can be satisfied by selecting (<a href="#">STAT 151</a> or <a href="#">STAT 235</a>) and <a href="#">STAT 252</a>, or the more advanced sequence of <a href="#">STAT 265</a> and <a href="#">STAT 266</a>.</li> <li>4. Students must take ★3 in Group A courses which include <a href="#">CMPUT 304</a>, <a href="#">CMPUT 340</a> and <a href="#">CMPUT 474</a>. A complete list of Group A courses to be offered in a given year is available from the department.</li> <li>5. Credit in SCI 100 will be considered equivalent to <a href="#">CMPUT 174</a>, <a href="#">MATH 114</a>, <a href="#">MATH 115</a> and ★18 options (see <a href="#">details of courses</a>).</li> <li>6. Credit cannot be obtained in business and approved options for <a href="#">MIS 311 or BTM 311</a>, <a href="#">MIS 415 or BTM 415</a>, <a href="#">MIS 419 or BTM 419</a>, and <a href="#">MGTSC 312</a></li> <li>7. Credit in <a href="#">SCI 151</a> will be considered equivalent to <a href="#">STAT 151</a> and ★3 Science option.</li> </ol>
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**Rationale for change:** (Not required for course deletion or editorial changes)  
(Include documentation that other departments or Faculties offering similar courses support this proposal. In the case of substantial program changes you must also include evidence of consultation with students.)

Removing old reference to SCI 100, removing MIS 435 (no longer exists), and adding new BTM name/code for MIS.

<p><b>Department Contact</b> Name: Sharon Gannon</p>	<p><b>Department Chair or Designate</b> Name: Kenny Wong</p>	<p><b>Date approved by Dept Council:</b> September 15, 2021</p>
<p>Email: <a href="mailto:sgannon@ualberta.ca">sgannon@ualberta.ca</a></p>	<p><a href="mailto:kenw@cs.ualberta.ca">kenw@cs.ualberta.ca</a></p>	<p><b>Date submitted to FoS:</b> September 16, 2021</p>

Upload this form to the FoS Calendar Google Site.  
Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.



**Faculty of Science  
Department of Pharmacology  
Calendar Changes 2022-2023**

<b>Current</b>	<b>Proposed</b>
<b>Honors in Pharmacology [Science]</b>	<b>Honors in Pharmacology [Science]</b>
<p>Continuation and graduation in the Honors in Pharmacology program requires successful completion of ★24 with a minimum 3.0 GPA, a minimum 3.0 GPA on all Science courses taken and a minimum 3.0 GPA in PMCOL courses taken in each previous Fall/Winter with at least a grade of B- in each course.</p> <p><b>Year 1</b></p>	<p>Continuation and graduation in the Honors in Pharmacology program requires successful completion of ★24 with a minimum 3.0 GPA, a minimum 3.0 GPA on all Science courses taken and a minimum 3.0 GPA in PMCOL courses taken in each previous Fall/Winter with at least a grade of B- in each course.</p> <p><b>Year 1</b></p>
<p>BIOL 107 - Introduction to Cell Biology CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II</p> <p>CHEM 164 - Organic Chemistry I <b>OR</b> CHEM 261 - Organic Chemistry I</p> <p>STAT 151 - Introduction to Applied Statistics I</p> <p>★6 in Arts options ENGL recommended ★9 in Science options from BIOCH, BIOL, CELL, CHEM, GENET, MATH, MICRB, PHYS, PHYSL, PMCOL, STAT or ZOOL</p> <p><b>Year 2</b></p>	<p>BIOL 107 - Introduction to Cell Biology CHEM 101 - Introductory University Chemistry I CHEM 102 - Introductory University Chemistry II</p> <p>CHEM 164 - Organic Chemistry I <b>OR</b> CHEM 261 - Organic Chemistry I</p> <p>STAT 151 - Introduction to Applied Statistics I</p> <p>★6 in Arts options ENGL recommended ★9 in Science options from BIOCH, BIOL, CELL, CHEM, GENET, MATH, MICRB, PHYS, PHYSL, PMCOL, STAT or ZOOL</p> <p><b>Year 2</b></p>
<p>BIOCH 200 - Introductory Biochemistry CHEM 263 - Organic Chemistry II</p> <p>PHYSL 210 - Human Physiology <b>OR</b> PHYSL 212 - Human Physiology I <b>AND</b> PHYSL 214 - Human Physiology II</p> <p>PMCOL 200 - Drugs - An Introduction to Pharmacology</p>	<p>BIOCH 200 - Introductory Biochemistry CHEM 263 - Organic Chemistry II</p> <p>PHYSL 210 - Human Physiology <b>OR</b> PHYSL 212 - Human Physiology I <b>AND</b> PHYSL 214 - Human Physiology II</p> <p>PMCOL 200 - Drugs - An Introduction to Pharmacology</p>

**Faculty of Science  
Department of Pharmacology  
Calendar Changes 2022-2023**

<p>★9 in Science options as indicated in Year 1 ★6 in Arts options</p> <p><b>Year 3</b></p>	<p>★9 in Science options as indicated in Year 1 ★6 in Arts options</p> <p><b>Year 3</b></p>
<p>PMCOL 303 - Introduction to Toxicology PMCOL 305 - An Introduction to the Pharmacology of Drug Abuse PMCOL 337 - Experimental Procedures in Pharmacology PMCOL 343 - Scientific Basis of Pharmacology: Part I PMCOL 344 - Scientific Basis of Pharmacology: Part II BIOCH 320 - Structure and Catalysis ★6 in Science options as indicated in Year 1 ★3 in Arts options ★3 in approved options</p> <p><b>Year 4</b></p>	<p>PMCOL 303 - Introduction to Toxicology PMCOL 305 - An Introduction to the Pharmacology of Drug Abuse PMCOL 337 - Experimental Procedures in Pharmacology PMCOL 343 - Scientific Basis of Pharmacology: Part I PMCOL 344 - Scientific Basis of Pharmacology: Part II BIOCH 320 - Structure and Catalysis ★6 in Science options as indicated in Year 1 ★3 in Arts options ★3 in approved options</p> <p><b>Year 4</b></p>
<p>PMCOL 498 - Pharmacology Research Program ★<del>12</del> from the following: PMCOL 403 - Advanced Topics in Pharmacology PMCOL 404 - Core Principles in Pharmacology PMCOL 412 - Drugs and the Nervous System PMCOL 415 - Cardiovascular Pharmacology PMCOL 416 - Current Topics in Endocrine Pharmacology <del>PMCOL 425 - Problem Solving in Pharmacology and Therapeutics</del> PMCOL 450 - Diabetes and Its Pharmacotherapy PMCOL 475 - Signal Transduction Systems as Pharmacological Targets</p> <p>Options ★3 in Arts options ★6 in Science option as indicated in Year 1 ★3 in approved options</p>	<p><b>PMCOL 425 - Problem Solving in Pharmacology and Therapeutics</b> PMCOL 498 - Pharmacology Research Program</p> <p>★9 from the following: PMCOL 403 - Advanced Topics in Pharmacology PMCOL 404 - Core Principles in Pharmacology PMCOL 412 - Drugs and the Nervous System PMCOL 415 - Cardiovascular Pharmacology PMCOL 416 - Current Topics in Endocrine Pharmacology PMCOL 450 - Diabetes and Its Pharmacotherapy PMCOL 475 - Signal Transduction Systems as Pharmacological Targets</p> <p>Options ★3 in Arts options ★6 in Science option as indicated in Year 1 ★3 in approved options</p>

**Faculty of Science  
Department of Pharmacology  
Calendar Changes 2022-2023**

*Rationale:*

*This is a program update to include PMCOL 425 (Problem Solving in Pharmacology and Therapeutics) as a core learning component for the Honors in Pharmacology Program. PMCOL 425 is delivered in a small group discussion format that emphasizes team work and problem-solving using pharmacology knowledge as applied to the clinical realm. These are considered to be important skills that all graduates from the Honors Pharmacology program should be well versed in.*

**Faculty of Science  
Department of Cell Biology  
Calendar Changes 2022-2023**

Current	Proposed
<b>Specialization in Cell Biology [Science]</b>	<b>Specialization in Cell Biology [Science]</b>
Continuation in the Specialization in Cell Biology program requires successful completion of at least ★24 with a minimum 2.3 GPA in each preceding Fall/Winter.	Continuation in the Specialization in Cell Biology program requires successful completion of at least ★24 with a minimum 2.3 GPA in each preceding Fall/Winter.
<b>Year 1 and 2</b>	<b>Year 1 and 2</b>
BIOL 107 – Introduction to Cell Biology BIOL 207 – Molecular Genetics and Heredity BIOCH 200 – Introductory Biochemistry CELL 201 – Intro to Cell Biology or BIOL 201 CHEM 101 – Introductory Chemistry I CHEM 102 – Introductory Chemistry II CHEM <del>164</del> or 261 – Organic Chemistry I CHEM 263 – Organic Chemistry II GENET 270 – Foundation of Molecular Genetics MICRB 265 – General Microbiology MATH 134 or 144 – Elementary Calculus I STAT <del>141</del> or 151 – Intro to (Applied) Statistics ★3 junior ENGL or junior WRS ★3 Science option (PHYS 124 recommended) ★3 Science option (PHYS 126 recommended) <del>★3 Science option</del> ★6 Science option ★6 Arts option	BIOL 107 – Introduction to Cell Biology BIOL 207 – Molecular Genetics and Heredity BIOCH 200 – Introductory Biochemistry CELL 201 – Intro to Cell Biology or BIOL 201 CHEM 101 – Introductory Chemistry I CHEM 102 – Introductory Chemistry II CHEM 261 – Organic Chemistry I CHEM 263 – Organic Chemistry II GENET 270 – Foundation of Molecular Genetics MICRB 265 – General Microbiology MATH 134 or 144 – Elementary Calculus I STAT 151 – <b>Introduction</b> to Applied Statistics ★3 junior ENGL or junior WRS <del>★3 Science option (PHYS 124 recommended)</del> <del>★3 Science option (PHYS 126 recommended)</del> <del>★6 Science option</del> <del>★6 Arts option</del> <b>★3 from Group A (IMIN 200 recommended)</b> ★3 Science option (PHYS 124 recommended) ★3 Science option (PHYS 126 recommended) ★6 Science option ★6 Arts option
<b>Year 3 and 4</b>	<b>Year 3 and 4</b>
CELL 300 – Advanced Cell Biology I CELL 301 – Advanced Cell Biology II *3 from BIOCH 310, 320 or 330 *3 from 400-level CELL course *3 from Group A (CELL 398 recommended) *12 from Group A option * <del>12</del> Science option *12 Open option	CELL 300 – Advanced Cell Biology I CELL 301 – Advanced Cell Biology II <del>CELL 302 – Diversity of the Cell</del> *3 from BIOCH 310, 320 or 330 *3 from 400-level CELL course *3 from Group A (CELL 398 recommended) *12 from Group A option * <del>9</del> Science option

**Faculty of Science  
Department of Cell Biology  
Calendar Changes 2022-2023**

* 9 Arts option	*12 Open option * 9 Arts option
<p><b>Honors in Cell Biology [Science]</b></p> <p>Continuation in the Honors in Cell Biology program requires successful completion of at least ★24 with a minimum 3.0 GPA in each preceding Fall/Winter.</p> <p><b>Year 3 and 4</b></p>	<p><b>Honors in Cell Biology [Science]</b></p> <p>Continuation in the Honors in Cell Biology program requires successful completion of at least ★24 with a minimum 3.0 GPA in each preceding Fall/Winter.</p> <p><b>Year 3 and 4</b></p>
<p>CELL 300 – Advanced Cell Biology I CELL 301 – Advanced Cell Biology II BIOCH 320 or Chem 371 ★3 from 400-level CELL course CELL 499A – 2 term Research Project CELL 499B – 2 term Research Project ★3 Group A option (Cell 398 recommended) ★<del>12</del> Group A option ★6 Science option ★12 Open option ★9 Arts option</p>	<p>CELL 300 – Advanced Cell Biology I CELL 301 – Advanced Cell Biology II <u>CELL 302 – Diversity of the Cell</u> BIOCH 320 or CHEM 371 ★3 from 400-level CELL course CELL 499A – 2 term Research Project CELL 499B – 2 term Research Project ★3 Group A option (Cell 398 recommended) ★<u>9</u> Group A option ★6 Science option ★12 Open option ★9 Arts option</p>

*Program update to include developmental cell biology as a core learning component and to recommend a learning component in immunology for all cell biology students.*

# CALENDAR CHANGE REQUEST FORM

Department: **Psychology**

Change: **Course**

**Rationale:** The Department's Undergraduate Program Committee has reviewed our course prerequisites.

PSYCO 104: adding a note to reflect the reality that has existed for quite a while, for clearer communication to students. Due to the research participation component (lab section) of both PSYCO 104 and 105 it is not possible to be registered in both courses in one term.

PSYCO 304: removing PSYCO 104 and 105 as prerequisites. This is requirement is redundant as students are already required to have a 200-level ARTS PSYCO class and a 200-level SCIENCE PSYCO class

PSYCO 372: removing PSYCO 105 as a prerequisite. The content covered in 105 is not required for this class.

Paste [current calendar URL](#) here

**Calendar Copy:**

Current: <del>Strike through and highlight</del> deletions	Proposed: <u>Underline and highlight</u> additions
<b>PSYCO 104 - Basic Psychological Processes</b>	<b>PSYCO 104 - Basic Psychological Processes</b>
<p>★ 3 (fi 6) (either term, 3-0-1/4) Principles and development of perception, motivation, learning, and thinking and their relationship to the psychological functioning of the individual. Fulfillment of the 1/4 laboratory credit typically entails serving as a research participant, but can be fulfilled through the completion of alternative assignments. <u>The course is a prerequisite to all courses in the department and is normally followed by PSYCO 105.</u> [Faculty of Science]</p>	<p>★ 3 (fi 6) (either term, 3-0-1/4) Principles and development of perception, motivation, learning, and thinking and their relationship to the psychological functioning of the individual. Fulfillment of the 1/4 laboratory credit typically entails serving as a research participant, but can be fulfilled through the completion of alternative assignments. <u>Note: PSYCO 104 is not a prerequisite for PSYCO 105. PSYCO 104 and 105 can be taken in either term, but not in the same term.</u> [Faculty of Science]</p>
<b>PSYCO 304 - History of Modern Psychology</b>	<b>PSYCO 304 - History of Modern Psychology</b>
<p>★ 3 (fi 6) (either term, <del>3-0-0</del>) An overview of the scientific discipline of psychology since the mid-20th century. Prerequisites: <u>PSYCO 104 or SCI 100 and PSYCO 105</u>; one 200-level PSYCO offered by the Faculty of Arts; one 200-level PSYCO offered by the Faculty of Science. [Faculty of Science]</p>	<p>★ 3 (fi 6) (either term, 3-0-0) An overview of the scientific discipline of psychology since the mid-20th century. Prerequisites: one 200-level PSYCO offered by the Faculty of Arts; one 200-level PSYCO offered by the Faculty of Science. [Faculty of Science]</p>
<b>PSYCO 372 - Behavior in Relation to Genetics</b>	<b>PSYCO 372 - Behavior in Relation to Genetics</b>
<p>★ 3 (fi 6) (either term, <del>3-0-0</del>) An examination of the influence of genetic variations on behavioral differences in infra-human and human populations. Prerequisites: PSYCO 104 or SCI 100 <u>and PSYCO 105 and</u> STAT 141 or 151 or</p>	<p>★ 3 (fi 6) (either term, 3-0-0) An examination of the influence of genetic variations on behavioral differences in infra-human and human populations. Prerequisites: PSYCO 104 or SCI</p>

161 or SCI 151 and BIOL 207. [Faculty of Science]	100, STAT 141 or 151 or 161 or SCI 151 and BIOL 207. [Faculty of Science]
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Department Contact: Kerry Ann Berrisford	Department Council Approval Date: 01 October 21
Chair or Designate: Dr Cor Baerveldt	Faculty Approval Date: 08 October 21

## CALENDAR CHANGE REQUEST FORM

**Department:**

Highlight type of change request below:

1. Course Change (new course, change to existing course, course deletion)    
 2. Editorial Change (basic editing)    
 3. Admission Requirement    
 4. Program Change

CURRENT	PROPOSED
<p style="color: red; text-align: center;"><a href="https://calendar.ualberta.ca/content.php?catoid=34&amp;navoid=10323#course-listings">https://calendar.ualberta.ca/content.php?catoid=34&amp;navoid=10323#course-listings</a></p>	
<p><b>CHEM 263 - Organic Chemistry II</b></p> <p>★ 3 (fi 6) (either term, 3-0-3) Continuation of the structural and chemical properties of the basic functional groups of organic compounds including alkynes, aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives and amines. Illustration of these functional groups in natural products such as carbohydrates, amino acids and proteins, nucleic acids and lipids. Discussion of the application of spectroscopic methods for the structure determination in simple organic molecules. Prerequisites: CHEM 161 or 164 or 261 or SCI 100. Note: Students who have obtained credit for CHEM 163 cannot take CHEM 263 for credit.</p>	<p><b>CHEM 263 - Organic Chemistry II</b></p> <p>★ 3 (fi 6) (either term, 3-0-3) Continuation of the structural and chemical properties of the basic functional groups of organic compounds including alkynes, aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives and amines. Illustration of these functional groups in natural products such as carbohydrates, amino acids and proteins, nucleic acids and lipids. Discussion of the application of spectroscopic methods for the structure determination in simple organic molecules. Prerequisites: CHEM 161 or <span style="background-color: yellow;">CHEM 164</span> or <span style="background-color: yellow;">CHEM 261</span> or <span style="background-color: yellow;">CHEM 264 and 266</span> or SCI 100. Note: Students who have obtained credit for CHEM 163 cannot take CHEM 263 for credit.</p>

