

The following Motion and Document was considered by the GFC Academic Planning Committee at its June 27, 2012 meeting:

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Agenda Title: **Proposal for a Master of Arts (MA) in Community Engagement Degree Program (Faculty of Graduate Studies and Research and Faculty of Extension)**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for a (new) Master of Arts (MA) in Community Engagement Degree Program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Extension and as set forth in Attachment 1, to take effect January, 2013.

Final Item: 4

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Agenda Title: **Proposal for a Master of Arts (MA) in Women's and Gender Studies Degree Program (Faculty of Graduate Studies and Research and Faculty of Arts)**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for a (new) Master of Arts (MA) in Women's and Gender Studies Degree Program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts and as set forth in Attachment 1, to take effect July, 2013.

Final Item: 5

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Agenda Title: **Faculty of Graduate Studies and Research and Faculty of Medicine and Dentistry Proposal for the Formal Establishment of Independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (Including the Addition of a New Course- and Practicum-Based Route to the Existing Thesis-Based MSc Program) in the Department of Laboratory Medicine and Pathology**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (including the addition of a new course- and practicum-based route to the existing thesis based MSc Degree Program) in the Department of Laboratory Medicine and Pathology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry and as set forth in Attachment 1, to take effect in September, 2012.

Final Item: 6

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Agenda Title: **Faculty of Agricultural, Life and Environmental Sciences (ALES) Proposal for the Restructuring of Academic Programs in the Department of Agricultural, Food and Nutritional Science**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed reorganization of academic programming in the Department of

Agricultural, Food and Nutritional Science, as submitted by the Faculty of Agricultural, Life and Environmental Sciences (ALES) and as set forth in Attachment 1, to take effect in 2014-2015.

Final Item: 7

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Agenda Title: **Clarification of the English Language Proficiency (ELP) “Blended Grade” Requirement (Proposed Revisions from the Office of the Registrar to Section 13.3.1(3) of the University Calendar)**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, proposed revisions to the English Language Proficiency (ELP) “blended grade” requirement (University Calendar Section 13.3.1(3)), as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon approval (with publication in the 2013-2014 University Calendar).

Final Item: 8

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Agenda Title: **Use of SAT Reasoning Test Results and ACT Scores to Fulfill Undergraduate Admission Requirements for High School Applicants from the American Education System (Proposed Changes to University Calendar Section 17.2.2 (Admission from the United States and Other Countries and Schools That Offer American-Based Curricula))**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, proposed changes to existing undergraduate admission requirements for high school applicants from the American Education System (University Calendar Section 17.2.2 (Admission from the United States and Other Countries and Schools That Offer American-Based Curricula)), as submitted by the Office of the Registrar (as amended) and as set forth in Attachment 2, to take effect in 2014-2015.

Final Amended Item: 9

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Agenda Title: **Proposed Name Change for the Institute for Land Use Innovation (ILUI) to the Alberta Land Institute (ALI)**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed name change of the Institute for Land Use Innovation (ILUI) to the Alberta Land Institute (ALI), as submitted by the Vice-President (Research) and as set forth in Attachment 1, to take effect upon final approval.

Final Item: 10

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**OUTLINE OF ISSUE**

**Agenda Title: Proposal for a Master of Arts (MA) in Community Engagement Degree Program (Faculty of Graduate Studies and Research and Faculty of Extension)**

**Motion:** THAT GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for a (new) Master of Arts (MA) in Community Engagement Degree Program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Extension and as set forth in Attachment 1, to take effect January, 2013.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Katy Campbell, Dean, Faculty of Extension
Presenters	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Katy Campbell, Dean, Faculty of Extension; Walter Archer, Associate Dean (Interim), Faculty of Extension; Michael Splinter, Assistant Dean, Faculty of Extension
Subject	Master of Arts (MA) in Community Engagement Degree Program in the Faculty of Extension

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The goal of the MA in Community Engagement is to enable graduate students to explore the key concepts associated with community engagement and develop their understanding of the historical and contemporary perspectives that are shaping this field. These include: social theory on knowledge and power, social change theory, the process of public engagement, and critical pedagogy literature. The proposed *21, thesis-based graduate program will consist of five required courses, two of which are new courses and two electives. It is interdisciplinary in nature and will appeal to students with backgrounds in education, the humanities and social sciences, health sciences, human ecology, community development and environmental sustainability. Academics within the Faculty of Extension will provide the academic leadership drawing upon the growing literature that will anchor the proposed program: engaged scholarship; and the study of the engagement process (often referred to as the scholarship of engagement).</p> <p>In proposing an MA in Community Engagement, the Faculty of Extension is responding to the need to study the engagement process, outcomes, and impacts. The need for scholarly collaboration has become more acute and pervasive. Although community engagement in North America has roots in the land-grant colleges and the extension movement, scholarship and fields of practice have begun to emerge to fill the need for some theoretical grounding and disciplinary rigor regarding the nature of co-created knowledge.</p>
The Impact of the Proposal is	The program will have impact at several levels. Within the University of Alberta, the program will complement a range of offerings in which community engagement occurs by adding a reflective scholarly approach to the study of that engagement.



“Engaged scholarship represents one way of making research relevant to organizational practitioners by bridging the gap between theory and practice. Engaged scholarship is viewed as a form of collaborative inquiry between academics and practitioners that leverages their different perspectives to generate useful organizational knowledge” (Barge, Shockley-Zalabak, 2008, p. 1). The need for research into the theoretical and practice-based elements of community engagement is readily apparent. Continued conceptual work is critical and ethically necessary for informing the socio-political and economic discourse. Increasingly, post secondary educational institutions are engaging in the study of community engagement (Fear *et al*, 2006, Giles, 2008; Holland *et al*, 2010).

A second impact is the contribution of the the University of Alberta MACE program to the emerging body of knowledge in the scholarship of engagement

A third impact is on the broader community. Consultation with community leaders regarding the proposed program led to these representative comments:

- NGO Director: “I welcome this and believe it gives credibility to this type of work. A transfer of knowledge back and forth from the community and academia will allow community and academics to work together and create a win-win situation.”
- Former NGO Director: “[T]his will be a huge benefit to the community as well to help deal with issues and provide support.”
- School district representative: “[The scholarship of community engagement] is a necessary issue as we talk about complex issues which require people with complex disciplines but we don’t always have opportunities for disciplines to work together. This is an opportunity to make progress in making opportunities available across disciplines.”

Finally, the academic impact on other programs will be minimal. The proposed program complements other programs in the system. Members of the Faculty of Extension are currently engaged in research activity and course development with other post-secondary institutions and the possibility for adjunct appointments, student exchanges, and joint courses exist as outlined in Appendix D in the proposal. The proposed MA in Community Engagement supports the vision of Alberta Advanced Education and Technology (February, 2009) to address “the lifelong learning [that is] foundational to an individual’s employability and personal fulfillment and to Alberta’s competitiveness” by providing “an opportunity for students to engage in a program of study that fulfills an immediate need and also has the potential to ladder into existing program[s]” (p.1). It will also expand elective choices related to the field of community engagement and the scholarship of community engagement for students in graduate degree programs throughout Campus Alberta.

Replaces/Revises (eg, policies, resolutions)

N/A



Timeline/Implementation Date	January, 2013.
Estimated Cost	See attached.
Sources of Funding	This new program will be funded internally by the Faculty of Extension through reallocation of existing resources.
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver; Dare to Discover</i> values - Enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b>PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota</p>



programs, where they exist, will also be published in the current edition of the *University Calendar*.

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

**6. UAPPOL Admissions Procedure:**

**“PROCEDURE**

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

Following approval by GFC:

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

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

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

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

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

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

**9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part



	<p>of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).</p> <p>Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv)</p> <p><b>10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):</b> GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:</p> <p><b>"Existing Undergraduate and Graduate Programs:</b></p> <ul style="list-style-type: none"> <li>- Extension and/or Substantive Revision of Existing Programs</li> <li>- Revisions to or Extension of Existing Degree Designations</li> </ul> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...]</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)</p> <p><b>11. PSLA:</b> "The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master's or doctoral degree other than a degree in divinity." (Section 109(1))</p>
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**Routing** (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Survey of potential students through listservs – Addressed by Item 21 and Appendix G in the proposal.</p> <p>Community members through advisory committee of Faculty of Extension Centres summarized in Item 13, letters from community organizations in Appendix F in the proposal.</p> <p>The Dean of Extension met with other University of Alberta Deans (and Interim Deans) including: Anita Molzhan, Nursing; Lory Laing, School of Public Health; Verna Yiu, Medicine and Dentistry; John Kennelly, Agricultural, Life and Environmental Sciences; Lesley Cormack, Arts; and Nathalie Kermaal, Native Studies. See Section 25 and Appendix F (letters of support) in the proposal.</p> <p>Department Chairs whose courses are mentioned in the sample programs (Section 19) were consulted and agreed that their courses could be taken by MACE students.</p> <p>Consulted with the Office of the Provost and Vice-President (Academic)</p>
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	(Kathleen Brough and Bill Connor).  GFC ASC Subcommittee on Standards – June 5, 2012
Approval Route (Governance) (including meeting dates)	Extension Faculty Council (March 15, 2012) – for recommendation; Faculty of Extension Executive Planning committee (April 11, 2012; budget approval) – for recommendation; Faculty of Graduate Studies and Research Council (May 16, 2012) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for recommendation on the admission/transfer and academic standing/graduation requirements (as highlighted in yellow in the attached proposal); GFC Academic Planning Committee (June 27, 2012) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments:

- Attachment 1 (pages 1 – 43): Proposal for a Master of Arts (MA) in Community Engagement Degree Program in the Faculty of Extension

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



## Program Approval Template C

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

This Template is a common form that will be used for central vetting and approval at Alberta's public universities, submitted to the Minister of Alberta Advanced Education and Technology for system coordination review and subsequent referral to the Campus Alberta Quality Council (CAQC) for its review and recommendation. Council will also expect the University's request and rationale for a fully-expedited review (in advance or at the same time as the system coordination submission). If the Ministry and/or Council determines that more information is required and/or a partially-expedited review is necessary, that will be communicated to the University as soon as possible. Note that individual universities will develop their own version of the Template, which may list additional questions after the set of common ones.

This Template applies to

- X New degree programs in a new discipline or level that involve new program structures and/or significant faculty, course offerings, or other resource expansion (e.g., BA in German at Athabasca University).

### Basic Information

1. Title of the program: Master of Arts in Community Engagement
2. Proposed start date: January 2013
3. Length of the program (years):2
4. University and academic unit: University of Alberta, Faculty of Extension, Faculty of Graduate Studies and Research
5. Collaborating partners at other institutions:
6. Contact persons, with telephone and e-mail addresses: Dr. Albert Cook, Associate Dean Research, telephone 2-5001, [al.cook@ualberta.ca](mailto:al.cook@ualberta.ca) Dr. Katy Campbell, Dean, 2-2681, [katy.campbell@ualberta.ca](mailto:katy.campbell@ualberta.ca)
7. Completed/proposed approval path: 1. General Program Policy & Review Committee, 2. Faculty of Extension Council, 3. Faculty of Graduate Studies & Research Council, 4. GFC ASC Subcommittee on Standards, 5. Academic Standards Committee, 6. General Faculties Council Academic Planning Committee, 7. Alberta Advanced Education & Technology and Campus Alberta Quality Council.
8. Attach proposed program and course University Calendar descriptions, overall program structure and requirements, and other supporting documentation.

See Appendix A

### Rationale and Quality

9. Provide an overview of the program, including distinctive features relative to existing offerings, the modes of program delivery available, and any experiential components.

The goal of the program is to enable graduate students to explore the key concepts associated with community engagement and develop their understanding of the historical and contemporary perspectives that are shaping this field. These include: social theory on knowledge and power, social change theory, the process of public engagement, and critical pedagogy literature. The proposed \*21-credit, thesis-based, graduate program will consist of five courses, three of which are new courses, and two electives. It is interdisciplinary in nature and will appeal to students with backgrounds in education, the humanities and social sciences, health sciences, human ecology, community development and environmental sustainability. The proposed program will also appeal to students who have participated in Community Service-Learning (CSL) and related community-based learning and research opportunities. The Faculty of Extension will provide the academic leadership drawing upon the growing literature that will anchor the proposed program: engaged scholarship; and the study of the engagement process (often referred to as the scholarship of engagement). CSL staff will lend expertise in setting up and supporting CSL components of course(s).

Initially a thesis-based route will be offered to full-time and part-time students in an effort to add to the knowledge base in this growing field. The possibility of including a course-based route and/or Post Baccalaureate Certificate as well as offering these programs via distance delivery and/or blended learning modes will be pursued as interest warrants.

10. What is the rationale for the proposed new program?

In proposing a Master of Arts in Community Engagement the Faculty of Extension is responding to the need to study the engagement process, outcomes, and impacts. The need for scholarly collaboration has become more acute and pervasive. Although community engagement in North America has roots in the land-grant colleges and the extension movement, scholarship and fields of practice have begun to emerge to fill the need for some theoretical grounding and disciplinary rigor regarding the nature of co-created knowledge (Fear, Rosaen, Bawden, & Foster-Fishman, 2006).

What is community engagement? Not entirely codified, understandings of the theory and practice of community engagement can be found in disciplines ranging from public health to library science, political science to adult education, business to recreation administration. Concepts like democracy, community, sustainability, citizenship, social capital, knowledge production, social justice are often contested yet foundational. Philosophical and ethical principles and positions are being articulated to address issues of purpose and power and to align practices with belief systems. Practices include: designing, developing, and evaluating community engagement processes, community-based education, community-based research and evaluation, community service-learning, community economic development, monitoring policy development and implementation, stakeholder management, etc. Those who are entering positions that require a foundation in community engagement could be called upon to: manage change, think strategically, network effectively, develop partnership models, be proficient in cross-cultural communication, be competent project managers and be skilled in the art of facilitation, including facilitating community-engaged learning and research.

“Engaged scholarship represents one way of making research relevant to organizational practitioners by bridging the gap between theory and practice. Engaged scholarship is viewed as a form of collaborative inquiry between academics and practitioners that leverages their different perspectives to generate useful organizational knowledge” (Barge, Shockley-Zalabak, 2008, p. 1). The need for research into the theoretical and practice-based elements of community engagement is readily apparent. Continued conceptual work is

critical and ethically necessary for informing the socio-political and economic discourse. Increasingly, post secondary educational institutions are engaging in the study of community engagement (Fear et al., 2006, Giles, 2008; Holland et al., 2010). Courses dealing with some aspects of community engagement are offered at the non-credit, undergraduate and graduate levels as academics study, teach, integrate, and apply aspects of community engagement in their research. For example: EXLGP 8209 *Citizen Engagement and Consultation*; NS 445, *Community Development Process*; HGP 343 *Health, Space and Place*; HPS 506 *Health, Community and Development*; CSL 100 *An Introduction to Community Engagement*, CSL 300 *Theory and Practice in Community Service-Learning* CSL 350 *Selected Topics in Community Service-Learning*, CSL 550 *Selected Topics in Community Service-Learning*, PHS 602, *Engaged Scholarship for Health*.

The Faculty of Extension has almost 100 years of experience in engaging with a broad range of communities, chiefly in Alberta, in dealing with issues of economic, environmental, social, and cultural development. The Faculty recently embraced the study of community engagement in its multiple forms as its academic domain and, in keeping with the University of Alberta's Academic Plan (Dare to Deliver, 2011-2015), to engage with communities in carrying out its learning, discovery, and citizenship functions.

Currently the Faculty of Extension offers an embedded graduate certificate in community-based research and evaluation and a number of credit and non-credit courses that relate to various aspects of community engagement. The Faculty also offers an MA in Communications and Technology (established in 2000) and is now proposing to add an MA in Community Engagement to its existing suite of learning opportunities in this area.

11. Outline the University's demonstrated expertise and capacity in this program area. For graduate programs - address the experience of the unit in advanced work and your ability to deliver a quality program by commenting on your depth in the discipline. Provide a list of the names and expertise of faculty members and, where available, the progress of students who have already graduated.

There is a significant amount of community-based research and coursework within the Faculty of Extension and members of the academic staff are frequently called upon by other academic units to sit on supervisory committees, provide instruction, and mentor graduate students in this area. For example, although the Faculty of Extension does not currently have a doctoral level program, members of the academic staff are supervising or members of supervising committees for eighteen doctoral students. (See Appendix B). Faculty research profiles are listed on the Faculty of Extension website <http://www.extension.ualberta.ca/research/faculty-members/>

Programs related to the field of community-engagement that are currently offered by the Faculty of Extension include an embedded Certificate in Community-Based Research and Evaluation which is designed to support graduate students in existing degree programs to develop their capacity in this area. One graduate course in this program, INT D 500 (*An Introduction to Community Based Research and Evaluation*) will serve as the basis for the research methods course in the proposed MA program. Other academic units also offer courses in the area; the School of Public Health offers a doctoral level course, *Engaged Scholarship for Health*, and various disciplines include coursework related to community engagement within their graduate programs. Examples include: Education Policy Studies, Human Ecology, Resource Economy and Environmental Sociology, Nursing, and Business. For students in the proposed program who hold professional qualifications in any of these areas the opportunity to link their studies directly into their professional backgrounds would likely be of considerable interest.

The Faculty of Extension has offered a masters degree in communications and technology for over a decade giving members of our academic staff considerable supervisory experience. Over and above that

members of the academic staff have participated in graduate programs at universities beyond those in Alberta. Faculty members' areas of expertise, supervisory experience at master's and doctoral levels, supervisory experience in community placements, and the status of their graduate students are outlined in Appendix B. From the information on the employment of graduates that is presented here, our faculty members have worked with graduates who entered a wide variety of sectors including: government, educational institutions, health care, the private sector, and NGOs.

12. How will the program expose the learner to a high-quality learning experience?

With the diversity of programs and the interdisciplinary nature of our staffing model the Faculty of Extension is an excellent living laboratory for research and further learning in community engagement. Examples of some of the Faculty's initiatives include: The City Region Studies Centre <http://www.crsc.ualberta.ca/>, Community-University Partnership for the Study of Children Youth and Families <http://www.cup.ualberta.ca/>, and the Centre for Public Involvement <http://www.extension.ualberta.ca/research/institutes-and-centres/cpi/>. These groups have formalized collaborations with many community organizations. Staff in these areas conducts research over a wide range of community-based issues which continually involve graduate research assistants. Additional initiatives are being conducted by other members of the Faculty of Extension and their partners in new immigrant communities, Aboriginal communities, seniors organizations, the three levels of government, the private sector, and not-for-profit organizations. Faculty members receive external funding from: private foundations, provincial government departments, and the federal government through two of the Tri-council groups – CIHR and SSHRC. Financial support for graduate students is provided through these sources along with the opportunity to obtain excellent community-based experience provincially, nationally and internationally. Faculty research profiles are listed on the Faculty of Extension website <http://www.extension.ualberta.ca/research/faculty-members/>

13. Provide a brief demonstration of external support regarding the value of the program.

A discussion was held with members of the steering committee for the Community-University Partnership for the Study of Children Youth and Families (CUP). Participants included representatives from small non-government agencies, K-12 school districts and government departments. There was general agreement that the proposed program has value. Typical comments included:

- NGO Director: "I welcome this and believe it gives credibility to this type of work. A transfer of knowledge back and forth from the community and academia will allow community and academics to work together and create a win-win situation."
- Former NGO Director: "this will be a huge benefit to the community as well to help deal with issues and provide support."
- School district representative: "[the scholarship of community engagement] is a necessary issue as we talk about complex issues which require people with complex disciplines but we don't always have opportunities for disciplines to work together. This is an opportunity to make progress in making opportunities available across disciplines."

Letters of support from community organizations are included in Appendix F

14. Describe how this new program is reflected in the University's strategic and academic plans (e.g., *Dare to Discover*; *Dare to Deliver*), business plan, and accessibility plan.

In *Dare to Discover* (2004) the University's framework for future growth and development "Connecting Communities" is one of the four cornerstones. The proposed MA in Community Engagement will further the

University's goal of fostering "partnerships with business and industry to advance mutual goals for supporting talented people through employment and internship opportunities for our students and access to life-long learning, identifying research challenges, and translating and disseminating our research outcomes." (p. 3). Further the university's Academic Plan (*Dare to Deliver*) states that "[b]y connecting our students and researchers with institutions and communities around the globe we will be able to influence and help shape the future prosperity and well being of the province, our country and the world." *Dare to Deliver* also highlights the need for the university to "...connect with communities by: [e]mbracing and extending strengths such as ... Enterprise Square (the home of the Faculty of Extension) in order to enhance the University's interconnectedness with local communities." (p. 9). The proposed MA in Community Engagement is one way of achieving that goal.

In the Comprehensive Institutional Plan (2011) the university is described "[a]s the province's flagship comprehensive academic research institution, the University of Alberta offers undergraduate and graduate programs, a full range of postdoctoral fellowships, certificate and outreach programs, an important array of co-curricular activities, and a variety of professional development and continuing education opportunities". In an effort to "become a destination of choice for students and faculty from Alberta, Canada, and around the world, the University must continue to evolve by creating integrated and innovative curricular programs, enriched co-curricular opportunities, and internationally recognized research and scholarship networks." (p 9) The proposed MA in Community Engagement is one such approach that will help the University achieve this goal through a carefully designed blend of study, community service-learning and thesis research.

15. Give information on quality assessment, including criteria to be used for continuous evaluation. How will learner outcomes be measured?

The results of student course evaluations and a review of overall student performance will be analysed as part of an annual curriculum review process. This will form the core of the formative evaluation that will be conducted during the first four years of operation of the proposed graduate program. A summative evaluation will be conducted during the fifth year and will include information from the formative evaluation process, feedback from students, graduates, employees, and organizations that have contributed to the operation of the proposed graduate program (e.g., community service-learning sites, corporations, agencies, NGOs, professional organizations). The Faculty of Extension has the capacity to undertake such evaluation projects through our Evaluation Research Services unit.

Criteria for program evaluation will include: completion times and rates, community partner satisfaction with student community service-learning placements, employability of graduates, student demand for the program, financial viability of the program, course evaluations and other measures of formal course delivery, quality of master's theses measured by publication and/or conference presentations, success of graduates seeking doctoral study.

### **Demand and Administration**

16. Outline the expected impact of the new program in terms of professional and academic opportunities for current and prospective students.  
Please see questions #24 and #25.

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

Initially 5-6 students will be admitted on an annual basis until a total enrolment of 20-24 students is reached. The main impact on other programs will be their capacity to accommodate additional students in elective courses. There are two, 3-credit, graduate level electives required in the proposed program.

Depending upon the undergraduate preparation students’ electives might include courses such as: HECOL 682 *Program Planning & Evaluation*, HPS 618 *Diversity and Health in Families & Communities*, CSL 550 *Selected Topics in Community Service-Learning*, EDPS 522 *Citizenship Education: Global Contexts*, POLS 526 *Selected Topics in Urban Politics*, R SOC 542 *Risk Communication & Policy*, R SOC 530 *Social Impact Assessment*. Relevant graduate level course work with a CSL component may also satisfy elective requirements. Given the overall enrolment and the diversity of student interests it is not expected that student numbers in the proposed program will have a negative impact on other academic units. An example of a full-time and part-time student’s possible programs of study is included in # 19.

See Appendix C- Enrolment

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

Enrolment in the proposed MA in Community Engagement will not have a negative impact on existing graduate programs within the Campus Alberta system. Given the enrolment that is expected over five years (5-6 students per year until a total of 20-24 students is reached) it is not expected that these numbers will negatively affect any graduate programs at the University of Alberta (See Appendix C for Projected Enrolment). The implementation of the proposed program will provide opportunities for graduate students within the Campus Alberta system to complete courses in community-engaged scholarship as electives, it will provide an avenue for those completing undergraduate degrees in the social sciences and natural sciences to complete graduate work in an area that will enhance Alberta’s productivity (e.g., municipal government – land use planning, resource industry – development and expansion of mining areas and pipeline routes). Applicants to the proposed program will likely be attracted from a variety of disciplines; it is not anticipated that any professional organizations will be affected by the implementation of the proposed degree.

19. Provide a program implementation plan by academic year (start to maturity). Include the impact on any programs being phased out, particularly with regard to resources and support.

The intake in the first year of the program will be 5-6 students and move forward in increments of 5-6 until a total of 20-24 students is reached (See Appendix C for full projected enrolment plan). The proposed degree could be completed within two years of full-time study. The proposed course schedule is outlined below. The Faculty of Extension will work with the CSL program to develop a seminar designed to assist students to integrate knowledge from their theoretical course work with the community service-learning component. Electives will be selected in consultation with the supervisor to complement the student’s thesis research. Part-time students should be able to complete their requirements within the four year time limit, but they will likely have to study through Intersession to do so.

Term	Year 1	Year 2
Term 1 (Fall)	3 Required courses	THESIS Elective
Term 2 (Winter)	CSL 550	THESIS Elective
Intersession	Spring Term CSL 550 cont.	

Sample Programs of Study

Note that the relevant academic units have been contacted and agree that “students” in the proposed graduate program could expect to take the electives that have been used in this example.

Part-time student with an undergraduate degree and practice experience in the health sciences

Term	Year 1	Year 2	Year 3	Year 4
Term 1 (Fall)	MACE 501 Practice of Engaged Scholarship	REHAB 568 Statistical Analysis & Interpretation of Research	Elective HECOL 682 Program Planning & Eval.  THES 903	Elective HPS 616 Risk Communication  THES 903
Term 2 (Winter)	MACE 502 Theoretical Foundations of the Scholarship of Engagement	MACE 503 Methods of Community Based Research	THES 903	THES 903
Intersession	Spring/Summer Terms CSL 550 Community Service-Learning			

Full-time student with an undergraduate degree in the social sciences, no related work experience.

Term	Year 1	Year 2
Term 1 (Fall)	MACE 501 Practice of Engaged Scholarship MACE 502 Theoretical Foundations of the Scholarship of Engagement MACE 503 Methods of Community Based Research	Elective SOC 549 Social Movements  THES 906
Term 2 (Winter)	CSL 550 Community Service-Learning SOC 518 Qualitative Methods of Social Research	Elective HGP 500 Topics in Human Geography  THES 906

The major impact on other University of Alberta programs will be that some members of the academic staff in the Faculty of Extension have been teaching and supervising students in graduate programs offered in other academic units (i.e., outside the Faculty of Extension). These professors will give priority to supervising and teaching in the proposed MA in Community Engagement. However, it is expected that the traditional process of drawing members of supervisory committees from across the university will not be negatively affected by the implementation of the proposed program.

- Describe how the proposed program fits within the broader Alberta post-secondary system. Is it unique to the province, the country? Does it compete with or complement other programs in the system? If the program is similar to or duplicates an existing program, is the duplication warranted? How does the program advance Campus Alberta?

The proposed MA in Community Engagement supports the vision of Alberta Advanced Education and Technology (February 2009) to address “the lifelong learning [that is] foundational to an individual’s employability and personal fulfillment and to Alberta’s competitiveness” by providing “an opportunity for students to engage in a program of study that fulfills an immediate need and also has the potential to ladder into existing program[s]” (p.1). It will also expand elective choices related to the field of community engagement and the scholarship of community engagement for students in graduate degree programs throughout Campus Alberta. The Faculty of Extension plans to offer these courses in blended and/or e-learning formats should student demand warrant. It is anticipated that selected community service-learning options might also be available to graduate students in related areas within Campus Alberta.

While it does not duplicate any graduate degree that is currently offered in the Campus Alberta system, professional programs often touch on some of the concepts that are central to community engagement (e.g., the process of stakeholder engagement). To our knowledge the scholarship of community engagement (e.g., the study of the effectiveness of the process) is not central to any other graduate degree offered at Alberta’s major universities.

The proposed program complements other programs in the system. Members of the Faculty of Extension are currently engaged in research activity and course development with other post-secondary institutions and the possibility for adjunct appointments, student exchanges, and joint courses exist as outlined in Appendix D.

#### 21. Describe the current student demand for the new program.

There is a growing interest in all sectors of society, including government, business, and civil society, in engaging more meaningfully with each other and with the communities and publics with which they interact. Increasingly leaders in all sectors of Canadian society are recognizing that they are dealing with complex issues of economic, social, cultural, and environmental sustainability that call on them to work together and with a variety of communities of interest. Whether justified in terms of a financial return, efficiency, effectiveness, or social benefit, there is a growing consensus that success lies in engaging in two-way communication, developing common agendas, and partnering to implement solutions of mutual benefit. These activities are variously labelled community engagement, stakeholder consultation, civic engagement, public relations, external relations, partnerships, collaborations, and the like.

It is expected that there will be interest beyond the University of Alberta. However, the Faculty of Extension’s experience is that graduates from its citation or certificate level programs are often interested in pursuing higher level qualifications in their initial areas of study. It is also readily apparent that many programs at the University of Alberta have been oversubscribed and as a result well qualified students are turned away e.g., Health Promotion Studies, Occupational Therapy. The proposed MA in Community Engagement would provide a viable alternative for well qualified prospective graduate students who find themselves in this position.

Results of a survey in which respondents were invited to participate directly through some University and non-University controlled listserves indicated that there is a strong interest in the proposed program, particularly in four aspects: community engagement, community development, the ability to participate in community service-learning, and opportunities to take electives in related disciplines. An overall summary of the results is contained in Appendix G.



22. Is there labour market demand for this program? What steps were taken to assess labour market demand? The demand analysis should be supported with relevant data.

Because this degree will be one of the first of its type in Canada it is difficult to make quantitative predictions of job opportunities. The program has been developed out of a long history of engagement with community organizations through the Faculty of Extension centres and is based on the need for effective research that is conducted with a community focus and an understanding of university-community partnerships. Federal, provincial and municipal government departments and agencies, educational institutions, libraries, professional associations, non-profit organizations, and large and small businesses increasingly require their staff to carry out these functions for which their pre-service and in-service education and training have not prepared them well. A preliminary survey of employment opportunities that required community engagement skills (October through December 2011) included positions with government, private sector, municipalities, educational institutions, and non-governmental organizations. (See Appendix E for specific examples).

It is therefore timely and appropriate for the Faculty of Extension to respond to the increasing need for employees who understand the theoretical underpinnings of community engagement by developing a suite of learning opportunities that include non-credit and credit programs. Consultation with community organizations has occurred throughout the process of developing the underlying concepts and the formal proposal for the proposed degree. The CUP reference group (see item #13) was also asked to comment on this topic. Representatives of larger organizations (e.g., Alberta Health Services, government departments, school boards) indicated an interest in hiring graduates of this program. One representative of a community based foundation commented that:

“... there is a lot of opportunity for people with this type of training to work in the community. While no one agency may be able to afford this on their own, three or four agencies could hire someone together and it could work in terms of integrating services and learning to work together.”

These comments are typical of those received from community members. The letters of support are included in Appendix F.

23. Explain the level and kind of support that will be provided by professional organizations, regulatory bodies, employers, and industry. Provide evidence of consultation and support.

To ensure the success of this program, sufficient community placements must be available. In general community organizations with which we have consulted are receptive to providing such placements and many have hosted them in the past. Consultations (for example, see item #13 above) also addressed this question specifically. Some of the feedback included:

- When working on developing this program it is important to engage some potential community partners who could provide partnerships in the beginning. Agencies often hear about these opportunities at the last minute, but it takes start up time to develop a situation that would help both the student and agency. A program director suggested having these conversations as it develops and using them as demonstrations as it moves forward. If they could count on having a student for up to 8 months, one day a week, it would be a wonderful resource in terms of both research and collaboration.
- All NGO's have a number of social work students coming through, but when you have a grad student for a sustained time there is opportunities for more higher level involvement. This would provide good opportunities for making a real impact.
- With regards to placement one NGO director indicated that in the past many placements did not last longer than the normal volunteer training, i.e., 12 hours. It is usually all giving on the organization/agency part. However, this proposal [extended community service practicum] has real potential.

- The long term placements are the only ones that have been a benefit to one member's organization. Another community member believes that community service-learning placement in agencies can impact decisions in the future because they might allow students to experience the real issues and then someday those students may move into a position where they can make change.

The community members agreed that longer placements are preferred. Based on this type of input the proposed MA program will include a community service-learning experience that is long enough to be of benefit to both sponsoring organizations and students. The CSL Program has agreed to work with Extension to accomplish this goal. The CSL program has extensive evaluation data on CSL experiences ([www.csl.ualberta.ca](http://www.csl.ualberta.ca)) which supports the feedback reported above. It is clear that CSL partner organizations continue to provide these placements "because of what they get from the experience of co-educating students." CSL partnerships also serve as a good recruitment source for these agencies.

24. Provide evidence that employers will provide sufficient placements to support the clinical, coop and work experience requirements of the program.

Sufficient community service-learning spaces for the initial years of operation (first two years) of the proposed graduate program exist within the Faculty of Extension's centres and research groups affiliated with the those centres (e.g., Community-University Partnership for the Study of Children Youth and Families, the City-Regional Studies Centre and the, Centre for Public Involvement. Other collaborative initiatives that Faculty of Extension academics have with communities include: First Nations Child and Family Service agencies, First nations Child and Family Caring Society (Ottawa-affiliated with Faculty of Extension), Multicultural Health Brokers, The City of Edmonton (Community Services), Alberta Human Services, Public Health Agency of Canada, Edmonton Public School Board, Alberta Education, Bent Arrow Traditional Healing Society, Success by Six, United Way, Yellowhead Tribal College and/or 5 First Nations of the Yellowhead Tribal Council, Hope Foundation, Edmonton Mennonite Centre for Newcomers, Pembina Hills School Division, Edmonton Catholic Schools, Edmonton YMCA, Kara Family Resource Centre, Legal Resource Centre of Alberta Ltd. , Aboriginal Health Program, Alberta Health Services, First Nations Inuit Health, Health Canada, Native Counselling Services of Alberta, Maskwacis Cree First Nations, Buffalo Lake Metis Settlement, and Families First Edmonton. The CSL program partners with over seventy organizations, some of which will be appropriate for the MA in Community Engagement program.

One current program in the Faculty of Extension has extensive experience in developing and coordinating research focussed community placements. The Community-University Partnership for the Study of Children, Youth and Families (CUP) assists the Department of Educational Psychology facilitating an eight-month practicum for doctoral students. Students are placed in an agency for eight hours a week to collaborate with an agency on research and evaluation issues. At the end of the practicum, the student provides a project report (e.g., program evaluation, literature review, research grant proposal, research paper, presentation to staff) that will be of interest and of use to the agency. The cost to the agency is time and a workspace. In addition to the community placement, the students meet every two weeks to learn about community research and discuss common issues and concerns. Every year new agencies and organizations seek students and the number of placements often exceeds the number of students available to fill them. CSL is similar to the kind of community placements that CUP and other Extension programs coordinate.

25. Describe the opportunities graduates will have for progression to further study in this field or in professional fields. Provide evidence of consultation.

Opportunities for graduates of the proposed program to undertake an individual, interdisciplinary, PhD within the University of Alberta and other Campus Alberta institutions currently exist. For those students who also have previous degrees or professional qualifications in specific areas opportunities to pursue studies in community engagement as it is related to their field would also be available. Potential areas include: education policy studies, human ecology, nursing, pharmacy, physical education and recreation, political science, psychology, public health, rehabilitation medicine, resource economics and environmental sociology, or strategic management and organization. The appropriate leaders in each of these academic units have all indicated that graduates from the proposed MA in Community Engagement would be eligible to apply for doctoral level work in their respective fields.

The Dean of Extension met with other University of Alberta deans (and interim deans) including: Dr. Anita Molzhan, Nursing, Dr. Lory Laing, School of Public Health, Dr. Verna Yiu, Medicine and Dentistry, Dr. John Kennelly, ALES, Dr. Lesley Cormack, Arts, and Dr. Nathalie Kermoal, Native Studies. All were interested and supportive. There was a willingness to discuss details such as courses that could be available for electives, and/or acceptance of our courses as electives within existing programs. Some Deans believed that faculty members would be interested in serving on an advisory committee and agreed to consider who and how their faculty might participate.

26. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, computers, space, practicum liability insurance, student services, administrative services (e.g., Registrar's Office), as applicable) for the proposed change, and, if so, where will those resources come from? Provide a budget for any long-term or one-time implementation costs. Provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

This new program will be funded internally by the Faculty of Extension through reallocation of existing resources as shown in the 5 year budget template in Appendix G.

Instructional resources are primarily salaries for academic staff.

Faculty members in the Faculty of Extension have indicated that they were committed to an annual intake of 5-6 students/year. Each faculty member will be responsible for supervising or co-supervising one entering student with a typical load of two students at any one time. Accepted students will be matched with a faculty member's research program or area of expertise. Each faculty member has also committed to develop and teach courses as the MA program evolves, broker student placements and bring community research partnerships into the program to provide case examples and mentorship.

GRA support and graduate student research expenses will be provided from several sources. Research grants held by academics within the Faculty of Extension currently provide full or partial support to 10-15 graduate students who are enrolled in other faculties. These funds will be available to students in the proposed program. The terms of reference of the Faculty of Extension Research Committee include allocation of GRA and graduate student research funding. Because this is a thesis-based program students will be eligible for some scholarship funding administered through FGSR (e.g., U of A Recruitment Scholarship – Master's Level).

To provide administrative support for students in the proposed program (e.g., program information, assistance with community service-learning or other aspects of the degree requirements, co-ordination and reporting to FGSR) an Office of Graduate Studies will be formed within the Faculty of Extension which will handle both the MACT degree offered in a blended format and the Embedded Certificate in Community-Based Research and Evaluation. The current MACT non-academic personnel will be expanded to staff this

office. Applications will be handled through that office following a similar process to that currently used in the MACT program.

The Faculty's current level of IT support, student carrels and Wi-Fi networks are sufficient to support graduate students in the proposed MA program. The Budget Template in Appendix H lists the calculated Faculty of Extension support for the graduate student lab that contains work stations and Wi-Fi capability.

A library impact statement is attached in Appendix H.

Liability issues will be addressed by utilizing CSL 550 for student placements. (See letter of support in Appendix I)

### **Additional Questions – University of Alberta**

27. How will this proposal distinguish the University of Alberta from other post-secondary institutions?

This will be the first graduate degree program in community engagement to be offered in Alberta and one of the first in Canada. There are other programs in community-university engagement, but they are at a certificate or non-credit level. University of Alberta degree programs that address portions of the planned content for the proposed degree include Anthropology, Health Promotion, Human Ecology, Education Policy Studies, Educational Psychology, Nursing, Public Health, Resource Economy and Environmental Sociology, Sociology, Psychology, and Political Science. The Certificate in Community Engagement and Service-Learning is available to undergraduates across the University of Alberta. The University of Alberta is an ideal place for the proposed degree given its focus on “engaging communities near and far” as one of the cornerstones in its academic plan. This focus is also at the heart of the Faculty of Extension's academic plan. By developing this degree, the University Alberta will enhance its leadership role in furthering our understanding of community-university engagement.

Courses dealing with some aspects of community engagement are offered at the non-credit, undergraduate and graduate levels at other institutions (e.g., Michigan State University – Graduate Certification in Community Engagement; Royal Roads University – Graduate Certificate in Sustainable Community Development; Maryland Institute College of Art – MA in Community Arts; Centre for Research on Educational and Community Services (CRECS), Faculty of Social Sciences, Faculty of Education, University of Ottawa - Graduate Certificate Program in Program Evaluation, Coady International Institute, St. Francis Xavier University, Antigonish, NS - Master of Adult Education – Community Development Stream.; Simon Fraser University - Certificate in Community Economic Development, and Certificate in Dialogue and Civic Engagement, Carleton University – an MA in Public Administration. None of these programs have the focus on community engagement that is proposed here.

28. How will research, scholarly work, and teaching be integrated to enhance student learning?

Each academic within the Faculty of Extension (those who will teach and supervise students in the proposed degree program) has an integrated cycle of scholarship in teaching, research and community service. Each faculty member's active research program is solidly based in the greater community. Students will conduct research with community partners, complete community service-learning in various agencies and take coursework that provides theoretical background for these experiences. This combination of activities will provide an ideal environment for integration of research, scholarship and student learning.

Contained in the Faculty Standards and Faculty Evaluation Committee annual report template for the Faculty of Extension is a requirement that each member of the academic staff report annually on their

integration of research, teaching and community engagement. This data will enable an annual review of the degree to which integration is being achieved.

29. Further to Question #15 above, when should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

A summative evaluation will be carried out in the fifth year of operation of the proposed graduate program. Feedback from the formative evaluation process described in question #15 as well as information gathered from students, graduates, employees, and others will be used to enhance and ensure the continuing quality of the proposed graduate program. The summative review will be arranged and overseen by the Associate Dean, Engaged Learning in consultation with the program director and advisory/steering committee. The evaluation team will include an Associate Dean from FGSR and at least one external reviewer, e.g., a senior academic leader in a relevant scholarly area in relation to the proposed graduate program.

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**Appendix A- Calendar Copy**

<b>CURRENT</b>	<b>PROPOSED</b>
<p>New program</p>	<p><b>96.3 Community Engagement Graduate Program</b>                      The Community Engagement Graduate Program in the Faculty of Extension offers an in-depth theoretical examination of the conceptual and philosophical underpinnings of community engagement, along with critical analysis of related evidence-based research, and the opportunity to gain practical experience in the application of this growing field. The Master of Arts in Community Engagement (MACE) degree is an interdisciplinary graduate program designed for those seeking to provide reflective and informed leadership in community engagement and sustainability with industry, post secondary education, government, and not-for-profit agencies. The MACE program is a thesis-based degree.                      Refer to 20X.XX for more information and visit the program’s website at <a href="http://www.mace.ca">www.mace.ca</a>, email <a href="mailto:mace@alberta.ca">mace@alberta.ca</a> or telephone (780) XXX-XXXX. For course listings see XXX under Community Engagement (MACE).</p> <p><b>205.15 Community Engagement</b>                      Faculty of Extension                      University of Alberta                      Enterprise Square                      10230 Jasper Avenue                      Edmonton, Alberta T6J 4P6                      E-mail <a href="mailto:mace@ualberta.ca">mace@ualberta.ca</a>  <a href="http://www.mace.ca">www.mace.ca</a></p>
<p>New program</p>	<p><b>205.15.1 General Information</b>                      The Community Engagement Graduate Program in the Faculty of Extension offers an in-depth theoretical examination of the conceptual and philosophical underpinnings of community engagement, along with critical analysis of related evidence-based research, and the opportunity to gain practical experience in the application of this growing field. The Master of Arts in Community Engagement (MACE) degree is an interdisciplinary graduate program designed for those seeking to provide reflective and informed leadership in community engagement and sustainability applied to industry, post secondary education, government, and not-for-profit settings.</p>

The MACE program is a thesis-based degree comprised of coursework in theory and analysis of community engagement, collaboration, partnership development, cultural awareness, research methodology, project management, and policy development. An opportunity for practical experience is available to all students through the community service-learning component within the MACE program.

#### **Entrance Requirements**

The minimum admission requirements are those set out in the minimum acceptable standards in the Faculty of Graduate Studies and Research. These include a baccalaureate degree or its academic equivalent in a relevant field from an academic institution recognized by the University of Alberta, with a grade point average of at least 3.0 on the 4-point scale over the last \*60 credits; preference will be given to those with community-based experience; and if required (see 203.24) a minimum overall score on an approved English language examination as described below. PTE Academic score of at least 59; a minimum acceptable TOEFL score of 580 (paper-based) or a total score of 92 with a score of at least 20 on each of the individual skill areas (internet-based); or a minimum overall band score of 7.0, with at least 6 on each test band, on the IELTS. Applicants should arrange for their English language test results to be sent directly to the Faculty of Extension.

Applicants are required to provide

1. A current curriculum vitae
2. Three letters of reference
3. At least one year of relevant experience is preferred
4. A letter of not more than 800 words that outlines the anticipated research topic(s) or areas of thesis research. The applicant should identify appropriate faculty members from the Faculty of Extension as potential supervisors

#### **205.15.2 The Degree of MA in Community Engagement Program Requirements**

Students must complete the following:

- (1) **Required courses (\*15)** MACE 501 The Practice of Community Engaged Scholarship, MACE 502 Theoretical Foundations of the Scholarship of Engagement, MACE 503 Methods of Community-Based Research, one additional research methods course, CSL

- 550 (\*3) [Selected Topics in Community Service-Learning]
- (2) **Electives:** two graduate-level courses (\*6) approved by the student's supervisor
  - (3) **Thesis:** successfully complete and defend a thesis on a research topic in the area defined in consultation with the student's supervisory committee. The scope and quality of the thesis should be appropriate to form the basis of a refereed journal publication. Students are required to present the results of their thesis at a student seminar prior to their defence.

#### **Length of Program**

Students may undertake the MA on a part-time or full-time basis. The maximum time permitted for completion of the program is four years (part- or full-time) from the date of registration.

#### **XXX. XX. X Graduate Courses**

Graduate course can be found in 231, Course Listings, under the subject heading Community Engagement (MACE).

#### **XXX. XXX Community Engagement (MACE)**

Faculty of Extension

#### **Graduate Courses**

##### **MACE 501: The Practice of Community Engaged Scholarship**

\*3 (*fi* 6) (either term, 0-3s-0). An introduction to the conceptual foundations of the practice of community-engaged research and evaluation, with application across diverse disciplines and forms of engagement (e.g., health care, community development, government). A required course for students in the XXX program; others interested must seek consent of the instructor.

##### **MACE 502: Theoretical Foundations of the Scholarship of Engagement**

\*3 (*fi* 6) (either term, 0-3s-0). An examination of the theoretical foundations that have shaped the study of community engagement. Students will explore this through a broad spectrum of disciplines and themes. A required course for students in the XXX program; others interested must seek consent of the instructor.

**MACE 503 Methods of Community-Based Research** \*3 (*fi* 6) (either term, 0-3s-0). An introduction to research which broadly includes quantitative,



qualitative, and mixed methods. Research design, formulating research questions, selecting appropriate methods, sampling, data analysis and knowledge mobilization will be included. This course is designed as a seminar, while some classes will be structured, the intent is for participants to learn from each other's experiences and research examples.

**CSL 550 Topics in Community Service-Learning: Reflexive Community Practice** \*1-6 (variable) (variable, unassigned). A seminar that explores critical, ethical, and reflective approaches to the everyday practice of community engagement. Students will build personal, practical, and professional skills through significant contribution to a community-based project that draws on multiple facets of community engaged scholarship. Pre-requisite MACE 501 and 502.

### Appendix B - Graduate Student Supervision Experience

Name	Expertise-related to community engagement	Master's students supervised/committee	PhD students supervised / committee	Students supervised in community placements	Status of Students (aggregated)
Mary Beckie	<ul style="list-style-type: none"> <li>• Qualitative Methodology</li> <li>• Sustainable communities planning and development</li> <li>• Scholarship of engagement</li> <li>• Citizen/public engagement</li> </ul>	6/0	1 Postdoc 1 PhD mentorship 2 PhD candidacy examiner	20	Master's graduates - 2 in progress; 2 with industry; 2 with provincial government Postdoc - 1 in a tenure-track university position PhD - 1 mentored in qualitative research received SSHRC Postdoc position
Cindy Blackstock	<ul style="list-style-type: none"> <li>• Indigenous child rights</li> <li>• Public policy and advocacy</li> </ul>	3/1	1/0	15	Master's graduates - 1 practicing indigenous human rights law. 2 in progress. PhD - 1 in progress. Community placement students have gone on to pursue careers in NGO's, human rights, business, and law.
Katy Campbell	<ul style="list-style-type: none"> <li>• Scholarship of community engagement</li> <li>• Research in communications &amp; technology</li> </ul>	25/5	0/13	2	Master's graduates - 8 with government, 4 with NGO/health sector, 7 with private sector, 11 with educational institutions PhD - 4 with government, 6 with educational institutions, 2 in progress
Sherry Ann Chapman	<ul style="list-style-type: none"> <li>• Study of community-based research (CBRE)</li> <li>• Critical engagement</li> </ul>	0/3	0/1	10	4 degrees in progress 10 embedded certificates in progress

Fay Fletcher	<ul style="list-style-type: none"> <li>• Social Determinants of Health</li> <li>• Aboriginal &amp; community health</li> <li>• Community based research</li> <li>• Health education and program development</li> <li>• Relational leadership and accountability</li> </ul>	5/3	1/1	4	Master's graduates – 6, 2 in progress PhD 2 in progress
Rebecca Gokiart	<ul style="list-style-type: none"> <li>• Community-based research evaluation &amp; methodology</li> <li>• Early childhood measurement</li> <li>• Academic &amp; clinical assessment</li> </ul>	3/2	1/2	10	Master's graduates – 1 in research, 4 in progress PhD graduates – 1 Postdoc, 1 with an educational testing company, 1 in progress
Gordon Gow	<ul style="list-style-type: none"> <li>• Social media for community organizations</li> <li>• MARS Lab community-engaged research projects</li> </ul>	12/0	0/0	0	Master's graduates – 4 in progress 8 MACT graduates in various employment settings
Martin Guardado	<ul style="list-style-type: none"> <li>• Qualitative Methodology</li> <li>• Community-based research</li> </ul>	3/2	1/0	0	Master's - 5 in progress PhD - 1 in progress
Yoshi Iwasaki	<ul style="list-style-type: none"> <li>• Culture and Human Diversity</li> <li>• Active Living</li> <li>• Health and Quality of Life</li> </ul>	12/5	4/6	4	Master's graduates - 2 in PhD programs, 2 with government, 4 with educational institutions, 6 with NGOs, (3 unknown) PhD graduates - 4 with educational institutions, 4 with government, 1 in progress, (1 unknown)

<p>Maria Mayan</p>	<ul style="list-style-type: none"> <li>• Qualitative Methodology</li> <li>• Public policy</li> <li>• Knowledge translation</li> </ul>	<p>1/8</p>	<p>4/7</p>	<p>8</p>	<p>Master's graduates - 4 in progress (2 unknown), 1 with an educational institution, 1 with a political party 1 with federal government PhD students - 9 in progress, 2 with educational institutions</p>
<p>Kyle Y. Whitfield</p>	<ul style="list-style-type: none"> <li>• Community Development</li> <li>• Citizen Engagement</li> <li>• Social Planning</li> <li>• Social Citizenship</li> </ul>	<p>5/1</p>	<p>0/0</p>		<p>1 completing PhD program (4 unknown)</p>

### Appendix C - Projected Enrolment

Proposed Enrolment	2013-14	2014-15	2015-16	2016-17	Annual Ongoing
Total Full-Time head count	3	6	9	12	12
• Full-Time Year 1	3	3	3	6	6
• Full-Time Year 2		3	3	3	3
• Full-Time Year 3			3	3	3
• Full-Time Year 4					
Total Part-Time head count	3	3	9	12	12
• Part-Time Year 1	3		3	6	6
• Part-Time Year 2			3	3	3
• Part-Time Year 3			3	3	3
• Part-Time Year 4					
Total Work Experience hc	3	12	18	18	18
• Work Experience Year 1	3	6	9	9	9
• Work Experience Year 2		6	4	3	3
• Work Experience Year 3			5	3	3
• Work Experience Year 4				3	3
Total FLE	4.5	9	13.5	18	18
• FLE Year 1	4.5		4.5	4.5	4.5
• FLE Year 2		9	4.5	4.5	4.5
• FLE Year 3			4.5	4.5	4.5
• FLE Year 4					
Anticipated Number of Graduates	NA	3	6	9	12

**Appendix D - Campus Alberta impact**

Campus Alberta Partner	Type of interaction	Possible impact of proposed MA program	Possible synergies with proposed MA program
U of Calgary Athabasca University	<ul style="list-style-type: none"> <li>● Joint research</li> <li>● Course development</li> </ul>	Courses within proposed MA will be available via e-Learning to interested U of C and AU students as possible electives. Course on the social economy currently being co-developed.	AU offers MA in Integrated Studies – there are potential synergies with the Community Studies and the Adult Education specializations and the proposed MA program
Blue Quills First Nations College	<ul style="list-style-type: none"> <li>● Research and teaching</li> </ul>	Blue Quills First Nations College has a Masters of Education in collaboration with UofA Faculty of Education. Possibility of adjunct appointments. Possible student interest in courses.	Opportunities for students in the proposed program to take Blue Quills First Nations College courses as electives.
Yellowhead Tribal College	<ul style="list-style-type: none"> <li>● Research partnership</li> <li>● Student supervision</li> <li>● Teaching</li> </ul>	Offering a condensed CBRE methods course for undergrad students	Direct link to 5 First Nation communities and the College for CBRE community-service-learning placements.
U of Calgary Environmental Design	<ul style="list-style-type: none"> <li>● Potential research</li> <li>● Teaching</li> <li>● Guest lectures</li> </ul>	Courses within proposed MA will be available via e-Learning to interested U of C students as possible electives.	There could be a shared interest in some key courses

### **Appendix E - Employment Opportunities Requiring an Understanding of Community Engagement**

Municipal governments (Race Relations Specialist; Public Involvement Program Coordinator, City of Edmonton),  
non-profit organizations (Employee Engagement Officer, World Wildlife Fund Canada; Community Engagement Assistant,  
Alzheimer Society of Thunder Bay; Community Engagement Coordinator Arts Smarts, Toronto),

Private sector corporations (Community Engagement Manager, Wattpad; Manager Community Engagement, Oil and Gas Sector, Fort  
McMurray),

Municipal agencies (Engagement Coordinator (Internship)Thunder Bay Chamber of Commerce; Youth Engagement Coordinator,  
Public Health & Emergency Services Department, Oxford County, Woodstock Ontario),

Educational institutions (Sustainability Engagement Coordinator, Office of Sustainability, University of Calgary),  
Government departments such as Government Communications and Public Engagement (Government of British Columbia).

## **Appendix F - Summary of Survey of Potential Students for the proposed MA in Community Engagement**

The total number of responses was 138. The number of specific emails that were invited to participate directly through the University was 2,156. The invitation was also sent to some related, non-University controlled listservs. The estimated response rate was around 6%. This is a low response rate. However, since the purpose of this survey was to gauge potential interest in the program among potential audiences, the sample was purposeful and not random. The number of responses was large enough to provide preliminary answers about different aspects of the proposed graduate program. Many of the respondents had a predisposition to this type of program. Below is a brief summary of the results:

- In general, the respondents indicated an interest in the program with about half indicating familiarity with the term “Community Engagement”.
- The three highest ranking reasons for making a decision for applying to a graduate program were:
  - Ability to get field experience through work with the community
  - Financial support, and
  - The multidisciplinary nature of the graduate program.
- Field experience and applied research were highly rated reasons for making a decision to apply for a graduate program.
- Over 40% of the respondents indicated that they would be likely or very likely to consider applying for the program, assuming interest and meeting the program’s requirements.
- The top three components listed that would be of interest to respondents were:
  - Community engagement,
  - Community development, and
  - Taking courses in a related discipline.
- A large majority of respondents indicated that a program like this was relevant or very relevant to other students/colleagues in their discipline/domain.
- Over half of the participants indicated being interested or very interested in the three described required courses for the program.
  - A large majority indicated being interested or very interested in the practicum, which is consistent with the interest in fieldwork.
  - There was also considerable interest in the possible electives that were described.
- More respondents indicated a preference for a full-time rather than part-time program.
- For financial assistance, the most common response was scholarship or bursary, and the next most common responses were Research or Teaching Assistants, and concurrent employment.
- When asked about a preference of thesis-based or course-based masters, half indicated a preference to course-based masters. Most of the remaining responses indicated an equal preference for either type of masters.
- On the other hand, a majority of respondents indicated that it was important or very important that the degree allow for a continuation of their graduate education. There was some interest in being able to continue with a PhD interest.
- Most preferred face-to-face as the delivery method, with fewer, but a significant number of respondents indicating a preference for a hybrid of face-to-face and online instruction. Considerably fewer indicated a preference for online instruction.
- Preference for a practical and applied degree was strongly preferred to a theoretical degree.