<p><b>CHEM 266 - Introductory Laboratory Skills in Organic Chemistry</b></p> <p>★ 0.75 (either term, 0-0-1.5) <span style="background-color: yellow;">This course is</span> designed to complement lecture material covered in CHEM 264 <span style="background-color: yellow;">and</span> will emphasize important laboratory skills for the purification and characterization of organic compounds. Prerequisite CHEM 101 or 103. Prerequisite or co-requisite: CHEM 264. Notes: (i) CHEM 266 is a requirement for higher level chemistry courses. (ii) Students who have obtained credit for CHEM 261 cannot take CHEM 266 for credit.</p>	<p><b>CHEM 266 - Introductory Laboratory Skills in Organic Chemistry</b></p> <p>★ 0.75 (either term, 0-0-1.5) <span style="background-color: yellow;">A credit/no-credit course</span> designed to complement lecture material covered in CHEM 264. <span style="background-color: yellow;">This course</span> will emphasize important laboratory skills for the purification and characterization of organic compounds. Prerequisite CHEM 101 or 103. Prerequisite or co-requisite: CHEM 264. Notes: (i) CHEM 266 is a requirement for higher level chemistry courses. (ii) Students who have obtained credit for CHEM 261 cannot take CHEM 266 for credit <span style="background-color: yellow;">except by department recommendation</span>.</p>
<p><b>CHEM 267 – Practical Applications in Organic Chemistry</b></p> <p>★ 0.75 (either term, 0-0-1.5) <span style="background-color: yellow;">This course is</span> designed to complement lecture material covered in CHEM 265 <span style="background-color: yellow;">and</span> will emphasize synthetic chemistry and practical applications of the laboratory skills learned in CHEM 266, as well as introduce spectroscopic analysis and structure determination. Prerequisite CHEM 261 or 266. Prerequisite or co-requisite: CHEM 265. Notes: (i) CHEM 267 is a requirement for higher level chemistry courses. (ii) Students who have obtained credit for CHEM 263 cannot take CHEM 267 for credit.</p>	<p><b>CHEM 267 – Practical Applications in Organic Chemistry</b></p> <p>★ 0.75 (either term, 0-0-1.5) <span style="background-color: yellow;">A credit/no-credit course</span> designed to complement lecture material covered in CHEM 265. <span style="background-color: yellow;">This course</span> will emphasize synthetic chemistry and practical applications of the laboratory skills learned in CHEM 266, as well as introduce spectroscopic analysis and structure determination. Prerequisite CHEM 261 or 266. Prerequisite or co-requisite: CHEM 265. Notes: (i) CHEM 267 is a requirement for higher level chemistry courses. (ii) Students who have obtained credit for CHEM 263</p>



	cannot take CHEM 267 for credit <b>except by department recommendation.</b>
<b>CHEM 298 Introductory Spectroscopy</b> *3 (fi 6) (either term, 3-0-3). The course is an integrated introduction to the qualitative and instrumentation aspects of spectroscopy and its applications in chemistry. The subjects will include: absorption, emission, vibrational and rotational spectroscopy of atoms and molecules; and nuclear magnetic resonance spectroscopy. For Chemistry Honors and Specialization students only, except by consent of Department. Prerequisite: CHEM 102 or 105; CHEM 263.	<b>Delete Course</b>

<b>CHEM 303 Environmental Chemistry I</b> *3 (fi 6) (first term,3-0-0) The chemistry of environmental processes. Atmospheric chemistry; thermal and photochemical reactions of atmospheric gases including oxygen, ozone, hydroxy radical, and oxides of nitrogen and sulfur. Aquatic chemistry; characterization, reactions, and equilibria of dissolved species, water purification treatments. Metals and organohalides in the environment. Risk assessment. Prerequisites: CHEM 102; CHEM 164 or 261; CHEM 263; and one 200-level CHEM course or CH E 243.	<b>CHEM 303 Environmental Chemistry I</b> *3 (fi 6) (first term,3-0-0) The chemistry of environmental processes. Atmospheric chemistry; thermal and photochemical reactions of atmospheric gases including oxygen, ozone, hydroxy radical, and oxides of nitrogen and sulfur. Aquatic chemistry; characterization, reactions, and equilibria of dissolved species, water purification treatments. Metals and organohalides in the environment. Risk assessment. Prerequisites: CHEM 102; CHEM 261 or 264; CHEM 263 or 265; and one 200-level CHEM course or CH E 243.
<b>CHEM 305 Environmental Chemistry II</b> *3 (fi 6) (second term, 3-0-4). The lecture and laboratory portions of this course will highlight sorption and phase partitioning; hydrolysis reactions; convective/diffusive transport; properties and behaviour of particles, including sedimentation, coagulation, and light scattering; and the significance of particulate matter in the atmosphere. Quantitative calculations will be emphasized. The lecture component will provide theoretical background for experiments and instrumentation used for chemical measurements. The course also includes an independent, student-designed air quality monitoring project. Prerequisites: CHEM 263; CHEM 213 or 298 or 313; CHEM 303 or 373. Note: Restricted to students in the Environmental Physical Sciences and Chemistry (Honors, Specialization, and General Science with concentration in Chemistry) programs.	<b>CHEM 305 Environmental Chemistry II</b> *3 (fi 6) (second term, 3-0-4). The lecture and laboratory portions of this course will highlight sorption and phase partitioning; hydrolysis reactions; convective/diffusive transport; properties and behaviour of particles, including sedimentation, coagulation, and light scattering; and the significance of particulate matter in the atmosphere. Quantitative calculations will be emphasized. The lecture component will provide theoretical background for experiments and instrumentation used for chemical measurements. The course also includes an independent, student-designed air quality monitoring project. Prerequisites: CHEM 263; CHEM 213 or 313; CHEM 303 or 373. Note: Restricted to students in the Environmental Physical Sciences and Chemistry (Honors, Specialization, and General Science with concentration in Chemistry) programs.
<b>CHEM 361 - Organic Chemistry</b> ★ 3 (fi 6) (first term, 3-0-4) Mechanisms and reactions of aromatic and aliphatic compounds. Prerequisites: CHEM 102; CHEM 163 or 263.	<b>CHEM 361 - Organic Chemistry</b> ★ 3 (fi 6) (first term, 3-0-4) Mechanisms and reactions of aromatic and aliphatic compounds. Prerequisites: CHEM 102; CHEM 163 or 263 or CHEM 265 and 267.
<b>CHEM 405 Special Topics in Chemistry</b> *3 (fi 6) (either term, 3-0-0). Prerequisite: a 300-level CHEM course and consent of Instructor. Course may be repeated for credit, provided there is no duplication of specific topic.	<b>CHEM 405 Special Topics in Chemistry</b> *3 (fi 6) (either term, 3-0-0). Prerequisites: a 300-level CHEM course and consent of Instructor; prerequisite courses vary, depending on topic. Course may be repeated for credit, provided there is no duplication of specific topic.

<b>CHEM 461 Qualitative Organic Analysis</b> *3 (fi 6) (either term, 3-0-4). Introductory discussion of the physical techniques used in organic chemistry research for the separation/purification and structural elucidation of organic compounds. Emphasis is on the combined use of modern spectrometric techniques for structure determination, with particular focus on an introduction to modern NMR spectroscopy. Prerequisite: CHEM 363 or consent of Instructor.	<b>CHEM 461 Qualitative Organic Analysis</b> *3 (fi 6) (either term, 3-0-4). Introductory discussion of the physical techniques used in organic chemistry research for the separation/purification and structural elucidation of organic compounds. Emphasis is on the combined use of modern spectrometric techniques for structure determination, with particular focus on an introduction to modern NMR spectroscopy. Prerequisite: CHEM 363 or 460 or consent of Instructor.
<b>CHEM 462 Physical Organic Chemistry</b> *3 (fi 6) (either term, 3-0-0). Discussion of organic structural theories, intramolecular and intermolecular interactions in organic chemistry, and the mechanisms and reactive intermediates involved in organic reactions. Prerequisite: CHEM 363 or consent of Instructor.	<b>CHEM 462 Physical Organic Chemistry</b> *3 (fi 6) (either term, 3-0-0). Discussion of organic structural theories, intramolecular and intermolecular interactions in organic chemistry, and the mechanisms and reactive intermediates involved in organic reactions. Prerequisite: CHEM 363 or 460 or consent of Instructor.
<b>CHEM 463 Organic Synthesis</b> *3 (fi 6) (either term, 3-0-0). Discussion of the chemoselective, regioselective and stereoselective reactions of organic compounds. Emphasis on modern methodology for organic synthesis. Prerequisite: CHEM 363 or consent of Instructor.	<b>CHEM 463 Organic Synthesis</b> *3 (fi 6) (either term, 3-0-0). Discussion of the chemoselective, regioselective and stereoselective reactions of organic compounds. Emphasis on modern methodology for organic synthesis. Prerequisite: CHEM 363 or 460 or consent of Instructor.

**Rationale for change:** (Not required for course deletion or editorial changes)  
These changes are needed to adjust prerequisites for courses to include the introductory organic courses CHEM 264, 265, 266, 267 (taught during 2020-21 and 2021-22), the renumbering of CHEM 363 to CHEM 460, and the elimination of CHEM 298.

<b>Department Contact</b> Name: Christie McDermott	<b>Department Chair or Designate</b> Name: Alex Brown	<b>Date approved by Dept Council:</b> JUNE 1, 2021
Email: cmcdermo@ualberta.ca	Alex.brown@ualberta.ca	<b>Date submitted to FoS:</b> JULY 26, 2021

Upload this form to the FoS Calendar Google Site.

Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.

## CALENDAR CHANGE REQUEST FORM

**Department:**

Highlight type of change request below:

1. Course Change (new course, change to existing course, course deletion)      **2. Editorial Change (basic editing)**      3. Admission Requirement      4. Program Change

CURRENT	PROPOSED
<a href="https://calendar.ualberta.ca/content.php?catoid=34&amp;navoid=10323#course-listings">https://calendar.ualberta.ca/content.php?catoid=34&amp;navoid=10323#course-listings</a>	
<p><b>CHEM 313 Instrumentation in Chemical Analysis</b></p> <p>*3 (<i>fi 6</i>) (first term, 3-0-4). Instrumentation and analytical applications of spectroscopic, chromatographic and electroanalytical methods are discussed and applied in the laboratory. Prerequisites: CHEM <b>211</b> and PHYS 124 or 144. PHYS 126 or 146 is recommended.</p>	<p><b>CHEM 313 Instrumentation in Chemical Analysis</b></p> <p>*3 (<i>fi 6</i>) (first term, 3-0-4). Instrumentation and analytical applications of spectroscopic, chromatographic and electroanalytical methods are discussed and applied in the laboratory. Prerequisites: CHEM <b>213</b> and PHYS 124 or 144. PHYS 126 or 146 is recommended.</p>
<p><b>CHEM 398 Molecular Spectroscopy</b></p> <p>*3 (<i>fi 6</i>) (either term, 3-1s-0). An integrated course in the quantitative and more advanced aspects of spectroscopy and its applications in chemistry. The subjects may include: absorption, emission, dichroism, vibrational and rotational spectroscopy of molecules; time-resolved spectroscopy; nuclear magnetic resonance spectroscopy; surface-specific spectroscopies. Prerequisites: CHEM 282, <b>298</b>.</p>	<p><b>CHEM 398 Molecular Spectroscopy</b></p> <p>*3 (<i>fi 6</i>) (either term, 3-1s-0). An integrated course in the quantitative and more advanced aspects of spectroscopy and its applications in chemistry. The subjects may include: absorption, emission, dichroism, vibrational and rotational spectroscopy of molecules; time-resolved spectroscopy; nuclear magnetic resonance spectroscopy; surface-specific spectroscopies. Prerequisites: CHEM 282.</p>
<p><b>CHEM 477 Molecular Symmetry and Spectroscopy</b></p> <p>*3 (<i>fi 6</i>) (either term, 3-0-0). Application of the principles of molecular symmetry to molecular properties. Topics include group theory with emphasis on vibrational motion and normal vibrations; quantum mechanics of vibration and rotation; magnetic resonance spectroscopy; perturbation methods; selection rules in rotational, infrared, and Raman spectroscopy; molecular symmetry and molecular orbitals; electronic spectroscopy of polyatomic molecules. Prerequisite: CHEM 282 <b>and CHEM 298</b> and one 300-level Chemistry course; or consent of Instructor.</p>	<p><b>CHEM 477 Molecular Symmetry and Spectroscopy</b></p> <p>*3 (<i>fi 6</i>) (either term, 3-0-0). Application of the principles of molecular symmetry to molecular properties. Topics include group theory with emphasis on vibrational motion and normal vibrations; quantum mechanics of vibration and rotation; magnetic resonance spectroscopy; perturbation methods; selection rules in rotational, infrared, and Raman spectroscopy; molecular symmetry and molecular orbitals; electronic spectroscopy of polyatomic molecules. Prerequisite: CHEM 282 and one 300-level Chemistry course; or consent of Instructor.</p>

**Rationale for change:** (Not required for course deletion or editorial changes)  
 These changes reflect the deletion of CHEM 298 and its replacement by CHEM 213 in the case of CHEM 313.

<b>Department Contact</b> Name: Christie McDermott	<b>Department Chair or Designate</b> Name: Alex Brown	<b>Date approved by Dept Council:</b> JULY 6, 2021 (e-Vote)
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Email: cmcdermo@ualberta.ca	Alex.brown@ualberta.ca	Date submitted to FoS: JULY 26, 2021
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Upload this form to the FoS Calendar Google Site.  
Include one form for each grouping of changes. ie, all course changes can go in one document if they were approved at the same department council.

## CALENDAR CHANGE REQUEST FORM

**Department:**

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Highlight type of change request below:

1. **Course Change** (new course, change to existing course, course deletion)      2. **Editorial Change** (basic editing)      3. **Admission Requirement**      4. **Program Change**

CURRENT	PROPOSED
<p><a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38177&amp;returnto=10278">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38177&amp;returnto=10278</a></p> <p><b>Honors in Chemistry</b> Honors students in Chemistry must take a core of Chemistry and auxiliary courses. The core consists of ★45 in Chemistry courses, ★12 in Mathematics courses, ★6 in Physics courses, ★3 in <u>BIOCH 200</u>, ★3 in <u>CHEM 401</u>, ★6 in a junior ENGL or ★3 in ENGL and ★3 in Arts option, and ★12 in Arts options. In addition to the core courses, honors students must complete at least ★18 in senior courses in Chemistry from the courses listed below, with ★6 of these taken at the 400-level. Finally, the honors student must include ★15 in options in the third and fourth years of the program. These are normally chosen from offerings within the Faculty of Science (see <u>details of courses</u>). All options must be selected in consultation with the Department of Chemistry.</p> <p>Continuation in the Honors in Chemistry program requires successful completion of at least ★24 with a minimum 3.0 GPA and a minimum 3.0 GPA on all CHEM courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 3.0 GPA on the last ★90 credited to the degree.</p> <p>The Honors Chemistry degree is accredited by the Canadian Society for Chemistry.</p>	<p><b>No changes</b></p>
<p><b>Year 1</b> CHEM 101, 102, 261 MATH 134 or 144 MATH 136 or 146 PHYS 144, 146 (recommended) or PHYS 124, 126 ★6 in junior ENGL or *3 in junior ENGL and *3 in an Arts option *3 in Science option</p>	<p><b>Year 1</b> CHEM 101, 102 <b>CHEM 261 OR</b> <b>CHEM 264 and 266</b> MATH 134 or 144 MATH 136 or 146 PHYS 144, 146 (recommended) or PHYS 124, 126 ★6 in junior ENGL or *3 in junior ENGL and *3 in an Arts option *3 in Science option</p>

<p><b>Year 2</b>  CHEM 211 - Quantitative Analysis I  CHEM 213 - Quantitative Analysis II  CHEM 241 - Introduction to Inorganic Chemistry  CHEM 243 - Advanced Inorganic Chemistry  CHEM 263 - Organic Chemistry II  CHEM 282 - Atomic and Molecular Structure  MATH 214 - Intermediate Calculus I</p> <p>MATH 125 - Linear Algebra I <b>OR</b>  MATH 215 - Intermediate Calculus II <b>OR</b>  STAT 151 - Introduction to Applied Statistics I</p> <p>★6 in Arts options</p>	<p><b>Year 2</b>  CHEM 211 - Quantitative Analysis I  CHEM 213 - Quantitative Analysis II  CHEM 241 - Introduction to Inorganic Chemistry  CHEM 243 - Advanced Inorganic Chemistry  CHEM 263 - Organic Chemistry II <b>OR</b>  <b>CHEM 265 and 267</b>  CHEM 282 - Atomic and Molecular Structure  MATH 214 - Intermediate Calculus I</p> <p>MATH 125 - Linear Algebra I <b>OR</b>  MATH 215 - Intermediate Calculus II <b>OR</b>  STAT 151 - Introduction to Applied Statistics I</p> <p>★6 in Arts options</p>
<p><b>Years 3 and 4</b>  CHEM 313 - Instrumentation in Chemical Analysis  CHEM 361 - Organic Chemistry  CHEM 460 – Contemporary Organic Chemistry  CHEM 371 - Energetics of Chemical Reactions  CHEM 373 - Physical Properties and Dynamics of Chemical Systems  CHEM 398 - Molecular Spectroscopy  CHEM 401 - Introduction to Chemical Research  BIOCH 200 - Introductory Biochemistry</p> <p>★18 in senior chemistry courses (with at least ★6 taken at the 400-level). <b>See Note 3.</b></p> <p>★12 in Science options (see details of courses)  ★6 in Arts options</p>	<p><b>Years 3 and 4</b>  CHEM 313 - Instrumentation in Chemical Analysis  CHEM 361 - Organic Chemistry  CHEM 460 – Contemporary Organic Chemistry  CHEM 371 - Energetics of Chemical Reactions  CHEM 373 - Physical Properties and Dynamics of Chemical Systems  CHEM 398 - Molecular Spectroscopy  CHEM 401 - Introduction to Chemical Research  BIOCH 200 - Introductory Biochemistry</p> <p>★18 in senior chemistry courses (with at least ★6 taken at the 400-level).</p> <p>★12 in Science options (see details of courses)  ★6 in Arts options</p>
<p><b>No further changes.</b></p>	<p><b>No further changes.</b></p>

**Rationale for change:** (Not required for course deletion or editorial changes)  
During 2020-21, remote Organic courses, CHEM 264 and 265 were introduced, along with the corresponding in-person lab requirements, CHEM 266 and 267. These Program changes reflect the equivalency to the normal offerings in the Honors Program (CHEM 261 = CHEM 264+266 and CHEM 263 = CHEM 265 + 267).