**Appendix G**

<b>MA Community Engagement Budget</b>							<b>Ongoing</b>
		<b>Start up year</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-16</b>	<b>2016-17</b>	
<b>EXPENDITURES</b>							
<i>Academic Salaries</i>							
Note 1	Continuing	100,000	102,000	104,040	106,121	108,243	110,408
Note 2	Sessional Lecturers						
	Academic Benefits	20,000	26,148	26,671	27,204	27,748	28,303
	Start-up costs						
	<b>Total Academic Costs</b>	<b>120,000</b>	<b>128,148</b>	<b>130,711</b>	<b>133,325</b>	<b>135,992</b>	<b>138,712</b>
<i>Graduate Assistants</i>							
Note 3	Teaching						
	Research (FT students 8 mo, 12 hour GRAs)	20,205	20,205	40,410	60,615	80,820	80,820
	GA Benefits						
	<b>Total GA Costs</b>	<b>20,205</b>	<b>20,205</b>	<b>40,410</b>	<b>60,615</b>	<b>80,820</b>	<b>80,820</b>
<i>Non-Academic Salaries</i>							
	Continuing Grade 8 step4	26,148	26,148	26,671	54,409	55,497	56,607
	Part-time and Temp						
	Non-Academic Benefits	6,014	6,014	6,134	12,514	12,764	13,020
	<b>Total Non-Academic Costs</b>	<b>32,162</b>	<b>32,162</b>	<b>32,805</b>	<b>66,923</b>	<b>68,261</b>	<b>69,626</b>
<i>Non-Salary Costs</i>							
Note 4	Travel & entertainment	2,250	2,250	3,750	6,750	9,000	9,000
	Dues, Fees, Memberships						
	Communications						
Note 5	Supplies and Sundries	171	171	285	513	684	684
	Consumables						
Note 5	Recruitment	3,897	3,897	6,495	11,691	15,588	15,588
	Visiting Speakers						
Note 5	Marketing/Advertising						
	<b>Total Non-Salary Costs</b>	<b>6,318</b>	<b>6,318</b>	<b>10,530</b>	<b>18,954</b>	<b>25,272</b>	<b>25,272</b>

<i>Other Operating Costs</i>							
Note 6	Faculty Overhead (If applicable) Computing-student workstations Library Costs Central Admin Overhead	5,333	5,333	8,888	15,998	21,330	21,330
	<b>Total Other Costs</b>	<b>5,333</b>	<b>5,333</b>	<b>8,888</b>	<b>15,998</b>	<b>21,330</b>	<b>21,330</b>
	<b>Gross Operating Costs</b>	<b>184,018</b>	<b>192,166</b>	<b>223,344</b>	<b>295,814</b>	<b>331,675</b>	<b>335,760</b>
<b>REVENUES</b>							
Note 7:	Contribution from Faculty	11,651	11,651	19,418	34,952	46,602	46,602
Note 8:	Contribution in Kind from Faculty (existing positions) Other: Specify	136,081	144,229	147,114	166,787	170,122	173,525
	Other : Grants (GRA support)	20,205	20,205	40,410	60,615	80,820	80,820
Note 9:	Other: Annual Advancement Proceeds	0					
Note 10:	Other: Positive Net variance 2011-2012	16,081	16,081	16,403	33,461	34,131	34,813
		0					
	<b>Total Revenues</b>	<b>184,018</b>	<b>192,166</b>	<b>223,344</b>	<b>295,814</b>	<b>331,675</b>	<b>335,760</b>
<b>NON-OPERATING COSTS/ ONE TIME ONLY</b>							
		0	0	0			0
	Equipment	0	0	0			0
	Renovations	0	0	0			0
	<b>Total Non-Operating Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<i>Revenue minus Cost</i>	0	0	0	0	0	0
	<i>Revenue minus Cost per student</i>	0	0	0	0	0	0
	Full time students	3	3	6	9	12	12
	Part time students	3	3	3	9	12	12
	6735	6					

### **Budget Notes**

Note 1: Faculty of Extension teaching load is 2 courses per year. Teaching is 40% of full load, average salary is \$125K., teaching in this program = 1.5 FTE for 3 required courses and 0.5 for practicum coordination. Cost = (2 FTE) (0.4) (125000)= \$100000

Note 2: benefits 20%

Note 3: GRA support will come from research grants held by Faculty of Extension academics, and the Faculty's Research Funds

Note 4: travel to support community placements

Note 5: estimates based on current MACT program scaled to number of students and program characteristics

Note 6: Per student share of Faculty of Extension rental cost for Enterprise Square graduate student lab

Note 7: Non-salary costs and computing

Note 8: Academic salaries plus 50% of support staff salary

Note 9: The Faculty of Extension has established support of this program as its highest priority for fund raising

Note 10: The Faculty of Extension has a Positive Net variance 2011-2012 that will be applied to the first five years of the program

**Appendix H - Library Impact Statement**



UNIVERSITY OF ALBERTA

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the MA in Community Engagement. We anticipate that the new program will incur additional costs for Library acquisitions. There will also be costs associated with providing access to electronic resources as outlined in the table below.

The attached memo outlines the research that was conducted that determined that our current print and electronic collections would need to be enhanced to meet the needs of faculty and students participating in this program. It was written based on information provided in the proposal stating that total enrollment in this program would begin with a full time equivalent of 4.5 and increase incrementally to a total of 18 FTE in 2016/17.

We support the creation of the proposed program and look forward to working with the faculty and students in the years to come.

Executive summary of costs

Table with 3 columns: Total Costs (for both programs), Start Up, Ongoing (expected annual maintenance costs). Rows include Collections Budget, Capital Budget, Operating/Staffing Budget, Incremental Cost for Licensed Resources, and Total Costs: Summary.

Date:

Signed:

Handwritten signature of Kathryn Arbuckle

Kathryn Arbuckle
Interim Chief Librarian

Handwritten signature of Christine Brown

Christine Brown
Head, Humanities and Social Sciences Library



April 20, 2012

To: Christine Brown, Head, Humanities and Social Sciences Library

From: Grant Kayler, Public Services Librarian / Sociology Liaison

Re: Library Impact Statement for Faculty of Extension MA program in Community Engagement

This is a highly interdisciplinary program that draws on disciplines across the social sciences and education, and will have a relatively small number of students. These two factors suggest to me that its impact on service (e.g. consultations) will be quite dispersed among liaisons and will thus not be large in any particular area. Regarding collections support, I note from searches on Amazon and our own catalogue that we are missing a number of very new community engagement titles and these should be purchased. A rough estimate of \$2,500 should be sufficient for these. Regarding online databases/journals, many of our existing online sources have relevant content and should be sufficient, however Ulrich's indicates a couple of journals specifically on the topic which we do not have and should be considered for purchase (estimate of \$500 per journal). As well there will be more demands on online licences for which the library uses a figure of \$200 per student.

Let me know if you need anything else.

Grant

**Appendix I**  
**Letters of support**

3<sup>rd</sup> Floor, Edmonton Clinic Health Academy  
Edmonton, Alberta, Canada T6G 2T4  
lory.laing@ualberta.ca  
www.publichealth.ualberta.ca

May 7, 2012

Dr. K. Campbell  
Dean, Faculty of Extension  
University of Alberta  
Room 2-246 Enterprise Square  
10230 Jasper Ave  
Edmonton, AB  
T5J 4P6

Dear Dr. Campbell:

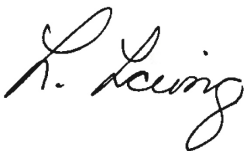
**Re: Master of Arts in Community Engagement (MACE)**

I am writing in support of the proposal being put forward by the Faculty of Extension for a Master of Arts in Community Engagement. Having reviewed the proposal, it appears to have merit and should provide graduate students with the opportunity to explore key concepts in relation to community engagement. While there is some looseness with respect to substituting engaged scholarship with community engagement, the proposal appears to focus on community engagement. There is also brief reference to the scholarship of engagement. The program appears to be largely based on several new courses that Extension will offer, and on existing courses elsewhere (notably courses offered by the School of Public Health- HPS, and PHS courses).

I believe that as the full program is developed, any inconsistencies or lack of clarity about the difference between engaged scholarship, and community engaged scholarship, will be addressed. Given that the bulk of the proposal is about community engagement it largely holds together. As the program takes shape, the new courses in theories, methods, statistical analysis, and qualitative methods will need to mesh to provide a sound research foundation.

In terms of discussion about access to School of Public Health courses we would be happy to accept requests from MACE students to participate and would ensure their inclusion as long as there is space available. I would suggest that the description of PHS 602 (Engaged Scholarship for Health) be revised according to the track changes in the attachment.

Sincerely,



Lory Laing, PhD  
Interim Dean





April 30, 2012

Dr. Katy Campbell, Dean  
Faculty of Extension  
Enterprise Square  
10230 Jasper Avenue  
University of Alberta  
Edmonton, Alberta T5J 4P6

Dear Dr. Campbell,

The Faculty of Native Studies is pleased to support the M.A. in Community Engagement to be implemented by the Faculty of Extension. After reviewing the proposal, I found that your MA program offers an in-depth theoretical background necessary to study the engagement process, outcomes, and impacts including unique features such as a mandatory Community Service-Learning component, which will undoubtedly be very attractive to students. The Faculty of Extension already has an impressive list of possible CSL placements for students, some with Aboriginal organizations, thus providing extremely valuable practicum experiences. The new program developed by the Faculty of Extension will be the first of its kind in Alberta and one of the first in Canada positioning the University of Alberta as a leader in the field. I have no doubt that the courses offered as part of this program will be attractive to some of our students in Native Studies.

We wish the Faculty of Extension the best of luck in this new and exciting endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read 'N. Kermoal', written over a horizontal line.

Dr. Nathalie Kermoal  
Dean (Interim)



3<sup>rd</sup> floor, Edmonton Clinic Health Academy  
Edmonton, Alberta, Canada T6G 1C9  
Tel: 780.492.6236  
Fax: 780.492.2551  
Deans\_office@nurs.ualberta.ca  
www.nursing.ualberta.ca

May 5, 2012

Dr. Katy Campbell  
Dean, Faculty of Extension  
University of Alberta  
10230 Jasper Avenue  
Edmonton, AB T5J 4P6

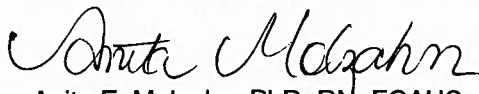
Dear Katy:

I am pleased to write in support of the proposed Master of Community Engagement. The program is innovative and will make contributions to the development of theory and knowledge regarding community engagement that will be useful to our discipline as well as many others.

Much of the work done by nurses involves community engagement, so the development of this area of scholarship will be of great interest to our faculty members and students. I can anticipate that graduate students in nursing may wish to take courses in the program as electives.

I wish you all the best as you implement this program. The fit with your Faculty's mission relating to engaged scholarship is clearly visible in this proposal.

Sincerely,

  
Anita E. Molzahn, PhD, RN, FCAHS  
Professor and Dean

2-14 Agriculture-Forestry Centre  
Edmonton, Alberta, Canada T6G 2P5  
Tel: 780.492.4931  
Fax: 780.492.8524  
[www.ales.ualberta.ca](http://www.ales.ualberta.ca)

April 23, 2012

Dr. Katy Campbell,  
Dean Faculty of Extension  
University of Alberta  
10230 Jasper Avenue  
Edmonton, AB T5J 4P6

Dear Katy:

Thank you for meeting with me to share your plan for development of a thesis-based MA in Community Engagement (MACE) by the Faculty of Extension. I have reviewed and discussed your proposal within my faculty, and I am happy to provide support for it.

We are confident that this degree will align with many of the elective graduate courses in ALES' departments and our understanding is that the core focus of the new program will be theoretical foundations of engagement rather than the disciplinary contexts in which it is practiced.

ALES courses and research provide a number of critical contexts in which engagement between the University and the greater communities of interests occurs. This disciplinary context will be available to MACE students through electives in ALES departments, particularly in Human Ecology.

ALES faculty and students provide a disciplinary focus that will complement the Faculty of Extension focus on the scholarship of engagement. Furthermore, the existing collaborations between ALES and Extension will be strengthened by the establishment of this program, as it will develop an academic research training environment focusing on the scholarship of engagement at the UofA.

I wish you well in the development of this important new program, and I look forward to continued collaboration between our Faculties.

Sincerely,



John J. Kennelly, PhD.  
Dean, Faculty of Agricultural, Life & Environmental Sciences

May 4, 2012

11039 Saskatchewan Drive  
Edmonton, Alberta, Canada T6G 2B4  
780.492.2420  
[www.csl.ualberta.ca](http://www.csl.ualberta.ca)


To Whom It May Concern:

I am pleased to write a letter in support of the Masters of Arts in Community Engagement (MACE) proposed by the Faculty of Extension. MACE is a manifestation of the Faculty's institutional commitment to the scholarship of engagement. It not only builds on expertise found internally in the Faculty, such as in CUP, the CBRE program, the City-Region Studies Centre, and the Center for Public Involvement; it also adds to a growing number of programs and initiatives across the University of Alberta committed to both practicing and understanding community engagement, including our own Community Service-Learning Program.

The MACE program's scope of offerings – including methods, theories, and practices of engagement – will likely attract a wide range of students, from seasoned community-based practitioners to recent bachelor-level graduates such as those that undertake the Certificate in Community Engagement and Service-Learning. Our own experience tells us that a number of undergraduate students who get a taste for non-profit sector work (e.g., students who earn our Certificate) continue to seek ways to further build their skills and knowledge.

The CSL Program also looks forward to working with the MACE program to develop and support the CSL 550 course and any other service-learning opportunities that may arise. We are especially pleased to develop this relationship because it addresses the persistent challenge of coordinating among community engagement initiatives across the U of A, and thus of building opportunities for programs to co-develop and co-serve partners based on their respective strengths. In this case, the Faculty of Extension will cover the cost of course instruction and the CSL Program will provide its usual set of supports for adoption of CSL: professional development in CSL pedagogy, identification and development of suitable community projects, and preparation and support for instructor, community partner, and student participants. Given that both the Faculty of Extension and the CSL Program have a broad base of partners and strong evaluation programs, we will work together to identify possible student projects and to develop suitable evaluative tools.

Sincerely,



Sara Dorow  
Academic Director, CSL Program  
Associate Professor, Sociology



May 25, 2012

Dr. Katy Campbell  
Dean  
Faculty of Extension  
2-246 Enterprise Square

Dear Katy,

I am writing in full support of the proposed Master of Arts in Community Engagement. The program is fully aligned with Dare to Deliver II and it responds directly to the cornerstones in Dare to Discover.

Community engagement is a critical piece in ensuring that Universities are increasingly understood as relevant to the communities in which they are located and which they purport to serve. This is especially true to my way of thinking since many community colleges have sought and received university status, thus redefining their roles relative to communities. It is also noteworthy I think that granting councils are opening their programs to community colleges.

Hence engagement of academics as “public academics”, to quote our President appears not as something we could be concerned with but rather as an area that we need to fully embrace and understand in all its ramifications. This program will serve an important role in that respect in addition to creating a foyer of expertise among the students it will graduate.

Congratulations on this important and timely initiative.

Marc Arnal  
Dean

AR74791

March 12, 2012

Dr. Katy Campbell  
Dean, Faculty of Extension  
University of Alberta  
Enterprise Square  
10230 Jasper Avenue  
Edmonton, Alberta  
T5J 4P6

Dear Dr. Campbell:

Your letter regarding your proposed Master of Arts in Community Engagement Graduate Studies program has been shared with me. Engagement with education stakeholders is one of the cornerstones of the work of the Ministry of Education, so this program is of interest to us and is timely.

For the next few years, one requirement of all Alberta Initiative for School Improvement Cycle 5 projects with every school authority in the province is "Parent and Community Engagement", to demonstrate active and meaningful engagement of key education stakeholders. Engagement among school community stakeholders has always been important, but recognition of the critical need for purposeful and careful planning for engagement is now being infused throughout the education system. We see that graduates of the Master of Arts in Community Engagement program would have much to offer the ministry, school authorities and education stakeholders in regard to high-quality community engagement.

We believe that a strength of the proposed program is the blending of theory and practice. The Ministry of Education currently provides placements for summer student interns, so given the focus on community engagement within the ministry, there would be potential for student placements from the Master of Arts in Community Engagement program. The ministry could also play a role in sharing information with provincial school authorities about the opportunities and benefits of hosting a student placement in their jurisdictions. The placement opportunities would be based on the needs of the ministry or school authority and the experiential needs of the students in the program within the timeframe of the field experience practicum.

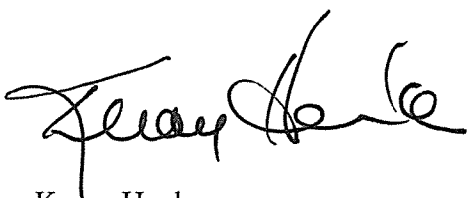
.../2

Dr. Katy Campbell  
Page Two

Another of the program's strengths is that it is interdisciplinary by design. As such, we recognize value in ministry staff participating, on request, as short-term guest lecturers, provided the topic and timing is suitable, given ministry mandates and priorities and availability of appropriate expertise. One recent area of focus for the ministry has been online engagement, and this might be an area for your consideration where we could offer some expertise.

Thank you for the opportunity to review the information about your proposed Master of Arts in Community Engagement graduate program. We appreciate the opportunity to provide our thoughts on the benefits for Alberta's Kindergarten to Grade 12 education system and how we might contribute to the success of your future students.

Sincerely,

A handwritten signature in black ink, appearing to read "Keray Henke". The signature is fluid and cursive, with a large, stylized initial "K".

Keray Henke  
Deputy Minister  
Alberta Education



Boyle Street Community Services  
10116 - 105 Avenue  
Edmonton, AB T5H 0K2

Ph: 780-424-4106  
Fax: 780-425-2205  
DONATE: [www.boylestreet.org](http://www.boylestreet.org)

February 27, 2012

Dear Dr. Campbell:

I am writing on behalf of Boyle Street Community Services to extend our support for the new graduate program for an *MA in Community Engagement* to be implemented by the Faculty of Extension.

After reviewing the information you provided about the programme we determined that there would be a demand for this expertise in the work we are involved in. Although funds are limited within our agency, we could see ourselves, in partnership with other Inner City Agencies, being able to provide future professional opportunities to work in our field. In addition, we would certainly be very open to provide practicum placements to support the experiential requirements of the program.

Our ability to provide learning support through guest lectures, advisory board participation would be possible but due to our own financial need providing student financial assistance and financial support for the program would not be possible.

Thank you for your outreach to our agency with this opportunity and we look forward to working with you in the future.

Sincerely

Julian Daly  
Executive Director  
Boyle Street Community Services

*Located in the inner-city of Edmonton Alberta, **Boyle Street Community Services** has for 40 years been dedicated to addressing the needs of people who are homeless, impoverished and marginalized. We provide an entry point, a place for people to access support and resources which are tailored and customized to meet their needs. We believe that our work with people is effective in assisting them grow healthier through involvement in a strong and accepting community.*



February 10, 2012

Ms. Katy Campbell, PhD  
Dean, Faculty of Extension  
University of Alberta  
Enterprise Square  
10230 Jasper Avenue  
Edmonton, Alberta  
T5J 4P6

Dear Ms. Campbell:

Thank you for your letter outlining the Faculty of Extension's proposed development of a Community Engagement graduate program.

The Community Services Department delivers a wide range of services and programs to Edmontonians all of which contribute to creating a safe, healthy and vibrant city. We undertake significant public consultation as part of our development of neighbourhood, recreation, social, cultural, parks, and fire response services and facilities. In fact, all City departments are committed to community engagement as a way to help ensure City Council is given the widest possible range of opinions and input to consider when making decisions. City Council expects this.

In response to your three specific questions, I do believe there is a growing demand for community engagement expertise. We are always pleased to partner with the University of Alberta on placement opportunities and because your proposed program aligns so well with our needs, I expect we would welcome student placements should the opportunity arise. While I cannot commit to providing financial support for the program, Community Services has many talented and experienced employees who I believe would serve as ideal guest lecturers, or as participants on an advisory board.

Thank you for the opportunity to provide input. I would be happy to discuss this with you further.

Yours truly,



Linda D.M. Cochrane  
General Manager  
Community Services

LDMC/lw

April 19, 2012

Dr. Katy Campbell  
Dean, Faculty of Extension  
University of Alberta  
2<sup>nd</sup> Floor Enterprise Square  
10230 Jasper Avenue  
Edmonton, AB T5J 4P6

Dear Dr. Campbell:

**Re: Proposed MA in Community Engagement**

Thank you for the letter in which you outlined the proposed graduate program in community engagement. As a leader in the safe and reliable distribution of energy across North America, Enbridge adheres to a strong set of corporate values and has adopted and implemented a number of corporate responsibility policies and practices. We contribute positively to society by building lasting relationships with our stakeholders, acting ethically and responsibly, and supporting the needs of communities, our investors, governments, our employees and others.

To deliver our services to our diverse clientele we rely upon the expertise of our professional project teams, including those who are knowledgeable in stakeholder engagement, facilitation, and consultation. While much of our work in this area is currently based on industry best practice and our over 60 years of successful project and operations experience, to have access to individuals who have studied the design, development, and evaluation of community engagement would assist industries like ours in continuing to develop best practices in this area. We see the need for research into the theoretical and practice-based elements of community engagement.

The Faculty of Extension appears to be well placed to offer the proposed graduate program given its 100 year history of community engagement and the collaborative networks and partnerships that have subsequently developed. Current initiatives such as the City Region Studies Centre, the Community-University Partnership for the Study of Children, Youth and Families, and the Centre for Public Involvement will provide excellent areas for graduate students to gain the interdisciplinary perspectives that are required.

The program of studies should provide a good balance of theory, practice and research experiences. Given the demands upon our workforce, the possibility of part-time study and distance delivery increases the possibility of full-time employees being able to undertake graduate level study. We would

.../2

that there is a growing interest in all sectors of society, including government, business, and civil society in engaging more meaningfully with each other and with the communities and publics with which they interact. While to date we have not hired an individual whose background is solely in community-engagement, we definitely see a need for corporations such as ours to have teams who are competent in this area. To this end we would be open to discussing the possibility of community service learning opportunities for graduate students in the proposed program who have relevant backgrounds.

We support the development of the proposed program and appreciate the opportunity to have input at this stage. We wish you well with the proposed program and look forward to collaborating in any way we can to make it a success.

Sincerely,



Linda L. Palladino  
Vice President, Human Resources and Development  
Enbridge Inc.

LLP/LC

**OUTLINE OF ISSUE**

**Agenda Title: Proposal for a Master of Arts (MA) in Women’s and Gender Studies Degree Program (Faculty of Graduate Studies and Research and Faculty of Arts)**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for a (new) Master of Arts (MA) in Women’s and Gender Studies Degree Program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts and as set forth in Attachment 1, to take effect July, 2013.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Lesley Cormack, Dean, Faculty of Arts
Presenters	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Lois Harder, Associate Dean (Research and Graduate Studies), Faculty of Arts; Michelle Meagher, Undergraduate Advisor, Faculty of Arts;
Subject	Master of Arts (MA) in Women’s and Gender Studies Degree Program in the Faculty of Arts

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The purpose of the proposal is to establish an MA in Women’s and Gender Studies Program at the University of Alberta. The new program will include a thesis-based route and a course-based route, with an annual intake of 10 – 12 students. The new MA program is a response to ongoing student demand for graduate education in Women’s and Gender Studies. It has been designed in reference to four founding principles: the program should be transparent (ie, easy to navigate); it should have systems built in to enable students to move through it in a timely way; it should recognize that the discipline often attracts non-traditional students; and the program must offer meaningful and rigorous training to students who plan to continue to the Doctor of Philosophy (PhD) as well as those who plan to enter the workforce.
The Impact of the Proposal is	This program will be unique in the three prairie provinces, and its components, such as the workshops and the Community Service-Learning (CSL) requirements, will be unique in Canada. It will benefit current and prospective students at this and other universities in Alberta by allowing them to complete a Master’s degree in Women’s and Gender Studies in this province. Albertan and out-of-province students will be attracted by the high caliber of faculty members in the Department, the number and variety of feminist researchers across campus who are affiliated with the Department, and the opportunity to test their academic training in CSL placements (the CSL Program has a history of outstanding community partnerships with non-profit organizations in Edmonton).
Replaces/Revises (eg, policies, resolutions)	The Faculty of Arts’ Women’s Studies Program (Department of Women’s and Gender Studies) will offer a new graduate program.
Timeline/Implementation Date	Planned recruitment in late 2012, with the first cohort to be admitted for July 1, 2013.



Estimated Cost	The change is cost neutral with two exceptions: existing Department resources will be re-allocated to fund graduate assistantships; the Faculty of Arts will fund two graduate assistantships per year. The total estimated budget is \$51,736.
Sources of Funding	Women's Studies Program (Department of Women's and Gender Studies) (reallocation of funding); Faculty of Arts (reallocation of funding).
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver; Dare to Discover</i> values - Enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b>PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p>



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

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

**6. UAPPOL Admissions Procedure:**

**“PROCEDURE**

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

Following approval by GFC:

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

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

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

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

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

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

**9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic)



	<p>has determined that the proposed changes are substantial in nature. ASC's terms of reference provide that "the term 'substantial' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).</p> <p>Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv)</p> <p><b>10. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):</b> GFC delegated the following to GFC APC, the Provost and Vice-President (Academic) and the Dean of FGSR:</p> <p><b>"Existing Undergraduate and Graduate Programs:</b></p> <ul style="list-style-type: none"> <li>- Extension and/or Substantive Revision of Existing Programs</li> <li>- Revisions to or Extension of Existing Degree Designations</li> </ul> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic). [...] The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]" (3.13.)</p> <p><b>11. PSLA:</b> "The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master's or doctoral degree other than a degree in divinity." (Section 109(1))</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	GFC ASC Subcommittee on Standards – June 5, 2012
Approval Route (Governance) (including meeting dates)	<p>Women's Studies Executive Committee (December 13, 2010) – for recommendation;</p> <p>Women's Studies Council, (January 13, 2012) – for recommendation;</p> <p>Faculty of Arts Executive Committee, (February 9, 2012) – for recommendation;</p> <p>Faculty of Graduate Studies and Research Council (May 16, 2012) – for recommendation;</p> <p>GFC Academic Standards Committee (June 21, 2012) – for recommendation on the admission/transfer and academic standing/graduation requirements (as highlighted in yellow in the attached proposal);</p> <p>GFC Academic Planning Committee (June 27, 2012) – for final approval</p>
Final Approver	GFC Academic Planning Committee



Attachments:

1. Attachment 1 (pages 1 – 71): Proposal for a Master of Arts (MA) in Women's and Gender Studies Degree Program in the Faculty of Arts

*Prepared by:* René Poliquin, Vice-Dean, Faculty of Graduate Studies and Research, [rene.poliquin@ualberta.ca](mailto:rene.poliquin@ualberta.ca), and Joanne McKinnon, Assistant Chair (Administration), Women's Studies Program, Faculty of Arts, [joanne.mckinnon@ualberta.ca](mailto:joanne.mckinnon@ualberta.ca)



## **PROGRAM APPROVAL TEMPLATE C**

### **BASIC INFORMATION**

- 1. Title of program:** M.A. in Women's and Gender Studies
- 2. Proposed start date:** September 1, 2013
- 3. Length of the program:** One to two years
- 4. University and academic unit:** University of Alberta, Women's Studies Program,<sup>1</sup> Faculty of Arts, Faculty of Graduate Studies
- 5. Collaborating partners at other institutions:** N/A
- 6. Contact person with telephone and email address:** Lise Gotell, Chair, 780-492-0326, lise.gotell@ualberta.ca.
- 7. Approval path:**
  - Women's Studies Council<sup>2</sup>
  - Women's Studies Program Executive Committee<sup>3</sup>
  - Faculty of Arts, Arts Executive Committee<sup>4</sup>
  - Faculty of Graduate Studies and Research Council<sup>5</sup>
  - Academic Standards Committee Sub-committee on Standards (SOS)
  - GFC Academic Standards Committee (ASC)
  - GFC Academic Planning Committee (APC)
  - Post-Secondary Programs Branch, Alberta Advanced Education and Technology (AET) for System Coordination Review
  - Campus Alberta Quality Council (CAQC) for quality review
- 8. Attach proposed program and course University Calendar descriptions, overall program structure and requirements, and other supporting documentation:** [see Appendix A, "M.A. Program in Women's and Gender Studies, University Calendar Description and List of Courses to be Changed/Added," and Appendix B, "M.A. Program in Women's and Gender Studies: Summary Document"].

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<sup>1</sup> The Women's Studies Program has also submitted a Proposal for the Establishment a Department of Women's and Gender Studies [see Appendix K].

<sup>2</sup> The Women's Studies Program Council considered and unanimously approved the final version of this proposal (with appendices) at it January 13, 2012 meeting.

<sup>3</sup> The Women's Studies Executive Committee unanimously approved the proposal (without appendices) at its December 13, 2010 meeting.

<sup>4</sup> The Arts Executive Committee considered and unanimously approved the final version of this proposal on February 9, 2012.

<sup>5</sup> FGSR Council considered and unanimously approved the proposal on May 16, 2012.

## **RATIONALE AND QUALITY**

### **9. Provide an overview of the program, including distinctive features relative to existing offerings, the modes of program delivery available, and any experiential components.**

The M.A. in Women's and Gender Studies has been designed in reference to four founding principles: the program should be transparent (i.e., easy to navigate); the program should have systems built into it to enable students to move through it in a timely way; the program should recognize that Women's and Gender Studies often attracts non-traditional students; and the program must offer meaningful and rigorous training to students who plan to continue to the PhD, as well as those who plan to enter the workforce.