<p><b>Department Contact</b>  Name: Christie McDermott</p>	<p><b>Department Chair or Designate</b>  Name: Alex Brown</p>	<p><b>Date approved by Dept Council:</b>  JUNE 1, 2021</p>
<p>Email:cmcdermo@ualberta.ca</p>	<p>Alex.brown@ualberta.ca</p>	<p><b>Date submitted to FoS:</b>  JULY 26, 2021</p>

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## CALENDAR CHANGE REQUEST FORM

**Department:**

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Highlight type of change request below:

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 2. **Editorial Change** (basic editing)     
 3. **Admission Requirement**     
 4. **Program Change**

CURRENT	PROPOSED
<a href="https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38176&amp;returnto=10278">https://calendar.ualberta.ca/preview_program.php?catoid=34&amp;poid=38176&amp;returnto=10278</a>	
<p><b>Specialization in Chemistry</b>            Continuation in the Specialization in Chemistry program requires successful completion of at least ★18 with a minimum 2.3 GPA and a minimum 2.3 GPA on all CHEM courses completed in the previous Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on the last ★90 credited to the degree. The Specialization Chemistry degree is accredited by the Canadian Society for Chemistry.</p>	<p>No change</p>
<p><b>Year 1</b>            CHEM 101 - Introductory University Chemistry I            CHEM 102 - Introductory University Chemistry II</p> <p>CHEM 261 - Organic Chemistry I <b>OR</b>            CHEM 164 - Organic Chemistry I</p> <p>MATH 134 - Calculus for the Life Sciences I <b>OR</b>            MATH 144 - Calculus for the Physical Sciences I</p> <p>MATH 136 - Calculus for the Life Sciences II <b>OR</b>            MATH 146 - Calculus for the Physical Sciences II</p> <p>PHYS 144 - Newtonian Mechanics and Relativity <b>AND</b>            PHYS 146 - Fluids and Waves (recommended) <b>OR</b>            PHYS 124 - Particles and Waves <b>AND</b>            PHYS 126 - Fluids, Fields, and Radiation</p> <p>★3 junior ENGL and ★3 in Arts option            ★3 in Science option (see details of courses)</p>	<p><b>Year 1</b>            CHEM 101 - Introductory University Chemistry I            CHEM 102 - Introductory University Chemistry II</p> <p>CHEM 261 - Organic Chemistry I <b>OR</b>            CHEM 164 - Organic Chemistry I <b>OR</b>  <u>CHEM 264 and 266</u></p> <p>MATH 134 - Calculus for the Life Sciences I <b>OR</b>            MATH 144 - Calculus for the Physical Sciences I</p> <p>MATH 136 - Calculus for the Life Sciences II <b>OR</b>            MATH 146 - Calculus for the Physical Sciences II</p> <p>PHYS 144 - Newtonian Mechanics and Relativity <b>AND</b>            PHYS 146 - Fluids and Waves (recommended) <b>OR</b>            PHYS 124 - Particles and Waves <b>AND</b>            PHYS 126 - Fluids, Fields, and Radiation</p> <p>★3 junior ENGL and ★3 in Arts option            ★3 in Science option (see details of courses)</p>
<p><b>Year 2</b>            CHEM 211 - Quantitative Analysis I            CHEM 213 - Quantitative Analysis II            CHEM 241 - Introduction to Inorganic Chemistry            CHEM 243 - Advanced Inorganic Chemistry            CHEM 263 - Organic Chemistry II            CHEM 282 - Atomic and Molecular Structure            MATH 214 - Intermediate Calculus I            MATH 125 - Linear Algebra I <b>OR</b>            MATH 215 - Intermediate Calculus II <b>OR</b>            STAT 151 - Introduction to Applied Statistics I            ★6 in Arts options</p>	<p><b>Year 2</b>            CHEM 211 - Quantitative Analysis I            CHEM 213 - Quantitative Analysis II            CHEM 241 - Introduction to Inorganic Chemistry            CHEM 243 - Advanced Inorganic Chemistry            CHEM 263 - Organic Chemistry II <b>OR</b>  <u>CHEM 265 and 267</u>            CHEM 282 - Atomic and Molecular Structure            MATH 214 - Intermediate Calculus I            MATH 125 - Linear Algebra I <b>OR</b>            MATH 215 - Intermediate Calculus II <b>OR</b>            STAT 151 - Introduction to Applied Statistics I            ★6 in Arts options</p>



No further changes.	No further changes.
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**Rationale for change:** (Not required for course deletion or editorial changes)  
 During 2020-21, remote Organic courses, CHEM 264 and 265 were introduced, along with the corresponding in-person lab requirements, CHEM 266 and 267. These Program changes reflect the equivalency to the normal offerings in the Specialization Program (CHEM 261 = CHEM 264+266 and CHEM 263 = CHEM 265 + 267).

<b>Department Contact</b> Name: Christie McDermott	<b>Department Chair or Designate</b> Name: Alex Brown	<b>Date approved by Dept Council:</b> JUNE 1, 2021
Email: cmcdermo@ualberta.ca	Alex.brown@ualberta.ca	<b>Date submitted to FoS:</b> <b>JULY 26, 2021</b>

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FINAL Item No. 5

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Items Deemed Minor/Editorial</b> A. Changes to Application Deadlines for Graduate Programs in Anthropology B. Changes to Admission and Program Requirements for the Bachelor of Commerce Cooperative Education Program C. Changes to AGPA Calculations for Postsecondary Transfer Students to Undergraduate Programs in Faculty of Science
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR Steve Patten, Interim Dean, Faculty of Arts Kyle Murray, Acting Dean, Faculty of Business Frederick West, Acting Dean, Faculty of Science
Presenter(s)	Janice Causgrove Dunn, 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>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Vice-Provost (Programs) and Chair, GFC Programs Committee</li> <li>• Faculty Councils</li> <li>• Representatives of the Office of the Registrar</li> </ul>
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Item No. 5

Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC November 18, 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.	
	<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 checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference	

Attachments

- A. Anthro Admission Date
- B. Business Co-op Education
- C. Science AGPA Change

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

**Item: Change in Admission Deadline - Anthropology**

**(REQUESTED FOR EARLY IMPLEMENTATION)**

**Date: Sept. 2, 2021**

**2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:**

CURRENT	PROPOSED
<p><a href="#">Anthropology [Graduate]</a></p> <p>[...]</p> <hr/> <p><b>Entrance Requirements</b></p> <hr/> <p>[...]</p> <p>Deadline for receipt of completed applications, including all supporting documentation and letters of reference, for admission is January <b>5</b>.</p> <p>[...]</p>	<p><a href="#">Anthropology [Graduate]</a></p> <p>[...]</p> <hr/> <p><b>Entrance Requirements</b></p> <hr/> <p>[...]</p> <p>Deadline for receipt of completed applications, including all supporting documentation and letters of reference, for admission is January <b>15</b>.</p> <p>[...]</p>
<p><b>Justification:</b></p> <p>The current admission deadline for the Anthropology program is January 4th but the Graduate Studies Management Solutions system (GSMS) requires the last day to apply be January 1st because of technical needs within the system. (FGSR has asked that departments choose an admissions deadline which is the 1st,15th or last day of the month. These dates allow windows of time for the GSMS technical teams to perform enhancements and upgrades to the system without impacting any open/close dates.)</p> <p>The department has agreed and the Faculty is in support of this change for admission to the program for 2023.</p> <p><b>Approved by:</b></p> <p>Confirmed with the Associate Dean (Student Programs) - As the change is required by a computer software issue and there's no practical alternative date, Arts will treat this as an editorial change.</p> <p>GPST - Sept. 13, 2021</p>	

**Department/Program Office: Co-op/BCS**

**Change: Editorial - Change (general information or formatting)**

In which academic year is this change is this change requested? **2022-2023**

**Calendar Copy:**

<b>Current:</b> <u>Strike through and highlight</u> deletions	<b>Proposed:</b> <u>Underline and highlight</u> additions
<p>BCom (Cooperative Education Program)</p> <p>General</p> <p>The Faculty of Business offers a cooperative education option for students in Business specializations. Cooperative Education is an experiential learning program in which students alternate periods of study with periods of paid, discipline-related work experience in cooperating employer organizations. All new and continuing students are eligible to compete for places in the Cooperative Education option provided there is sufficient room in their programs to complete the requirements. Normally, a student who has completed more than ★75 prior to entry will not be accepted. Students will be admitted to the program based on a combination of grades, work and volunteer experience and background, and a letter of intent. An interview may also be necessary. The online application deadline for September entry is July 30. The application deadline for early September admission for continuing students is March 31. The online application deadline for January entry is October 31. Modest program and application fees are charged. For more information, contact the Business Career Services Office at 2-21 Business.</p> <p>To qualify for the Cooperative Education degree, students accepted into the option must successfully complete the following four courses in addition to the</p>	<p>BCom (Cooperative Education Program)</p> <p>General</p> <p>The Faculty of Business offers a cooperative education option for students in Business specializations. Cooperative Education is an experiential learning program in which students alternate periods of study with periods of paid, discipline-related work experience in cooperating employer organizations. All new and continuing students are eligible to compete for places in the Cooperative Education option provided there is sufficient room in their programs to complete the requirements. Normally, a student who has completed more than ★75 prior to entry will not be accepted. Students will be admitted to the program based on a combination of grades and work experience. Modest program and application fees are charged. For more information, contact the Careers and Work Integrated Learning office.</p> <p>To qualify for the Cooperative Education degree, students accepted into the option must successfully complete the following four courses in addition to the</p>

regular requirements for the Bachelor of Commerce degree within their major area of study:

Introduction to Cooperative Education (non-credit seminar)

WKEXP 911

WKEXP 912

WKEXP 913

Students registered in the Cooperative Education option will complete 12 months of work experience. To accommodate the work experience portion of the program, students will normally require a minimum of four and one-half years to complete the requirements of the Cooperative Education degree. The normal sequencing for Cooperative Education students is that they attend the Introduction to Cooperative Education seminar in the fall of the third year of studies. The first work term will begin the following January. School terms and work terms will continue to alternate, with the program concluding with a school term in the fall of the fifth year of study.

Students in the cooperative option are considered full-time students at the University of Alberta for the full 12 months of any academic year (July 1–June 30) while they are registered in work terms.

All work experience courses are graded on a pass/fail basis. Grades are determined by a student's job performance as evaluated by the employer, by the student's performance on a work term report, and by the student's ability to integrate the work experience and the classroom study. Students who fail a work term must normally withdraw from the Cooperative Education program.

Students registered in the Cooperative Education option receive assistance in locating suitable work placements. The Business Cooperative Education coordinator is responsible for developing Cooperative Education students to conduct an active personal job search. However, the ultimate

regular requirements for the Bachelor of Commerce degree within their major area of study:

Introduction to Cooperative Education (non-credit seminar)

WKEXP 911

WKEXP 912

WKEXP 913

Students registered in the Cooperative Education option will complete 12 months of work experience. To accommodate the work experience portion of the program, students will normally require a minimum of four and one-half years to complete the requirements of the Cooperative Education degree. The normal sequencing for Cooperative Education students is that they attend the Introduction to Cooperative Education seminar in the first term following admission to the Cooperative Education Program. Students have several options for scheduling work terms, provided that that all work terms are completed prior to the final study term.

Students in the cooperative option are considered full-time students at the University of Alberta for the full 12 months of any academic year (July 1–June 30) while they are registered in work terms.

All work experience courses are graded on a pass/fail basis. Grades are determined by a student's job performance as evaluated by the employer, by the student's performance on a work term report, and by the student's ability to integrate the work experience and the classroom study. Students who fail a work term must normally withdraw from the Cooperative Education program.

Students registered in the Cooperative Education option receive assistance in locating suitable work placements. The Business Cooperative Education coordinator is responsible for developing Cooperative Education students to conduct an active personal job search. However, the ultimate responsibility for

responsibility for obtaining suitable work term employment rests with the student.

obtaining suitable work term employment rests with the student.

### Sequence of Courses

#### Year Two—Fall

ACCTG 311—Introduction to Accounting for Financial Performance

BUS 201—Introduction to Canadian Business

MARK 301—Introduction to Marketing

MGTSC 312—Probability and Statistics for Business

★3 in electives outside Business (See Note 1)

#### Year Two—Winter

FIN 301—Introduction to Finance

SEM 310—Introduction to Management, Organization and Entrepreneurship

★3 in electives outside Business (See Note 1)

★6 in free electives (See Note 1)

#### Year Three

Introduction to Cooperative Education (non-credit seminar)

WKEXP 911—Business Work Experience I (See Note 3)

(See Note 4 for academic requirements)

#### Year Four/Five (See Notes 2 and 5)

WKEXP 912—Business Work Experience II (See Note 3)

WKEXP 913 – Business Work Experience III (See Note 3)

Notes

See Courses in the Faculty of Business

Co-op students are encouraged to take SEM 441. This course will allow them to draw on their work experience for classroom discussion, and will help them synthesize the cooperative education learning experience.

Work experience terms may be taken at any time in Year Three or Year Four. The final term in the Co-op Education program must be a study term.

Cooperative Education Students must declare a major by the beginning of Year Three and fulfill all the requirements of that major in addition to the Cooperative Education requirements.

An additional optional WKEXP 914 placement is available under special circumstances. Students should inquire with the Co-operative Education Office for details.

Police Information Check

Under the provisions of the Protection for Persons in Care Act, all new employees, volunteers and other people engaged for services by designated agencies (hospitals, nursing homes, lodges, group homes, etc.) must complete a Police Information Check (also known as a Criminal Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. In addition, certain other agencies, organizations, and educational facilities may require students to present a Police Information Check prior to entering a practicum, work placement term, internship, or field experience placement.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Associate Dean, Undergraduate Program. Students will be informed of the need for a Police Information Check prior to specific field

An additional optional WKEXP 914 placement is available under special circumstances. Students should inquire with the Careers and Work Integrated Learning office for details.

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Under the provisions of the Protection for Persons in Care Act, all new employees, volunteers and other people engaged for services by designated agencies (hospitals, nursing homes, lodges, group homes, etc.) must complete a Police Information Check (also known as a Criminal Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. In addition, certain other agencies, organizations, and educational facilities may require students to present a Police Information Check prior to entering a practicum, work placement term, internship, or field experience placement.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Associate Dean, Undergraduate Program. Students will be informed of the need for a Police Information Check prior to specific field experience

experience placements. Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them.

placements. Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them.

**Rationale:**

The Cooperative Education program is no longer conducting a January intake, so references to this are not relevant.

Having one application deadline, rather than an early application deadline and a regular application deadline, will streamline the application process.

There is a need to provide flexibility and accommodate multiple options for course sequencing as students may be admitted to the Bachelor of Commerce program at different stages of the degree program (including direct entry from high school, transferring after completing one or more years in another faculty, or after earning a previous degree).

Students in the Cooperative Education Program typically do not take SEM 441.

Submitted by:



Title:

Associate Dean, Undergraduate

Date: September 23, 2021

Approved by Business Faculty Council: October 14, 2021



## Postsecondary Transfer Students

1. All postsecondary transfer applicants must meet the admission subject requirements as outlined in [Required Grade 12 Admission Subjects](#) to be eligible for consideration. They must be in satisfactory standing by the standards of the Faculty of Science (see [Academic Standing](#)) and present a competitive Admission Grade Point Average (AGPA). Applicants who have been required to withdraw from the Faculty of Science at the University of Alberta and have discontinued studies as outlined in Academic Standing are also eligible for consideration.

In determining the AGPA of any applicant, all attempted courses are deemed 'transferable' if they are transferable to the University of Alberta. **!**

~~an applicant has repeated a course in which they previously obtained a passing grade at any institution, the repeated instance is not considered transferable and its grade will not be used in determining the AGPA.~~

Transfer credit will be given for university transferable coursework with a minimum grade of C- as applicable to the applicant's degree program in the Faculty of Science.

1. **Applicants who have never been required to withdraw** (or equivalent by the standards of the Faculty of Science) in their postsecondary education and who have successfully completed **★24** or more transferable to the University of Alberta may be considered for admission or readmission on the basis of their AGPA and any other admission

## Postsecondary Transfer Students

1. All postsecondary transfer applicants must meet the admission subject requirements as outlined in [Required Grade 12 Admission Subjects](#) to be eligible for consideration. They must be in satisfactory standing by the standards of the Faculty of Science (see [Academic Standing](#)) and present a competitive Admission Grade Point Average (AGPA). Applicants who have been required to withdraw from the Faculty of Science at the University of Alberta and have discontinued studies as outlined in Academic Standing are also eligible for consideration.

In determining the AGPA of any applicant, all attempted courses are deemed 'transferable' if they are transferable to the University of Alberta.

Transfer credit will be given for university transferable coursework with a minimum grade of C- as applicable to the applicant's degree program in the Faculty of Science. **If an applicant has repeated a course in which they previously obtained a passing grade at any institution, the repeated instance is not considered for transfer credit.**

- a. **Applicants who have never been required to withdraw** (or equivalent by the standards of the Faculty of Science) in their postsecondary education and who have successfully completed **★24** or more transferable to the University of Alberta may be considered for admission or readmission on the basis of their AGPA and any other admission requirements applicable to the program that they are seeking.

requirements applicable to the program that they are seeking.

2. **Applicants who have never been required to withdraw** (or equivalent by the standards of the Faculty of Science) in their postsecondary education and who have successfully completed **between 9 and 23.9** transferable to the University of Alberta may be considered for admission on the basis of both their high school average on the five required courses and their postsecondary AGPA. In order to be considered, both the high school average and the postsecondary AGPA must meet the competitive averages required for the program.

Applicants with less than **9** of transferable postsecondary work may be considered for admission using only their high school average on the five required courses.

b. **Applicants who have never been required to withdraw** (or equivalent by the standards of the Faculty of Science) in their postsecondary education and who have successfully completed **more than 6 units and less than 24 units** transferable to the University of Alberta may be considered for admission on the basis of both their high school average on the five required courses and their postsecondary AGPA. In order to be considered, both the high school average and the postsecondary AGPA must meet the competitive averages required for the program.

Applicants with **6 units or less** of transferable postsecondary work may be considered for admission using only their high school average on the five required courses.

FINAL Item No. 6

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>Proposed Change of Course Designator from PSYCO to PSYCH, Faculty of Arts and Faculty of Science</b>
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**Motion**

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, a change of course designator for Psychology from PSYCO to PSYCH, as submitted by the Faculty of Arts and the Faculty of Science, for implementation upon approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Steve Patten, Interim Dean, Faculty of Arts Frederick West, Acting Dean, Faculty of Science
Presenter(s)	Anthony Singhal, Chair, Department of Psychology

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To change the existing course designator PSYCO for courses in Psychology to PSYCH in the Faculty of Arts and the Faculty of Science.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The proposed change is long overdue.</p> <p>The new course designator will be advertised in communications to current students from the Department of Psychology and from Undergraduate Student Services offices in Arts and in Science. The change will be input into the Academic Advisement system.</p> <p>Arts and Science will work with the Office of the Registrar to update information for prospective students.</p> <p>The University Calendar Editor and a Course Record &amp; Class Scheduling Specialist in Exams and Timetabling are providing extensive technical advice and support.</p> <p>The Department of Psychology will inform their Psychology ACAT partners in Alberta.</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)	<b><u>Those who are actively participating:</u></b> <ul style="list-style-type: none"> <li>Department of Psychology faculty and advising staff</li> <li>Undergraduate Student Services in Arts and Science</li> </ul>
	<b><u>Those who have been consulted:</u></b> <ul style="list-style-type: none"> <li>Undergraduate Programs Support Team: October 28, 2021</li> <li>Office of the Registrar</li> </ul>

Item No. 6

<For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a> >	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>● Science Faculty Council</li> <li>● Arts Faculty Council</li> <li>● Graduate Program Support Team</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>Department of Psychology: February 12, 2021            Science Faculty Council: Sep 24, 2021            Arts Faculty Council: October 8, 2021            GFC Programs Committee: November 18, 2021</p>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.			
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="vertical-align: top; width: 50%;"> <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 style="vertical-align: top; width: 50%;"> <input 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 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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Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Programs Terms of Reference			

*Prepared by:* Kerry Ann Berrisford, Undergraduate Advisor, Department of Psychology and Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts

FINAL Item No. 7

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>Proposed Changes to the Faculty of Kinesiology, Sport, and Recreation's Activity Core Program Requirements</b>
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**Motion**

<p>THAT the GFC Programs Committee approve, under delegated authority from General Faculties Council, the proposed changes to the Activity Core requirements of the BKin and BKin/BEd undergraduate degree programs, and associated course and program changes, as set forth in Attachments 1-5, for publication in the 2022-23 University Calendar.</p>
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty of Kinesiology, Sport, and Recreation Dr. Nicholas Holt, Interim Dean, Dr. Angela Bayduza, Associate Dean Undergraduate Programs
Presenter(s)	Dr. Angela Bayduza, Associate Dean Undergraduate Programs, Faculty of Kinesiology, Sport, and Recreation

**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 because the Faculty of KSR is seeking approval for changes to the academic calendar in relation to the Activity Core requirement of both the BKin and BKin/BEEd combined degrees undergraduate programs for the 2022-2023 academic year.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The rationale for this change is to re-envision, update, and modernize the objectives and outcomes for the “Activity Core” requirement of the Bachelor of Kinesiology degree program and the Bachelor of Kinesiology Bachelor of Education (Elementary and Secondary) Degrees program, and the associated course offerings, to fulfill this program requirement.</p> <p>Historically the Activity Core requirement could only be fulfilled by physical activity course (PAC) and/or dance activity course (DAC) completion. The proposed change to the Activity Core of these programs is intended to offer a broader approach to courses permitted to be completed in meeting this core requirement of the programs. Moving entirely away from PAC to meet the Activity Core requirement, this proposal will designate currently existing course offerings in KIN, KRLS, RLS, DAC and DANCE offered by the Faculty of KSR, that have a participatory, engaged movement focus and strive to meet the new proposed description of the Activity Core.</p> <p>The proposed change is intended to support the move towards offering a broad, but more holistic and inclusive approach to delivery of the Activity Core through use of current, and already existing movement education KIN course offerings as much as possible, through a more prescribed approach, and moving entirely away from PAC. Redevelopment and restructuring of a select few previously existing PAC courses (e.g., PAC 110, 156) towards alignment with the new</p>

Item No. 7

	<p>Activity Core and KIN course delivery model will occur, while employing 'contexts and environments' of deleted PACs within the delivery of ~3 new KIN courses wherever possible and it makes sense to do so. Currently offered movement education KIN courses, that will be considered as coursework for completion of the Activity Core requirement, will also be updated and aligned with the new proposed Activity Core objectives.</p> <p>This proposed change is intended as well, to assist in program planning and completion by offering a more prescribed, yet flexible course completion schedule for students.</p> <p>A key and primary intention of this change is also to align the Activity Core requirements, and associated courses available for completion, into a more logically grouped, foundationally connected, and focused laddering into the core curriculum of each of the BKin programs. This change will assist considerably in not only driving the updating of curriculum and course redevelopment, but also in realizing EDI+I objectives, achieving significant administrative efficiencies in the Activity Core course delivery, resulting in a modernization and re-envisioning of movement focused curriculum in the BKin programs and KSR programming as a whole.</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>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Faculty of Kinesiology, Sport, and Recreation</li> <li>• Faculty of Education</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Faculty of Kinesiology, Sport, and Recreation (UPC, Fac Exec, Fac Council)</li> <li>• KSRSS</li> <li>• KSR Undergraduate Students</li> <li>• Faculty of Education, Assoc Dean Programs, PE &amp; Health Program Instructor Leads</li> <li>• Office of the Registrar (Associate Registrar, Calendar Editor)</li> <li>• Program Support Team (Undergraduate &amp; Non-Credit):</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• KSRAA</li> <li>• KSRSS</li> <li>• Collaborative Transfer Partner Institutions GMCC, MacEwan U, Red Deer Polytechnic</li> </ul>
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> <li>- Undergraduate Program Support Team (Undergraduate &amp; Non-Credit): April 29th, August 26th, 2021</li> <li>- KSR Undergraduate Programs Committee: June 2, September 8, 2021</li> <li>- KSR Faculty Executive: September 22, 2021</li> <li>- KSR Faculty Council: September 29, 2021</li> <li>- Faculty of Education UAAC: October 28, 2021</li> <li>- GFC Programs Committee: November 18</li> </ul>

Item No. 7

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>The Institutional Strategic Plan objective(s) this proposal supports:</p> <p>= Build objective 2, creating a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta’s talented, highly qualified, and diverse academy and objective 5, build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.</p> <p>= Create objective 7, increase 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> <p>= Engage objective 17, facilitate, build, and support interdisciplinary, cross-faculty, and cross unit engagement and collaboration.</p> <p>= Sustain objective 22, secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="568 861 1541 1071"> <tr> <td data-bbox="568 861 1084 1071"> <input type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input checked="" type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure                 </td> <td data-bbox="1088 861 1541 1071"> <input type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input checked="" type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success                 </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" 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 checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	GFC Programs Committee <i>Post-Secondary Learning Act</i>			

Attachments (each to be numbered 1 - <>)

1. Attachment 1: KSR Program Change Proposal Form - BKin Program (Activity Core Changes)
2. Attachment 2: KSR Program Change Proposal Form - BKinBEd Program EI & Sec (Activity Core Changes)
3. Attachment 3: KSR Course Change Proposal Form - New Courses (KIN 102-106, KIN 110, 156, 197, 199, 356)
4. Attachment 4: KSR Program Change Proposal Form - Activity Core Course Electives Calendar Language (Activity Core Changes)
5. Attachment 5: KSR Program Change Proposal Form - Participation Statement (Activity Core Changes)

*Prepared by:* Angela Bayduza, Associate Dean Undergraduate Programs, Faculty of Kinesiology, Sport, and Recreation, College of Health Sciences, ksradu@ualberta.ca

# CALENDAR CHANGE PROPOSAL FORM

## Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in calendar (for the 2022-2023 academic year):

	Course Prefix or Number
	Course Title
	Course Delivery (weight, term, hours of instruction)
	Course Description
	Course Prerequisite(s)
X	Program (Structure, Requirements, Course Sequence, Description, Language)
	Other Information or Notes

### Full Description

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

### Proposed Description

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

### BKin Degree Program

#### Program Structure

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

**1. Degree Core: ★69.** These courses provide the foundation of knowledge in professional and discipline areas of the field.

**2. Activity Core: ★12.** 400-level Physical Activity Courses (PAC) and Dance Activity Courses (DAC) focus on the ability to demonstrate the basic skills of activity, the development of theoretical knowledge fundamental to the activity, and to gain an understanding of error detection and correction. The 300-level PAC courses are advanced level courses designed to offer theory and skills required for coaching activity including experience with advanced error detection and correction. The focus is on the development of coaching skills in both practice and competitive arenas.

### BKin Degree Program

#### Program Structure

The Bachelor of Kinesiology degree program consists of ★120 and has both a professional and discipline focus. The program consists of the following components:

**1. Degree Core: ★66.** These courses provide the foundation of knowledge in professional and discipline areas of the field.

**2. Activity Core: ★12.** These courses provide foundational knowledge and theory specific to movement education. See [Activity Core Electives](#) for a list of faculty approved activity core courses.

### Approvals

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th 2021

KSR Undergraduate Programs Committee: June 2, September 8, 2021

KSR Faculty Executive: September 22, 2021

KSR Faculty Council: September 29, 2021



## Notes

1. A minimum of ★3 in PAC/DAG must be taken at the 300- or 400-level.
2. A maximum of ★18 in PAC/DAG courses may be credited toward the BKin degree program.
3. Any units of course weight above the required ★12 are included in the Open Option Component of the degree.

**3. Major: ★30.** Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9. Students normally select their major during the second year of their program.

Note: Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.

**4. Option Component:** A group of courses totaling ★9 of which at least ★3 must be taken from outside the Faculty.

## Course Sequence

Students are advised to follow the prescribed order as closely as possible.

### Year 1 (★30)

★6 of 100-level ENGL or ★3 ENGL and ★3 WRS  
HE ED 120 - Introduction to the Biological Aspects of Fitness to Health

### Approvals

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th 2021  
KSR Undergraduate Programs Committee: June 2, September 8, 2021  
KSR Faculty Executive: September 22, 2021  
KSR Faculty Council: September 29, 2021

## Notes

1. Any units of course weight **completed** above the required ★12 are included in the Open Option Component of the degree.

**2. A single course cannot be used to satisfy more than one degree program requirement.**

**3. Major: ★30.** Four majors provide specializations in professional areas of kinesiology, sport, health, and well-being. Each major must include a practicum of at least ★9. Students normally select their major during the second year of their program.

Note: Effective July 1, 2021, there will be no further admissions into the Sport Coaching major. Students who entered the Bachelor of Kinesiology program Sport Coaching major, prior to July 1 2021, will have until June 30, 2026 to complete all program requirements. Refer to the Calendar in effect at the time you were admitted or readmitted for the regulations governing the degree program requirements. The last degree with the Sport Coaching specific major will be granted at Convocation 2026.

**4. Option Component:** A group of courses totaling ★12 of which at least ★3 must be **an open option** taken from outside the Faculty.

## Course Sequence

Students are advised to follow the prescribed order as closely as possible.

### Year 1 (★30)

★3 WRS or 100-level ENGL  
HE ED 120 - Introduction to the Biological Aspects of Fitness to Health  
KIN 100 - Human Anatomy  
KIN 101 - Introduction to Human Physiology

KIN 100 - Human Anatomy  
KIN 101 - Introduction to Human Physiology  
KIN 103 - Integrative Human Physiology  
KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society  
KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs  
**PSYCO 104 – Basic Psychological Processes**  
One of:  
KIN 109 - Statistics, Measurement, and Evaluation  
STAT 151 - Introduction to Applied Statistics I

### **Year 2 (★30)**

DANCE 200 - The Spectrum of Dance in Society  
KIN 200 - Physiology of Exercise  
KIN 203 - Skill Acquisition and Performance  
KIN 206 - Biomechanics  
KIN 207 - Physical Growth and Psychomotor Development  
KIN 209 - Research Methods in Kinesiology  
KIN 240 - Introduction to Sports Injury Management  
KRLS 204 - Canadian History of Leisure, Sport, and Health  
KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations  
★3 **PAG/DAG**

### **Year 3 (★30)**

KIN 311 - Assessment of Fitness and Health  
KRLS 304 - Advanced Sociology of Sport and Leisure  
★9 from major  
★6 **PAG/DAG**  
★6 Open Options  
One of:  
HE ED 321 - Psychological Dimensions of Health Promotion OR  
KIN 303 - Psychology of Sport and Physical Activity

### **Year 4 (★30)**

KIN 401 - Applied Ethics in Sport, Physical

### **KIN 102 - Foundations of Human Movement**

KIN 103 - Integrative Human Physiology  
KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society  
KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs  
One of:  
KIN 109 - Statistics, Measurement, and Evaluation  
STAT 151 - Introduction to Applied Statistics I  
★3 **Activity Core**

### **Year 2 (★30)**

DANCE 200 - The Spectrum of Dance in Society  
KIN 200 - Physiology of Exercise  
KIN 203 - Skill Acquisition and Performance  
KIN 206 - Biomechanics  
KIN 207 - Physical Growth and Psychomotor Development  
KIN 209 - Research Methods in Kinesiology  
KIN 240 - Introduction to Sports Injury Management  
KRLS 204 - Canadian History of Leisure, Sport, and Health  
KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations  
★3 **Activity Core**

### **Year 3 (★30)**

KIN 311 - Assessment of Fitness and Health  
KRLS 304 - Advanced Sociology of Sport and Leisure  
★9 from major  
★3 **Activity Core**  
★9 Open Options  
One of:  
HE ED 321 - Psychological Dimensions of Health Promotion OR  
KIN 303 - Psychology of Sport and Physical Activity

### **Year 4 (★30)**

KIN 401 - Applied Ethics in Sport, Physical Activity and Exercise  
★6 from major (see Notes 1 and 3)

#### **Approvals**

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## Activity and Exercise

★6 from major (see Notes 1 and 3)

★3 **PAC/DAG**

★3 **Out-of-Faculty** Option

★15 Full-time practicum or ★9 part-time Practicum and ★6 Faculty Options (see Note 1)  
The total course weights taken above must equal ★15.

## Notes

Students must choose one of following practicum options:

★9: Part-time practicum (must register in KIN 492 only), or

★15: Full-time practicum (must register in KIN 493 only)

Practicum opportunities may be limited for those students wishing to do a part-time practicum.

A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program. KIN 492 & KIN 493 are restricted to students who have completed a minimum of ★90 toward the BKin degree program.

## Majors

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

## Adapted Physical Activity (★30):

This major provides students with theoretical knowledge and practical skills to facilitate physically active lifestyles for people with impairments. Emphasis is placed on gaining instructional and leadership skills in physical activity, fitness and sport programs for individuals along the continuum of impairments and across all age groups and environments.

## Required Courses for Major (★12)

KIN 372 - Neuroscience Considerations for Adapted Physical Activity

★3 **Activity Core**

★3 Open Option

★15 Full-time practicum or ★9 part-time Practicum and ★6 Faculty Options (see Note 1)  
The total course weights taken above must equal ★15.

## Notes

Students must choose one of following practicum options:

★9: Part-time practicum (must register in KIN 492 only), or

★15: Full-time practicum (must register in KIN 493 only)

Practicum opportunities may be limited for those students wishing to do a part-time practicum.

A maximum of ★18 in Practicum course offerings may be credited toward the BKin degree program. KIN 492 & KIN 493 are restricted to students who have completed a minimum of ★90 toward the BKin degree program.

## Majors

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for information about specific course requirements for their major.

## Adapted Physical Activity (★30):

This major provides students with theoretical knowledge and practical skills to facilitate physically active lifestyles for people with impairments. Emphasis is placed on gaining instructional and leadership skills in physical activity, fitness and sport programs for individuals along the continuum of impairments and across all age groups and environments.

## Required Courses for Major (★12)

KIN 372 - Neuroscience Considerations for Adapted Physical Activity

KIN 385 - Physical Activity and the Aging Adult

KIN 471 - Physical Activity for Individuals with

## Approvals

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KIN 385 - Physical Activity and the Aging Adult  
KIN 471 - Physical Activity for Individuals with Developmental Impairments OR  
KIN 472 - Physical Activity for Individuals with Physical Impairments  
KRLS 370 - Assessment and Service Delivery for Adapted Physical Activity and Therapeutic Recreation

Choose one of:

★9 Professional Practicum (KIN 492) and ★9 from the list of approved Option Courses for Major  
★15 Professional Practicum (KIN 493) and ★3 from the list of approved Option Courses for Major

#### Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

#### **Physical Activity and Health (★30):**

This major provides students with understanding of and appreciation for the importance of physical activity as it relates to health, fitness, and well-being over the lifespan. Biopsychosocial factors influencing acquisition and maintenance of physical activity and health will be emphasized.

#### Required Courses for Major (★12)

HE ED 320 - Social Dimensions of Health and Health Promotion  
HE ED 321 - Psychological Dimensions of Health Promotion  
KIN 334 - Physical Activity, Nutrition and Energy Balance  
KIN 335 - Advanced Conditioning Methodology

Note:

If HE ED 321 has been chosen as part of the Degree Core, please add ★3 to your Option Courses for Major requirement.

Choose one of:

★9 Professional Practicum (KIN 492) and ★9

Developmental Impairments OR  
KIN 472 - Physical Activity for Individuals with Physical Impairments  
KRLS 370 - Assessment and Service Delivery for Adapted Physical Activity and Therapeutic Recreation

Choose one of:

★9 Professional Practicum (KIN 492) and ★9 from the list of approved Option Courses for Major  
★15 Professional Practicum (KIN 493) and ★3 from the list of approved Option Courses for Major

#### Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

#### **Physical Activity and Health (★30):**

This major provides students with understanding of and appreciation for the importance of physical activity as it relates to health, fitness, and well-being over the lifespan. Biopsychosocial factors influencing acquisition and maintenance of physical activity and health will be emphasized.

#### Required Courses for Major (★12)

HE ED 320 - Social Dimensions of Health and Health Promotion  
HE ED 321 - Psychological Dimensions of Health Promotion  
KIN 334 - Physical Activity, Nutrition and Energy Balance  
KIN 335 - Advanced Conditioning Methodology

Note:

If HE ED 321 has been chosen as part of the Degree Core, please add ★3 to your Option Courses for Major requirement.

Choose one of:

★9 Professional Practicum (KIN 492) and ★9 from the list of approved Option Courses for Major  
★15 Professional Practicum (KIN 493) and ★3

#### **Approvals**

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from the list of approved Option Courses for Major ★15 Professional Practicum (KIN 493) and ★3 from the list of approved Option Courses for Major Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

### **Sport Performance (★30):**

This major advances students' understanding of the theoretical underpinnings of the multifaceted aspects of sport performance. In addition, students will gain practical experience in sport performance through an interdisciplinary delivery of courses and practicum requirements.

#### **Required Courses for Major (★9)**

KIN 335 - Advanced Conditioning Methodology

KIN 435 - Applied Resistance Training

KIN 436 - Applied Endurance Training

Choose one of:

★9 Professional Practicum (KIN 492) and ★12 from the list of approved Option Courses for Major ★15 Professional Practicum (KIN 493) and ★6 from the list of approved Option Courses for Major Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

### **Individualized Major (★30):**

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR

from the list of approved Option Courses for Major Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

### **Sport Performance (★30):**

This major advances students' understanding of the theoretical underpinnings of the multifaceted aspects of sport performance. In addition, students will gain practical experience in sport performance through an interdisciplinary delivery of courses and practicum requirements.

#### **Required Courses for Major (★9)**

KIN 335 - Advanced Conditioning Methodology

KIN 435 - Applied Resistance Training

KIN 436 - Applied Endurance Training

Choose one of:

★9 Professional Practicum (KIN 492) and ★12 from the list of approved Option Courses for Major ★15 Professional Practicum (KIN 493) and ★6 from the list of approved Option Courses for Major Additional Information

Students should contact the Student Services Office of the Faculty of Kinesiology, Sport, and Recreation for a current list of approved options for this major.

### **Individualized Major (★30):**

This major affords students the opportunity to design a combination or collection of courses that meets their individual interests and needs, provided that an opportunity to pursue their area of interest is not available through the other three majors. It may also enable students who choose to spend one term or year abroad an opportunity to design a major area of study around their international courses. This must be done in consultation with the student's assigned KSR Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).

#### **Approvals**

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Academic Advisor and requires approval of the Associate Dean (Undergraduate Programs).

#### General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

A clear description of the focus and the objectives of the major.

A detailed list of courses to be taken and indication of how they relate to the stated objectives.

#### Specific Requirements

Choose one of:

★9 Professional Practicum (KIN 492) and ★21 additional course work related to the major  
★15 Professional Practicum (KIN 493) and additional ★15 of course work related to the major

#### Additional Information

The additional coursework related to the major normally consists of:

★15 taken at the 300- or 400-level  
Minimum

★9 taken from DANCE, HE ED, ~~KE~~RLS, KIN, and/or RLS courses.

#### General Requirements

Students wishing to enter into this major must submit a written proposal to the Associate Dean (Undergraduate Programs) that contains the following information:

A clear description of the focus and the objectives of the major.

A detailed list of courses to be taken and indication of how they relate to the stated objectives.

#### Specific Requirements

Choose one of:

★9 Professional Practicum (KIN 492) and ★21 additional course work related to the major  
★15 Professional Practicum (KIN 493) and additional ★15 of course work related to the major

#### Additional Information

The additional coursework related to the major normally consists of:

★15 taken at the 300- or 400-level  
Minimum

★9 taken from DANCE, HE ED, KRLS, KIN, and/or RLS courses.

Highlight and underline new text on this side

Highlight and strikethrough removed text on this side

**Calendar References (URL):** [BKin Degree Program](#)

#### **Rationale for the proposed change:**

The rationale for this change is to re-envision, update, and modernize the objectives and outcomes for the “Activity Core” requirement of the Bachelor of Kinesiology and the associated course offerings to fulfill this program requirement.