The M.A. in Women's and Gender Studies is, in part, a traditional Master's program. Students may complete the degree either through a course-based route or with a thesis route. Students completing the degree by course work are required to take 7 courses (or 21 credits), including one 3 credit course with a required Community Service-Learning (CSL) component, and to complete a capping project. The capping project consists of an M.A. Portfolio, a synthesizing document that highlights a student's accomplishments and learning in the program. Although specific contents will vary, all portfolios will be accompanied by a 7-10 page (3500 to 4000 word) introduction and academic or policy-based research work totaling 25-30 pages (10,000 to 12,000 words), or the equivalent in creative work. Students completing the degree by thesis take 6 courses (18 credits) and write a thesis of approximately 80-100 pages (20,000-25,000) words. Both the capping project and the thesis are based upon original research or creative activity. Students choosing the course option will normally complete the degree in 12 months. Students choosing the thesis option will normally complete the degree in 12-24 months. All students must also complete the Graduate Ethics Training requirement of the Faculty of Graduate Studies and Research (FGSR) by taking the web-based course offered by the FGSR. Additional training in research ethics is provided as a component of WGS 5XX (Praxis Workshop) (which includes a workshop on ethical standards in community-based research) and in WGS 5XX (Research Workshop) (which includes the submission of an ethics statement for proposed M.A. research as a required assignment). All students are required to take WGS 5XX and WGS 5XX.

The M.A. Program has two distinctive features relative to other M.A programs in the Faculty of Arts and many other Women's and Gender Studies graduate programs in Canada.

1. First, it has a Community Service-Learning (CSL) component. WGS 5XX (Praxis Workshop), a core required course, includes a 20-hours of CSL.<sup>6</sup> This form of active engagement with non-profit organizations, ranging from women's shelters to literary magazines to centres for new Canadians, offers the following benefits:

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<sup>6</sup> In WGS 5XX (Praxis Workshop), CSL is a required component. Students must complete 20-hours of volunteer work in a community placement arranged as part of the Praxis Workshop course. The CSL work is treated as a learning component (that is, it is like readings or akin to a lab). Students are not assessed on the quality of their volunteer work, but instead on how they integrate this experiential learning into traditionally graded assignments that may include seminar participation, presentations, field journals, blogs, community-based research projects and research papers.

- it breaks down, or troubles, the relationship between theory and practice; and it permits students to acquire a variety of transferable research tools and skills, including the ability to work collaboratively with people across sectors. The CSL component of the M.A. is aligned with the University of Alberta's commitments to discovery-based learning, giving concrete expression to the goal of community engagement.
2. Second, the two required workshop courses provide "hands on" training in research ethics and practices, including the development of programs of original research, and (through attendance at the Feminist Research Speakers Series) integrate students into cultures of feminist research across campus, exposing them to current issues in interdisciplinary feminist research.

## **10. What is the rationale for the proposed new program?**

The new program responds to ongoing student demand. As indicated in #20 below, the program is unique in the Prairie Provinces. Components of the program—including the workshops and the CSL requirement—are unique in Canada. Although the M.A. in Gender Studies and Feminist Research offered by McMaster University has a "Knowledge in Action" community outreach course, ours is the only M.A. in Women's and Gender Studies with a CSL component supported by a longstanding CSL Program with a history of outstanding community partnerships with women's organizations in Edmonton. In addition, the Department of Women's and Gender Studies has been offering a CSL component in two of our undergraduate courses for the last five years (in two sections of 201: "Introduction to Women's Studies" and in 431: "Feminism and Sexual Assault"). We have well-developed expertise in this area.

## **11. Outline the University's demonstrated expertise and capacity in this program area. For graduate programs – address the experience of the unit in advanced work and your ability to deliver a quality program by commenting on your depth in the discipline. Provide a list of the names and expertise of faculty members and, where available, the progress of students who have already graduated.**

Four faculty members hold full-time tenured and tenure-track appointments in the Department of Women's and Gender Studies,<sup>7</sup> while another two, also tenured and tenure-track, hold cross-appointments with other departments. The total full-time equivalent (FTE) in faculty appointments is 5.25 positions (moving to 5.5 in 2012-2013). Women's and Gender Studies is the home department for all six faculty members. Their expertise crosses the three major areas represented in our Faculty of Arts: social sciences, humanities, and fine arts. Professor Lise Gotell (full-time in WGS) works in the area of Canadian and comparative feminist legal and political studies, with expertise in the legal regulation of sexuality and sexual violence. Professor Philomina Okeke-Ihejirika (full-time in WGS) works in the areas of development studies, immigration studies, and gender representation in tertiary education, particularly in West Africa. Professor Felice Lifshitz (0.51 in WGS, 0.49 at Campus Saint-Jean)<sup>8</sup> works in the areas of women's history, women and religion, and the history of feminist thought. Associate Professor

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<sup>7</sup> A proposal for to transform the Women's Studies Program into a Department of Women's and Gender Studies is moving through governance (See Appendix K, "Proposal for the Establishment of a Department of Women's and Gender Studies"). We expect that it will receive final approval in Fall 2012. For simplicity, we refer to the Department of Women's and Gender Studies.

<sup>8</sup> Professor Lifshitz is in the process of having her appointment transferred fully to the Faculty of Arts. When this occurs, she will be 75% WGS and 25% Religious Studies.

Susanne Luhmann (full-time in WGS) works in the areas of trauma and cultural memory studies (drawing especially from film and literature) as well as feminist and queer theory. Assistant Professor Michelle Meagher (full-time in WGS) works in the area of feminist visual culture and feminist cultural studies, with particular expertise in genres of self-portraiture. Assistant Professor Chloë Taylor (0.75 in WGS, 0.25 in Philosophy) works in the areas of feminist philosophy, philosophy of sexuality, 20<sup>th</sup>-century French philosophy (especially Foucault), feminist critical animal studies, and the philosophy of food. Four of the six faculty members appointed to the Department of Women's and Gender Studies hold, or have held, SSHRC Standard Research Grants. All have served on doctoral and master's supervisory committees in other departments or universities.

As indicated in section 17 below, we target an annual intake of 10-12 students annually, for a normal "steady state" of 15 students in the program. With the program's current complement of 5.25 FTE (and expected complement of 5.5), these student numbers would bring us in line with the Faculty of Arts' desire to move to a 3:1 ratio of graduate students to faculty members. While numbers will vary from year to year, we anticipate that 20% of M.A. students will opt to complete the degree by thesis, suggesting that faculty in the program can anticipate supervising one thesis student and two course-based students each.

However, we also have additional expertise on which to draw. The University of Alberta – and the Faculty of Arts in particular – is an internationally recognized centre of excellence for feminist work in all areas of Women's and Gender Studies. The 2008 external review of the Women's Studies Program remarked on the "depth and sophistication of feminist scholarship at the University of Alberta." The Department of Women's and Gender Studies functions as the hub of a large and active interdisciplinary network of scholars, including more than 110 who are formally associated with the Department as Research Affiliates. This cross-faculty network includes leading researchers from the Faculty of Arts, the Faculty of Agriculture, Life and Environmental Sciences, the Faculty of Education, the Faculty of Law, the Faculty of Native Studies, the Faculty of Nursing, the Faculty of Physical Education and Recreation, the Faculty of Rehabilitation Medicine, the School of Business, the School of Public Health, Campus Saint-Jean and the Augustana Campus. A complete list of Research Affiliates is available on our web site at <http://www.womensstudies.ualberta.ca/>. Our Research Affiliates participate in the Department's annual Feminist Research Speakers Series (a component of the proposed M.A. program), which draws on scholars from across campus, as well as nationally and internationally. The Research Affiliates represent an unusually strong and diverse resource for staffing graduate supervisory committees, providing additional supervisory expertise, and teaching graduate seminars which Women's Studies M.A. students can take (see Appendix C, "Letters of Support from Deans, Chairs and Research Chairs," for letters of support from other graduate programs and indications of their willingness to permit our students to take their seminars, space permitting<sup>9</sup>) and which supplement the graduate seminars that will be

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<sup>9</sup> The following letters of support were submitted: Professor Katy Campbell, Dean of Extension; Professor Nathalie Kermeol, Dean of Native Studies; Professor Jennifer Kelly, Chair, Department of Educational Policy Studies, Faculty of Education; Professor Lisa Phillips, Chair, Department of Anthropology; Professor Susan Hamilton, Chair, Department of English and Film Studies; Professor Garrett Epp, Interim Chair, Department of Modern Language and Cultural Studies; Professor Bruce Hunter, Chair, Department of Philosophy; Professor Andrew Gow, Director, Religious Studies Program; Professor Helen Boritch, Interim Chair, Department of Sociology; Professor Beverly Lemire, Henry Marshall Tory Chair, Department of History;

offered by the Department of Women's and Gender Studies. Students from other graduate programs on campus are also eligible (and encouraged) to take Women's Studies seminars.

**12. How will the program expose the learner to a high-quality learning experience?**

As indicated in #11 above and #28 below, the program exposes the learner to a high-quality learning experience in the following ways:

- Through the quality of the graduate seminars it offers;
- By providing ongoing mentorship in research (through the workshop format as well as through individual supervisors who are well-recognized within their fields);
- By bringing students into frequent and sustained contact with researchers from across campus and elsewhere (primarily through the Feminist Research Speakers Series);
- By giving students opportunities to acquire a variety of transferable skills through their CSL placements.

**13. Provide a brief demonstration of external support regarding the value of the program.**

Attached (see Appendix D, "Letters of Support from Women's Groups") are letters of support from:

- Pearl Bennett, President (on behalf of Board and Membership), *Caribbean Women's Network for Support and Learning*.
- Patricia Garrett, Director, *Wings of Providence Shelter*.
- Jan Reimer, Provincial Coordinator, *Alberta Council of Women's Shelters*.
- Jennifer Tamaszewski, Chair, *Women's Legal Education and Action Fund*.
- Laurie Kehlor, Volunteer Coordinator, *Lurana Shelter Society*.

**14. Describe how this new program is reflected in the University's strategic and academic plans (eg, *Dare to Discover*, *Dare to Deliver*), business plan, and accessibility plan.**

The University has reaffirmed the cornerstones and goals of its strategic plan (*Dare to Discover*) and has finalized revisions of its academic plan (*Dare to Deliver 2011-2015*). The most current version of the accessibility plan is the December 2009 *Institutional Access Plan*. The new program reflects the University's vision and planning documents in the following ways:

- It contributes to a differential increase in graduate student numbers;
- It increases the number of CSL opportunities, crucially and almost uniquely at the graduate level;
- It provides an opportunity for the "best and brightest students" to complete an M.A. in Women's and Gender Studies in Alberta;
- It provides opportunities for "non-traditional" students (e.g., older and returning students, students with family obligations who cannot leave Alberta) to complete a graduate program in Women's and Gender Studies, particularly students who want to complete a degree part-time;

- Through careful program design, it provides graduate training that integrates learning, discovery, and citizenship.

**15. Give information on quality assessment, including criteria to be used for continuous evaluation. How will learner outcomes be measured?**

The Program will continuously evaluate its success through the following measures:

- Its ability to recruit its top-ranked applicants.
- Numbers of external scholarships and awards held by its students.
- Completion rates and times.
- Graduates' success in gaining access to their first choices in further programs in higher education, e.g., doctoral programs, law schools, social work programs, etc.
- Graduates' success in securing employment in the field, especially in the not-for-profit sector.
- Exit interviews of graduating students.

See also comments in response to question #29 below.

**DEMAND AND ADMINISTRATION**

**16. Outline the expected impact of the new program in terms of professional and academic opportunities for current and prospective students.**

The new program will benefit current and prospective students at the University of Alberta (and the universities of Lethbridge, Calgary, Grant MacEwan, and Mount Royal) by allowing them to complete a Master's degree in Women's and Gender Studies in Alberta. Out of province students will be attracted by the caliber of faculty members in the Department of Women's and Gender Studies, the number and variety of feminist researchers across campus who are affiliated with the Department, and the opportunity to test their academic training in CSL placements. The Department of Women's and Gender Studies has an excellent track record in placing its undergraduate alumni in outstanding graduate programs and positioning them to take up leadership positions in the community. Alumni of the program have gone on to do graduate training at top universities and to work as professors, lawyers, policy analysts, research managers, librarians, filmmakers, and physicians. An M.A. in Women's and Gender Studies Program offers advanced training for students who wish to pursue the PhD (or other advanced degree) elsewhere or who want to position themselves for more advanced positions in the job market.

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

The expected enrolment impact on the Department of Women's and Gender Studies will be both gradual and manageable, particularly as we will be able to shift supervisory activities to WGS from our commitments to other programs (See Appendix E, "Implementation and Enrollment Plan"). The enrolment will be phased in over a three-

year period, allowing WGS faculty members time to reallocate extensive graduate supervisory responsibilities to our program.<sup>10</sup>

We do anticipate that the presence of a lively M.A. program will have a very positive effect on undergraduates in the department, providing us with teaching assistants for our re-designed and larger introductory courses and foregrounding the research culture of the unit.

We target an eventual intake of 10-12 new students annually, a target we anticipate achieving in approximately three years. Current enrolment at the undergraduate level is approximately 615. While introductory undergraduate classes normally fill to capacity each term, 400-level courses – which will be combined with 500-level graduate seminars – have room to accommodate the projected intake of graduate students. In addition to the two required core courses (Praxis Workshop and Research Workshop), we plan to offer two 500-level graduate seminars annually and another three-four “slashed” 400/500-level courses. (M.A. students in the 400/500-level courses would be expected to do additional work, and to work at a higher level.) An average annual intake of 10 to 12 M.A. students provides sufficient numbers to create a lively cohort without overtaxing the capacity of the program to deliver high quality graduate seminars and to supervise theses and capping projects (See Appendix E, “Implementation and Enrollment Plan”).

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

We do not anticipate any significant enrolment impact on programs at other institutions or regulatory bodies. As indicated in question #20 below, there is no equivalent program in Alberta (or Saskatchewan or Manitoba).

While there are no M.A. programs in Women's and Gender Studies west of Ontario and east of Vancouver, the University of British Columbia Vancouver offers both M.A. and Ph.D. programs (as of April 1, 2012, offered by the Institute for Gender, Race, Sexuality and Social Justice). In the past academic year (2011-2012), UBC's M.A. in Women's and Gender Studies accepted only four students (all with some funding). The impact of our program on UBC's is likely to be minimal since there is clearly an untapped market in M.A.-level training in WGS in Canada's west. Our proposed program is poised to fill a gap.

**19. Provide a program implementation plan by academic year (start to maturity). Include the impact on any programs being phased out, particularly with regard to resources and support.**

See attached, Appendix E, “Implementation and Enrollment Plan” and Appendix F, “MA WGS Budget.”

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<sup>10</sup> Our faculty members are heavily involved in graduate training in other graduate programs. Professor Taylor and Professor Lifshitz (both jointly-appointed) are engaged in supervision and committee work in Philosophy and Religious Studies. Professor Gotell and Professor Meagher are adjunct in Sociology, where they co-supervise students and sit on committees. Professors Okeke and Professor Luhmann are involved in graduate committee work in the Faculty of Arts and also, for Okeke, in ALES and Education.

**20. Describe how the proposed program fits within the broader Alberta post-secondary system. Is it unique to the province, the country? Does it compete with or complement other programs in the system? If the program is similar to or duplicates an existing program, is the duplication warranted? How does the program advance Campus Alberta?**

The proposed M.A. in Women's and Gender Studies is unique not only in Alberta but in the three Prairie Provinces.

Athabasca University, the University of Calgary, and the University of Lethbridge offer B.A. programs in Women's Studies or Women's and Gender Studies. None of these universities offers a graduate program in the field. The same is true of the University of Regina, the University of Manitoba, the University of Winnipeg, and Brandon University. The Women's and Gender Studies Program at the University of Saskatchewan plans to develop a graduate program but has not yet done so.

Currently students wishing to pursue a Master's degree in Women's and Gender Studies must leave not only Alberta but the Prairies altogether.

The Department of Women's and Gender Studies at the University of Alberta already works with Campus Alberta in facilitating transfer agreements between similar undergraduate programs in the province. The proposed M.A. in Women's and Gender Studies would permit students from the Universities of Athabasca, Calgary, Lethbridge, Grant MacEwan, and Mount Royal to receive graduate training in Women's and Gender Studies without leaving the province.

The CSL component of the proposed M.A. ensures that the program contributes to resolving challenges faced by Albertans and seeking improvements to the quality of life in Alberta.

**21. Describe the current student demand for the new program.**

The Department of Women's and Gender Studies receives numerous student inquiries about the possibility of completing an M.A. in the area (at least a dozen inquiries a year), even without advertising. Prospective students are attracted by the research excellence of members of the Department and by the University of Alberta's reputation for excellence in feminist research.

Some of our recent graduates have gone on to pursue graduate degrees in Women's and Gender Studies at other institutions. We contacted recent graduates to ask if they would have been or remain interested in pursuing their MA training at the University of Alberta (see Appendix G, "Letters of Support from Recent Graduates"). All students who wrote letters emphasized their strong support for an M.A. Program in Women's and Gender Studies at the University of Alberta. Students expressed their interest in the proposed program, noting the exceptional quality of the undergraduate program – "The Women's Studies Program at the University of Alberta is an exceptional program, offering first-class university instruction, engaged and student-focused instructors, and many opportunities to experiment with community-focused learning;" "[B]eing able to complete graduate work under the supervision of the phenomenal professors in the Women's Studies program at the U of A is a possibility that I am exceptionally excited about. Each professor within the Women's Studies department is an absolutely awe-



inspiring source of knowledge and insight..." Some emphasized family constraints that make going elsewhere for graduate work difficult or impossible. Notably, letters were received from alumni who are non-traditional students, including one who would need to complete the M.A. part-time because of work and family obligations and another who has a visual impairment. Currently, students like this are prevented from pursuing graduate studies in their field because they cannot leave Edmonton. Students commented on the uniqueness of the program with its required CSL component. In short, these letters suggest a strong interest in the proposed program.

In order to gauge interest among our current students, as one indication of demand, a short questionnaire was administered in 300-level and 400-level Women's Studies classes in November 2011 (see Appendix H, "Brief Student Interest Survey"). Students were told that participation was voluntary and anonymous and that they should only fill out the survey once.<sup>11</sup> A total of 72 students completed the survey; 24 were Women's Studies majors, 22 were Women's Studies minors, 16 were majors and minors in other fields but with an interest in Women's and Gender Studies. Ten students reported being "none of the above" – that is, they were majors and minors in other fields and without an interest in Women's and Gender Studies.

- An overwhelming majority of respondents reported having an interest in an M.A. Program in Women's and Gender Studies at the University of Alberta – 82% of all respondents would definitely or perhaps apply.
- Predictably, a higher proportion of WST<sup>12</sup> majors reported that they would definitely apply to the proposed M.A. Program – 16/24 or 67% -- with 96% of WST majors indicating that they would definitely or perhaps apply.
- Of WST minors responding, 8/22 or 36% indicated that they would definitely apply and 19/22 or 86% would definitely or perhaps apply. Three "definitely not" responses came from students currently applying to pursue graduate or professional training in other fields.
- Even majors in minors in other fields but with an interest in Women's and Gender Studies expressed strong interest in the proposed program, with 12/16 or 75% indicating that they would definitely or perhaps apply.

	<b>Definitely</b>	<b>Perhaps</b>	<b>Definitely Not</b>	<b>Total</b>
<b>WST Major</b>	16 (67%)	7 (29%)	1 (4%)	24
<b>WST Minor</b>	8 (36%)	11(50%)	3 (14%)	22
<b>Major/Minor in other fields with interest in Women's and Gender Studies</b>	4 (25%)	8 (50%)	4 (25%)	16
<b>None of the Above</b>	1 (10%)	3 (30%)	6 (60%)	10
<b>Total</b>	29 (41%)	29 (41%)	13 (18%)	72

While this questionnaire only taps a slice of the potential demand, focusing as it does only on our own (and often strong)<sup>13</sup> undergraduates, it confirms that there would be a

<sup>11</sup> Several students are enrolled in more than one 300-400-level WST class.

<sup>12</sup> The unit is currently named "Women's Studies." The calendar designation is "WST." If the Proposal for the Establishment of a Department of Women's and Gender Studies is approved, our calendar designation will also change to WGS.

solid market for an M.A. program in Women's and Gender Studies at the University of Alberta. Respondents emphasized the high quality of the undergraduate program, family or personal constraints and a desire to work with one of the Women's and Gender Studies faculty members as the most frequent reasons for their interest in applying to the proposed program.

**22. Is there labour market demand for this program? What steps were taken to assess labour market demand? The demand analysis should be supported with relevant data.**

It is difficult to assess labour market demand for any Master's program in Arts. However, graduates of the M.A. in Women's and Gender Studies Program will be well equipped to enter specific fields in the labour market. Concrete experience working with a range of not-for-profit organizations—building skills in such areas as community-based research, program evaluation, arts management and policy analysis—will position graduates for senior positions in the not-for-profit sector and the arts and culture sectors. Equipped with rigorous critical thinking and practical writing skills, graduates will also be well-prepared for policy and research positions in municipal, provincial and federal governments and in higher education.

**23. Explain the level and kind of support that will be provided by professional organizations, regulatory bodies, employers, and industry. Provide evidence of consultation and support.**

Master of Arts programs do not typically require support from professional organizations and regulatory bodies. However, our proposed M.A. in Women's and Gender Studies will receive support from the University of Alberta's Community Service-Learning Program in securing placements for our graduate students in the not-for-profit sector. We have consulted with local community agencies and women's groups. Letters of support are included<sup>14</sup> (see Appendix D, "Letters of Support from Women's Groups"). It is important to note that since the Women's Studies Program began offering courses with a CSL component at the undergraduate level in 2006, several of our graduates have found employment in the not-for-profit sector. M.A. training will improve the qualifications of students for senior level positions in Edmonton's Alberta's non-profit organizations.

**24. Provide evidence that employers will provide sufficient placements to support the clinical, co-op and work experience requirements of the program.**

Over the last six years, the Department of Women's and Gender Studies has worked with the CSL Program to build ongoing and relevant service-learning placements (currently nearly 80-100 per year) for undergraduate students in not-for-profit organizations working in areas related to women's issues and in the broader field of

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<sup>13</sup> Of the last ten WST B.A. or B.A. Honours students who have applied to M.A. programs, there has been a 100% acceptance rate. Moreover, 6/10 have secured SSHRC CGS funding, with another 1/10 students accepted with full funding into an Ivy League M.A. (Yale).

<sup>14</sup> Letters of support were received from: Pearl Bennett, President, on behalf of Board of Caribbean Women's Network; Patricia Garrett, Executive Director, Women's Of Providence; Jan Reimer, Provincial Coordinator, Alberta Council of Women's Shelters; Jennifer Tomaszewski, Chair, Women's Legal Education and Action Fund Board of Directors; Laurie Kehlor, Volunteer Coordinator, Lurana Shelter Society.

gender and sexuality. These relationships provide the bases from which to create effective graduate-level praxis placements in areas relevant to student research and professional interests. For example, four faculty members have now participated in a Humanities 101 program housed at a local second-stage women's shelter. This ongoing project, providing remedial and post-secondary experiences for shelter residents, provides a site for graduate praxis placements as tutorial assistants, programs evaluators, and policy analysts. The Women's Studies Program is also in the process of applying for a CSL Partnership Grant with the YWCA. The purpose of this grant is to support the YWCA in a long-term project for girls and to provide the Graduate Program in Women's and Gender Studies with long-term placements for M.A. students. The CSL Program has also built relationships with a range of community partners who could provide diverse graduate-level professional and experiential learning opportunities for our M.A. students. The CSL Program and the Department of Women's and Gender Studies have established partnerships with diverse Edmonton-area women's groups as a result of longstanding WGS-CSL course offerings, beginning in 2005. Providing placements for 10-12 WGS graduate students annually is a very manageable goal for the CSL Program which now provides more than 500 placements on a yearly basis. The experiential learning components of the proposed M.A. program have been developed in close collaboration with the CSL program. (See Appendix I, "Letter of Support from Sara Dorow, Director of CSL").

**25. Describe the opportunities graduates will have for progression to further study in this field or in professional fields.**

Women's and Gender Studies is an interdisciplinary field. Graduates holding the M.A. degree who wish to pursue further study typically pursue degrees in Law or Social Work, or doctoral degrees in Women's and Gender Studies (where course-based M.A. degrees are the typical requirement) or in related social sciences or humanities fields. As indicated in #16 above, alumni of the B.A. program have gone on to do graduate training at top universities and to work as professors, lawyers, policy analysts, research managers, librarians, filmmakers, and physicians. Graduates from the M.A. program will be even better prepared for further study in a variety of fields.

**26. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, computers, space, practicum liability insurance, student services, administrative services (eg Registrar's Office), as applicable) for the proposed change, and, if so, where will those resources come from? Provide a budget for any long-term or one-time implementation costs. Provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.**

In what follows, we outline the budget and resource implications of the new program. See also Appendix F, "MA WGS Budget" for additional budget information.

- Library: A Library Impact Statement, attesting that the Library is already well-equipped to support an M.A. in Women's and Gender Studies, is attached (see Appendix J, "Library Impact Statement").
- Space: In May 2008 the Department moved from the Tory Building (where it shared space with the Department of Anthropology) into its own expanded space in Assiniboia Hall. The Faculty of Arts made this space available to the Department of Women's and Gender Studies on the understanding that we

- would be developing a new M.A. program. Our current space includes office space for teaching assistants (six per office), a student lounge, a boardroom/seminar room that is well equipped to accommodate graduate seminars, and a small exhibition space.
- Costs associated with CSL placements: The WGS (CSL) component of the proposed M.A. in Women's and Gender Studies may require that students undergo Police Information Checks or Youth Intervention Checks prior to their placement in some non-profit organizations. The CSL Program manages these processes and absorbs related costs. For the CSL program, the cost of securing placements and of processing security checks for our proposed M.A. program is less than for a small course. The Women's Studies undergraduate program currently has 80-100 students annually doing CSL placements. The addition of a mandatory CSL requirement for 10-12 graduate students annually is a marginal cost increase for the CSL program. The CSL Program enthusiastically supports our MA program; it will be the first Canadian graduate program in which service-learning is required. See the attached letter of support from Sara Dorow, Director of the CSL Program (Appendix I).
  - Student services and administrative services (e.g., Registrar's Office): The proposed M.A. in Women's and Gender Studies is a relatively small program with a maximum annual intake of 10 to 12 students. The impact on student and administrative services, including the Faculty of Graduate Studies and Research, is minimal. Current support staff levels in the Department of Women's and Gender Studies includes a pod of seven administrative support positions, shared with East Asian Studies, Linguistics and Philosophy. Two Graduate Advisor/Research Coordinator positions who will handle all aspects of graduate administration for the new M.A. Program (see Appendix K, especially "Women's and Gender Studies Organization Chart"). The Associate Chair and Chair will be responsible for recruitment, to include contacts with Canadian and America Women's and Gender Studies Chairs and Directors, development of a graduate section of our web-page and dissemination of a poster and a brochure (highlighting the unique features of the program and faculty member's expertise). Based upon our consultations with colleagues in other Canadian Women's and Gender Studies Departments offering M.A. programs, we can expect 50-75 applications annually. Applications will be triaged by the Associate Chair and reviewed by a committee composed of two WGS faculty members.
  - Budget: The program's proposed budget of \$51,736 will be achieved through reallocations. The new program requires some modest adjustment to the Department's budget to enable it to (1) continue to offer the same level and quality of undergraduate programming, and (2) offer Teaching Assistantships to qualified applicants. The Faculty of Arts has committed to providing two Graduate Teaching Assistantships (GTAs/GRAs) (\$21,763) to the program. Women's and Gender Studies will be increasing the size of 200-level courses (from 45-75), to reduce the number of non-special sessions sections from 8-5 in order to free up resources (approximately \$18,000) that we can dedicate to M.A. funding. Two one-term T.A. positions (approximately \$12,000) that are currently offered to graduate students from other programs will be dedicated to our M.A. students. In addition, Finally, RA funding will be available through faculty-members research grants. (See also Appendix F).

## **ADDITIONAL QUESTIONS – UNIVERSITY OF ALBERTA**

**27. How will this proposal distinguish the University of Alberta from other post-secondary institutions?**

As indicated above, this program would be unique in the Prairie Provinces. However, it would also bring the University of Alberta in line with major research-intensive universities in Canada, the United States, the United Kingdom, and elsewhere. Within Canada alone, the following major universities already offer an M.A. in Women's and Gender Studies (or an equivalent program name):

- M.A. in Women's and Gender Studies, University of British Columbia ([http://www.wmst.ubc.ca/prgm\\_masters.html#TOP](http://www.wmst.ubc.ca/prgm_masters.html#TOP))
- M.A. in Women and Gender Studies, University of Toronto (<http://www.wgsi.utoronto.ca/>)
- MA in Gender Studies, Queen's University (<http://www.queensu.ca/genderstudies/index.html>)
- M.A. in Women's Studies and Feminist Research, University of Western Ontario (<http://www.uwo.ca/womens/grad.html>)
- M.A. in Gender Studies and Feminist Research, McMaster University (<http://gsfr.mcmaster.ca/MA/index.html>)
- M.A. in Women's Studies, York University (<http://www.yorku.ca/gradwmst/ma/index.html>)

Contrary to common belief that Women's and Gender Studies programs are in decline, new programs continue to be developed in response to student demand. The Queen's M.A. in Gender Studies, for example, welcomed its first students in Fall 2009. The University of Western Ontario opened its new PhD program in Gender Studies and Feminist Research in Fall 2010. Enrolment in the undergraduate program in the Department of Women's and Gender Studies at the University of Alberta has increased more than 45% in the last five years, with correspondingly increasing demand for a Master's program.