Historically the Activity Core requirement could only be fulfilled by physical activity course (PAC) and/or dance activity course (DAC) completion. The proposed change is intended to offer a

#### **Approvals**

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th 2021

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broader approach to courses permitted to be completed in meeting this core requirement of the BKin program. Moving entirely away from PAC to meet the Activity Core requirement, this proposal will designate currently existing course offerings in KIN, KRLS, RLS, DAC and DANCE offered by the Faculty of KSR, that have a movement focus and strive to meet the new proposed description of the Activity Core.

The proposed change is intended to support the move towards offering a broad, but more holistic and inclusive approach to delivery of the Activity Core through use of current, and already existing movement education KIN course offerings as much as possible, through a more prescribed approach, and moving entirely away from PAC. Redevelopment and restructuring of a select few previously existing PAC courses (e.g., PAC 110, 156) towards alignment with the new Activity Core and KIN course delivery model will occur, while employing 'contexts and environments' of deleted PACs within the delivery of ~3 new KIN courses wherever possible and it makes sense to do so. Currently offered movement education KIN courses, that will be considered as coursework for completion of the Activity Core requirement, will also be updated and aligned with the new proposed Activity Core objectives.

This proposed change is intended as well, to assist in program planning and completion by offering a more prescribed, yet flexible course completion schedule for students.

A key and primary intention of this change is also to align the Activity Core requirements, and associated courses available for completion, into a more logically grouped, foundationally connected, and focused laddering into the core curriculum of the BKin program. This change will assist considerably in not only driving the updating of curriculum and course redevelopment, but also in realizing EDI objectives, administrative efficiencies in the Activity Core course delivery, and a modernization and re-envisioning of movement focused curriculum in the BKin program and programming as a whole.

#### **Approvals**

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th 2021

KSR Undergraduate Programs Committee: June 2, September 8, 2021

KSR Faculty Executive: September 22, 2021

KSR Faculty Council: September 29, 2021



# CALENDAR CHANGE PROPOSAL FORM

## Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in calendar (for the 2022-2023 academic year):

	Course Prefix or Number
	Course Title
	Course Delivery (weight, term, hours of instruction)
	Course Description
	Course Prerequisite(s)
X	Program (Structure, Requirements, Course Sequence, Description, Language)
	Other Information or Notes

### Full Description

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

### BKin/BEd Combined Degrees Program (Secondary and Elementary Routes)

See also [Combined Bachelor of Kinesiology/Bachelor of Education \(BKin/BEd\) \(Elementary or Secondary Routes\)](#), [Bachelor of Kinesiology/Bachelor of Education \(BKin/BEd\) Combined Degrees—Elementary and Secondary Routes](#), [BKin/BEd \(Secondary Route\) Combined Degrees](#) and [BKin/BEd \(Elementary Route\) Five-Year Combined Degrees](#).

Students in the BKin/BEd Combined Degrees take a program of ★150 over five years. During this five-year program, Kinesiology courses and Education courses are studied concurrently. Students apply for admission to the Faculty of Kinesiology, Sport, and Recreation and are registered in that Faculty for the first three years of the program. Students are registered in the Faculty of Education for the final two years. (See Bachelor of Kinesiology/Bachelor of Education (BKin/BEd) Combined Degrees—Elementary and Secondary Routes for detailed admission requirements to the Faculty of Education for this combined degree.)

### Proposed Description

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

### BKin/BEd Combined Degrees Program (Secondary and Elementary Routes)

See also [Combined Bachelor of Kinesiology/Bachelor of Education \(BKin/BEd\) \(Elementary or Secondary Routes\)](#), [Bachelor of Kinesiology/Bachelor of Education \(BKin/BEd\) Combined Degrees—Elementary and Secondary Routes](#), [BKin/BEd \(Secondary Route\) Combined Degrees](#) and [BKin/BEd \(Elementary Route\) Five-Year Combined Degrees](#).

Students in the BKin/BEd Combined Degrees take a program of ★150 over five years. During this five-year program, Kinesiology courses and Education courses are studied concurrently. Students apply for admission to the Faculty of Kinesiology, Sport, and Recreation and are registered in that Faculty for the first three years of the program. Students are registered in the Faculty of Education for the final two years. (See Bachelor of Kinesiology/Bachelor of Education (BKin/BEd) Combined Degrees—Elementary and Secondary Routes for detailed admission requirements to the Faculty of Education for this combined degree.)

### Approvals

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021  
 KSR Undergraduate Programs Committee: June 2, September 8, 2021  
 KSR Faculty Executive: September 22, 2021  
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 Faculty of Education UAAC: October 28, 2021



1. A minimum AGPA of 2.0 has been achieved and
2. A minimum of ★90 applicable to the BKin/BEd program has been successfully completed.

**Note:** Students in Year 3 who have completed less than ★90 toward the BKin/BEd program but who have an AGPA of at least 2.0 may select one of the following program alternatives: (1) remain in Year 3 of the BKin/BEd degree program in the Faculty of Kinesiology, Sport, and Recreation for one additional year, or (2) apply to enter the BKin degree program and complete a modified individualized Major.

### Program Requirements (Secondary Route)

**1. BKin Degree Core:** ★54 in courses from the Faculty of Kinesiology, Sport, and Recreation.

**2. BKin Activity Core:** ★18 in PAG/DAC courses from the Faculty of Kinesiology, Sport, and Recreation (see Activity Core).

**Note:** Activity core includes a minimum of ★3 in each of Dance, Games (KIN 320 or KIN 325 recommended), Gymnastics (KIN 365 recommended) and Individual Activities. Alternative Environments is addressed through KIN 205. Students are encouraged to select courses appropriate for teaching the Alberta Physical Education Program of Study.

1. A minimum AGPA of 2.0 has been achieved and
2. A minimum of ★90 applicable to the BKin/BEd program has been successfully completed.

**Note:** Students in Year 3 who have completed less than ★90 toward the BKin/BEd program but who have an AGPA of at least 2.0 may select one of the following program alternatives: (1) remain in Year 3 of the BKin/BEd degree program in the Faculty of Kinesiology, Sport, and Recreation for one additional year, or (2) apply to enter the BKin degree program and complete a modified individualized Major.

### Program Requirements (Secondary Route)

**1. BKin Degree Core:** ★54 in courses that provide the foundation of knowledge in professional and discipline areas of the field from the Faculty of Kinesiology, Sport, and Recreation.

**2. BKin Activity Core:** ★15 in courses that provide foundational knowledge and theory specific to movement education. See [Activity Core Electives](#) for a list of faculty approved activity core courses.

**Note:** BKin/BEd Secondary Route Students must present a minimum of ★3 completed in each of DANCE or DAC, Games (KIN 320 or 325 recommended), Individual Pursuits (KIN 104 recommended), and Alternative Environments (KIN 205 recommended).

Demonstrated competency in Aquatics is recommended through a Red Cross Swim Program certification (Level 10, formerly AquaQuest Level 12-White), or equivalent level of skill (e.g., Royal Lifesaving Society Bronze Medallion or YMCA Star 6), or successful completion of KIN 110.

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Students are encouraged to select [Activity Core electives](#) intended to develop a robust movement education foundation and knowledge for teaching across a variety of movement contexts and delivery of the Alberta Physical Education Program of Study.

A single course cannot be used to satisfy more than one degree program requirement.

**3. BEd Degree Core:** ★51 in courses from the Faculty of Education.

**4. BEd Minor Component:** ★18 to fulfill teaching minor (see Secondary Education Route).

**5. Language/Literature:** ★6 in English (ENGL) or ★3 in ENGL and ★3 in Writing Studies (WRS).

**6. Open Options:** ★6 in courses from any faculty, including up to ★3 in PAC/DAG.

**7. Aquatics:** Demonstrated competency in Aquatics is recommended; swimming certification to a Red Cross Swim Program (Level 10, formerly AquaQuest Level 12-White) or equivalent level of skill (e.g., Royal Lifesaving Society Bronze Medallion or YMCA Star 6), or successfully complete PAC 110.

### Course Sequences for BKin/BEd for Secondary Route [also see Program Requirements (Secondary Route)]

The sequencing of courses taken in the program does not allow for much flexibility throughout the five years; therefore, students should plan their programs carefully.

Students are advised to follow the prescribed order as closely as possible.

**3. BEd Degree Core:** ★51 in courses from the Faculty of Education.

**4. BEd Minor Component:** ★18 to fulfill teaching minor (see Secondary Education Route).

**5. Language/Literature:** ★6 in English (ENGL) or ★3 in ENGL and ★3 in Writing Studies (WRS).

**6. Open Options:** ★6 in courses from any faculty.

### Course Sequences for BKin/BEd for Secondary Route [also see Program Requirements (Secondary Route)]

The sequencing of courses taken in the program does not allow for much flexibility throughout the five years; therefore, students should plan their programs carefully.

Students are advised to follow the prescribed order as closely as possible.

#### Approvals

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021

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### Year 1 (★30)

EDU 100 - Contexts of Education  
★6 of 100-level ENGL or ★3 ENGL and ★3 WRS  
HE ED 120 - Introduction to the Biological Aspects of Fitness to Health  
KIN 100 - Human Anatomy  
KIN 101 - Introduction to Human Physiology  
KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society  
KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs  
★6 of Minor courses

### Year 2 (★30)

EDU 210 - Introduction to Educational Technology  
KIN 200 - Physiology of Exercise  
KIN 203 - Skill Acquisition and Performance  
KIN 206 - Biomechanics  
KIN 245 - Introduction to the Profession of Coaching  
KIN 294 - A Conceptual Approach to Physical Activity  
KRLS 204 - Canadian History of Leisure, Sport, and Health  
KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations  
★3 PAG/DAG/DANCE  
★6 of Minor courses

### Year 3 (★30)

EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement  
  
One of:  
HE ED 321 - Psychological Dimensions of Health Promotion OR  
KIN 303 - Psychology of Sport and Physical Activity  
  
KIN 205 - Introduction to Outdoor Environmental Education  
KIN 207 - Physical Growth and Psychomotor

### Year 1 (★30)

EDU 100 - Contexts of Education  
★6 of 100-level ENGL or ★3 ENGL and ★3 WRS  
HE ED 120 - Introduction to the Biological Aspects of Fitness to Health  
KIN 100 - Human Anatomy  
KIN 101 - Introduction to Human Physiology  
KIN 102 - Foundations of Human Movement  
KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society  
KRLS 105 - Introduction to the Management of Sport, Physical Activity and Recreation Programs  
★3 Activity Core

### Year 2 (★30)

EDU 210 - Introduction to Educational Technology  
KIN 200 - Physiology of Exercise  
KIN 203 - Skill Acquisition and Performance  
KIN 206 - Biomechanics  
KIN 294 - A Conceptual Approach to Physical Activity  
KRLS 204 - Canadian History of Leisure, Sport, and Health  
KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations  
★3 Activity Core  
★6 of Minor courses

### Year 3 (★30)

EDU 211 - Aboriginal Education and Contexts for Professional and Personal Engagement  
  
One of:  
HE ED 321 - Psychological Dimensions of Health Promotion OR  
KIN 303 - Psychology of Sport and Physical Activity  
  
KIN 207 - Physical Growth and Psychomotor Development

#### Approvals

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Faculty of Education UAAC: October 28, 2021

## Development

One of:

KIN 240 - Introduction to Sports Injury Management OR  
KIN 335 - Advanced Conditioning Methodology

One of:

~~KIN 245 - Introduction to the Profession of Coaching OR~~

KRLS 371 - Assessment and Evaluation in Physical Activity for Children and Youth

One of:

KIN 471 - Physical Activity for Individuals with Developmental Impairments OR  
KIN 472 - Physical Activity for Individuals with Physical Impairments

One of:

KRLS 304 - Advanced Sociology of Sport and Leisure OR  
KRLS 323 - Aboriginal Peoples and Physical Practices: Canadian Perspectives

★3 **PAC/DAG**

★3 of Minor courses

### Years 4 and 5 (★60) Taken in the Faculty of Education

Students should refer to their individual program sheet for proper course sequencing.

### Course Requirements (★30)

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

EDPY 304 - Adolescent Development and Learning

EDSE 3XX (Minor)

★9 **PAC/DAG/DANCE**

★6 Open Options

★3 Minor

One of:

KIN 240 - Introduction to Sports Injury Management OR  
KIN 335 - Advanced Conditioning Methodology

KRLS 371 - Assessment and Evaluation in Physical Activity for Children and Youth

One of:

KIN 471 - Physical Activity for Individuals with Developmental Impairments OR  
KIN 472 - Physical Activity for Individuals with Physical Impairments

One of:

KRLS 304 - Advanced Sociology of Sport and Leisure OR  
KRLS 323 - Aboriginal Peoples and Physical Practices: Canadian Perspectives

★3 **Activity Core**

★6 of Minor courses

### Years 4 and 5 (★60) Taken in the Faculty of Education

Students should refer to their individual program sheet for proper course sequencing.

### Course Requirements (★30)

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

EDPY 304 - Adolescent Development and Learning

EDSE 3XX (Minor)

★6 **Activity Core**

★6 Open Options

### Approvals

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021

KSR Undergraduate Programs Committee: June 2, September 8, 2021

KSR Faculty Executive: September 22, 2021

KSR Faculty Council: September 29, 2021

Faculty of Education UAAC: October 28, 2021

## Field Experience Terms (★30)

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

### Introductory Professional Term (★15)

EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term

EDPY 303 - Educational Assessment

EDSE 307 - Language, Literacy and Society in Educational Contexts

EDSE 347 - Curriculum and Teaching for

Secondary School Physical Education Majors I

### Advanced Professional Term (★15)

EDFX 450 - Secondary Route: Advanced Field Experience

EDSE 447 - Curriculum and Teaching for

Secondary School Physical Education Majors II

EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term

## Program Requirements (Elementary Route)

**1. BKin Degree Core:** ★54 in courses from the Faculty of Kinesiology, Sport, and Recreation.

**2. BKin Activity Core:** ★18 in PAC/DAG courses from the Faculty of Kinesiology, Sport, and Recreation [see Activity Core].

**Note:** Students are encouraged to select PAC/DAG/DANCE courses appropriate for teaching the Alberta Physical Education Program of Study.

Students must present at least ★3 in the following areas:

Alternative Environments (KIN 205)

Dance (DANCE 431)

Games (KIN 325)

★6 Minor

## Field Experience Terms (★30)

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

### Introductory Professional Term (★15)

EDFX 350 - Secondary Route Field Experience for the Introductory Professional Term

EDPY 303 - Educational Assessment

EDSE 307 - Language, Literacy and Society in Educational Contexts

EDSE 347 - Curriculum and Teaching for

Secondary School Physical Education Majors I

### Advanced Professional Term (★15)

EDFX 450 - Secondary Route: Advanced Field Experience

EDSE 447 - Curriculum and Teaching for

Secondary School Physical Education Majors II

EDSE 451 - Integrating Theory and Classroom Practice in the Advanced Professional Term

## Program Requirements (Elementary Route)

**1. BKin Degree Core:** ★60 in courses that provide the foundation of knowledge in professional and discipline areas of the field from the Faculty of Kinesiology, Sport, and Recreation.

**2. BKin Activity Core:** ★9 in courses that provide foundational knowledge and theory specific to movement education. See [Activity Core Electives](#) for a list of faculty approved activity core courses.

**Note:** Students must present a minimum of ★9 completed in the Activity Core with a minimum of ★3 completed in Alternative Environments (KIN 205 recommended). DAC or DANCE is addressed in DANCE 431. Games is addressed in KIN 325. Individual Pursuits is addressed in KIN 104.

### Approvals

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021

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Faculty of Education UAAC: October 28, 2021

Gymnastics (KIN 365)  
Individual Activities (★3 chosen from PAC 156,  
PAC 173, PAC 174, PAC 355, PAC 356, PAC 370)

Demonstrated competency in Aquatics is recommended through either Red Cross Swim Program certification (e.g., Level 10, formerly AquaQuest Level 12-White), or equivalent level of skill (e.g., Royal Lifesaving Society Bronze Medallion or YMCA Star 6), or successful completion of KIN 110.

Students are encouraged to select [Activity Core electives](#) intended to develop a robust movement education foundation, background and knowledge for teaching across a variety of movement contexts for delivery of the Alberta Physical Education Program of Study.

A single course cannot be used to satisfy more than one degree program requirement.

**3. BEd Degree Core:** ★60 in courses from the Faculty of Education.

**4. BEd Non-Education Requirements:** ★6 from Aboriginal and Indigenous Histories and Culture and Mathematics [see Education Courses (★9)].

**5. Language/Literature:** ★6 in English (ENGL) or ★3 in ENGL and ★3 in Writing Studies (WRS).

**6. Open Options:** ★9 in courses from any Faculty, including up to ★6 in PAC/DAG/DANCE.

**7. Aquatics:** Demonstrated competency in Aquatics is recommended; swimming certification to a Red Cross Swim Program (Level 10, formerly AquaQuest Level 12-White) or equivalent level of skill (e.g., Royal Lifesaving Society Bronze Medallion or YMCA Star 6), or successfully complete PAC 110.

### Course Sequence for BKin/BEd for Elementary Route (also see Program Requirements)

#### Year 1 (★30)

EDU 100 - Contexts of Education

**3. BEd Degree Core:** ★60 in courses from the Faculty of Education.

**4. BEd Non-Education Requirements:** ★6 from Aboriginal and Indigenous Histories and Culture and Mathematics [see Education Courses (★9)].