A unique component of the proposed M.A. in Women's and Gender Studies is the Community Service-Learning (CSL) requirement. Only McMaster University's M.A. in Gender Studies and Feminist Research has a similar requirement: their Knowledge in Action community outreach core course (local community outreach and participatory action research).

Our own CSL requirement is distinguished by its affiliation with the well-established WGS Program at the University of Alberta (<http://www.csl.ualberta.ca/>). The Women's Studies Program has an outstanding track record of involvement in CSL initiatives at the undergraduate level (with ongoing CSL components in sections of WST 201 "Introduction to Women's Studies" and WST 431 "Feminism and Sexual Assault"), expertise that will inform our graduate program.

**28. How will research, scholarly work, and teaching be integrated to enhance student learning?**

Faculty members appointed to the Department of Women's and Gender Studies engage in advanced research in the areas of feminist political and legal studies, gender and development (especially in the nations of West Africa), women and immigration, feminist

and queer theory, trauma and cultural memory studies, feminist cultural studies, feminist visual studies, feminist philosophy, philosophy of food, women's history, and women and religion. In addition, the Department serves as the nexus of a broad, university-wide community of feminist scholars (see #11 above). The M.A. in Women's and Gender Studies is designed to draw on these strengths in a way that integrates research, scholarly work, and teaching:

- Faculty members teach in areas of well-established research expertise, bringing their research into the classroom and training students to develop research projects and programs of their own;
- Students attend talks in the annual Feminist Research Speakers Series and participate in the discussion that follows the presentation of research papers by scholars from across campus and elsewhere;
- Student proposals for capping projects or theses are developed in a workshop format (in WGS 5XX) with feedback from peers as well as faculty members;
- Students who hold Graduate Teaching Assistantships receive training, mentoring, and classroom teaching experience of their own.

**29. Further to question #15 above, when should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?**

The M.A. in Women's and Gender Studies should be evaluated on the same regular basis, and by the same methods, as other graduate programs in the Faculty of Arts. The program does not require accreditation from a professional body. The evaluation team will normally consist of full professors of Women's and Gender Studies from comparable, research-intensive Canadian and American universities. Feedback from students, employers and other interested parties will be integrated into the Department's self-study, as per normal external review protocols. Evaluation criteria will include:

- Its ability to recruit its top-ranked applicants.
- Numbers of external scholarships and awards held by its students.
- Completion rates and times.
- Graduates' success in gaining access to their first choices in further programs in higher education, e.g., doctoral programs, law schools, social work programs, etc.
- Graduates' success in securing employment in the field, especially in the not-for-profit sector.
- Exit interviews of graduating students.

### **List of Appendices**

Appendix A, "M.A. Program in Women's and Gender Studies, University Calendar Description and List of Courses to be Changed/Added"

Appendix B, "M.A. Program in Women's and Gender Studies: Summary Document"

Appendix C, "Letters of Support from Deans, Chairs and Research Chairs"

Appendix D, "Letters of Support from Women's Groups"

Appendix E, "Implementation and Enrollment Plan"

Appendix F, "MA WGS Budget"

Appendix G, "Letters of Support from Recent Graduates"

Appendix H, "Brief Student Interest Survey"

Appendix I, "Letter of Support from Sara Dorow, Director of CSL"

Appendix J, "Library Impact Statement"

Appendix K, "Proposal for the Establishment a Department of Women's and Gender Studies"

**APPENDIX A**  
**UNIVERSITY CALENDAR DESCRIPTION AND LIST OF COURSES TO BE**  
**ADDED/CHANGED**

**205.xx Women's and Gender Studies**

**Department of Women's and Gender Studies**  
**1-17 Assiniboia Hall**  
**University of Alberta**  
**Edmonton, Alberta T6G 2E7**  
<http://www.womensstudies.ualberta.ca>

**205.xx.1 General information**

The Department of Women's and Gender Studies offers a program leading to the degree of Master of Arts. The Department of Women's and Gender Studies is home to a well-established, university-wide, interdisciplinary program housed in the Faculty of Arts. It draws from a strong, broad-based community of feminist scholars in one of Canada's top research universities. Core faculty conduct research in the areas of feminist legal studies, gender and development, gender and immigration, sexuality and queer studies, feminist theory, feminist visual culture, feminist cultural studies, feminist philosophy, feminist history, religious studies and memory/trauma studies.

The Department of Women's and Gender Studies encourages applicants to submit their applications January 15 to be considered for admission, awards and graduate assistantship funding.

Application forms are available at [www.gradstudies.ualberta.ca](http://www.gradstudies.ualberta.ca). Detailed graduate program information is available on the Department's homepage at [www.womensstudies.ualberta.ca](http://www.womensstudies.ualberta.ca).

**Entrance requirements**

Normally a four-year BA in Women's Studies or a related discipline with a minimum grade point average of 3.3 (or B+) in the last two years of full-time undergraduate work (or graduate work) at the University of Alberta, or an equivalent qualification from a recognized institution, and, where applicable (see §203.2.4), a minimum TOEFL score of 580 (paper-based) or 92 (internet-based). Potential applicants, including non-traditional students, are encouraged to contact the Chair of the department to discuss their qualifications.

**Financial assistance**

Financial assistance in the form of graduate assistantships (normally teaching assistantships) for full-time MA students may be available. For further information about awards, scholarships, and financial assistance, please contact the Chair of the department and consult <http://www.gradstudies.ualberta.ca/>.

**205.xx.2 The Degree of MA**

**Program requirements**



There are two options for completing the MA in Women's and Gender Studies: 1) as a thesis-based degree, or 2) as a course-based degree. For the thesis-based MA, normally \*18 of graduate-level courses and a thesis are required. The course-based MA requires \*21 of graduate-level courses and a capping project (WGS 900). The required capping project is a portfolio – a synthesizing document that highlights students' learning in the program and that will include a major research paper, a field statement, a creative project **or** a policy/program/legal analysis. All students (both course-based and thesis-based) are required to take WGS 5XX (Praxis Workshop), which includes a mandatory Community Service-Learning component and WGS 5XX (Research Workshop). All students must complete a mandatory ethics training requirement (see §203.9). Those who have not already taken a course in Feminist Research Methodologies (or the equivalent) will normally be required to take WGS 302 in addition to their other courses. All students must complete minimum of \*12 courses in WGS (including the required courses, 5XX (Praxis Workshop) and 5XX (Research Workshop)). There is no residence requirement.

### **Length of program**

The time required to complete the MA will vary with the program (thesis- or course-based) and the candidate. Full-time students in the course-based MA program will normally complete the program within 12 months, while those enrolled in the thesis-based program will normally complete within 24 months. However, the Department of Women's and Gender Studies recognizes that many of its students are non-traditional and that part-time registration may be their preferred option. The Faculty of Graduate Studies and Research stipulates that thesis-based students must complete all degree requirements within four (4) years of registering for the program; course-based students must complete all degree requirements within six (6) years of registering.

### **205.xx.3 Graduate Courses**

Graduate courses can be found in §231, Course Listings, under the subject heading Women's and Gender Studies (WGS). Graduate courses offered by other departments may be taken with the consent of the student's Women's and Gender Studies supervisor.

### **231.xx**

**\*5XX (3) Praxis Workshop** (fall term only, 0-3s-0): In addition to attendance at the Feminist Research Speakers Series, students will explore feminist approaches to Community Service-Learning (CSL) and complete 20 hours of CSL work.

**\*5XX (3) Research Workshop** (winter term only, 0-3s-0): In addition to attendance at the Feminist Research Speakers Series, students will examine interdisciplinary approaches to feminist scholarship, and prepare and develop their thesis or research project proposals.

**5XX (3) Approaches to Women's and Gender Studies** (either term, 0-3s-0): An examination of interdisciplinary approaches to feminist scholarship with an emphasis on critical analysis and knowledge production.

**5XX (3) Feminist Cultural Studies** (either term, 0-3s-0): Examines gender as a category of analysis in contemporary cultural theory in order to examine how gendered subjects are produced and regulated through everyday cultural practices.

**5XX (3) Gendering Development** (either term, 0-3s-0): Examines the intersection of gender and the developmental process with particular emphasis on feminist discourses of development history, theory and practice.

**5XX (3) Feminist Legal Studies** (either term, 0-3s-0): An advanced examination of feminist legal theories and strategies with an emphasis on the contemporary North American and British context. Topics will vary.

**5XX (3) Feminist Theory Now** (either term, 0-3s-0): Examines current preoccupations within feminist theory. Topics and geographical focus will vary.

**5XX (3) Feminist Historiography** (either term, 0-3s-0): Examines contemporary and historical approaches to writing feminist histories of a variety of regions and time periods.

**500 (3): Directed Readings in Women's and Gender Studies** (variable, unassigned)

**5XX (3): Topics in Women's and Gender Studies** (either term, 0-3s-0)

**410/5XX (3) Feminism/Postmodernism** (either term, 0-3s-0): An introductory exploration of tensions, disadvantages, and advantages of postmodernism for feminist theory and practice in relation to cultural and political issues such as representation, agency, identity/difference/ambiguity, nature, bodies, sexualities, and community. (Not open to students with credit in W ST 410).

**420/5XX (3) Law and Feminism in Canada** (either term, 0-3s-0): A focus on the fundamentally contradictory role of law for women in Canada, building on the insights offered by feminist cross-disciplinary legal scholarship. (Not open to students with credit in W ST 420).

**431/5XX (3) Feminism and Sexual Assault** (either term, 0-3s-0): Interdisciplinary consideration of conceptual, political, and legal strategies that feminists have deployed to confront sexual coercion with an emphasis on the contemporary North American context. (Not open to students with credit in W ST 431)

**440/5XX (3) Body Politics** (either term, 0-3s-0): An examination of contemporary theoretical approaches to bodies and embodiment, with particular emphasis on the ways that race, class, sexuality, gender, and (dis)ability shape bodily experiences. (Not open to students with credit in W ST 440).

**450/5XX (3) Transnational Feminisms** (either term, 0-3s-0): This course provides a deeper understanding of women's issues globally and across nations. Topics may include feminist theorizing, women's movements, development, human rights, reproductive politics and social. (Not open to students with credit in W ST 450).

**460/5XX (3) Masculinities** (either term, 0-3s-0): This course surveys the status of masculinity and the emergence of contemporary masculinity studies within, alongside

and, at times, against feminism and Women's Studies. (Not open to students with credit in W ST 460)

**470/5XX (3) Sexualities** (either term, 0-3s-0): Special Topics: This course offers advanced examination of selected issues in sexuality studies. (Not open to students with credit in W ST 470).

**498/5XX (3) Special Topics in Women's Studies** (either term, 0-3s-0): Special topics will vary.

**499/5XX (3) Special Topics in Feminist Theory** (either term, 0-3s-0): This course offers advanced study of selected issues in current feminist theorizing (not open to students with credit in W ST 499).

**\*900 (3) Directed Research Project** (variable, unassigned)

## APPENDIX B

### MA in Women's and Gender Studies Summary document

#### Course-based MA

- \*21 credits of courses at the graduate level (up to \*9 may be taken outside the Department), including the 2 required courses: 5XX Praxis Workshop (that includes a 90 minute workshop on ethical standards in community-based research) and 5XX Research Workshop (that includes an ethics statement as a required assignment)
- completion of the Graduate Ethics Training (GET course) (see <http://www.gradstudies.ualberta.ca/degreesuperv/ethics/index.htm>)
- an MA portfolio (described below): WGS 900 Directed Research Project
- average completion for full-time students: 12 months
- the Faculty of Graduate Studies and Research stipulates that course-based students must complete all degree requirements within 6 years of registering in the program.

#### Thesis-based MA

- \*18 credits of courses at the graduate level (up to \*9 may be taken outside the Department), including the 2 required courses: 5XX Praxis Workshop (that includes a 90 minute workshop on ethical standards in community-based research) and 5XX Research Workshop (that includes an ethics statement as a required assignment)
- completion of the Graduate Ethics Training (GET course) requirement; see <http://www.gradstudies.ualberta.ca/degreesuperv/ethics/index.htm>
- a thesis (between 80-100 pages)
- oral defense of the thesis
- average completion time for full-time students: 24 months
- the Faculty of Graduate Studies and Research stipulates that thesis-based students must complete all degree requirements within 4 years of registering in the program.

#### MA Portfolio

The MA portfolio serves as a capping exercise for students completing the course-based MA in Women's and Gender Studies. When completing this capping project, students must enroll in WGS 900. The portfolio is a synthesizing document that highlights student's accomplishments and learning in the program. Although specific contents will vary (see below), all portfolios will be accompanied by a 7-10 page (3,500 to 4,000 word) introduction. In the introduction, MA candidates will (a) provide an explanation of why particular work has been included in the portfolio, (b) discuss how research and training in Women's and Gender Studies has shaped the work, and (c) reflect upon its bearing on future studies or professional employment.

The portfolio itself will include one of the following or some combination of the following, to be selected and developed in consultation with the student's supervisor:

- A major research paper. The MRP requires students to engage in original research on an approved topic. Typically expanding upon work produced for a seminar class, the MRP will range from 25-30 pages (10,000 to 12,000 words). The goal is to produce an article-length piece of research that would be ready for submission to a peer-reviewed journal.
- A field statement. The FS is a comprehensive, critical review of scholarship that defines the field (or a subfield) of Women's and Gender Studies. It should explain major texts, issues, debates, trends, and shifts in the field or subfield under consideration. The FS

## APPENDIX B

will range from 25-30 pages (10,000 to 12,000 words). The goal is to produce a paper ready for presentation at an academic conference.

- A creative work. Students may elect to submit materials that are creative in scope, including (but not limited to) creative, journalistic, or blog writing, performance, mixed or mass media, and/or design. The goal is to produce a creative work that could be published or displayed. The size and scope of the creative work will be determined in consultation with the student's supervisor.
- A policy/program/legal analysis. The PPLA requires students to employ scholarship in Women's and Gender Studies to produce a useful and practical analysis of a policy or legal question or to engage in a program evaluation relevant to non-profit community organization. The goal is to use research and policy analysis to produce a legal/policy brief or a program analysis that will be used by a community organization. Typically expanding upon a student's CSL experiences, the PPLD will range from 25-30 pages (10,000 to 12,000 words). Students may elect to produce several shorter policy documents that attend to multiple issues or that make comparisons and connections between organizations.

Owing to the very different projects enabled by the MA program in Gender and Women's Studies, the portfolio's composition must be discussed in consultation with the student's supervisor. Portfolio proposals will normally be due by May 1, and final Portfolios will normally be submitted to primary advisor and an assigned reader by August 1 for approval.



February 14, 2012

Mazi Shirvani, Dean  
Faculty of Graduate Studies and Research  
2-33 Triffo Hall  
Killam Centre for Advanced Study

Dear Mazi:

I am writing in support of the establishment of an MA in Women's and Gender Studies. I have reviewed the program summary, proposal and calendar description and I am happy to endorse this initiative. The MA will provide a unique graduate experience by virtue of the program's mandatory Community Service Learning component and the range of options from which students may choose in order to complete the portfolio requirement. The program embodies rigorous academic standards in its mandatory course requirements, the number of required courses, and the expectations of the thesis and portfolio options. Thus, in terms of its academic virtues, the proposed MA is well conceived and fully in line with other MA programs in the Faculty of Arts.

The establishment of an MA in Women's and Gender Studies also promises to increase graduate enrollment in the Faculty of Arts. As the only MA in this field in the prairie provinces, the University of Alberta program is likely to attract any interested candidates, and thus be able to ensure the admission of high quality graduate students. In turn, of course, the prospect of SSHRC funding is also strengthened. Moreover, the addition of an MA in Women's and Gender Studies may well contribute to the retention of its excellent faculty members. It will certainly enhance their research capacity and their ability to offer enhanced learning experiences to undergraduate students with the support of graduate teaching assistants.

Women's and Gender Studies is an expanding and dynamic area of scholarly endeavour. The proposal was considered and unanimously approved by Arts Executive Committee on February 9, 2012. Adding this MA program to our offerings will strengthen the reputation of the University of Alberta as a leading research institution, offering a breadth and depth of

intellectual experiences to its graduate students and contributing to a body of knowledge that concerns very significant and challenging social phenomena. Again, it should be noted that the program embodies the academic plan's commitment to fostering engaged citizens through its CSL program requirement. And in turn, this requirement connects the university to the community in very productive projects and interactions.

I am delighted that the Women's Studies Program has worked so diligently to prepare this proposal and I fully support their initiative.

Sincerely,



Lesley Cormack  
Dean of Arts

cc. Lise Gotell, Chair of Women's Studies

LC/sk

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Edmonton, Alberta, Canada T5J 4P6  
Tel: 780.492.2681  
Fax: 780.492.6735  
katy.campbell@ualberta.ca  
www.extension.ualberta.ca

September 19, 2011

Dr. Lise Gotell  
Professor and Chair, Women's Studies  
1-05 Assiniboia Hall  
University of Alberta  
Edmonton  
Canada T6G 2E7

Dear Dr. Gotell

Re: Proposed MA in Women's and Gender Studies

We are pleased to see the Department's proposal for a graduate degree in this area. Particularly the broader view, gender studies, that has emerged and the inclusion of a community service learning component. We agree with the Department's view that this "distinctive feature" will provide a valuable opportunity for candidates to apply the theoretical concepts that they will be examining, analysing, and critiquing within the proposed program.

We would hope that the Department will also look to the academic and programming resources that are offered within the Faculty of Extension. We would encourage students and supervisors to review our Faculty's graduate course offerings; in such areas as communication, community engagement, and qualitative research methodology, as they design comprehensive programs to support candidate's thesis and capping exercise research requirements.

We look forward to the proposed MA in Women's and Gender Studies receiving approval and to working with members of the academic staff in the further development of learning and research opportunities in areas of mutual interest.

Sincerely



Katy Campbell, PhD  
Dean



Walter Archer, PhD  
Interim Associate Dean, Engaged Learning





September 8, 2011

Dr. Lise Gotell, Chair  
Department of Women's and Gender Studies  
1-17 Assiniboia Hall  
University of Alberta  
Edmonton, Alberta T6G 2E7

Dear Dr. Lise Gotell,

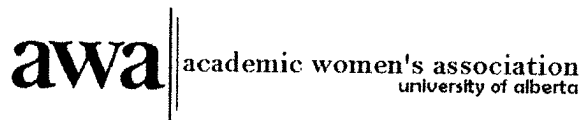
The Faculty of Native Studies is pleased to support the M.A. in Women's and Gender Studies proposed by the Department of Women's and Gender Studies. After reviewing the proposal, I found that the program offers unique features that include a mandatory Community Service-Learning component and a required research workshop course, which will undoubtedly be very attractive to students. While all of the University of Alberta's major comparator institutions have graduate programs in this field, the M.A. in Women's and Gender Studies will be the first in the prairie provinces, positioning the University of Alberta as a leader in the field. I have no doubt that the courses offered as part of this program will be attractive to many of our students in Native Studies; indeed, scholars have demonstrated that feminism has much to offer Aboriginal women in their colonial struggles.

We wish the Department of Women's and Gender Studies the best of luck in this new and exciting adventure.

Sincerely,

Dr. Nathalie Kermoal  
Dean (Interim)  
Faculty of Native Studies

## Appendix C



September 27, 2011

Dr. Lise Gotell, Chair & Professor  
Women's Studies Program  
1-02E Assiniboia Hall  
University of Alberta  
Edmonton, AB T6G 2E7

Dear Dr. Gotell:

I am pleased to submit this letter of support for the establishment of Master of Arts in Women's and Gender Studies on behalf of the University of Alberta's Academic Women's Association. The program will provide stimulating and meaningful content for upper level students who have developed a deep academic interest in these fields and should attract some of the best and the brightest students. The program will also enhance the social sciences and humanities programs offered by this institution. Given the profile of the University of Alberta within Western Canada and beyond, it is appropriate that the Faculty of Arts take the initiative to offer a program that is unique to Western Canada. The proposed Master of Arts in Women's and gender Studies will help to enhance the University of Alberta's reputation among peer institutions.

I must commend the program committee for its decision to offer students a choice to pursue either a thesis or project route. This enables the program to be tailored to individual student needs. I also appreciate the Committee's decision to incorporate a community service learning component into the program. Undoubtedly, the CSL component will provide practical learning opportunities for students and is likely to produce unique learning outcomes. Additionally, this engagement will help to put "theory into practice" and result in significant contributions to our community. The Academic Women's Association also supports efforts to develop e-learning opportunities so that the program is accessible to students who are seeking further education, but are off-site and/or pursuing employment opportunities.

As the President of the Academic Women's Association I whole heartedly support the implementation of a Master of Arts in Women's and Gender Studies. I look forward to the contributions the students and faculty members will make provincially, nationally, and internationally.

Yours truly,

Holli Bjerland, BA  
President (2011-2012)

**Department of Educational Policy Studies**

7-104 Education North Building  
Edmonton, Alberta, Canada T6G 2G5

[www.uofaweb.ualberta.ca/edpolicystudies](http://www.uofaweb.ualberta.ca/edpolicystudies)

Tel: 780.492.7625

Fax: 780.492.2024

September 23, 2011

**MA in Women's and Gender Studies**

I write in support of the Women's Studies M.A. in Women's and Gender Studies.

I regard the proposed programme as a useful addition to the University as a whole and more specifically to the Department of Educational Policy Studies.

There are several innovative components of the new MA programme in Women's and Gender Studies that make it a first in relation to other such programmes presently offered in Western Canada. The programme provides the possibility for the University of Alberta to become a leader in this area of work.

Of particular note the inclusion of a Praxis workshop allows students the opportunity to identify how feminist theories encountered in the classroom can be used to analyze experiences garnered during the Community Service Learning component of their courses. In terms of pedagogy, the inclusion of a portfolio will be attractive to students as it enables them to apply critical thinking to variety of scholarly topics. The idea of preparing a major research paper, a creative work or a legal /policy document is an innovative way to cap the Masters level programme and set up a strong foundation for possible future work at the PhD level.

The courses identified in the proposal will offer strong intellectual extensions for graduate students in the Department of Educational Policy Studies. Presently we have a number of students who have a strong interest in issues of gender and education and are seeking electives that will strengthen their knowledge in these areas of scholarship. The opportunity to take electives external to our department allows students to become acquainted with faculty members whose areas of research overlaps with their own and who might well become members of supervisory committees.

In terms of courses, 450/5XX (3) Transnational Feminisms would offer students a good introduction to this area of work and give depth of knowledge for those interested in learning how to work respectfully in countries of the South. The Global Citizenship Education Research Centre is within the Faculty of Education and the co-Directors, Dr. Ali Abdi and Dr. Lynette Shultz, are faculty members within the Department of Educational Policy Studies. Over the past few years the Centre has attracted a number of new graduate students whose interests are related to education, transnationalism and women.

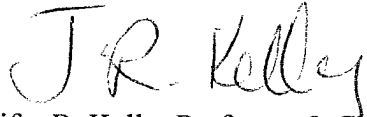
The inclusion of masculinities (460/5XX (3) Masculinities) as a topic worthy of scholarly exploration will strengthen the work presently undertaken in our department. In particular I applaud the fact that the course will allow for exploration of masculinities "within, alongside and, at times, against feminism and Women's Studies."

Finally, I envisage that students in the M.A in Women's and Gender Studies will find some of our department courses on social movements, critical ontologies and indigenous knowledge,

## Appendix C

race, racialization and education useful additions to their in-depth knowledge of gender and women. We have a strong interdisciplinary emphasis in our department and I think this would work well with an MA in Women's and Gender Studies, which aims to highlight the significance and connection of gender to other social categories.

Sincerely,

A handwritten signature in black ink that reads "J R Kelly". The letters are cursive and connected.

Jennifer R. Kelly, Professor & Chair  
Department of Educational Policy Studies.



22 September 2011

Lise Gotell, PhD  
Professor and Chair, Women's Studies  
University of Alberta  
1-05 Assiniboia Hall  
University of Alberta  
Edmonton  
Canada T6G 2E7

Dr. Professor Gotell,

This letter offers full support from the Department of Anthropology for the proposed MA program in Women's and Gender Studies. In reading through the proposal, it is apparent that students in the graduate program in the Department of Anthropology can benefit from course offerings and that courses currently offered in the Department of Anthropology may be of interest to students in Women's and Gender Studies. For example, in the 2011-12 academic year, we offer a course taught by Dr. Kathleen Lowrey entitled, *Anthropology and the Twentieth Century*, which includes the emergence of new social movements and which addresses feminism, gender, and sexuality among other social factors. The course, *Topics in Medical Anthropology: Engendering Food, Bodies, Health*, taught by Dr. Helen Vallianatos (who was awarded a Graduate Certificate in Women's & Gender Studies in the same year she received her PhD) is focused directly on gendered experiences of biologies and well-being. We would welcome the expansion of courses in the areas of Women's and Gender Studies for our students, and very much appreciate the increased opportunity to take part in graduate training, teaching, and cooperative, cross-faculty and interdisciplinary research in these areas.

In summary, the Department of Anthropology gives enthusiastic support to the proposal to expand the Women's and Gender Studies program to the graduate level. This support may take the form of cross-listed graduate courses, of opening appropriate Anthropology graduate course offerings to students in the Women's and Gender Studies MA program, of faculty members taking part on supervisory committees, and of increased research collaborations between scholars in both programs.

Sincerely,

Lisa Philips, PhD  
Professor and Chair  
Department of Anthropology  
University of Alberta  
13-15 Henry Marshall Tory Building  
Edmonton, AB T6G 2H4



UNIVERSITY OF ALBERTA

7 November 2011

Dr. Lise Gotell, Chair  
Women's Studies Program  
Faculty of Arts

**Re: Proposal for MA in Women's and Gender Studies**

Dear Lise:

I am delighted to write in strong support of Women's Studies proposal to offer an MA in *Women's and Gender Studies*.

The Department of English and Film Studies has a long history of collaboration with Women's Studies, from cross-listing courses to collaborative teaching to participation in Women's Studies governance at every level. The collaboration has always been rich and rewarding for students, instructors, and administrators.

EFS welcomes the opportunities that the graduate courses offered through this new MA will provide to those of our graduate students who seek to expand their studies in literary and film studies through it. Our students will benefit from the increased scholarly and research attention to feminist projects, critical frameworks, and areas of study, which speak directly to the many research interests of graduate students in EFS. And we, in turn, will welcome Women's and Gender Studies MA students in our own EFS courses wherever interest and space makes this possible.

The Department of English and Film Studies offers wholehearted support for this important initiative in graduate studies at the University of Alberta. Its strong vision, combined with the strengths of Women's Studies faculty members, ensures its success.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan Hamilton', written in a cursive style.

**Susan Hamilton, Professor and Chair**  
**Department of English and Film Studies**

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**Subject: RE: Letter of support for MA in Women's and Gender Studies**

**Date:** Wednesday, September 21, 2011 4:40 PM

**From:** Epp, Garrett <garrett.epp@ualberta.ca>

**To:** Lise Gotell <lise.gotell@ualberta.ca>

My apologies for the long delay – I had wanted to put this by a few folks here, and that took longer than expected.

Would you like something very official, on letterhead?

All I would say is that I fully support the proposal, which not only distinctive, building on the unique interdisciplinary strengths of Women's and Gender Studies as the field (and unit) has developed here at the University of Alberta, but also speaks to and builds on strengths across the Faculty of Arts, including this department. Everyone here who has seen the proposal sees it as a good thing for all concerned, an excellent means of bridging our programs and sharing both students and resources.

garrett.epp@ualberta.ca

**From:** Gotell, Lise

**Sent:** Thursday, September 08, 2011 11:05 AM

**To:** Epp, Garrett

**Subject:** Letter of support for MA in Women's and Gender Studies

Dear Garrett:

I hope you are well and surviving this busy time.

I trying to get the Women's and Gender Studies M.A. proposal completed. One of the remaining tasks is to seek internal letters of support. I am writing to request a letter from you as Interim Chair of MLCS.

Please find attached the nearly final draft of the proposal, as well as a summary document and calendar description. This is the latest version of the MA proposal, approved by the Women's Studies Executive Committee and vetted by the Faculty of Arts, FGSR and the Provost's Office.

As you will note, the program will include several unique features that set it apart from existing Women's and Gender Studies M.A. programs, including a mandatory Community Service-Learning component and required research workshop courses. While all of the

UofA's major comparator institutions have graduate programs in this field, ours will be the first in the Prairie provinces.