**5. Language/Literature:** ★6 in English (ENGL) or ★3 in ENGL and ★3 in Writing Studies (WRS).

**6. Open Options:** ★9 in courses from any Faculty.

### Course Sequence for BKin/BEd for Elementary Route (also see Program Requirements)

#### Approvals

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021

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★6 of ENGL or ★3 ENGL and ★3 WRS  
★3 MATH or STAT (MATH 160 recommended)  
HE ED 120 - Introduction to the Biological  
Aspects of Fitness to Health  
KIN 100 - Human Anatomy  
KIN 101 - Introduction to Human Physiology  
KRLS 104 - Introduction to Sociology of Sport and  
Leisure in Canadian Society  
KRLS 105 - Introduction to the Management of  
Sport, Physical Activity and Recreation Programs  
★3 PAC/DAG/DANCE  
★3 Open option

### Year 2 (★30)

EDU 210 - Introduction to Educational Technology  
KIN 200 - Physiology of Exercise  
KIN 203 - Skill Acquisition and Performance  
~~KIN 205 - Introduction to Outdoor Environmental  
Education~~  
KIN 206 - Biomechanics

One of:

KIN 240 - Introduction to Sports Injury  
Management OR

~~KIN 245 - Introduction to the Profession of  
Coaching OR~~

KIN 338 - Physical Activity and Sport Participation  
in Children and Youth

KIN 293 - Introduction to the Movement Activities  
of Children

KRLS 204 - Canadian History of Leisure, Sport,  
and Health

KRLS 207 - Adapted Physical Activity and Leisure  
for Diverse Populations

★3 PAC/DAG/DANCE

### Year 3 (★30)

EDU 211 - Aboriginal Education and Contexts for  
Professional and Personal Engagement

DANCE 431 - Study of Dance for Children

### Year 1 (★30)

EDU 100 - Contexts of Education

★3 of ENGL or ★3 WRS

★3 MATH or STAT (MATH 160 recommended)

HE ED 120 - Introduction to the Biological

Aspects of Fitness to Health

KIN 100 - Human Anatomy

KIN 101 - Introduction to Human Physiology

KIN 104 - Individual Movement Pursuit  
Foundations

KRLS 104 - Introduction to Sociology of Sport and  
Leisure in Canadian Society

KRLS 105 - Introduction to the Management of  
Sport, Physical Activity and Recreation Programs

★3 Activity Core

### Year 2 (★30)

EDU 210 - Introduction to Educational Technology

KIN 200 - Physiology of Exercise

KIN 203 - Skill Acquisition and Performance

KIN 206 - Biomechanics

One of:

KIN 240 - Introduction to Sports Injury  
Management OR

KIN 338 - Physical Activity and Sport Participation  
in Children and Youth

KIN 293 - Introduction to the Movement Activities  
of Children

KRLS 204 - Canadian History of Leisure, Sport,  
and Health

KRLS 207 - Adapted Physical Activity and Leisure  
for Diverse Populations

★3 Activity Core

★3 of ENGL or ★3 WRS (Must be ★3 of ENGL  
if WRS completed in year 1)

### Year 3 (★30)

EDU 211 - Aboriginal Education and Contexts for

#### Approvals

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One of:

HE ED 321 - Psychological Dimensions of Health Promotion OR

KIN 303 - Psychology of Sport and Physical Activity

KIN 207 - Physical Growth and Psychomotor Development

KIN 325 - The Study of Games for Children and Youth

~~KIN 365 - The Study of Gymnastics for Children and Youth~~

One of:

KIN 471 - Physical Activity for Individuals with Developmental Impairments OR

KIN 472 - Physical Activity for Individuals with Physical Impairments

One of:

KRLS 304 - Advanced Sociology of Sport and Leisure OR

KRLS 323 - Aboriginal Peoples and Physical Practices: Canadian Perspectives

★3 **PAC/DAC/DANCE**

#### Year 4 (★30)

##### Fall Term: Course Requirements

EDEL 305 - Language Arts in the Elementary School

EDEL 316 - Communication Through Mathematics Education OR

EDEL 321 - Introduction to Curriculum and Pedagogy in Elementary School Physical Education

EDPY 302 - Learning and Development in Childhood

##### Approvals

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021

KSR Undergraduate Programs Committee: June 2, September 8, 2021

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KSR Faculty Council: September 29, 2021

Faculty of Education UAAC: October 28, 2021

Professional and Personal Engagement

DANCE 431 - Study of Dance for Children

One of:

HE ED 321 - Psychological Dimensions of Health Promotion OR

KIN 303 - Psychology of Sport and Physical Activity

KIN 207 - Physical Growth and Psychomotor Development

KIN 325 - The Study of Games for Children and Youth

One of:

KIN 471 - Physical Activity for Individuals with Developmental Impairments OR

KIN 472 - Physical Activity for Individuals with Physical Impairments

One of:

KRLS 304 - Advanced Sociology of Sport and Leisure OR

KRLS 323 - Aboriginal Peoples and Physical Practices: Canadian Perspectives

**KRLS 371 - Assessment and Evaluation in Physical Activity for Children and Youth**

★3 **Activity Core**

★3 **Open option**

#### Year 4 (★30)

##### Fall Term: Course Requirements

EDEL 305 - Language Arts in the Elementary School

**One of:**

EDEL 316 - Communication Through Mathematics Education OR

EDEL 321 - Introduction to Curriculum and Pedagogy in Elementary School Physical Education



Aboriginal and Indigenous Histories and Culture  
[See Education Courses (★9).] (★3)  
Open option. (★3)

**Winter Term: Introductory Professional Term (★15)**

Courses in the IPT are normally taken concurrently.

EDEL 316 - Communication Through Mathematics Education OR

EDEL 321 - Introduction to Curriculum and Pedagogy in Elementary School Physical Education

EDFX 325 - Elementary Route: Introductory Field Experience

EDPY 303 - Educational Assessment  
★3 chosen from

EDEL 302 - Curriculum and Pedagogy in Elementary School Art

EDEL 325 - Curriculum and Pedagogy in Elementary School Music

EDEL 330 - Curriculum and Pedagogy in Elementary School Science

EDEL 335 - Curriculum and Pedagogy in Elementary School Social Studies

**Year 5 (★30)**

**Fall Term: Advanced Professional Term (★15)**

Courses in the APT are normally taken concurrently.

EDFX 425 - Elementary Route: Advanced Field Experience

EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs

**★3 chosen from**

EDEL 302 - Curriculum and Pedagogy in Elementary School Art

EDPY 302 - Learning and Development in Childhood  
Aboriginal and Indigenous Histories and Culture  
[See Education Courses (★9).] (★3)  
Open option. (★3)

**Winter Term: Introductory Professional Term (★15)**

Courses in the IPT are normally taken concurrently.

**One of:**

EDEL 316 - Communication Through Mathematics Education OR

EDEL 321 - Introduction to Curriculum and Pedagogy in Elementary School Physical Education

EDFX 325 - Elementary Route: Introductory Field Experience

EDPY 303 - Educational Assessment  
★3 chosen from

EDEL 302 - Curriculum and Pedagogy in Elementary School Art

EDEL 325 - Curriculum and Pedagogy in Elementary School Music

EDEL 330 - Curriculum and Pedagogy in Elementary School Science

EDEL 335 - Curriculum and Pedagogy in Elementary School Social Studies

**Year 5 (★30)**

**Fall Term: Advanced Professional Term (★15)**

Courses in the APT are normally taken concurrently.

EDFX 425 - Elementary Route: Advanced Field Experience

EDPY 301 - Introduction to Inclusive Education: Adapting Classroom Instruction for Students with Special Needs

**★3 chosen from**

**Approvals**

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021

KSR Undergraduate Programs Committee: June 2, September 8, 2021

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EDEL 325 - Curriculum and Pedagogy in Elementary School Music  
EDEL 330 - Curriculum and Pedagogy in Elementary School Science  
EDEL 335 - Curriculum and Pedagogy in Elementary School Social Studies

**Winter Term: Course Requirements**

EDEL (300-Level) Option  
EDEL (400-Level) Option  
EDPS 410 - Ethics and Law in Teaching Education Elective  
Open option

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EDEL 302 - Curriculum and Pedagogy in Elementary School Art  
EDEL 325 - Curriculum and Pedagogy in Elementary School Music  
EDEL 330 - Curriculum and Pedagogy in Elementary School Science  
EDEL 335 - Curriculum and Pedagogy in Elementary School Social Studies

**Winter Term: Course Requirements**

EDEL (300-Level) Option  
EDEL (400-Level) Option  
EDPS 410 - Ethics and Law in Teaching Education Elective  
Open option

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**Calendar References (URL):**

**[BKin/BEd Combined Degrees Program \(Secondary and Elementary Routes\)](#)**

**Rationale for the proposed change:**

The rationale for this change is to re-envision, update, and modernize the objectives and outcomes for the “Activity Core” requirement of the Bachelor of Kinesiology Bachelor of Education degrees program (BKin/BEd) and the associated course offerings to fulfill this program requirement.

Historically the Activity Core requirement could only be fulfilled by physical activity course (PAC) and/or dance activity course (DAC) completion. The proposed change is intended to offer a broader approach to courses permitted to be completed in meeting this core requirement of the BKin program. Moving entirely away from PAC to meet the Activity Core requirement, this proposal will designate currently existing course offerings in KIN, KRLS, RLS, DAC and DANCE offered by the Faculty of KSR, that have a movement focus and strive to meet the new proposed description of the Activity Core.

The proposed change is intended to support the move towards offering a broad, but more holistic and inclusive approach to delivery of the Activity Core through use of current, and

**Approvals**

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021  
KSR Undergraduate Programs Committee: June 2, September 8, 2021  
KSR Faculty Executive: September 22, 2021  
KSR Faculty Council: September 29, 2021  
Faculty of Education UAAC: October 28, 2021

already existing movement education KIN course offerings as much as possible, through a more prescribed approach, and moving entirely away from PAC. Redevelopment and restructuring of a select few previously existing PAC courses (e.g., PAC 110, 156) towards alignment with the new Activity Core and KIN course delivery model will occur, while employing 'contexts and environments' of deleted PACs within the delivery of ~3 new KIN courses wherever possible and it makes sense to do so. Currently offered movement education KIN courses, that will be considered as course work for completion of the Activity Core requirement, will also be updated and aligned with the new proposed Activity Core objectives.

This proposed change is intended as well, to assist in program planning and completion by offering a more prescribed, yet flexible course completion schedule for students.

A key and primary intention of this change is also to align the Activity Core requirements, and associated courses available for completion, into a more logically grouped, foundationally connected, and focused laddering into the core curriculum of the BKin/BEEd program. This change will assist considerably in not only driving the updating of curriculum and course redevelopment, but also in realizing EDI+I objectives, administrative efficiencies in the Activity Core course delivery, and the modernization and re-envisioning of movement focused curriculum in the BKin/BEEd program and programming as a whole.

#### **Approvals**

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th, August 26th, 2021

KSR Undergraduate Programs Committee: June 2, September 8, 2021

KSR Faculty Executive: September 22, 2021

KSR Faculty Council: September 29, 2021

Faculty of Education UAAC: October 28, 2021

# COURSE CHANGE PROPOSAL FORM

## Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a new calendar course listings (for 2022-2023 academic year):

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

### Full Course Description

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

[ New Course ]

[ New Course ]

### Proposed Course Description

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

**KIN 102 – Foundations of Human Movement**  
 ★ 3 (fi 6) (variable, 1.5-0-2) A participatory and experiential introduction to the study of human movement. Locomotor and voluntary movement are explored through multiple contexts, including activities of daily living, recreation, sport, and exercise. The course examines basic movement principles and processes through a participatory, active, and engaged experience to inform understanding of performance, instruction of motor tasks, and development of basic control, positioning, and execution of successful movement.

**KIN 104 - Individual Movement Pursuit Foundations**  
 ★ 3 (fi 6) (variable, 0-3L-0) This course places the study of physical activity and fundamentals of human movement at the level of the individual. Intertwined with the ways in which the individual life is organized, environmentally influenced, and personally experienced, the course will experientially explore the pragmatics and implementation of theories of adaptation, accessibility, and inclusion for the development of individual fundamental movement skill and movement pursuit. Students will be introduced to critical reflection and engagement with course

concepts and provided movement experiences to develop assessment and intervention strategies in responding to how the historical and contemporary social issues of kinesiology (e.g., ableism, racism, sexism, classism, power relations, privilege, injustice, processes of normalization, colonialism) affect development of movement fundamentals and participation in physical culture.

[ New Course ]

**KIN 106 – Movement Foundations of Game Play**  
★ 3 (fi 6) (variable, 1-2L-0) An experiential introduction and exploration of the common fundamental skills and patterns of human movement for successful and continual participation in physical game play. Through an interdisciplinary and multi contextual lens, the course examines basic functional and performance related movement skills and patterns and the instruction of them as the foundation of successful, lifelong movement pursuit in a variety of game contexts (e.g., in team-based play settings).

[ New Course ]

**KIN 110 - Introduction to Movement Foundations in Aquatic Environments**  
★ 3 (fi 6) (variable, 1.5-0-2) An experiential introduction and exploration of the common fundamental skills and patterns of human movement for successful participation within the aquatic environment. Through an interdisciplinary and contextual lens, the course examines basic functional and performance related movement skills and patterns and the critical role the aquatic environment plays in the instruction and development of movement skills and patterns in this environmental context.

[ New Course ]

**KIN 156 - Introduction to Movement Foundations in Fitness**  
★ 3 (fi 6) (variable, 0-3L-0) An introduction to integrative movement practice to understand the optimal functioning of the body through a holistic approach. Students will be introduced to the mechanics of body alignment through the exploration of various movement patterns across different regions of the body, the importance of

breathing to facilitate the body-mind connection, and the roles of mindfulness, body awareness, and various body ideals in different fitness, exercise, and well-being contexts.

[ New Course ]

KIN 197 - Selected Topics in Movement Foundations

★ 3 (fi 6) (either term, variable) A course offered on a topic of current interest in foundational movement knowledge, theory, and/or practice across an array of movement settings and contexts. Topics may vary from year to year. Prerequisite: Consent of Faculty.

[ New Course ]

KIN 199 - Directed Studies in Movement Foundations

★ 3 (fi 6) (either term, 0-0-3) Under the supervision of an academic member in the Faculty of Kinesiology, Sport, and Recreation or approved affiliate, directed research is completed in foundational movement knowledge, theory, and/or practice. Prerequisite: Normally KIN 209 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPA of 3.0 and above on their most recent \*30.

[ New Course ]

KIN 356 - Advanced Practices and Program Development in Fitness Instruction

★ 3 (fi 6) (variable, 0-3L-0) Emphasis on scientific basis, philosophy, and unique approaches to fitness and broader level critical thinking about processes around program development in health related, fitness industry and personal training contexts. Prerequisite: KIN 156.

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**Rationale for the proposed change:**

New course proposals in support of the re-envisioning of the Activity Core within the BKin and BKin/Bed (Elementary & Secondary) degree programs.

The rationale for this change is to re-envision, update, and modernize the objectives and outcomes for the “Activity Core” requirements with the Faculty of Kinesiology, Sport, and Recreation and associated degree programs (i.e., Bachelor of Kinesiology (BKin); Bachelor of Kinesiology, Bachelor of Education (BKin/Bed)) and the associated course offerings to fulfill program requirements.

The proposed change is intended to support the move towards offering a broad, but more holistic and inclusive approach to delivery of the Activity Core through use of current, and already existing movement education KIN course offerings as much as possible, through a more prescribed approach, and moving entirely away from PAC. Redevelopment and restructuring of a select few previously existing PAC courses (e.g., PAC 110, 156, 355 & 356) towards alignment with the new Activity Core and KIN course delivery model will occur, while employing ‘contexts and environments’ of deleted PACs within the delivery of 3 newly developed KIN courses wherever possible and it makes sense to do so. Currently offered movement education KIN courses, that will be considered as coursework for completion of the Activity Core requirement, will also be updated and aligned with the new proposed Activity Core objectives.

This proposed change is intended as well, to assist in program planning and completion by offering a more prescribed, yet flexible course completion schedule for students.

A key and primary intention of this change is also to align the Activity Core requirements, and the associated courses available for completion, into a more logically grouped, foundationally connected, and focused laddering into the core curriculum of the BKin and BKin/Bed programming as a whole. This change will assist considerably in not only driving the updating and modernization of curriculum and course redevelopment, but also in realizing administrative efficiencies in Activity Core course delivery. Modernization and re-envisioning of movement focused curriculum in the Faculty, and across associated programs as a whole, with an eye on sustainability, EDI+I (equity, diversity, inclusivity plus Indigeneity) objectives, and continual quality assurance are key drivers of this proposal.

### **Approvals**

Undergraduate Program Support Team (Undergraduate & Non-Credit): April 29th & August 26th, 2021

KSR Undergraduate Programs Committee: September 8, 2021

KSR Faculty Executive: September 22, 2021

KSR Faculty Council: September 29, 2021

# CALENDAR CHANGE PROPOSAL FORM

## Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in calendar (for the 2022-2023 academic year):

	Course Prefix or Number
	Course Title
	Course Delivery (weight, term, hours of instruction)
	Course Description
	Course Prerequisite(s)
X	Program
	Other Information or Notes - Delete Course Listing Subject Description

### Full Description

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

[ New ]

### Proposed Description

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

#### Activity Core Electives

Faculty approved Activity Core Electives provide engaged, participatory, inclusive, and holistic based learning experiences focused on the development of i). foundational movement knowledge and theory across an array of movement settings and contexts, ii). an expressed understanding of the importance of fundamental movement skills and fundamental movement patterns to lifelong physical activity, rhythmic, recreation, and/or sport participation, iii). the construction of common movement analysis functions, and iv). the development of intervention strategies in an array of movement settings and contexts. Activity Core electives at the 300-400 level provide participants opportunities to i). further develop and acquire advanced theory in movement skill development across an array of movement settings and contexts, ii). opportunities to construct, modify, and adapt translative, inclusive movement experiences and optimize pedagogical and leadership practices in various movement settings, and iii). acquire advanced movement analysis and intervention strategies for development of the movement competency in

### Approval:

Undergraduate Program Support Team (Undergraduate & Non-Credit): Apr 29 & Aug 26, 2021

KSR Undergraduate Programs Committee: September 8<sup>th</sup>, 2021

KSR Faculty Executive: September 22<sup>nd</sup>, 2021

KSR Faculty Council: September 29<sup>th</sup>, 2021



others across a variety of physical activity, recreation, rhythmic, and/or sporting contexts.

**Notes:**

A single course cannot be used to satisfy more than one degree program requirement.

Students may not have access to all courses included in this list as course restrictions exist for some of these courses (i.e., course prerequisites, student program eligibility). Students should refer to Beartracks to check course restrictions and consult with an Academic Advisor.

**Activity Core electives list (Alphabetical order);**

**DAC 125 - Social Dance**

★ 3 (fi 6) (either term, 0-3L-0) Acquisition of theoretical knowledge and personal skill in several variations and sequences of the foxtrot, waltz, tango, jive, rumba, and cha cha. Integral to this will be research into the historic and cultural evolution of each style, including the development of good partnering and rhythmic skills, with the understanding of teaching basic sequences to others. Note: Credit will be granted for only one of DAC 155 or DAC 125.

**DANCE 200 - The Spectrum of Dance in Society**

★ 3 (fi 6) (either term, 1-0-2) The theory and practice of dance as a human physical activity. Focus will be on the aesthetic, expressive, rhythmical dimensions of movement in a culture's artistic and social life. The study will include movement content, techniques, improvisation, composition and performance in a variety of dance forms including modern/creative, social, jazz, and folk dance.

**DANCE 340 - Modern Dance**

★ 3 (fi 6) (either term, 0-3L-0) The study of creative dance techniques, improvisation, composition, and performance through theory and

**Approval**

Undergraduate Program Support Team (Undergraduate & Non-Credit): Apr 29 & Aug 26, 2021

KSR Undergraduate Programs Committee: September 8<sup>th</sup>, 2021

KSR Faculty Executive: September 22<sup>nd</sup>, 2021

KSR Faculty Council: September 29<sup>th</sup>, 2021

practical experience.

DANCE 431 - Study of Dance for Children

★ 3 (fi 6) (either term, 1-0-2) Children's dance from the perspective of the child as creator, performer and spectator. Opportunities to observe, work with and instruct children in creative dance will be provided. Prerequisite: KIN 293 or 338 or consent of Faculty.

KIN 102 – Foundations of Human Movement

★ 3 (fi 6) (variable, 1.5-0-2) A participatory and experiential introduction to the study of human movement. Locomotor and voluntary movement are explored through multiple contexts, including activities of daily living, recreation, sport, and exercise. The course examines basic movement principles and processes through a participatory, active, and engaged experience to inform understanding of performance, instruction of motor tasks, and development of basic control, positioning, and execution of successful movement.