Should you choose to write a letter of support, it need not be long. We would, of course, be very happy to have your graduate students take our courses. In addition, we hope that it would be possible for our students take gender focussed grad courses in MLCS. If you are able to write a letter of support, it would be useful for you to note that our courses would be attractive to some of your students and that you would be willing to allow our students to take your classes, space and background permitting.

I am aiming for final submission of the proposal in mid October and so it would be helpful if I received letters of support by late September.

Thanks in advance for your time.

Kindest regards,

Lise

--

Lise Gotell, PhD  
Professor and Chair, Women's Studies  
University of Alberta  
Mailing Address:  
1-05 Assiniboia Hall  
University of Alberta  
Edmonton  
Canada T6G 2E7  
Office Address:  
1-02E Assiniboia Hall  
Phone: 780-492-0326  
[Lise.gotell@ualberta.ca](mailto:Lise.gotell@ualberta.ca)  
<http://www.uofaweb.ualberta.ca/womensstudies/>





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**UNIVERSITY OF ALBERTA**  
**Interdepartmental Correspondence**

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To: Lise Gotell, Chair  
Department of Women's Studies

Date: October 1, 2011

From: Bruce Hunter, Chair  
Department of Philosophy

**Subject: Letter of Support for the proposed M.A. in Women's Studies**

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Dear Lise

The Department of Philosophy is pleased to support the establishment of a Master's of Arts programme in Women's Studies at the University of Alberta. The Department has long collaborated with Women's Studies through cross listed courses and other research and teaching initiatives, and expect that, with the establishment of a MA programme in Women's Studies, these connections would be strengthened for the mutual benefit of our graduate programmes. Currently, we have considerably expertise in feminist philosophy, most notably, Dr. Cressida Heyes, Canada Research Chair in the Philosophy of Gender and Sexuality, who regularly teaches seminars in feminist philosophy and related topics, and Dr. Chloe Taylor, with a joint appointment in Philosophy and Women's Studies and offering courses in both departments. Graduate students in Women's Studies would be welcome to take their courses in Philosophy as well as to avail themselves of their supervisory expertise, and we expect that a MA programme in Women's Studies would be welcome by the increasing number of graduate students we attract in feminist philosophy for the opportunities that would offer them for graduate instruction and supervisory assistance. I also note that other members of the department have interests in feminist philosophy and sometimes offer classes that might be of interest to MA students in Women's Studies. Finally, I note that the proposed MA in Women's Studies would not only be the only such on the Prairies, but, with its CSL component, would stand out among graduate programmes in Women's Studies. The proposal has my enthusiastic support.

Yours sincerely,

A handwritten signature in black ink that reads "Bruce Hunter".

Bruce Hunter, Chair

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**Department of Philosophy**  
**Faculty of Arts**



14 September, 2011

Prof. Lise Gotell  
Chair, Women's Studies  
1-05 Assiniboia Hall  
University of Alberta  
Edmonton, AB T6G 2E7

Dear Prof. Gotell,

I am delighted to hear of the Women's and Gender Studies M.A. proposal and offer both my personal support and that of the Program in Religious Studies. With one RS faculty member, Dr. Catherine Caufield, already teaching some of her courses in the area of women and religion, and about to devote the vast majority of her teaching to Religious Studies, your new program and both our existing graduate programs all stand to benefit from substantial synergies. The recent appointment of Prof. Felice Lifshitz in WGS further enriches the mix, as most of her classes will be of interest to our students. WGS graduate students would be very welcome to take gender-focused graduate courses in Religious Studies, and your courses in this area would be attractive to many of our students. Because we see our M.A. and Ph.D. programs as inherently interdisciplinary, we would certainly want many of our students to take your graduate classes, space and background permitting. We should plan from the outset to cross-list the appropriate courses so that students in either program can take them for credit in their own area without special permission or paperwork.

Please accept my best wishes for a successful application in this critical area, one that has been missing from our graduate offerings for too long.

Sincerely,

Andrew Gow, Ph.D.  
Professor of History and Adjunct professor of Religious Studies  
Director, Program in Religious Studies  
Office of Interdisciplinary Studies  
Faculty of Arts, University of Alberta



September 22, 2011

Dr. Lise Gotell, PhD  
Professor and Chair, Women's Studies  
University of Alberta

Dear Dr. Gotell:

Re: Proposed MA in Women's and Gender Studies

I am very pleased to write this letter in support of the proposed MA in Women's and Gender Studies. The MA program would be a very important and timely addition to graduate studies at the University of Alberta as there are no equivalent programs in the Prairie provinces, and many other leading institutions in Canada, as well as internationally, have strong Women's Studies graduate programs in place.

The proposed program, which will offer both a course-based and a thesis-based MA, has been carefully and thoughtfully developed to build on the well-established strengths of faculty members and undergraduate programming in the Women's Studies program. In addition, the proposed MA program has several distinctive features that will set it apart from other comparable Women's and Gender Studies graduate programs in Canada, making it very attractive to potential graduate students. In particular, the mandatory Community Service-Learning (CSL) component and the required workshop courses will provide students with the opportunity for active engagement with the community at large, as well as helping to integrate students into the feminist research community.

The Department of Sociology envisions a number of advantages to us from the proposed MA program which will serve to reinforce and expand the positive collaboration and graduate student involvement which has existed for many years between our two departments. First, our graduate students would certainly benefit since the proposed program would offer new graduate courses that would enhance available offerings to our students. At the moment, the Department of Sociology has few course offerings at the graduate level with respect to gender/feminist theory, and we usually have several students who have an interest in such courses to full their "outside" course requirement. In turn, taking courses in the Women's Studies Department may well lead to connecting with faculty members who can serve on committees, which is also beneficial to our students.

Second, we are likely to gain registrations from the Women Studies students which we would welcome, space and student background permitting. We currently have a number of graduate courses which are likely to draw interest from Women's Studies students, both for theory and methods, as well as some of the substantive areas (e.g. criminology and socio-legal studies, gender & family, work, religion). And, third, the proposed MA in Women's and Gender Studies also offers another potential venue from we might recruit students to our PhD program.



For all of the reasons noted above, I am very supportive of the proposed MA program in Women's and Gender Studies. It will serve to strengthen existing ties between our departments, provide new opportunities for our graduate students, and will enhance the University of Alberta's profile making it more attractive to potential graduate students.

Sincerely,

A handwritten signature in black ink, appearing to read "Helen Boritch".

Helen Boritch  
Acting Chair



26 August 2011

Dr Lesley Cormack  
Dean of Arts  
University of Alberta

Proposed MA in Women's and Gender Studies

Dear Lesley:

The Department of Women's Studies is a pivotal entity in the Faculty of Arts and in the University as a whole. It makes invaluable contributions to the undergraduate programming of the Arts Faculty and to the wider scholarly exchange of faculty and graduate students through its successful speakers series. The proposed MA in Women's and Gender Studies is a timely development, building on its core strengths, while also serving the wider priorities of the University.

The mandate for Community Service-Learning is a particularly innovative element of this proposed MA. It offers great potential for student learning, all the while building bridges between the university and wider communities. Women's Studies is a well-established interdisciplinary field. The elements of this proposed MA offer an excellent opportunity to build on the strengths of this Department and to expand its offerings. No equivalent programme is currently offered in the Prairie regions.

In sum, this proposal represents an excellent opportunity to build on strengths, offer new opportunities for graduate training, and fill a gap not currently served by other regional universities. This proposal has my enthusiastic support.

Sincerely,

Beverly Lemire  
Professor & Henry Marshall Tory Chair



Lise Gotell, Chair  
Women's Studies Program  
Assiniboia Hall

September 8 2011

Dear Dr. Gotell:

**Re: Support for the new MA degree in Women's and Gender Studies**

I am pleased to write in support of your application to institute a new MA program in Women's and Gender Studies (WGST) at the University of Alberta.

I've been here since 1999, and over that time have seen a steady and steadily growing interest among students in scholarship on gender at the undergraduate level. Many excellent students don't find this niche until relatively late in their undergraduate programs, and I teach a lot of fourth years who are keen to continue their work in Women's and Gender Studies at a higher level, but who lack the opportunity to do so through a graduate degree. The new program would thus meet a need for local students who, for professional or personal reasons, don't want to leave Edmonton, but want to continue the education they've received at U of A. It would also meet another need, by providing a prairie-province option for students who want to pursue graduate work in WGST at a major Canadian research university with a strong community of feminist faculty.

I receive many inquiries from such students, but Philosophy does not sustain a strong enough graduate program in feminist philosophy to make our MA a very attractive option for most. Part of the mandate of my Canada Research Chair in Philosophy of Gender and Sexuality is to strengthen graduate-level research in humanistic approaches to the study of gender, and having the option of an MA in WGST to which I might direct prospective applicants would help me recruit more and better students in good faith. Like many other faculty working in the field, I see this new degree program as a way of strengthening existing interdisciplinary synergies between faculty and students in WGST and other units.

In short, I think you have crafted an excellent proposal for a program that will attract a good number of applications from strong and motivated students, locally and nationally. I fully support the proposal and wish you every success making the new MA a reality.

Sincerely,

Dr. Cressida J. Hayes  
Professor of Philosophy  
Canada Research Chair in Philosophy of Gender and Sexuality  
Adjunct Professor of Political Science  
Affiliated Faculty, Women's Studies Program



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March 7, 2011

Lise Gotell, PhD  
Professor, Women's Studies  
1-05 Assiniboia Hall  
University of Alberta  
Edmonton AB T6G 2E7

Dear Dr. Gotell

It is my pleasure to provide this letter of support for your proposal to offer a M.A. in Women's and Gender Studies at the University of Alberta. As the very first such program in Alberta and in the Prairie Provinces, it will continue to build on Alberta's pioneering role in advancing women's rights that began with the strong Cree women who lived in our river valley, through to the Famous Five and beyond.

An MA Program in Women's and Gender Studies would provide advanced training for students who wish to go on to careers in the non-profit and public sectors or to doctoral research on women, gender and sexuality. This would definitely fill a need in our community for gender based analysis when addressing social and economic issues.

The Alberta Council of Women's Shelters has been with Women's Studies student placements through Community Service Learning. We have been most impressed with their skills and acumen; so much so that we were able to hire a few as summer students.

I wish you every success in your efforts to establish this MA Program at the University of Alberta.

Yours truly,

A handwritten signature in black ink that reads "Jan Reimer". The signature is written in a cursive, flowing style.

Jan Reimer  
Provincial Coordinator



March 17, 2011

To Whom It May Concern:

**RE: M.A. in Women's and Gender Studies Program**

Dear Madam or Sir,

I am writing to urge you to approve the application made by the Chair of the Women's Studies Program at the University of Alberta in support of a new Master's of Arts program in Women's and Gender Studies. LEAF is a national charitable organization that works towards ensuring the law guarantees substantive equality for all women. This is no small undertaking, and is one that can only be achieved in partnership with other women's organizations.

When we intervene in cases to reveal how factors such as race, class, Aboriginal status, sexual orientation, ability, and religion compound discrimination against women, we need a reliable network of organizations that represent just such women. Those organizations (largely non-profit), like our organization, benefit when they are staffed by people with sophisticated understandings of gendered inequity. Organizations such as ours depend upon the skills of those with advanced training in Women's and Gender Studies.

In addition to our litigation work, LEAF provides education to young people around equality. The University of Alberta Women's Studies undergraduates are instrumental in the delivery of our "No Means No" program: an important exercise illustrating for junior and senior high school students the importance of consent in sexual activities. Our program has flourished since the Women's Studies students began to work with us, and we are extremely impressed with the skills and training of these committed volunteers. The Women's Studies program has a stellar commitment to public engagement, and we are privileged to work with it.

Finally, I cannot overstate the critical importance of gender-based research for generating new policy approaches to social problems. Social policy is central to both the construction of inequality and the eradication of disadvantage. Policy can play an important role in eliminating disadvantage for all women, if:

1. it is informed by an understanding of the diversity of women's experiences, and
2. it is animated by principles of substantive equality, namely those that recognize that people's differing situations might require different, not the same, treatment in order to achieve an equality of results or outcomes, and to effect concrete changes in the material conditions of women's lives.

The proposed M.A. program would provide an opportunity for the bright and dedicated students of the Women's Studies program to remain in Alberta whilst continuing these studies that provide such invaluable perspective and insight.

LEAF thanks you for this opportunity to lend our support to a program that will be an excellent preparation for work in the advocacy and non-profit sector in the areas of violence against women, anti-poverty and immigration and settlement.

Sincerely,

A handwritten signature in black ink that reads 'Jennifer Tomaszewski'.

Jennifer Tomaszewski  
Chair, LEAF Board of Directors





March 10, 2011

To Whom it May Concern:

I am writing this letter in support of the proposed Master's Program in Women's and Gender Studies at the University of Alberta.

Lurana Shelter Society has been pleased to partner with the Women's and Gender Studies Undergraduate program over the past three years. Working through the Community Service Learning Program, Lurana Shelter has hosted 15 Women's Studies Students as they combine experiential learning with theory-based, classroom instruction.

Without exception, the students have been intelligent, capable people with a passion for social change. I have been extremely impressed by their ability to take complex theoretical ideas and apply them to the everyday work of the shelter. Students identify and articulate gaps between theory and practice and are challenged to consider new ways of thinking about women, gender and sexuality.

This openness and curiosity brings new ideas and energy to our organization and helps staff see their work from a new angle. The students question our assumptions and perspectives while we challenge theirs. Many of the students choose to stay on and continue to volunteer with our program, even years later.

Our relationship with the instructors and students allows our organization access to the exceptional research and expertise of the department. A Masters level program would provide students the opportunity to expand the current feminist research on violence and trauma, immigration and settlement, culture and expression. The community service learning component provides an ongoing conversation between the university and community that will enhance learning on all sides.

If you have any questions or require further information, please feel free to contact me at your convenience.

Yours truly,

Laurie Kehler  
Volunteer Coordinator

**Appendix E.**

**Implementation and Enrollment Plan**

	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
Year 1	5	8	10
Year 2		1	2
<b>Total per year</b>	<b>5</b>	<b>9</b>	<b>12</b>

Notes:

It is anticipated that 80% of our graduate students will enroll in the Course-based Master's stream. Average completion for full-time students is: 12 months for Course-based MA, and; 24 months for Thesis-based MA.

**Appendix F**

**MA (Women's and Gender Studies) Proposal Budget**

	<b>2013-14</b>	<b>2014-15</b>
Fac of Arts-2 Grad Teaching Assistantships (GTA)	21736	22171
WGST-2 one-term TA positions (for W ST 101)*	12000	12000
Reallocate funds to support grad students**	18000	18000
Supplies & Sundries***	500	500
Program Promotion****	500	500
<b>Total</b>	<b>52736</b>	<b>53171</b>

two one-term TA positions that we currently offer to grad students from other programs will be dedicated to our MA

our Temp Academic Salaries Budget line to free up resources that we can dedicate to MA funding (other Sections

\*\*\*The Department has sufficient non-salary budget to fund the supplies & sundries required.

\*\*\*\*The Department has sufficient non-salary and endowment funds to promote the Program.

M. A. Women's and Gender Studies,  
University of Alberta

LETTERS OF SUPPORT from Students

My name is Ela Przybylo and I have been a University of Alberta student in various programs and departments for a total of eight years, both as an undergraduate and a graduate student. The Women's Studies Program at the University of Alberta is an exceptional program, offering first-class university instruction, engaged and student-focused instructors, and many opportunities to experiment with community-focused learning.

I myself have sought graduate level instruction in Women's Studies at the University of Alberta when, in 2009, I enrolled in an interdisciplinary Master's in both English and Film Studies *and* the Women's Studies Program, at the University of Alberta, which I completed in 2011. Had an opportunity been present at the time to do an M.A. degree solely in Women's Studies, this would have been the route I would have taken. This would have enabled me to focus strictly on my primary interest and field of study -- Women's Studies -- and complete a thesis project in this vein.

The creation of an M.A. in Women's and Gender Studies would reconfirm the University of Alberta as a centre for feminist research and teaching, attract students from all around Canada, and buttress the already strong link the program shares with Community Service Learning. It is my conviction, that the time has come for the Women's Studies Program at the University of Alberta to create an M.A. in Women's and Gender Studies, and thus to become a first-class hub of feminist learning.

Sincerely,

Elzbieta (Ela) Przybylo

BDes (U of A, 2007), BA Honors Women's Studies (U of A, 2009), MA Women's Studies and English and Film Studies (U of A, 2011)

PhD Women's Studies (York University, in progress)

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As a student who has recently gone through the process of researching, applying to, and selecting a graduate program in the field of Women's and Gender Studies, this proposal appeals to me greatly. Even in the interdisciplinary field of Women's and Gender Studies, few universities in Canada offer programming that works to not only develop traditional academic skills, but that also encourages involvement in the greater community, both within the university and beyond it.

Having completed my undergraduate degree in Women's Studies at the University of Alberta, I am very familiar with the program faculty. Not only would I be excited to continue coursework with these instructors, I am also confident that graduate students in Women's and Gender Studies will receive incredible mentorship and support as they complete their degree requirements. The unique elements of this proposed program, including the CSL component and the Feminist Research Speakers Series, would offer fantastic opportunities for involvement in the university

and Edmonton communities. If this program had been available as I applied to continue academics at the graduate level, I most definitely would have applied.

Sincerely,  
Samantha Balzer  
BA Honors Women's Studies (UAlberta, 2011)  
MA (McMaster, in progress)

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I am hugely supportive of implementing not only a MA in Women's and Gender Studies at the U of A, but hopefully a PhD program one day as well. I did my undergrad at the U of A and had a wonderful experience in all of the WST courses I took, so I was initially disappointed to learn I would not be able to do my MA there as well. In fact, the entire reason I went back to school in the first place was because I planned to do my WST MA at the U of A after being told by a prof that it would probably be accepting students by the time I was ready to apply. Thus, I can safely say that had the MA program existed, I would have happily applied. I am currently undecided about doing my PhD, but again, if I choose to continue my education, the U of A will be my first choice if the program exists.

Sincerely,  
Megan Karius  
B Ed (U of A)  
MA Women's Studies and Feminist Research (Western, 2011)

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I'm so glad all your hard work toward building a W ST MA Program is finally coming to fruition. I think it's what the Faculty of Arts is missing, to be honest. I graduated in 2008 and in the years before I joined the W ST Program I felt like I was floating through school, just waiting to be finished to move on. When I found W ST, I found a community of fantastic people who were/are so passionate not only about Women's Studies, but about learning in general. If it wasn't for W ST, I wouldn't have had anyone meet me on the stage as I walked across at convocation (Lise greeted me!). I still keep in contact with some people from the program, and now that I'm out in the "real world", I miss that sense of camaraderie I had with the W ST students.

I will say, without a doubt, that if the W ST MA program had existed when I was in my final year of undergrad studies, I would've enrolled immediately after graduation. I'm still in Edmonton, I work as an administrative assistant at the Royal Alex Hospital and I don't know if a full time program is a possibility for me now that I've been in the workforce for three years. I heard a rumour that there might even be an option for a part-time master's program, and I'd be all for evening/weekend studies.

Mikhaila Skehor  
BA Sociology (U of A, 2008)

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As a former Women's Studies major at the University of Alberta, and as someone who plans to continue their education in this field, I am extremely excited and optimistic about the possibility of a Women's and Gender Studies M.A. being offered at the U of A in the near future.

When graduating from my undergraduate degree in April of 2010 I had approached the acting Women's Studies graduate advisor to discuss the possibility of pursuing a Women's Studies M.A. at the U of A. I was told that while this was not possible- as they did not offer graduate studies within the Women's Studies program- I had the option of completing a M.A. through my second major (anthropology) that could loosely incorporate feminist theory and research. I made the decision that as a student who had spent 3 years specializing in an area that I was extremely passionate about, informally incorporating my interests into an M.A. that would predominantly be anthropological in theory and content would not suffice.

I spent the next 6 months exploring other options and looking into post-secondary institutions across Canada that are celebrated for their exemplary gender studies M.A. and Ph.D. programs. Being as passionate and as personally invested in the subject matter as I was, I had decided that I would go elsewhere to get the education I currently could not pursue at the U of A. This was a difficult decision to make, as I had spent countless hours over the previous 3 years cultivating relationships with professors that I greatly admired and wanted to continue my education under the guidance and supervision of. However, once I had made this decision and had begun to apply to post-secondary institutions across Canada, I received news that a member of my immediate family was diagnosed with a serious medical condition. As a result, I postponed applying to all graduate programs that required me to leave the province, as my absence was simply not feasible at that time. Since then I have continued to volunteer at various organizations and work at a job that allows me to be as active in my areas of interest as possible. However, pursuing a M.A. in women's and gender studies is something I will absolutely do, when the time is right.

It is for all the above reasons that I emphatically support a Women's and Gender studies M.A. program being implemented at the University of Alberta. For students such as myself who cannot leave the province to continue their education this would be ideal. Furthermore, being able to complete graduate work under the supervision of the phenomenal professors in the Women's Studies program at the U of A is a possibility that I am exceptionally excited about. Each professor within the Women's Studies department is an absolutely awe-inspiring source of knowledge and insight, I should be so lucky as to have to opportunity to spend another 2 years under the guidance of any of them.

Over the past few decades the University of Alberta has created a reputation as a highly respected academic institution. In order to continue building its reputation as one of the world's top post secondary schools it is of the utmost importance that it continues to expand its Arts and Humanities programs. In order to adequately compete with other world renowned academic institutions this is something the U of A must do, as they are currently failing to provide graduate programs to a large number of students who are forced to look elsewhere in order to continue their education. This should not be the case, as the University already possessed the teaching staff that could make programs like a Women's and Gender studies M.A. a phenomenal success.

Should the U of A allow the Women's studies department to establish a graduate program, and begin to offer this to students in the near future, this institution will absolutely be receiving my M.A. application in the mail.

Nikki Bernier  
BA Women's Studies and Anthropology (U of A, 2010)

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I am a recent graduate of the University of Alberta with a major in Women studies. I would like to address the proposal for an MA in women studies and gender studies. I think it is an extremely important and crucial addition to the University of Alberta's graduate programs. I definitely agree that it is a much needed and desirable program that I would consider taking and many students across Canada as well as international students would be drawn to. I am currently in the process of looking at graduate schools and considering going for my masters. I appreciate that the women studies program is pushing for this Masters option for students who want to continue with a masters.

The community service component of the program will allow the University of Alberta to be more attractive to students looking for a unique program compared to other universities that do not have that option. As well, the program will allow for its graduates to be competitive in the job market. My personal experience graduating from the University of Alberta with a major in women studies provided me with excellent professors and with many classes having the CSL component in the classes provides vital work experience that allows branching out into many job opportunities. I am currently looking for work but would have appreciated the opportunity to have returned to school in Alberta while I looked for work and became more competitive.

The CSL component allows graduates to find a location to volunteer that could lead students to find jobs and continue to improve and contribute to the community. If the University of Alberta had a graduate program at the time I graduated I would have considered it while I was in school. The exceptional staff, professors, content, and overall atmosphere in the women studies program allows for a challenging and competitive program and offers an interdisciplinary approach to education and academia. Many future students would benefit with the addition of a gender and women studies program by not having to look outside of Alberta as well as being attractive to other students who are looking for graduate programs around Canada to come to the University of Alberta. Thank you for this opportunity to add my voice to the importance of adding a graduate program in women studies.

Stephanie Carvalho  
BA Women's Studies (U of A)

**Brief Survey: Student Interest in the Development of an M.A. Program in Women's and Gender Studies at the University of Alberta**

**Purpose:** This brief survey is intended to measure student demand for an M.A. Program in Women's and Gender Studies. Your participation is entirely voluntary and your responses are anonymous. Your input is very important to us. **If you have already filled out this questionnaire in another class, please do not complete it a second time.**

**M.A. Proposal:** The Women's Studies Program is preparing a proposal for a new M.A. Program in Women's and Gender Studies. The proposal is in the final stages of preparation and we hope to submit it for University and government approval shortly. Our plan is to have the program up and running by September, 2013. This will be the first Women's and Gender Studies M.A. in the Prairie provinces. Students will have the option of a 12-month course-based program or a 24-month thesis-based program. The program will have a mandatory Community Service-Learning component and will offer an interesting array of courses, including: Praxis Workshop; Research Workshop; Approaches to Women's and Gender Studies; Feminist Cultural Studies; Gendering Development; Feminist Legal Studies; Feminist Theory Now; and Feminist Historiography.

**Questions:**

**1. Your program of study:**

- Women's Studies Major
- Women's Studies Minor
- Major and Minor in other fields but interested in Women's and Gender Studies
- None of the Above

**2. Are you considering graduate studies in any field? (please choose one)**

- definitely not
- perhaps
- definitely

**3. Would you consider pursuing an M.A. in Women's and Gender Studies? (please choose one)**

- definitely not
- perhaps
- definitely



**4. Would you consider applying for admission to a Women’s and Gender Studies M.A. Program at the University of Alberta if one existed? (please choose one)**

definitely not

perhaps

definitely

**5. If you answered “perhaps” or “definitely” to question 4, please explain very briefly why you might be interested in our proposed program (e.g. I need to stay in Edmonton for personal reasons; I have enjoyed my undergraduate courses; I want to work with one of my professors in her area of research...):**

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February 15, 2011

*Letter of Support for the M.A. in Women's and Gender Studies*

The proposed M.A. in Women's and Gender Studies builds on a strong foundation of community-engaged pedagogy in the Women's Studies Program at the University of Alberta. Having worked successfully with the Program for six years, the Community Service-Learning Program is pleased to support the proposed M.A. and eager to collaborate on the development of the Praxis Workshop as one of the required courses of the new degree program.

Community service-learning (CSL) integrates relevant community projects into academic courses. The results of our recent study tracing the impact of CSL participation on students reinforce its potential to not only deepen learning of academic material, but also to develop interpersonal, interdisciplinary, and employment-related skills. While we have supported courses in more than twenty departments across the U of A, Women's Studies is one of a handful of departments and programs where a deep pedagogical commitment to CSL has allowed students to truly benefit from learning at the juncture of theory and practice.

Embedding a praxis workshop (built around a community-based, theoretically-informed graduate student project) into the M.A. degree has multiple benefits:

- It allows the CSL Program and the Women's Studies Program to further solidify and sustain community partnerships developed over the last six years.
- As with other graduate courses that contain a CSL component (e.g., in Anthropology, Modern Languages and Cultural Studies, Educational Policy Studies, Sociology, and Humanities Computing), it maximizes benefit to the community *and* challenges graduate students to expand the scope of their intellectual and professional lives.
- It creates linkages between the graduate and undergraduate programs – CSL is now a regular feature of the undergraduate curriculum in Women's Studies.

The CSL Program will provide for the M.A. program what it provides for all CSL courses: facilitation of community partnerships and student projects, professional development for instructors and mentors, research and evaluation support, and logistical assistance (such as processing police information checks when community organizations require them of student volunteers).

We look forward to this opportunity to build on the already successful partnerships between Women's Studies, CSL, and the non-profit sector. This relationship will help to make the new M.A. Program uniquely attractive, sustainable, and forward-thinking. Please do not hesitate to contact me if you have any questions.

Sincerely,

Sara Dorow  
Director, Community Service-Learning Program  
Associate Professor, Sociology



UNIVERSITY OF ALBERTA

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the Master of Arts in Gender Studies. We anticipate that the new program will incur some additional costs for Library acquisitions and professional services. These costs are for additional licenses for electronic resources and a small amount to enhance the print collection for work graduate research in this area.

The attached memo outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program. It was written based on information provided in the proposal stating that total enrollment in this program would be a full time equivalent of 12 students

We support the creation of the proposed by Master of Arts in Gender Studies program and look forward to working with its instructors and students in the years to come.

Executive summary of costs

Table with 3 columns: Total Costs, Start Up, On going (expected annual maintenance costs). Rows include Collections Budget, Capital Budget, Operating/Staffing Budget, Incremental Cost for Licensed Resources, and Total Costs: Summary.

Signed: [Handwritten signature]

Mary-Jo Romaniuk
Acting Chief Librarian

[Handwritten signature]

Christine Brown
Head, Humanities and Social Sciences Library

Dated:



UNIVERSITY OF ALBERTA

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**Interdepartmental Correspondence**

**Humanities and Social Sciences Library**

**1-01 Rutherford South**

**January 17, 2011**

**To:** Christine Brown  
Head, Humanities and Social Sciences Library

**From:** Virginia Pow  
Instruction Librarian – Liaison Librarian Women’s Studies  
Humanities and Social Sciences Library

**Subject: Library Impact Statement – Masters of Arts: Gender Studies**

This memo will serve as the Library Impact Statement for the proposed MA in Gender Studies. Our assessment is that the impact of this proposal on the library will be minimal. We have a strong collection in Women’s Studies and Gender Studies, however there are still some areas that need to be updated and will need to be kept current to maintain an excellent research foundation for the programs MA candidates. These areas will be addressed as the projects and the theses for the program come to light.

**Serials**

I have reviewed the journals and the journal packages that we subscribe to at the University of Alberta and compared them to other Gender Studies MA programs in other Universities in Canada. I have determined that through the comparisons, and due to the interdisciplinary nature of Gender Studies that there will be little impact on Journal/Serial collections. As the program grows this may change and need to be adapted. The cost to accommodate the number of new students would be \$200 per student would require addition of \$1600.00 to the Library budget for electronic resources.

**Monographs**

As Gender Studies is a very multidiscipline area by nature, the monographs that are need are purchased through a number of different areas: Women’s Studies (Gender Studies), Sociology, Anthropology, Economics, Business, Government Documents, and Political Science to include the top areas. However, as new thesis projects are started we will need to expand the gender studies collection to accommodate

study at the graduate level. The addition of \$1000 per year in the budget for would certainly accommodate this expansion.

**Reference**

I do not foresee a large change in the amount of reference and consultation support that will be needed for the MA in Gender Studies as the program is not looking at admitting a large cohort. If there is a significant change in the number of students admitted there would be a slight impact. Most of the consultations for Gender Studies are done through email.

**Instruction**

To date my instructional support for Gender Studies (Women Studies) has included approximately 2-3 sessions a semester. Adding another possible session for graduate students would not be an issue due to the fact that most of the graduate courses would be cross listed with undergraduate courses.

cc. F Ziegler

J. Wallace

## Executive Summary

The purpose of this proposal is to establish a Department of Women's and Gender Studies at the University of Alberta. The Women's Studies Program is a university-wide interdisciplinary program located in the Faculty of Arts with a staff complement of 5.25 FTE and areas of research strength that span the humanities, social sciences and fine arts. **The establishment of a Department of Women's and Gender Studies is a resource-neutral move that both formalizes the status quo and also allows the unit to respond to scholarly developments in the academic field.**

The Women's Studies Program currently operates much like a Department in the Faculty of Arts, with a Chair who sits on the Faculty Evaluation Committee, tenured and tenure-track faculty who hold appointments in the unit, and responsibility for managing its own budget and teaching plan. The move to departmental status responds to the 2008 Academic Unit Review<sup>1</sup> of the Women's Studies Program: *"Given the maturity, momentum, stability and achievements of the Women's Studies Program at the University of Alberta, we recommend that Women's Studies become a department and engage in its own self-governance."*

The creation of a Department of Women's and Gender Studies fulfills two closely related goals. The creation of a Department will:

1. allow the University of Alberta to respond to an expansion and shift in this interdisciplinary field that has caused most of our comparators to establish *departments, schools or institutes* of Women's and Gender Studies;
2. create effective governance structures without requiring additional costs.

The move to departmental status is part of a set of initiatives that are currently being undertaken to ensure that the University of Alberta is a destination university for undergraduate and M.A. students in this field. These include:

- the transformation of the existing Women's Studies Program into a department;
- the renaming of the unit "Women's and Gender Studies";
- and the creation of an M.A. Program in Women's and Gender Studies, a unique program that includes a mandatory Community Service-Learning component and that will be the first graduate program in the field in the Prairie Provinces (see Appendix F, "Proposal for an M.A. in Women's and Gender Studies"). The proposal for an M.A. Program is a separate and complementary initiative that is following a different governance route.<sup>2</sup>

What is at issue in this proposal is the creation of a Department of Women's and Gender Studies.

An innovative teaching unit with a strong emphasis on undergraduate research, community service-learning and creative projects, Women's Studies has been an area of

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<sup>1</sup> The Women's Studies Program was evaluated by the same methods as Departments in the last unit review exercise.

<sup>2</sup> **Please note that the Proposal for an M.A. in Women's and Gender Studies is included as an appendix for information only.** Approval of the Proposal to Establish a Department of Women's and Gender Studies would not constitute an endorsement of the M.A. proposal.

## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

enrollment growth in the Faculty of Arts: undergraduate enrollments have increased 47% in the past five years. Departmental status would enhance the profile of an already strong research and teaching unit and allow for the recruitment and retention of excellent staff and students drawn by the Department's comprehensive focus on gender, sexuality and feminist research. In short, this proposal advances many of the objectives of *Dare to Deliver*.

### **Background: History and Development of the Women's Studies Program**

The groundwork for establishing a Women's Studies Program at the University of Alberta was laid through the hard work of a generation of faculty members (female and male) and senior university administrators committed to gender equality. In 1984, in response to growing interest in the academic study of women and women's issues, then Vice-President (Academic) Peter Meekison struck an Advisory Committee on Women's Studies. The committee's report (1986) recommended that the University simultaneously establish an Interfaculty Council on Women's Studies, an undergraduate degree program in Women's Studies, and an Institute of Feminist Studies. General Faculties Council approved a formal proposal for an undergraduate Women's Studies Program during the 1986-87 academic year.

The interdisciplinary degree program that was created through these recommendations shared many characteristics of the first Women's Studies programs established elsewhere in Canada and the United States in the 1970s and 1980s. The Program that was formally launched in 1987-88 was largely composed of cross-listed courses; it had no academic appointments and depended upon the good will of faculty members in other units for such basic tasks as Program administration and teaching; and it was guided by the pedagogical goal placing women's experiences at the centre of knowledge. In short, this was a "program" committed to the academic project of making women's experiences visible.

In the years since its founding, the Program has undergone significant growth and institutionalization:

- Its first full-time appointment was made in 1988. Currently, there are four fully-appointed and two jointly-appointed members of the Program and more than 600 students take our courses annually.
- While initially, Women's Studies Faculty Evaluation Committee cases were the responsibility of the Associate Dean, in 1998 the Chair of Women's Studies gained membership on the Arts FEC and took on formal responsibility for supervision and evaluation of faculty members appointed to the Program.
- The Chair of Women's Studies is in charge of the Program's budget and responsible for managing its teaching plan.
- While historically, Women's Studies Chairs have been seconded from outside the unit, the Program appointed its first internal Chair in 2011.
- The Program's formal governing body remains the Women's Studies Executive Committee, a committee with representation from gender, sexuality and feminist researchers in the Faculty of Arts and from the University-wide Women's Studies community. Yet most decision-making has now been delegated to the Women's Studies Council – a body that includes faculty members appointed to the Program, as well as an undergraduate student representative.

## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

- Until now, Program's administrative needs have been met by one full-time NASA staff member – the Women's Studies Administrator—and also through an administrative collaboration with the Department of Anthropology.<sup>3</sup> The Faculty of Arts is presently undergoing an administrative reorganization that will standardize administrative support and ensure equity across larger and smaller units. Through this reorganization, the Faculty of Arts has sought to rationalize administrative support to more efficiently support our core teaching and research missions. The new administrative model is now being put into place, with Women's Studies, Linguistics, Philosophy and East Asian Studies sharing a pod of seven support staff (see below, "Administrative and Governance Structure").
- The Chair of the Women's Studies Program is a member of the Faculty of Arts Chairs' Council and the University's Chairs' Council.

**In most respects, the Women's Studies Program already operates like a department in all but name.**

True to its initial mission as a "university-wide program" housed in the Faculty of Arts, Women's Studies operates as a nucleus for feminist research:

- The University of Alberta – and the Faculty of Arts in particular – is an internationally recognized centre of excellence for feminist work in all areas of Women's and Gender Studies.
- The 2008 external review of the Women's Studies Program remarked on the "depth and sophistication of feminist scholarship at the University of Alberta."
- Women's Studies functions as the hub of a large and active interdisciplinary network of scholars from across the University, including more than 110 who are formally associated with the Program as Research Affiliates (a full list is available on our website at <http://www.womensstudies.ualberta.ca/>).
- Women's Studies faculty members have been engaged in collaborations with researchers in the Faculties of Law, Native Studies, Nursing and Education.

On top of growth and institutionalization, the Women's Studies Program's intellectual focus has shifted significantly since its early years, reflecting the changing focus of scholarship in the field. No longer confined to the exclusive goal of making women's experiences visible, this interdisciplinary field has expanded to include an analysis of gender and sexuality, locally and globally. **Shifts in the pedagogical and research emphases of the unit reflect the discipline's contemporary focus on gender and sexual diversity, masculinities and sexuality studies.**

Our curriculum includes courses that reflect the field's original focus on women (for example, W ST 101 "Representations of Girls and Women"), and also those that examine masculinity (for example, W ST 460 "Masculinities"), gender relations in a global context (for example, W ST 310 "Gender, Development and Beyond") and sexuality (for example, W ST 370 "Feminism and Sexuality"). Our curriculum is updated and reviewed regularly and our courses incorporate an emphasis on discovery-based learning through offering students concrete research experiences (for example, in WST 302 "Feminist Research and Methodologies"), community service-learning (for example, in WST 431 "Feminism and Sexual Assault") and creative projects (for example, in WST 101 "Representations of Girls and Women").

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<sup>3</sup> The Assistant Chair of Women's Studies was the Assistant Chair of Anthropology, 1995-2012.



## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

- **Our innovative teaching in the area of Women's and Gender Studies has been recognized through recent teaching awards:** Professor Lise Gotell, Students' Union Award for Leadership in Undergraduate Teaching Excellence, 2009; Professor Lise Gotell, Faculty of Arts and Rutherford Awards for Excellence in Undergraduate Teaching, 2011; Professor Michelle Meagher, Faculty of Arts Award for Undergraduate Teaching (Early Achievement), 2012.
- Because of excellent teaching, as well as the incorporation of new curricular emphases on gender and sexuality studies, **Women's Studies has seen strong enrollment growth in the last decade.** From 2001-2002 to 2007-2008, our registrations grew from 323 to 415, an increase of 28%. Our registrations for the 2011-2012 year are 612, an increase of 47% from 2007-2008.

The research expertise in the Program is broad and engaged with the study of women **and** gender. The interdisciplinary expertise of core faculty crosses the three major areas represented in the Faculty of Arts: social sciences, humanities, and fine arts:

- Professor Lise Gotell (full-time) works in the area of Canadian and comparative feminist legal and political studies, with expertise in the legal regulation of sexuality and sexual violence.
- Professor Philomina Okeke-Ihejirika (full-time) works in the areas of development studies, immigration studies, and gender representation in tertiary education, particularly in West Africa.
- Professor Felice Lifshitz (0.51, 0.49 at Campus Saint Jean) works in the areas of women's history, women and religion, and the history of feminist thought.
- Associate Professor Susanne Luhmann (full-time) works in the areas of trauma and cultural memory studies (drawing especially from film and literature), as well as feminist and queer theory.
- Assistant Professor Michelle Meagher (full-time) works in the area of feminist visual culture and feminist cultural studies, with particular expertise in genres of self-portraiture.
- Assistant Professor Chloë Taylor (0.75, 0.25 in Philosophy) works in the areas of feminist philosophy, philosophy of sexuality, 20<sup>th</sup>-century French philosophy (especially Foucault), feminist critical animal studies, and the philosophy of food.

### **Rationale and Purpose for the Creation of a Department of Women's and Gender Studies**

**Respond to the recommendations of the 2008 Academic Review of the Women's Studies Program:** As noted in the unit review final report, "The University of Alberta Women's Studies Program has already established a strong academic reputation by means of its small, rigorous undergraduate program and its outstanding researchers." The reviewers lauded the teaching and research excellence of the Women's Studies Program but concluded that, "*at present the unit has an organizational structure that no longer fits its expanded size.*" The reviewers recommended that the Program become a department.

**Enhance the status and visibility of the unit in relation to comparator institutions:** A review of Canadian Women's and Gender Studies reveals that the University of Alberta is out of step with comparator institutions, both in designating the unit as a

## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

program, rather than a department, institute, centre or school, and also in retaining a name -- Women's Studies -- that is tied to an earlier understanding of the field.

- There are currently 45 programs, schools, institutes and departments across the country. Though 26 remain programs, 19 have become department, centres, schools or institutes.
- Larger units, comparable in size and reputation to the University of Alberta's Women's Studies Program, have all transitioned to become departments, centres, schools or institutes: University of British Columbia's *Centre for Women's and Gender Studies* -- 9 jointly-appointed faculty; University of Toronto's *Women and Gender Studies Institute* -- 6 fully-appointed and 9 jointly appointed faculty; Queen's University *Department of Gender Studies* -- 5 fully-appointed and 2 jointly-appointed faculty; University of Western Ontario's *Department of Women's Studies and Feminist Research* -- 3 fully-appointed and 7 jointly appointed faculty.
- Programs are typically small, often with no fully appointed faculty members: Brock University's Women's Studies Program -- 3 jointly-appointed faculty; University of Waterloo Women's Studies Program -- 7 jointly-appointed faculty; University of Wilfred Laurier Women and Gender Studies Program -- 3 jointly-appointed and 2 fully-appointed.
- Only 20 units currently define their scholarly area as "Women's Studies." A plurality of units have changed their names to "Women's and Gender Studies," with some others designating as "Gender Studies, Gender Equality and Social Justice," "Women's Studies and Feminist Research" and "Gender, Sexuality and Women's Studies."
- The main scholarly association for the field, the Canadian Women's Studies Association, is also in the process of changing its name. The CWSA Board of Directors is currently considering a name change and will propose a process for changing the name of the CWSA at the 2012 Annual Meeting.

**Attract and retain outstanding students and faculty:** The designation of the unit as a "Women's Studies Program" misrepresents the scholarly focus and status of the unit, potentially operating as a barrier to the recruitment of top students and faculty whose interests lie in the areas of gender and sexuality studies:

- Many current faculty members and members of the "Women's Studies Community at Large"<sup>4</sup> have strongly argued for the transition to Women's and Gender Studies, as a move that better captures and profiles the thrust of the feminist, gender and sexuality research and teaching carried out at the University of Alberta.
- At present, students of all genders are attracted by the unit's excellent courses in such important and popular areas of the field as masculinities studies and sexuality studies. Yet some of these students see the designation of the unit as a "Women's Studies Program" as a barrier to declaring majors or minors. The re-designation of the unit as the Department of Women's and Gender Studies will be tremendously important in attracting future majors and minors.
- In addition, this re-designation will assist in recruiting the best M.A. applicants who will be drawn by the comprehensive focus of the new Department, by the research strengths of core faculty and by an innovative proposed graduate program that includes a mandatory Community Service-Learning component

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<sup>4</sup> Our Women's Studies Community at Large list includes 167 members.

## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

(see Appendix F -- Proposal for an M.A. Program in Women's and Gender Studies).

**Remove administrative barriers and create effective governance structures:** The current governance structure of the unit is out of step with its expanded size and scholarly development. Its main governing body, the Women's Studies Executive Committee, was created at a time when the unit had only one appointment. Reflecting the interdisciplinary status of the field and the earlier active involvement of faculty members from other units in the teaching and administration of the unit, the Women's Studies Executive Committee includes two representatives from the Women's Studies "Community at Large at the University of Alberta," as well as two representatives of faculty teaching cross-listed courses. What this means in practice is that those without full-appointments to the unit have a substantial say in most aspects of strategic planning and decision-making, including curriculum planning, development of new initiatives, approval of positions and involvement in Chair selection. While committee members from outside the unit understand that faculty members with appointments in Women's Studies are better equipped to make decisions about its direction, gaining approval of the Women's Studies Executive Committee has nevertheless become a barrier to effective decision-making. The establishment of a Department of Women's and Gender Studies would allow the unit to rationalize its governance. With departmental status, the main decision-making body would become the new Department Council, a body composed of continuing academic staff holding appointments in the unit, one undergraduate student representative (with the addition of one graduate student representative once the M.A. Program is approved) and one representative from the Women's and Gender Studies Research Affiliate list. At its December 13, 2010 meeting, the Women's Studies Executive voted in support of its own disbandment (see Appendix A -- Memo Re. Women's Studies Executive Committee's Support for the Establishment of a Department of Women's and Gender Studies).

**Consolidate the growth and development of Women's Studies and Gender Studies at the University of Alberta without additional costs:** The creation of a Department of Women's and Gender Studies involves no new resources and will largely formalize the administrative/governance status quo. In most respects, the Women's Studies Program operates like a department:

- Unlike other interdisciplinary programs in the Faculty of Arts, the Women's Studies Program has faculty members who are appointed to the unit and who have received undergraduate and graduate training in this field.
- Unlike the Directors of other interdisciplinary programs, the Chair of Women's Studies is appointed through UAPPOL's Chair Selection Procedures, sits on the Arts Faculty Evaluation Committee, is responsible for the supervision and evaluation of faculty members, as well as for the management of the unit's budget and teaching plan.
- The Chair of the Women's Studies Program is also a member of the Faculty's Chairs' Council and the University's Chairs' Council.
- The unit's space needs were addressed through the 2008 move to Assiniboia Hall and its administrative needs have been met by the Women's Studies Administrator and through a productive collaboration with the Department of Anthropology (Assistant Chair Joanne McKinnon was also Assistant Chair of Anthropology). While the Faculty of Arts administrative reorganization has impacted the delivery of administrative support to the unit, the result is an

## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

enhancement of resources through sharing with other smaller departments located on the west side of campus (East Asian Studies, Philosophy and Linguistics). **Departmental status will have no impact on this configuration of administrative support – the administrative needs of the Department of Women's and Gender Studies are the same as the existing Women's Studies Program.** The creation of a Department of Women's and Gender Studies would also have no implications for library resources (though a Library Impact Statement has been completed and submitted as a part of the Proposal for an M.A. in Women's and Gender Studies).

**In short, this is a resource-neutral move that formalizes the status quo, while enhancing the status and visibility of Women's Studies and Gender Studies at University of Alberta and allowing for adjustments to the unit's governance structures to enable rational strategic-planning.**

### Consultations

The initial impetus to create a Department of Women's and Gender Studies arose out of the recommendations of the 2008 Academic Unit Review. In the follow-up meeting, attended by Provost Carl Amrhein, former Vice Provost Dru Marshall, former Dean of Arts Daniel Woolf and former Vice Dean of Arts Colleen Skidmore, all expressed their support for this initiative. The former Chair of Women's Studies, Jo-Ann Wallace, was charged with the development of the proposal. The current Chair of Women's Studies, Lise Gotell, took over responsibility for the completion of this task in July 2011 and confirmed Dean Lesley Cormack's support for the creation of a Department of Women's and Gender Studies.

The Women's Studies Program undertook broad consultations on the appended Proposal for an M.A. in Women's and Gender Studies, of which a clear element is the creation of a Department of Women's and Gender Studies. Enthusiastic support for the proposal was confirmed in letters from community agencies, former students, research chairs in feminist studies at the University of Alberta, Department Chairs and Directors from the Faculty of Arts, as well as the Deans of Arts, Native Studies and Extension (see Appendix F – M.A. Proposal in Women's and Gender Studies with letters of support).<sup>5</sup>

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<sup>5</sup> The following letters of support were submitted in support of our M.A. Program in Women's and Gender Studies: Professor Lesley Cormack, Dean of Arts; Professor Katy Campbell, Dean of Extension; Professor Nathalie Kermaal, Dean of Native Studies; Holli Bjerland, President, Academic Women's Association; Professor Jennifer Kelly, Chair, Department of Educational Policy Studies, Faculty of Education; Professor Lisa Phillips, Chair, Department of Anthropology; Professor Sara Dorow, Director, Community Service-Learning Program; Professor Susan Hamilton, Chair, Department of English and Film Studies; Professor Garrett Epp, Interim Chair, Department of Modern Language and Cultural Studies; Professor Bruce Hunter, Chair, Department of Philosophy; Professor Andrew Gow, Director, Religious Studies Program; Professor Helen Boritch, Interim Chair, Department of Sociology; Professor Beverly Lemire, Henry Marshall Tory Chair, Department of History; Professor Cressida Heyes, Canada Research Chair in Philosophy of Gender and Sexuality, Department of Philosophy; Ela Pryzbylo, first interdisciplinary University of Alberta, Women's Studies M.A. (2011) and PhD student in Women's Studies, York University; Samantha Balzer, B.A. Honors Women's Studies (2011) and M.A. student in Women's Studies, McMaster University; Megan Karias, B.A. afterdegree in Women's Studies (2010) and M.A. Women's Studies and Feminist Research (Western, 2011); Mikhaila Skekor, B.A. Sociology (2008); Nikki Bernier, B.A. Women's Studies and Anthropology (2010); Stephanie Carvalho, B.A. Women's Studies (2010); Pearl Bennett, President, on behalf of Board of Caribbean Women's Network; Patricia Garrett, Executive Director, Women's Of Providence; Jan Reimer, Provincial Coordinator, Alberta Council of Women's Shelters; Jennifer Tomaszewski, Chair, Women's Legal

## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

The Women's Studies Executive Committee, a body representing the Women's Studies Community at Large and faculty members teaching cross-listed courses, voted in support of the creation of a Department of Women's and Gender Studies on December 13, 2010 (see Appendix A). In addition, the Women's Studies Undergraduate Association is enthusiastically supportive of this proposal (see Appendix B -- Letter of Support from Women's Studies Undergraduate Association).

The proposal was also considered by governance bodies in the Faculty of Arts. The creation of a Department of Women's and Gender Studies was unanimously approved by the Faculty of Arts Executive Committee (February 9, 2012). The proposal was also on the agenda (for discussion) of the Arts Faculty Council (April 11, 2012) and received unequivocal support.

### **Administrative and Governance Structure**

This proposal will result in the creation of a Department of Women's and Gender Studies from the existing Women's Studies Program. The Department of Women's and Gender Studies will continue to offer the same, though renamed, programs: the B.A. Major in Women's and Gender Studies; the B.A. Minor in Women's and Gender Studies; the Honors B.A. in Women's and Gender Studies; and the Combined Honors B.A. in Women's and Gender Studies. If our Proposal for an M.A. in Women's and Gender Studies receives approval, the new Department will also offer an M.A. Program, the first in the Prairie Provinces.

The Chair of Women's and Gender Studies<sup>6</sup> will serve as the academic leader and chief executive officer of the Department and will continue to report to the Dean of Arts. In addition to the Chair, the formation of a Department of Women's and Gender Studies will require the creation of one Associate Chair position. Currently, the Women's Studies Undergraduate Advisor fulfills most of the functions of an Associate Chair, including representing the Program on the Associate Chairs Committee. Upon creation of the Department, the Undergraduate Advisor position will be reconstituted as the Associate Chair of Women's and Gender Studies.

Membership in the Department will include all those faculty members currently appointed and jointly-appointed to the unit. The nature of joint-appointments will be unaffected by the creation of a Department of Women's and Gender Studies.

The Chair of Women's and Gender Studies will chair the Women's and Gender Studies Departmental Council, a body that will exercise the powers delegated to Departmental Councils by Arts Faculty Council. Departmental Council will replace the Women's Studies Executive Committee as the main internal governing body of the unit. Departmental Council (as specified by s. 42.3 GFC Policy Manual) will include all continuing academic staff who hold appointments in the unit, as well as an undergraduate student representative (with a graduate student representative joining

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Education and Action Fund Board of Directors; Laurie Kehlor, Volunteer Coordinator, Lurana Shelter Society.

<sup>6</sup> The current Chair was appointed in 2011 using UAPPOL's Selection of Department Chair Procedures.

## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

once the M.A. Program accepts its first cohort). In addition, a representative elected by the faculty members holding Women's Studies Research Affiliate positions will be a full member of Departmental Council.

The unit recognizes that the disbandment of the Women's Studies Executive Committee could hold the potential to attenuate the relationship between the new Department and the vibrant community of feminist and gender studies researchers in the Faculty of Arts and the wider University (until now, called the "Women's Studies Community at Large"). The unit is committed maintaining and indeed, to strengthening this relationship. The Department of Women's and Gender Studies will continue to foster research linkages (for example, the new "Animal Ethics and Food Politics" collaboration between feminist researchers at the University of Alberta and Vanderbilt University), nurture the Department's connections with its Research Affiliates (a group of 110 gender studies researchers at the University of Alberta), maintain its list of cross-listed courses from other disciplines and offer its well-attended Feminist Research Speakers Series.

**As a result of the 2012 Arts administrative reorganization, the Women's Studies Program and the Departments of East Asian Studies, Linguistics and Philosophy now share a "pod" of administrative support** that includes one Academic Manager, two Research/Graduate Advisors, two Undergraduate Advisors, one continuing Executive Assistant, one contract Executive Assistant and one Administrative Assistant. While this has meant the loss of our dedicated Administrative Assistant, **administrative sharing with other Departments enhances the resources available to the new Department even as the Faculty of Arts saves money through efficiencies.** Please see Appendix C – Women's (and Gender) Studies Organizational Chart.

### Evaluation Procedures

As was the case for the Women's Studies Program during the last unit review initiative, the Department of Women's and Gender Studies will be evaluated on the same regular basis, and by the same methods, as other Departments in the Faculty of Arts. Neither the existing undergraduate degree programs (B.A. major, B.A. minor, Honors B.A, Combined Honors B.A), nor the proposed M.A. in Women's and Gender Studies require accreditation from a professional body. The evaluation team will normally consist of full professors of Women's and Gender Studies from comparable, research-intensive Canadian and American universities. Comparator data, feedback from students, employers and other interested parties will be integrated into the program's self-study as per normal external review protocols.

### Timetable

The establishment of a Department of Women's and Gender Studies can take place as soon as this proposal receives formal approval. **Since this move requires no new resources, no changes to the internal allocation of resources and only minor changes to internal governing procedures (the disbandment of the Women's Studies Executive Committee and the creation of a Departmental Council), there is no need to phase in the creation of the Department.** Calendar changes that reflect the new name of the unit (e.g. W ST>WGS, B.A. Major/Minor/Honors/ Combined Honors

## Appendix K

### Proposal to Establish a Department of Women's and Gender Studies

in Women's and Gender Studies, "Introduction to Women's *and Gender Studies*") will be proposed as soon as the Department Proposal receives formal approval.

### **Space/Physical Needs**

The creation of the Department of Women's and Gender Studies will require no additional space. The current space needs of the unit were met through the 2008 move to Assiniboia Hall.

### **Library Impact Statement**

The establishment of a Department of Women's and Gender Studies will have no impact on Library resources or budgets because the needs of the Department are the same as the needs of the existing Program. A Library Impact Statement is included in the companion proposal for an M.A. in Women's and Gender Studies (see Appendix D -- Library Impact Statement for Proposed M.A. in Women's and Gender Studies).

### **Budget**

The creation of the Department of Women's and Gender Studies is cost-neutral. The budget for the new Department will be the same as the current budget for the Women's Studies Program (see Appendix E – Budget).

### **Appendices**

Appendix A -- Memo re. Women's Studies Executive Committee's Support for and M.A. in Women's and Gender Studies

Appendix B -- Letter of Support from Women's Studies Undergraduate Association

Appendix C -- Women's Studies Organizational Chart

Appendix D – Library Impact Statement for Proposed M.A. in Women's and Gender Studies

Appendix E -- Budget

Appendix F -- Proposal for an M.A. in Women's and Gender Studies (for information only)

# Interdepartmental Correspondence

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**Women's Studies Program**  
1-17 Assiniboia Hall  
Edmonton, Alberta, Canada T6G 2E7

Tel: 780.248.1192  
Fax: 780.248.1185  
[www.womensstudies.ualberta.ca](http://www.womensstudies.ualberta.ca)

Date: Monday, November 14, 2011

To: Lesley Cormack, Dean of Arts

From: Lise Gotell, Chair of Women's Studies

Cc:

Re: Women's Studies Executive Committee's Support for a Department of Women's and Gender Studies

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As you know, the Women's Studies Executive Committee is the main governing body of the Women's Studies Program. Membership on Women's Studies Executive Committee includes all continuing academic staff with appointments in the Program, two elected members representing the Women's Studies "Community at Large" (from across the University of Alberta and from the external community), two elected members representing faculty members teaching Women's Studies cross-listed courses in other units and one elected member representing Women's Studies Undergraduate Students. At the December 13, 2010 meeting, the Executive Committee voted unanimously in favour of the establishment of a Department of Women's and Gender Studies from the Women's Studies Program. The Executive Committee also voted unanimously in favour of its own dissolution upon the creation of the Department of Women's and Gender Studies and the formation of its Departmental Council.

At its November 10, 2011, Women's Studies Program Council, a body representing all continuing academic staff with appointments in the Program, as well as a representative of Women's Studies undergraduate students, expressed enthusiastic support for the establishment of the Department of Women's and Gender Studies and endorsed the "Proposal for a Department of Women's and Gender Studies."