KIN 104 - Individual Movement Pursuit

Foundations

★ 3 (fi 6) (variable, 0-3L-0) This course places the study of physical activity and fundamentals of human movement at the level of the individual. Intertwined with the ways in which the individual life is organized, environmentally influenced, and personally experienced, the course will experientially explore the pragmatics and implementation of theories of adaptation, accessibility, and inclusion for the development of individual fundamental movement skill and movement pursuit. Students will be introduced to critical reflection and engagement with course concepts and provided movement experiences to develop assessment and intervention strategies in responding to how the historical and contemporary social issues of kinesiology (e.g., ableism, racism, sexism, classism, power relations, privilege, injustice, processes of

## **Approval**

Undergraduate Program Support Team (Undergraduate & Non-Credit): Apr 29 & Aug 26, 2021

KSR Undergraduate Programs Committee: September 8<sup>th</sup>, 2021

KSR Faculty Executive: September 22<sup>nd</sup>, 2021

KSR Faculty Council: September 29<sup>th</sup>, 2021

normalization, colonialism) affect development of movement fundamentals and participation in physical culture.

**KIN 106 – Movement Foundations of Game Play**  
★ 3 (fi 6) (variable, 1-2L-0) An experiential introduction and exploration of the common fundamental skills and patterns of human movement for successful and continual participation in physical game play. Through an interdisciplinary and multi contextual lens, the course examines basic functional and performance related movement skills and patterns and the instruction of them as the foundation of successful, lifelong movement pursuit in a variety of game contexts (e.g., in team-based play settings).

**KIN 110 - Introduction to Movement Foundations in Aquatic Environments**  
★ 3 (fi 6) (variable, 1.5-0-2) An experiential introduction and exploration of the common fundamental skills and patterns of human movement for successful participation within the aquatic environment. Through an interdisciplinary and contextual lens, the course examines basic functional and performance related movement skills and patterns and the critical role the aquatic environment plays in the instruction and development of movement skills and patterns in this environmental context.

**KIN 156 - Introduction to Movement Foundations in Fitness**  
★ 3 (fi 6) (variable, 0-3L-0) An introduction to integrative movement practice to understand the optimal functioning of the body through a holistic approach. Students will be introduced to the mechanics of body alignment through the exploration of various movement patterns across different regions of the body, the importance of breathing to facilitate the body-mind connection, and the roles of mindfulness, body awareness,

## **Approval**

Undergraduate Program Support Team (Undergraduate & Non-Credit): Apr 29 & Aug 26, 2021

KSR Undergraduate Programs Committee: September 8<sup>th</sup>, 2021

KSR Faculty Executive: September 22<sup>nd</sup>, 2021

KSR Faculty Council: September 29<sup>th</sup>, 2021

and various body ideals in different fitness, exercise, and well-being contexts.

#### KIN 197 - Selected Topics in Movement Foundations

★ 3 (fi 6) (either term, variable) A course offered on a topic of current interest in foundational movement knowledge, theory, and/or practice across an array of movement settings and contexts. Topics may vary from year to year. Prerequisite: Consent of Faculty.

#### KIN 199 - Directed Studies in Movement Foundations

★ 3 (fi 6) (either term, 0-0-3) Under the supervision of an academic member in the Faculty of Kinesiology, Sport, and Recreation or approved affiliate, directed research is completed in foundational movement knowledge, theory, and/or practice. Prerequisite: Normally KIN 209 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPA of 3.0 and above on their most recent \*30.

#### KIN 205 - Introduction to Outdoor Environmental Education

★ 3 (fi 6) (either term, 0-4L-0) A conceptual and experiential introduction to outdoor environmental education and leadership. In addition to weekly lecture and lab components, the course includes weekend commitments. Note: Requires payment of additional student instructional support fees. Refer to the Tuition and Fees page in the University Regulations section of the Calendar. Note: Credit will be granted for only one of KIN 205 or PEDS 205.

#### KIN 245 - Introduction to the Profession of Coaching

★ 3 (fi 6) (either term, 3-0-0) Examines the principles of coaching as they relate to the

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development of the athlete, the role of the coach, and organization of sport in contemporary society. Designed to present basic coaching theory that is applicable to a variety of sport settings with the focus on the practice and the season. Note: Credit will only be granted for one of KIN 245 or PEDS 245 or 345.

#### KIN 293 - Introduction to the Movement Activities of Children

★ 3 (fi 6) (either term, 1.5-0-2) A study of developmentally appropriate movement activities for children. Students will participate and work with children in a variety of physical activities in recreational, educational and sport environments. Note: Credit will be granted for only one of KIN 293 or PEDS 293.

#### KIN 294 - A Conceptual Approach to Physical Activity

★ 3 (fi 6) (either term, 0-3L-0) An exploration of the principles and concepts that underlie movement of individuals and groups in a variety of settings. Through examination of and experience in a wide range of physical activities and their contexts, the focus of the course is on the development of a conceptual understanding of movement. Note: Credit will be granted for only one of PAC 101 or KIN 294 or PEDS 294.

#### KIN 302 - Human Motor Control

★ 3 (fi 6) (either term, 3-0-2) Presents a multi-level approach that focuses on the neural foundations underlying the control of movement. Prerequisite: KIN 103. Note: Credit will be granted for only one of KIN 302 or PEDS 302.

#### KIN 306 - Quantitative Biomechanics of Human Movement

★ 3 (fi 6) (either term, 3-0-2) Application of the principles of mechanics to the measurement, analysis and interpretation of human movement. Laboratories emphasize utilization of commonly available technologies for movement analysis.

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Prerequisite: KIN 206 or PHYS 124. Note: Credit will be granted for only one of KIN 306 or PEDS 306.

**KIN 320 - Structure and Strategy of Games**  
★ 3 (fi 6) (either term, 1-2L-0) A study of similarities and differences in games (sports) through an examination of their specific rules, skills and strategies. Class members will be exposed to experiences at the practical and theoretical levels in the categories of territory, target, field and court games. Prerequisite: Successful completion of a minimum of \*30. Note: Credit will be granted for only one of PAC 320 or KIN 320.

**KIN 325 - The Study of Games for Children and Youth**  
★ 3 (fi 6) (either term, 1-2L-0) An in-depth look at the cognitive, affective and psychomotor development of children and youth as it applies to providing age and developmentally appropriate experiences in games. The focus is on the design, delivery and assessment of quality games for children and youth aged 4 to 15. This course is relevant to those going on to work with children and youth in educational, recreation, and coaching environments. Coursework in childhood development is strongly recommended (eg. KIN 293 or KIN 207). Prerequisite: Successful completion of a minimum of \*30. Note: Credit will be granted for only one of PAC 325 or KIN 325.

**KIN 335 - Advanced Conditioning Methodology**  
★ 3 (fi 6) (either term, 3-0-1) A survey of the theoretical bases of conditioning programs. The course emphasis is on the nature of physiological adaptation to selected training regimens and the factors which influence the adaptive process. Prerequisite: KIN 200 (no concurrent registration). Note: Credit will be granted for only one of KIN 335 or PEDS 335.

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**KIN 338 - Physical Activity and Sport Participation in Children and Youth**

★ 3 (fi 6) (either term, 0-3s-0) This course focuses upon a wide range of issues surrounding the involvement of children and youth in structured and unstructured physical activity and sport settings. Psycho-social, emotional, intellectual, physical, and environmental conditions that influence, or are influenced by, physical activity and sport participation in children and youth are discussed. Course content is delivered through lectures and experiential activities. Note: Credit will be granted for only one of KIN 338 or PEDS 338.

**KIN 356 - Advanced Practices and Program Development in Fitness Instruction**

★ 3 (fi 6) (variable, 0-3L-0) Emphasis on scientific basis, philosophy, and unique approaches to fitness and broader level critical thinking about processes around program development in health related, fitness industry and personal training contexts. Prerequisite: KIN 156.

**KIN 365 - The Study of Gymnastics for Children and Youth**

★ 3 (fi 6) (either term, 1-2s-0) A study of a variety of gymnastic programs from the perspective of their potential to meet the needs of children and youth at various ages. Class members will be required to plan, present, and evaluate gymnastic activities for children and youth. Prerequisite: Successful completion of a minimum of \*60. Note: Credit will be granted for only one of PAC 365 or KIN 365.

**KIN 399 - Research Project**

★ 6 (fi 12) (two term, 0-0-6) Directed research done under the supervision of an academic member in the Faculty of Kinesiology, Sport, and Recreation or approved research affiliate. Normally for students in their third year of study. Prerequisite: KIN 209 or 409 and consent of the Associate Dean (Undergraduate Programs). Students must arrange a project with an academic

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staff member or approved research affiliate. Enrolment is limited and preference will be given to students with GPA of 3.0 and above on their most recent \*30.

#### KIN 435 - Applied Resistance Training

★ 3 (fi 6) (either term, 1.5-0-1.5) The scientific examination of resistance training as an applied training methodology for general conditioning and sport-specific enhancement. Emphasis on resistance training techniques, lifting mechanics, program design and implementation will be the core element. Supplementary topics include plyometric training, Olympic lifts, and selected population program modifications. Prerequisite: KIN 335. Note: Credit will be granted for only one of PAC 490 or KIN 435.

#### KIN 436 - Applied Endurance Training

★ 3 (fi 6) (either term, 1.5-1.5s-0) Students will learn how to develop and implement effective endurance training programming for a wide range of individuals through experiential learning opportunities. Further, students will work across sport science disciplines to explore how a range of theoretical concepts interact and intersect to produce quality endurance sport performances. Prerequisite: KIN 335. Note: Credit will be granted for only one of PAC 491 or KIN 436.

#### KRLS 207 - Adapted Physical Activity and Leisure for Diverse Populations

★ 3 (fi 6) (either term, 3-0-0) An introduction to research, theory and practice pertaining to participation in physical activity and leisure by persons with impairments. The course explores the intersection of social influences and personal interests on participation in active lifestyles. Credit will be granted for only one of KRLS 207 or PERLS 207.

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**KRLS 323 - Indigenous Perspectives on Activity, Health, and Wellness in Canada**

★ 3 (fi 6) (either term, 3-0-0) This course explores perspectives on practices related to the health and wellness of Indigenous Peoples in Canada. In this context health is defined as a state of balance involving body, emotions, mind, and spirit. The various forms of activity, sport, recreation, and leisure activities in which Indigenous Peoples participate will be examined. Prerequisite: KRLS 104 or NS 111. Credit will be granted for only one of KRLS 323 or PERLS 323.

**KRLS 370 - Assessment and Service Delivery for Adapted Physical Activity and Therapeutic Recreation**

★ 3 (fi 6) (either term, 3-0-1) An overview of basic qualitative and quantitative assessment principles and their use to deliver quality physical activity and recreation services for individuals with diverse needs. Prerequisites: KRLS 207 and KIN 109 or RLS 210 or STAT 141 or 151. Credit will be granted for only one of KRLS 370 or PERLS 370.

**KRLS 371 - Assessment and Evaluation in Physical Activity for Children and Youth**

★ 3 (fi 6) (either term, 3-0-1) Provides an overview of basic assessment and evaluation principles and their application in the provision of physical activity for children and youth. Designed for individuals who are particularly interested in assessment of movement; this course will encourage critical thought about assessment and evaluation of the movement of children and youth. For the purpose of instruction and evaluation in instructional/coaching/leadership settings. Prerequisites: KIN 207 or 307 and KRLS 207, and successful completion of 30 course credits. Credit will be granted for only one of KRLS 371 or PERLS 371.

**KRLS 420 - Play: The Foundation of Recreation, Sport and Physical Activity**

★ 3 (fi 6) (either term, 3-0-0) This course will provide students with an in-depth understanding

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of the concept of play. It will offer learning experiences that will enable students to create play in various recreation, sport, tourism and physical activity contexts. Prerequisite: 3rd year standing. Credit will be granted for only one of KRLS 420 or PERLS 420.

#### KRLS 421 - Play Leadership

★ 3 (fi 6) (either term, 3-0-0) The content will include the defining criteria and values of Play Leadership. The roles and responsibilities of Play Leaders in fostering learning and development through play will be examined. Credit will be granted for only one of KRLS 421 or PERLS 421.

#### KRLS 440 - Play Around the World Program Preparation

★ 3 (fi 6) (Spring/Summer, variable) The "Play Around the World" project provides a 3-month international or Canadian based, cross-cultural field placement working with children and youth of all abilities in the area of play, recreation and sport. Students apply and are selected in Fall Term, and then have a significant time commitment during the Winter Term to prepare for their Intersession field placement. Travel takes place May through August. This course represents the theoretical aspect of the experience, and involves written and creative work in the area of programming in cross-cultural settings. Prerequisite: KRLS 421 is strongly recommended. Corequisite: KRLS 441. Credit will be granted for only one of KRLS 440 or PERLS 440.

#### RLS 100 - Life, Leisure, and the Pursuit of Happiness

★ 3 (fi 6) (either term, 3-0-0) This is a foundational, introductory course to recreation and leisure studies, with an emphasis on exploring leisure's contributions to happiness from a multi-disciplinary perspective. Various theories and evidence to support leisure's roles in the pursuit of happiness are covered, along with prominent subtopics within leisure studies.

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Students will be expected to apply the learned content to issues they face in their own leisure life and/or future professional life.

RLS 331 - Leisure Education

★ 3 (fi 6) (either term, 3-0-0) A total development process through which individuals develop an understanding of self, leisure, and the relationship of leisure to their own lifestyles and the fabric of society. Examination of determining the place and significance leisure has in one's life. Prerequisite: RLS 100.

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### **Calendar References (URL):**

This proposal is modelled upon the following calendar language:

[Complementary Studies and Impact of Technology on Society \(ITS\) Electives](#) of the Faculty of Engineering [BSc in Chemical Engineering](#)

### **Rationale for the proposed change:**

This proposal, to include the list of Faculty Approved Activity Core Course Electives within calendar, is in support of the re-envisioning of the Activity Core requirements within the BKin and BKin/Bed (Elementary & Secondary) degree programs, to re-envision, update, and modernize the objectives and outcomes for the "Activity Core" requirements with the Faculty of Kinesiology, Sport, and Recreation and associated degree programs (i.e., Bachelor of Kinesiology (BKin); Bachelor of Kinesiology, Bachelor of Education (BKin/Bed)) and the associated course offerings to fulfill program requirements.

The rationale for this change is to ensure students have full and readily available access to the Faculty approved course options when deciding upon and choosing courses when building their program in fulfillment of the Activity Core requirement of the BKin and BKin/BEEd degree programs.

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This proposed change is intended as well, to assist in realizing administrative efficiencies and reducing administrative demands on Student Service Office staff (e.g., reducing student emails, tracking of courses on the list, etc.) by having the Activity Core electives list included in calendar, similar to how PAC courses had been previously listed and available to students within calendar.

A key and primary intention of this proposal is also to align with Faculty EDI+I (equity, diversity, inclusivity plus Indigeneity) objectives, continual quality assurance of program delivery, and providing the highest quality service for undergraduate students.

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# CALENDAR CHANGE PROPOSAL FORM

## Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in calendar (for the 2022-2023 academic year):

	Course Prefix or Number
	Course Title
	Course Delivery (weight, term, hours of instruction)
	Course Description
	Course Prerequisite(s)
X	Program
	Other Information or Notes - Delete Course Listing Subject Description

### Full Description

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

### Faculty of Kinesiology, Sport, and Recreation Admission Requirements

Admission into all programs in the Faculty of Kinesiology, Sport, and Recreation is competitive and the number of admissions and readmissions is limited. Presentation of the minimum admission requirements does not assure admission. Applicants will be assessed on the basis of their academic record as described in the sections below.

~~Students enrolled in courses offered by the Faculty of Kinesiology, Sport, and Recreation must take responsibility for ensuring that they are physically and medically fit to be taking the course. If a student has a physical or medical condition that may compromise their physical participation and ability to meet requirements of the course, it is the student's responsibility to inform the instructor of the particular course in which they are enrolled. Students may contact the Faculty for further information on physical activity requirements and are encouraged to seek medical advice if necessary.~~

### Proposed Description

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

### Faculty of Kinesiology, Sport, and Recreation Admission Requirements

Admission into all programs in the Faculty of Kinesiology, Sport, and Recreation is competitive and the number of admissions and readmissions is limited. Presentation of the minimum admission requirements does not assure admission. Applicants will be assessed on the basis of their academic record as described in the sections below.

The Faculty of Kinesiology, Sport, and Recreation welcomes and encourages diverse forms of moving and thinking. Students enrolled in courses offered by the Faculty are asked and encouraged to discuss their participation with their course instructor. Should a student have any concerns regarding their participation and/or engagement within a course, it is a responsibility of the student to communicate these participation and/or engagement concerns with their course instructor. The organization and delivery of each course will attempt to provide adaptation for each student differently. Students may also contact the Faculty for further information on program physical activity

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requirements and assistance. Medical advice is also encouraged, if necessary, in evaluating the specific activities of a course in accordance with one's own personal participation.

[ ... ]

## Residence and Enrolment Requirements

### 1. Residence:

- a. The Bachelor of Kinesiology, Bachelor of Arts in Recreation, Sport and Tourism, and Bachelor of Science in Kinesiology are degree programs of ★120 of which:
  - i. a minimum ★60 must be in courses taken at the University of Alberta; and
  - ii. a minimum of ★30 must be taken while registered as a student in a degree program within the Faculty of Kinesiology, Sport, and Recreation.
- b. The Bachelor of Kinesiology/Bachelor of Education are degree programs of ★150 of which:
  - i. a minimum of ★90 must be in courses taken at the University of Alberta; and
  - ii. a minimum of ★24 must be taken within the Faculty of Kinesiology, Sport, and Recreation; and
  - iii. a minimum of ★45 must be taken within the Faculty of Education

2. Students enrolled in courses offered by the Faculty of Kinesiology, Sport, and Recreation must take responsibility for ensuring that they are physically and medically fit to be taking the course. If a student has a physical or medical condition that may compromise their physical participation and ability to meet requirements of the course, it is the student's responsibility to inform the instructor of the particular course in

[ ... ]

## Residence and Enrolment Requirements

### 1. Residence:

- a. The Bachelor of Kinesiology, Bachelor of Arts in Recreation, Sport and Tourism, and Bachelor of Science in Kinesiology are degree programs of ★120 of which:
  - i. a minimum ★60 must be in courses taken at the University of Alberta; and
  - ii. a minimum of ★30 must be taken while registered as a student in a degree program within the Faculty of Kinesiology, Sport, and Recreation.
- b. The Bachelor of Kinesiology/Bachelor of Education are degree programs of ★150 of which:
  - i. a minimum of ★90 must be in courses taken at the University of Alberta; and
  - ii. a minimum of ★24 must be taken within the Faculty of Kinesiology, Sport, and Recreation; and
  - iii. a minimum of ★45 must be taken within the Faculty of Education

2. The Faculty of Kinesiology, Sport, and Recreation welcomes and encourages diverse forms of moving and thinking. Students enrolled in courses offered by the Faculty are asked and encouraged to discuss their participation with their course instructor. Should a student have any concerns regarding their participation and/or engagement within a course, it is a responsibility of the student to communicate these participation

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which they are enrolled. Students may contact the Faculty for further information on physical activity requirements and are encouraged to seek medical advice if necessary.

and/or engagement concerns with their course instructor. The organization and delivery of each course will attempt to provide adaptation for each student differently. Students may also contact the Faculty for further information on program physical activity requirements and assistance. Medical advice is also encouraged, if necessary, in evaluating the specific activities of a course in accordance with one's own personal participation.

[ ... ]

[ ... ]

### **Attendance in Faculty of Kinesiology, Sport, and Recreation Courses**

### **Attendance in Faculty of Kinesiology, Sport, and Recreation Courses**

1. Physical Participation: Students enrolled in courses offered by the Faculty of Kinesiology, Sport, and Recreation must take responsibility for ensuring that they are physically and medically fit to be taking such courses. If a student has a physical or medical condition that may compromise their participation in a course, it is the student's responsibility to so inform the instructor of that course. Students may contact the Faculty for further information on physical activity requirements and are encouraged to seek medical advice if necessary.

1. Physical Participation: The Faculty of Kinesiology, Sport, and Recreation welcomes and encourages diverse forms of moving and thinking. Students enrolled in courses offered by the Faculty are asked and encouraged to discuss their participation with their course instructor. Should a student have any concerns regarding their participation and/or engagement within a course, it is a responsibility of the student to communicate these participation and/or engagement concerns with their course instructor. The organization and delivery of each course will attempt to provide adaptation for each student differently. Students may also contact the Faculty for further information on program physical activity requirements and assistance. Medical advice is also encouraged, if necessary, in evaluating the specific activities of a course in accordance with one's own personal participation.

2. Attendance in courses: Attendance at lectures and class participation are important components of courses. Students serve their interests best by regular attendance. Those who choose not to attend must assume whatever risks are involved.

2. Attendance in courses: Attendance at lectures and class participation are important components of courses. Students serve their interests best by regular attendance. Those who choose not to attend must assume whatever risks are involved.

[ ... ]

[ ... ]

### **Course Listings**

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## Dance Activity: Undergraduate

Faculty of Kinesiology, Sport, and Recreation

### Goals of DAC Level I

1. Acquisition of basic skills required in the dance activity and an appreciation of how these skills are used in combination in performance and teaching situations.
2. Development of the specific theoretical knowledge associated with terminology, history, sociocultural context, organizational aspects, technique dance anatomy and other movement concepts relevant to the dance activity.
3. Basic dance pedagogy will be discussed and explored in theory, practice and research.

### Notes

1. ~~Students enrolled in courses offered by the Faculty of Kinesiology, Sport, and Recreation must take responsibility for ensuring that they are physically and medically fit to be taking such courses. If a student has a physical or medical condition that may compromise their participation in a course, it is the student's responsibility to so inform the instructor of that course. Students may contact the Faculty for further information on physical activity requirements and are encouraged to seek medical advice if necessary.~~
2. Students are expected to attend the first class of any activity course appropriately dressed for activity participation.

## Dance Activity: Undergraduate

Faculty of Kinesiology, Sport, and Recreation

### Goals of DAC Level I

1. Acquisition of basic skills required in the dance activity and an appreciation of how these skills are used in combination in performance and teaching situations.
2. Development of the specific theoretical knowledge associated with terminology, history, sociocultural context, organizational aspects, technique dance anatomy and other movement concepts relevant to the dance activity.
3. Basic dance pedagogy will be discussed and explored in theory, practice and research.

### Notes

1. The Faculty of Kinesiology, Sport, and Recreation welcomes and encourages diverse forms of moving and thinking. Students enrolled in courses offered by the Faculty are asked and encouraged to discuss their participation with their course instructor. Should a student have any concerns regarding their full participation and/or engagement within a course, it is a responsibility of the student to communicate these participation and/or engagement concerns with their course instructor. The organization and delivery of each course will attempt to provide adaptation for each student differently. Students may also contact the Faculty for further information on program physical activity requirements and assistance. Medical advice is also encouraged, if necessary, in evaluating the specific

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activities of a course in accordance with one's own personal participation.

2. Students are expected to attend the first class of any activity course appropriately dressed for activity participation.

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### **Calendar References (URL):**

[Faculty of Kinesiology, Sport, and Recreation Admission Requirements](#) (top of page, 2nd Paragraph)

[Residence and Enrolment Requirements](#) (see point 2)

[Attendance in Faculty of Kinesiology, Sport, and Recreation Courses](#) (see point 1)

[Course Listings - DAC](#) (see note 1)

[Course Listings - PAC](#) (see note 1)

### **Rationale for the proposed change:**

The rationale for this change is to re-envision, update, and modernize the objectives and outcomes for the “Participation and Engagement” requirements with the Faculty of Kinesiology, Sport, and Recreation and associated undergraduate degree programs (i.e., Bachelor of Kinesiology (BKin) degree program; Bachelor of Kinesiology, Bachelor of Education (BKin/Bed) degrees program), especially in relation to the “Activity Core” course offerings to fulfill program requirements.

The proposed change is intended to support the move towards offering a broad, but more holistic and inclusive approach to delivery of the Activity Core through use of current, modern perspectives on individualized adaptation, intervention, throughout KSR course offerings as much as possible.

A key and primary intention of this change is also to align “Participation and Engagement” with the “Activity Core” requirements and engaged learning that are pillars of course work offered by

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the Faculty of KSR. This change will assist considerably in not only driving but also supporting the updating and modernization of Activity Core curriculum and course redevelopment. Modernization and re-envisioning of the “Participation and Engagement” statement in the Faculty, across associated programs as a whole, with an eye on EDI+I (Equity, Diversity, Inclusivity, Indigeneity) objectives, and continual quality assurance are key drivers of this proposal.

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**FINAL Item No. 8**

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed School of Public Health PhD Comprehensive Exam Elimination</b>
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**Motion**

THAT GFC Programs Committee, with delegated authority from General Faculties Council, approve the elimination of the PhD comprehensive exams as a requirement for all PhD degrees within the School of Public Health (SPH), for implementation upon final approval, and inclusion in the 22-23 calendar.

**Item**

Action Requested	X Approval <input type="checkbox"/> Recommendation
Proposed by	Shanthi Johnson, Dean, School of Public Health
Presenter(s)	Norman Neumann , Vice-Dean, School of Public Health Brooke Milne, Vice-Provost and Dean, FGSR

**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 eliminate the PhD comprehensive exam as a requirement for all PhD degrees within the School of Public Health (SPH).
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>As part of the core requirements for our PhD degrees offered in the SPH, students are required to complete both a comprehensive exam and a candidacy exam. Students must pass the comprehensive exam before they can proceed to the candidacy exam. The original intent of the comprehensive exam was to assess a student’s depth of foundational knowledge and competency in public health, and assess whether the student’s knowledge is comprehensively sufficient in the discipline of public health to carry out doctoral-level thesis-based research.</p> <p>According to UofA policy, the PhD comprehensive exam is a faculty-sanctioned requirement, whereas, the candidacy exam is an FGSR-sanctioned requirement. As such, FGSR mandates the candidacy exam as a requirement for all PhD programs offered at the University of Alberta, but the comprehensive exam is administered by relatively few faculties across the UofA as part of their PhD degree requirements.</p> <p>In light of curriculum development and mapping our accreditation, the SPH evaluated the utility of retaining the comprehensive exam as part of our PhD degree offerings. It was generally felt that our PhD core and specialization courses were sufficient in meeting these needs (i.e., depth of knowledge and competencies). Since these course requirements are graded (pass/fail), PhD students are already ‘assessed’ for their knowledge and competencies in public health. Many faculty members felt that the comprehensive exam was simply a redundant process, and simply represented an additional hurdle to completion. Through an extensive review of our processes [spearheaded by our Research Degrees Committee and our Committee for Educational Policies</p>

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	<p>and Programs], faculty and student consultations were held and outcomes presented to Faculty Council. Based on the information presented, Faculty Council voted overwhelmingly to eliminate the comprehensive exam as a requirement for all of our PhD programs offered in the SPH (33 votes in favour of elimination of the comprehensive exam, 1 abstained vote, and 1 vote against elimination of the comprehensive exam).</p> <p>We would like this change to be effective immediately: The rationale for this is to minimize the differential impact that this could have on our current PhD students, some of whom are at the stage where their supervisors are needing to schedule their comprehensive exam. As a faculty, we would prefer NOT to have two different requirements for completion in our PhD student body –i.e., one based on when students entered the program (those admitted prior to the change are required to complete the comprehensive exam whereas those just entering the program [i.e., Fall 2021] are not required to take it). Our goal is to create parity in process as soon as possible for all PhD students.</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>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>● SPH Faculty - Reviewed Full proposal at Faculty Council</li> <li>● SPH Research Degrees Committee - Consultation</li> <li>● SPH Students - Consultation</li> <li>● Committee on Educational Policy and Programs (CEPP) - Consultation</li> <li>● SPH Student Association - Consultation</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>● DECEMBER 8, 2020: Commissioned a review by the <i>Research Degrees Committee</i> [RDC] (lead by Dr. Paul Veugelers [Chair]), regarding faculty-level processes pertaining to the comprehensive and candidacy exam. The report produced by the RDC was to include various options for the SPH to consider (see attached document). For purposes of clarity, the RDC is a sub-committee of the <i>Committee for Educational Policies and Programs</i> (CEPP) in the SPH, which in turn, acts as a recommending body to our Faculty Council.</li> <li>● JANUARY 14, 2021 / FEBRUARY 11, 2021/ APRIL 8, 2021: RDC presents their findings to CEPP and for which CEPP dedicates several meetings to review the contents and discuss the report. CEPP approves and recommends options to go forward to Faculty Council for vote.</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>● SPH Students, Faculty and Staff</li> <li>● SPH Student Association</li> </ul>
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> <li>● APRIL 20, 2021: SPH Faculty Council votes overwhelmingly to <b>drop</b> the comprehensive exam as a requirement for all PhD programs in the SPH (33 votes in <i>favour</i> of eliminating the comprehensive exam, 1 abstained vote, and 1 vote <i>against</i> eliminating the comprehensive</li> </ul>

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	<p>exam).</p> <ul style="list-style-type: none"> <li>● SEPTEMBER 13, 2021: GPST Consultation</li> <li>● SEPTEMBER 29, 2021: PRC Approval</li> <li>● OCTOBER 13, 2021: FGSR Council approval</li> <li>● November 18, 2021 - GFC Programs Committee</li> </ul>
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**Strategic Alignment**

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p> <p><b>Experience</b> is considered one of the strategic goals of the UofA's Strategic Plan (<i>For the Public Good</i>), and described as creating an environment where '...diverse and rewarding learning opportunities inspire us, nurture our talents, expand our knowledge and skills, and enable our success... seeking to sustain student success, no matter the background, age, or stage of education, paying attention to the development of the whole person, and by providing learning environments that transform us, nurture our talents, expand our knowledge/skills, and enable our success'.</p> <p>As a faculty, we have determined that the comprehensive exam does not fulfill these objectives. There are other, more effective, ways at evaluating a student's capability and ensuring student success, including revisions to curriculum, student mentoring, and ensuring our standards of quality education meet accreditation expectations (including evaluation and assessment). We have purposely focused on these innovative elements to support our student's success. Consequently, the comprehensive exam is seen by many, including PhD students, as a redundant process, and more importantly, a hurdle to student success. In its current form, PhD students are given 7 days to provide written answers to 5 essay-style questions, and continuation in the PhD program is contingent on passing this single, high-stress, written exam. Unfortunately, this process tends to assess student capabilities in a unidirectional and bottleneck way, relying on single evaluative tool for determining progress through the program. Big decisions about a student's future rest on a single, written exam. Clearly change is needed.</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" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <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 style="width: 50%; 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 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 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 type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act                  UofA Calendar                  General Faculties Council                  Faculty of Graduate Studies &amp; Research                  SPH Faculty Council                  SPH Committee on Educational Policies and Procedures</p>			

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Attachments

1. SPH: 2021-2021 Calendar Changes Package - PhD Comps removal

*Prepared by:*

Norman Neumann - Vice-Dean, SPH - [nfneuman@ualberta.ca](mailto:nfneuman@ualberta.ca)

## **2021-2022 Calendar Changes - School of Public Health**

Reviewed by GPST on September 13, 2021

Reviewed by CEPP on September 16, 2021

Reviewed by SPH Faculty Council on September 21, 2021

2021-2022 Calendar Changes  
School of Public Health  
For Immediate Implementation

Current	Proposed
<p><b>The Degree of PhD in Public Health in the research area of Epidemiology (thesis-based) [Graduate]</b></p> <hr/> <p>Program Requirements</p> <hr/> <p>Students must complete the following:</p> <p>1. Required courses (★12):</p> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">SPH 602 - Engaged Scholarship for Health</a></li> <li>• <a href="#">SPH 603 - Scientific Communication in Public Health</a></li> <li>• <a href="#">SPH 604 - Advanced Theory and Research Methods in Public Health</a></li> <li>• <a href="#">SPH 719 - Biostatistics III</a></li> <li>• <a href="#">SPH 766 - Advanced Epidemiology Methods</a></li> </ul> <hr/> <p>2. Elective courses:</p> <hr/> <ul style="list-style-type: none"> <li>• Additional courses as approved by the student's Supervisor.</li> </ul> <hr/> <p><del>3. Comprehensive Examination:</del></p> <p><del>The Comprehensive Examination is a written examination that will occur following the completion of coursework, and is normally completed within the first two years of the PhD program. The Comprehensive Examination is primarily intended to examine the student to determine whether they have achieved competency in contextualization of the thesis within public health, specific content area of thesis, and specific methodological issues relating to the proposed thesis.</del></p> <hr/> <p>4. Candidacy Examination:</p> <hr/> <p>The Candidacy Examination occurs <del>once all course work and comprehensive exam are completed, and within three years of the start of the PhD program.</del> The Candidacy Examination <del>is an Oral Examination,</del> which is primarily intended to assess the student's ability to conduct independent research.</p> <hr/> <p>5. Thesis:</p> <hr/> <p>Successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study</p>	<p><b>The Degree of PhD in Public Health in the research area of Epidemiology (thesis-based) [Graduate]</b></p> <hr/> <p>Program Requirements</p> <hr/> <p>Students must complete the following:</p> <p>1. Required courses (★12):</p> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">SPH 602 - Engaged Scholarship for Health (*2)</a></li> <li>• <a href="#">SPH 603 - Scientific Communication in Public Health (*2)</a></li> <li>• <a href="#">SPH 604 - Advanced Theory and Research Methods in Public Health (*2)</a></li> <li>• <a href="#">SPH 719 - Biostatistics III (*3)</a></li> <li>• <a href="#">SPH 766 - Advanced Epidemiology Methods (*3)</a></li> </ul> <hr/> <p>2. Elective courses:</p> <hr/> <ul style="list-style-type: none"> <li>• Additional courses as approved by the student's Supervisor.</li> </ul> <hr/> <p><u>3. Candidacy Examination:</u></p> <hr/> <p>The Candidacy Examination occurs <u>within three years of the start of the PhD program, once all course work is completed.</u> The Candidacy Examination <u>includes a written thesis proposal and</u> oral examination, which is primarily intended to assess the student's ability to conduct independent research.</p> <hr/> <p><u>4. Thesis:</u></p> <hr/> <p>Successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</p> <hr/> <p>Residence Requirement</p> <hr/> <p>The minimum period of residence is two academic years of full-time registration.</p> <hr/> <p>Length of Program</p> <hr/> <p>The time required to complete the PhD will vary according to the previous training of</p>



and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.

Residence Requirement

The minimum period of residence is two academic years of full-time registration.

Length of Program

The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.

**Justification:** Please see explanatory memo attached.

Changes are to take effect upon approval.

Reviewed by GPST: September 13, 2021

Reviewed by the Committee on Educational Policy and Programs: September 16, 2021

Approved by SPH Faculty Council: September 21, 2021

2021-2022 Calendar Changes  
School of Public Health  
For Immediate Implementation

Current	Proposed
<p><b>The Degree of PhD in Public Health in the research area of Health Promotion and Socio-behavioural Sciences (thesis-based) [Graduate]</b></p> <hr/> <p>Program Requirements</p> <hr/> <p>Students must complete the following:</p> <p>1. Required courses (★12):</p> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">SPH 602 - Engaged Scholarship for Health</a></li> <li>• <a href="#">SPH 603 - Scientific Communication in Public Health</a></li> <li>• <a href="#">SPH 604 - Advanced Theory and Research Methods in Public Health</a></li> <li>• <a href="#">SPH 608 - Psychosocial Perspectives on Health</a></li> <li>• <a href="#">SPH 622 - Theory and Practice of Health Promotion Interventions</a></li> </ul> <p>2. Elective courses:</p> <hr/> <ul style="list-style-type: none"> <li>• additional courses as approved by the student's Supervisor.</li> </ul> <p>3. <b>Comprehensive Examination:</b></p> <p><del>The Comprehensive Examination is a written examination that will occur following the completion of coursework, and is normally completed within the first two years of the PhD program. The Comprehensive Examination is primarily intended to examine the student to determine whether they have achieved competency in contextualization of the thesis within public health, specific content area of thesis, and specific methodological issues relating to the proposed thesis.</del></p> <p>4. Candidacy Examination:</p> <p><del>The Candidacy Examination occurs once all course work and comprehensive exam are completed, and within three years of the start of the PhD program. The Candidacy Examination is an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research</del></p> <p>5. Thesis:</p> <hr/> <p>Successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study</p>	<p><b>The Degree of PhD in Public Health in the research area of Health Promotion and Socio-behavioural Sciences (thesis-based) [Graduate]</b></p> <hr/> <p>Program Requirements</p> <hr/> <p>Students must complete the following:</p> <p>1. Required courses (★12):</p> <hr/> <ul style="list-style-type: none"> <li>• <a href="#">SPH 602 - Engaged Scholarship for Health (*2)</a></li> <li>• <a href="#">SPH 603 - Scientific Communication in Public Health (*2)</a></li> <li>• <a href="#">SPH 604 - Advanced Theory and Research Methods in Public Health (*2)</a></li> <li>• <a href="#">SPH 608 - Psychosocial Perspectives on Health (*3)</a></li> <li>• <a href="#">SPH 622 - Theory and Practice of Health Promotion Interventions (*3)</a></li> </ul> <p>2. Elective courses:</p> <hr/> <ul style="list-style-type: none"> <li>• Additional courses as approved by the student's Supervisor.</li> </ul> <p>3. Candidacy Examination:</p> <p>The Candidacy Examination occurs <b>within three years of the start of the PhD program, once all course work is completed.</b> The Candidacy Examination <b>includes a written thesis proposal and</b> oral examination, which is primarily intended to assess the student's ability to conduct independent research.</p> <p>4. Thesis:</p> <hr/> <p>Successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research. Residence Requirement</p> <hr/> <p>The minimum period of residence is two academic years of full-time registration. Length of Program</p> <hr/> <p>The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted</p>

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2020-2021 Calendar Changes  
School of Public Health  
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**Justification:** Please see explanatory memo attached.

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2020-2021 Calendar Changes  
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**Justification:** Please see explanatory memo attached. Changes are to take effect upon approval.

Reviewed by GPST: September 13, 2021

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