Dr. Lise Gotell  
Professor and Chair of the Women's Studies Program





1-15 Assiniboia Hall  
University of Alberta  
Edmonton, AB T6G 2E7  
wsua@ualberta.ca

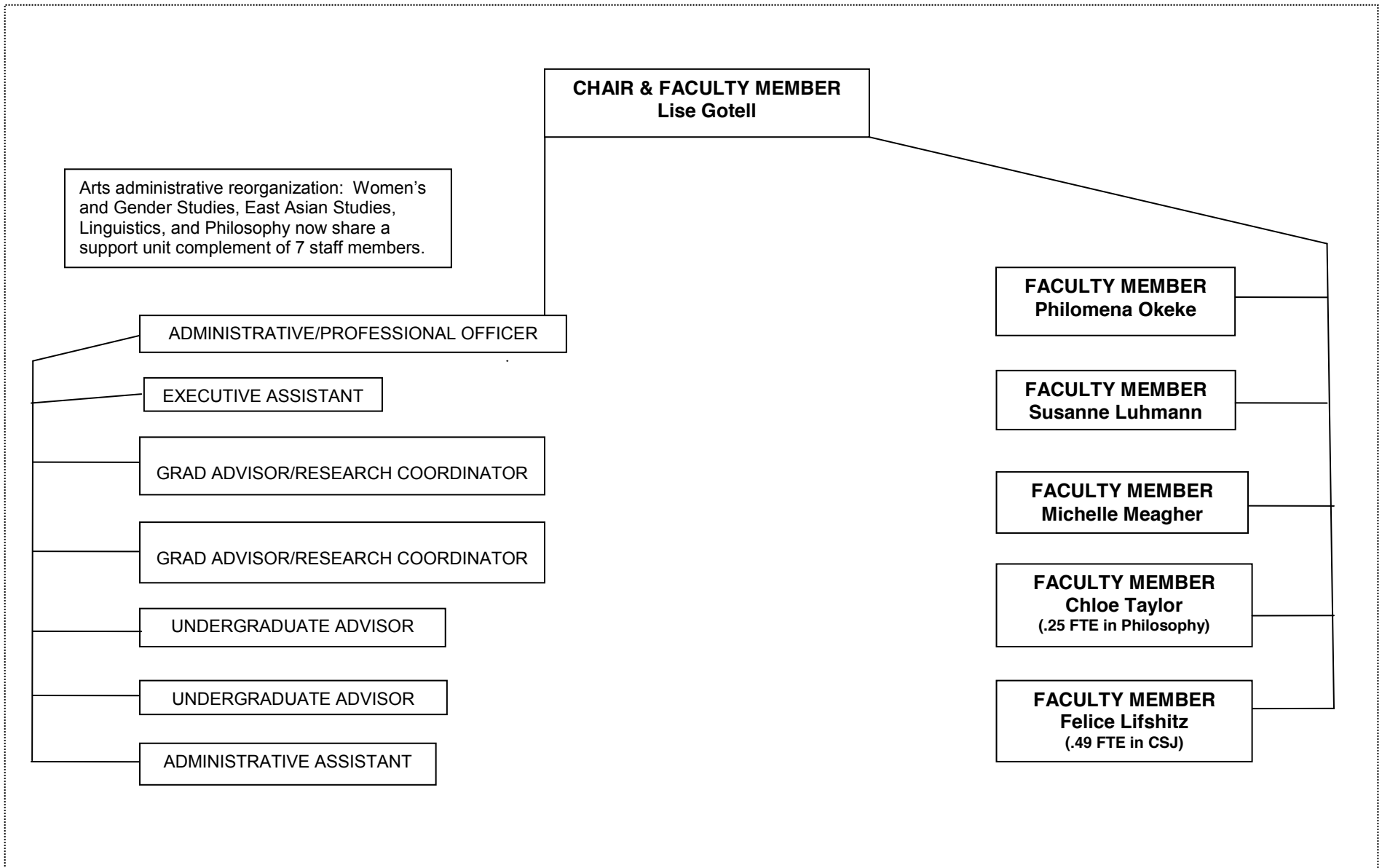
To whom this may concern,

The Women's Studies Undergraduate Association fully supports the Women's Studies Program's endeavour to become the Department of Women's and Gender Studies. As students, we think that this change would better serve the needs of the staff and students. By becoming a department, students with an interest in Women's and Gender Studies will have the option to continue with their education in the form of a M.A. The change will encourage more students to declare majors or minors in the field and allow for the continuance of high quality teaching and research.

Sincerely,

Tessa Murphy and Nicole Ritchie  
Co-Presidents  
Women's Studies Undergraduate Association (WSUA)

Appendix K  
**WOMEN'S AND GENDER STUDIES ORGANIZATIONAL CHART**





## UNIVERSITY OF ALBERTA

### NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the **Master of Arts in Gender Studies**. We anticipate that the new program will incur some additional costs for Library acquisitions and professional services. These costs are for additional licenses for electronic resources and a small amount to enhance the print collection for work graduate research in this area.

The attached memo outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program. It was written based on information provided in the proposal stating that total enrollment in this program would be a full time equivalent of 12 students

We support the creation of the proposed by Master of Arts in Gender Studies program and look forward to working with its instructors and students in the years to come.

#### Executive summary of costs

Total Costs	Start Up	On going (expected annual maintenance costs)
Collections Budget	1,000	1,000 (+inflation at 10% est.)
Capital Budget	0	0
Operating/Staffing Budget	0	0
Incremental Cost for Licensed Resources		200 (+200 for each additional student)
<b>Total Costs: Summary</b>	<b>1,000</b>	<b>1,000 (+ 200 for each student enrolled)</b>

Signed:

Mary-Jo Romaniuk  
Acting Chief Librarian

Christine Brown  
Head, Humanities and Social Sciences Library

Dated:

**UNIVERSITY OF ALBERTA**

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**Interdepartmental Correspondence****Humanities and Social Sciences Library****1-01 Rutherford South****January 17, 2011**

**To:** Christine Brown  
Head, Humanities and Social Sciences Library

**From:** Virginia Pow  
Instruction Librarian – Liaison Librarian Women's Studies  
Humanities and Social Sciences Library

**Subject: Library Impact Statement – Masters of Arts: Gender Studies**

This memo will serve as the Library Impact Statement for the proposed MA in Gender Studies. Our assessment is that the impact of this proposal on the library will be minimal. We have a strong collection in Women's Studies and Gender Studies, however there are still some areas that need to be updated and will need to be kept current to maintain an excellent research foundation for the programs MA candidates. These areas will be addressed as the projects and the theses for the program come to light.

**Serials**

I have reviewed the journals and the journal packages that we subscribe to at the University of Alberta and compared them to other Gender Studies MA programs in other Universities in Canada. I have determined that through the comparisons, and due to the interdisciplinary nature of Gender Studies that there will be little impact on Journal/Serial collections. As the program grows this may change and need to be adapted. The cost to accommodate the number of new students would be \$200 per student would require addition of \$1600.00 to the Library budget for electronic resources.

**Monographs**

As Gender Studies is a very multidiscipline area by nature, the monographs that are need are purchased through a number of different areas: Women's Studies (Gender Studies), Sociology, Anthropology, Economics, Business, Government Documents, and Political Science to include the top areas. However, as new thesis projects are started we will need to expand the gender studies collection to accommodate

study at the graduate level. The addition of \$1000 per year in the budget for would certainly accommodate this expansion.

**Reference**

I do not foresee a large change in the amount of reference and consultation support that will be needed for the MA in Gender Studies as the program is not looking at admitting a large cohort. If there is a significant change in the number of students admitted there would be a slight impact. Most of the consultations for Gender Studies are done through email.

**Instruction**

To date my instructional support for Gender Studies (Women Studies) has included approximately 2-3 sessions a semester. Adding another possible session for graduate students would not be an issue due to the fact that most of the graduate courses would be cross listed with undergraduate courses.

cc. F Ziegler

J. Wallace

**Proposal: Department of Women's and Gender Studies****Operating Costs of Proposed Department:****1. Operating Budget**

There will be no new funds required for the establishment of the Department. Current program resources are listed below:

<b><u>Category</u></b>	<b><u>Base</u></b>	<b><u>Full-Scale Operation</u></b>
Academic Staff:		
FTE	5.25	*5.50
Total salaries	\$567,585	\$567,585
<b>**Temporary Academic Staff:</b>	\$51,427	\$36,427
<b>***Graduate Assistants (TA/RA):</b>		\$30,000 (as of 2013-14)
<b>****Non-Academic Staff:</b>	\$50,182	Budget lines to be determined
FTE	1	6 shared
Staff Benefits:	\$136,880	\$136,880
Total Salaries and Benefits:	\$805,744	\$805,744
Base non-salary budget:	\$8,719	\$8,719
<b>Total base budget:</b>	<b>\$814,463</b>	<b>\$779,281</b>

\* Professor Fellice Lifshitz, who currently holds .51 Women's Studies and .49 CSJ appointment, is being shifted to a .75 Women's Studies/.25 Religious Studies appointment fully in the Faculty of Arts. This will occur whether or not the Women's Studies Program becomes the Department of Women's and Gender Studies.

\*\* Women's Studies is proposing the establishment of a new Master's Program in Women's and Gender Studies. If approved, the Department will reallocate \$15,000 from the existing Temporary Academic Staff budget line to fund graduate assistantships.

\*\*\* The Faculty of Arts has also agreed to fund two graduate assistantships once the new MA program is established, bring the total funding for this budget line to \$30,000.

\*\*\*\* Currently Women's Studies has one full-time support staff member. In the Arts re-organization, the Program will be combined administratively with three other Departments (East Asian Studies, Linguistics, and Philosophy). This will result in an overall salary savings for the Faculty, while increasing the actual support staff complement available to the units. Consequently Women's Studies' support will increase from 1 FTE dedicated to the Program to 6 FTE shared among the four.

**2. Sources of potential funding**

**3. Reallocation of funds from within budget of proposer's unit**

Funds to finance this proposal are available in the current budget.

**4. Financial impact on University**

The establishment of the Department of Women's and Gender Studies will be on a cost-neutral basis; however, the creation of a new graduate program in the Department would result in increased tuition and fee revenue for the University.

**OUTLINE OF ISSUE**

**Agenda Title: Faculty of Graduate Studies and Research and Faculty of Medicine and Dentistry Proposal for the Formal Establishment of Independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (Including the Addition of a New Course- and Practicum-Based Route to the Existing Thesis-Based MSc Program) in the Department of Laboratory Medicine and Pathology**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal for independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (including the addition of a new course- and practicum-based route to the existing thesis-based MSc Degree Program) in the Department of Laboratory Medicine and Pathology, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry and as set forth in Attachment 1, to take effect in September, 2012.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Michael Mengel, Acting Chair, Department of Laboratory Medicine and Pathology
Presenters	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Fiona Bamforth, Professor, Department of Laboratory Medicine and Pathology; and Jonathan Martin, Associate Professor (and Graduate Coordinator), Department of Laboratory Medicine and Pathology
Subject	Independent Master of Science (MSc) and Doctor of Philosophy (PhD) Degree Programs in the Department of Laboratory Medicine and Pathology, Faculty of Medicine and Dentistry

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The purpose of the proposal is to grant independence to the existing graduate programs in the Department of Laboratory Medicine and Pathology, which is currently co-administered by the Faculty of Medicine and Dentistry's Medical Sciences Graduate Program (MSGP). In addition to offering an independent General Program (MSc and PhD), the Department proposes to offer new second-level specializations. Specifically, to reflect the diversity of research training, thesis-based specializations will be offered in "Analytical and Environmental Toxicology," "Biopreservation," and "Molecular Pathology." Furthermore, to address the joint needs of Alberta Health Services (AHS) and the Department of Laboratory Medicine and Pathology, the proposers are also advancing the creation of a (new) course- and practicum-based route, with specialization in "Pathologist's Assistant," to the existing thesis-based MSc program.
The Impact of the Proposal is	An independent graduate program with second-level specializations will allow significant advantages for recruiting students with focused research interests to the specialized training opportunities that exist in our graduate program. The formalized specializations will not only increase the visibility of the Department's unique research programs to prospective students but will also provide graduating students with a designation (on their parchment) that will enhance the marketability of





	<p>their expertise. The Pathologists' Assistant (PA) specialization will train individuals that can help AHS to deliver essential health care services more efficiently. Other impacts include less administrative burden on the MSGP (currently, the Department of Laboratory Medicine and Pathology is the largest Department in this interdepartmental program) and less administrative burden on our students and supervisors (no more collection of dual signatures from the Department Graduate Coordinator and MSGP Chair on all forms).</p>
Replaces/Revises (eg, policies, resolutions)	See 'Purpose' and 'Impact'.
Timeline/Implementation Date	September, 2012.
Estimated Cost	The thesis-based graduate program is pre-existing and there is no cost associated with this application for independence from the MSGP. The only new costs are associated with new course- and practicum-based MSc with specialization in Pathologists' Assistant (PA). These new costs are composed of a one-time cost of \$32,000, for renovations and minor equipment, and an annual operating budget of \$137,500 for partial salaries for teaching in the PA specialization.
Sources of Funding	<p>For the new course-based MSc PA specialization, a business plan was submitted to AHS requesting the necessary funding. We have secured a provisional agreement that AHS fund personnel (1.0 FTE for a Certified Pathologist Assistant and 0.15 FTE for an Academic Pathologist) for directing and teaching in the MSc PA specialization (\$137,500 per annum). One-time expenses for renovations and minor equipment were also requested (see page 10 of Template B for details).</p> <p>No new sources of funding are required for the general program or the associated thesis-based specializations. In addition to funding from central administration, the graduate program is supported by an endowment (Bell McLeod Fund) which provides recruitment funds to our faculty and travel awards, professional development funding, and emergency stipends to our graduate students.</p>
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<p>Aligns with <i>Dare to Deliver; Dare to Discover</i> values - Enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p>



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

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

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

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

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

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

6. **UAPPOL Admissions Procedure:**

**“PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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



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

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

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

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

9. **GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

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

“**Existing Undergraduate and Graduate Programs:**

- **Extension and/or Substantive Revision of Existing Programs**
- **Revisions to or Extension of Existing Degree Designations**

All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).

[...]

The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal



	<p>should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)</p> <p>11. <b>PSLA:</b> “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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**Routing (Include meeting dates)**

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Faculty, staff, and all graduate students in the Department of Laboratory Medicine and Pathology were continually consulted during the development and approval of proposal. The Chair of the Medical Sciences Graduate Program Committee (Dr Peter Mitchell) was provided with early drafts of the proposal, as was the Associate Dean (Graduate Studies) in the Faculty of Medicine and Dentistry (Dr Teresa Krukoff), and both parties provided comments and support. Alberta Health Services was provided with draft versions of the proposal and were consulted with respect to development of the course- and practicum-based MSc, with specialization in Pathologists’ Assistant. The proposal has been circulated widely in the Faculty of Medicine and Dentistry and has been approved by its Chairs’ Council and Faculty Council.</p> <p>GFC ASC Subcommittee on Standards – June 5, 2012</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Medicine and Dentistry – Chairs’ Council (May 2, 2012) – for recommendation; Faculty of Medicine and Dentistry Council (May 16, 2012) – for recommendation; Faculty of Graduate Studies and Research Council (May 22, 2012) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for recommendation on the admission/transfer and academic standing/graduation requirements (as highlighted in yellow in the attached proposal); GFC Academic Planning Committee (June 27, 2012) – for final approval</p>
<p>Final Approver</p>	<p>GFC Academic Planning Committee</p>

**Attachments:**

- Attachment 1 (pages 1 – 66): Faculty of Graduate Studies and Research and Faculty of Medicine and Dentistry Proposal for the Formal Establishment of Independent Doctor of Philosophy (PhD) and Master of Science (MSc) Degree Programs (Including the Addition of a New Course- and Practicum-Based Route to the Existing Thesis-Based MSc Program) in the Department of Laboratory Medicine and Pathology

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

Template B

## Program Approval Template B

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

This Template is a common form that will be used for central vetting and approval at Alberta's public universities and then submitted to the Minister of Alberta Advanced Education for system coordination review and subsequent referral to the Campus Alberta Quality Council (CAQC) for its review and recommendation. For new major proposals, the University is to provide Council with a request and rationale for a fully-expedited review (in advance or at the same time as the system coordination submission). If the Ministry and/or Council determines that more information is required and/or a partially-expedited review is necessary, that will be communicated to the University as soon as possible. Note that individual universities will develop their own version of the Template, which may list additional questions after the set of common ones.

This Template applies to

- Restructured degrees and/or new majors within existing degrees that are built on existing program structures and are offered primarily from existing course offerings, faculty, and other resources (e.g., adding Italian Studies to an existing BA program using primarily existing courses).
- Substantive degree title changes (e.g., MSc Physical Therapy to MSc Rehabilitation Science)

### Basic Information

1. Title of the program: **MSc or PhD in Laboratory Medicine and Pathology**

2. Proposed start date: September 2012

3. Length of the program (years): 2-6

4. University and academic unit:

University of Alberta, Faculty of Medicine and Dentistry, Department of Laboratory Medicine and Pathology

5. Collaborating partners at other institutions:

For the PA specialization *only*: Alberta Health Services, Office of the Medical Examiner

6. Contact person, with telephone and e-mail address

Dr. Jonathan Martin	Graduate Studies Coordinator	780-492-1190	<a href="mailto:jon.martin@ualberta.ca">jon.martin@ualberta.ca</a>
Dr. Fiona Bamforth	Vice-Chair, Education	780-407-7379	<a href="mailto:fiona.bamforth@ualberta.ca">fiona.bamforth@ualberta.ca</a>
Dr. Michael Mengel	Department Chair	780-407-8851	<a href="mailto:mmengel@ualberta.ca">mmengel@ualberta.ca</a>

7. Completed/proposed approval path:

Faculty of Medicine and Dentistry - Chairs Council, Faculty of Medicine and Dentistry - Faculty Council, Faculty of Graduate Studies and Research, Academic Standards Committee Subcommittee on Standards, Academic Standards Committee, Academic Planning Committee

8. Attach proposed program and course University Calendar changes and other supporting documentation.

See: **Appendix A – Program Calendar Changes, Appendix B – New Course Calendar Changes**

**Rationale and Quality**

9. Provide an overview of the program, including distinctive features relative to existing offerings.

The graduate studies program in the Department of Laboratory Medicine and Pathology is currently co-administered under the umbrella of the Medical Sciences Graduate Program (MSGP). Established in 1974, the MSGP was created within the Faculty of Medicine and Dentistry to provide administration and oversight to its smaller Departmental graduate programs. Since the MSGP was established, the graduate program in the Department of Laboratory Medicine and Pathology has grown from ~10 full-time graduate students (yrs 1998-2002), to 51 full-time graduate students today. The quality of training has been consistently strong, and today our graduate program is the largest in the MSGP. Currently, graduate students enrolled in the Department of Laboratory Medicine and Pathology earn MSc or PhD degrees in Medical Sciences, with a 2<sup>nd</sup>-level specialization in Laboratory Medicine and Pathology.

For example, a **current** parchment might read: MSc in Medical Sciences - Laboratory Medicine and Pathology.

The thrust of the current application is that the graduate program in the Department of Laboratory Medicine and Pathology should now be independent from the MSGP. It is only noteworthy that this is not unusual, and other established graduate programs, including Oncology and Biomedical Engineering, recently became successfully independent of the MSGP. In our Department, the rationale for this change is described further in #10, but what we are proposing are MSc and PhD degrees in Laboratory Medicine and Pathology based on the established thesis-based program. Aside from the many benefits this will create for thesis-based students, we are also proposing to create a course and practicum-based route with specialization in “Pathologist’s Assistant”. In summary, under the proposed changes, Laboratory Medicine and Pathology will offer graduate students an MSc degree (course and practicum-based, or thesis-based) or PhD degree (thesis-based only) in a wide range of 2<sup>nd</sup>-level specializations (Table 1). These specializations will be indicated on the parchment, which is currently impossible under the umbrella of the MSGP. Each specialization will have unique course requirements (Appendix C).

**Table 1.** Summary of MSc and PhD 2<sup>nd</sup>-Level Specializations to be offered for the degree in Laboratory Medicine and Pathology.

Proposed 2 <sup>nd</sup> -Level Specializations	MSc	PhD
<i>Course + Practicum-Based</i>		
Pathologists’ Assistant (PA)	•	
<i>Thesis-based</i>		
Analytical & Environmental Toxicology	•	•
Biopreservation	•	•
Molecular Pathology	•	•

Below are separate overviews of the proposed course and practicum-based specialization, and thesis-based specializations.

**Course and Practicum-Based**

The course-based MSc program comprises two years of full time studies leading to a Master of Science in Laboratory Medicine and Pathology with specialization as Pathologists’ Assistant (PA). Graduates of the program will be eligible to challenge the American Society for Clinical Pathology (ASCP) specialist certification examination (Pathologists’ Assistant, PA). The program consists of one-year of didactic courses, including courses already existing in the Faculty of Medicine and Dentistry, and new courses (Appendix C). The second year of the program is a clinical practicum in which students spend time with accredited PAs and pathologists in the autopsy suite, at grossing stations within Edmonton Zone hospitals, and in the Medical Examiner’s Office. The PA specialization will meet the requirements for accreditation by the National Accrediting Agency for Clinical Laboratory Sciences

### Template B

(NAACLS), and graduates will be eligible to write the American Society for Clinical Pathology (ASCP) certification exams for Pathologists' Assistant.

See: **Appendix C – New and Existing Courses Required for 2<sup>nd</sup>—Level Specializations**

### Thesis-based MSc and PhD

The MSc and PhD degree programs are long-established, and current enrolment is now at 51 graduate students. The Department has a Graduate Studies Committee (including two student members), chaired by the Graduate Studies Coordinator, which meets regularly to review and revise graduate studies policy for the Department. Requirements for the general program in Laboratory Medicine and Pathology will not change when the program becomes independent from the MSGP, however unique course requirements will be required for the new 2<sup>nd</sup>-level specializations (Appendix C). Nonetheless, course requirements remain flexible, allowing us to tailor our training to match the needs of our diverse applicants. A range of science and medical courses are available to our students, and our graduate courses include two distinctive courses (LABMP 530 and 535) that focus on providing students with everyday skills required to excel in the research world, including scientific communication, experimental design, and research management. LABMP 530 will remain as a mandatory course for all of our graduate students.

See: **Appendix D – List of All Existing Graduate Courses**

A detailed Departmental graduate program handbook is already accessible on our website, thus all graduate program policies and procedures (for students and supervisors) are in place to accommodate an independent graduate program. This handbook is revised annually and can be easily revised to reflect an independent graduate program, and new 2<sup>nd</sup>-level specializations

<http://lmp.med.ualberta.ca/Education/graduate/Documents/LMP-Handbook.pdf>

Our unique graduate program in the Department of Laboratory Medicine and Pathology will continue to offer students a multidisciplinary research environment that promotes creativity, and which leads to academic excellence. This may take form in collaborative thesis research between our innovative basic and clinical research faculty, thus creating opportunities for world class research that cannot be established elsewhere. This exciting environment for scientific inquiry is supported by modern research laboratories and state-of-the-art instrumentation and resources. This ensures that our graduates enter the workplace with highly relevant practical skills, in addition to cutting edge research abilities. The Department of Laboratory Medicine and Pathology has modern research space for our students in the Heritage Medical Research Centre, the Canadian Blood Services Centre, the Clinical Sciences Building, the Walter C. Mackenzie Health Sciences Centre, and the Cross Cancer Institute.

For PhD students, a research proposal must be submitted within the first two years of the program. This proposal is currently externally reviewed by the MSGP, and must be given a “pass” before proceeding to the candidacy exam. In the proposed independent graduate program, the intention is to continue with the same requirement for external review of the PhD proposal, except that it will be administered through the Department’s Graduate Studies Committee.

Research in the Department of Laboratory Medicine and Pathology is diverse, and well funded research programs exist in a number of areas, including analytical & environmental toxicology (i.e. contaminants), biopreservation (i.e. cryopreservation, blood and tissue banking), molecular pathology (i.e. cell signalling, cancer research), molecular diagnostics (i.e. biomarkers, omics, molecular anthropology, transplant rejection), pathology (i.e. developmental, transplantation), and pathogenesis (i.e. virology, microbiology and antimicrobial resistance).

10. What is the rationale for the proposed change, and how will it affect program quality?

#### **Course and Practicum-Based**

Rationale for the new course and practicum-based MSc is that a new training opportunity was identified; a Pathologists' Assistant specialization. This offering represents a new and unique specialization at the University of Alberta, and once approved this will be one of only three MSc Pathologists' Assistant programs in Canada. Currently one program is at the University of Western Ontario, which takes two applicants per year, and the other is at the University of Manitoba which accepts two applicants in alternate years. Students in this specialization will train to become professionally certified individuals to meet the Canadian Association of Pathologists (CAP) Position Statement (2011) guidelines for PAs as support for pathologists working in clinical laboratories providing an essential health care service.

See: **Appendix H – CAP Position Statement on PA's**

#### **Thesis-based MSc and PhD**

Through consultation with the Department (leadership, research supervisors, and graduate students), the MSGP Chair, and the Faculty of Medicine and Dentistry's Associate Dean of Research (Dr. Teresa Krukoff), it was agreed that the current program was strong, and ready for independence from MSGP.

See: **Appendix N – Teresa Krukoff Support Letter**

We also argue that an independent program will result in tangible advantages to the existing research intensive MSc and PhD degree programs in the Department. These advantages include less administrative burden on the Faculty (no more collection of dual signatures from the Department Graduate Coordinator and MSGP Chair on all forms), better ability to recruit students (i.e. targeting students with focused interests into the new specializations), and more certainty in the way funding is received by our students. More specifically, our students must currently apply to the MSGP for Graduate Research Scholarships (\$6500/yr, for non major-award holders) in a competition with students from all other MSGP-administered Departments. It is therefore impossible to know, from year-to-year, how much financial support our students will obtain. In the proposed independent graduate program, we will receive funding directly from central administration. In the transition year (e.g. Sept 2012), the MSGP has agreed to transfer our share of the funding to a Departmental account.

11. Outline the University's demonstrated expertise and capacity in this program area. For graduate programs – address the experience of the unit in advanced work and your ability to deliver a quality program by commenting on your depth in the discipline. Provide a list of the names and expertise of faculty members and, where available, the progress of students who have already graduated.

#### **Course and Practicum-Based**

This is a new offering at the University of Alberta, and will be one of three Pathologists' Assistant programs in Canada. The specialization will train professionally certified individuals to meet the Canadian Association of Pathologists (CAP) Position Statement (2011) guidelines for PAs as support for pathologists working in clinical laboratories providing an essential health care service. The Department is active in provision of clinical service in Anatomic Pathology, education of undergraduate MLS students, medical students and residents and participates in both basic and clinical research. The PA specialization will be the first course-based program in the Department but it will be aligned with the existing graduate program. It will be resourceful, as it will build on existing courses in the Faculty, for example, in Anatomy and Embryology, together with a clinical practicum and research component. Each student will be assigned a supervisor / advisor for the duration of the program. The supervisor will meet regularly with the student to assess progress during the didactic year, and guide the student during the clinical practicum year to assess progress and identify any knowledge gaps.



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During the clinical practicum component, students will be placed in laboratories in the Edmonton Zone and we anticipate that while they are gaining new skills, they will also become part of the laboratory community sharing their skills and knowledge. Students will be exposed to a broad spectrum of clinical specimens of varying complexity obtained from primary care centres, out-patient procedures and rural hospitals. They will also have access to specimens from tertiary care centres including transplants, complex cardiac cases, head and neck and thoracic pathology. These sites already provide an educational milieu with experience in residency training, and undergraduate medical laboratory technology training. Training in autopsy will be provided at several sites, including exposure to forensic pathology at the Medical Examiner's Office. All pathologists within the Edmonton Zone have full or clinical academic appointments at the University of Alberta.

The clinical practicum will be competency-based with students expected to successfully complete all competencies in the grossing station and autopsy suite, including safety, photography, professionalism, ethics, laboratory management, quality assurance, gross examination, dissection, dictation, synoptic reporting, preparation and examination of the human body, procurement of specimens. Students will be expected to complete a case log of all cases encountered. Progress will be assessed continuously throughout the practicum and by an oral examination at the end of each rotation. Students will be given a pass/fail assessment, with a passing grade of 70%.

We anticipate that close supervision during the clinical practicum will identify students at risk of failing required competencies. Remediation strategies will be based on those currently available for the residency training and undergraduate MLS programs in the Department. Competencies are based on knowledge, skill and attitude and students must successfully complete all requirements. A student not able to re-challenge and pass a competency within an allotted time frame will be required to undergo remediation. The method of remediation will be determined by discussion with the clinical preceptor and the program coordinator, and the student will complete a Student Success Plan (SSP) outlining additional training goals. A student unable to fulfil the requirements of the SSP may be required to withdraw from the program.

Part of the curriculum will involve a scholarly research component (LABMP 900-Directed Research Project) either in basic or clinical research. The program will provide the resources for such research activity in terms of supervision and support. We anticipate the research questions will be relevant to current clinical practice with the potential to implement the findings into routine clinical service, or make a significant contribution to basic research. The student will present his/her work at weekly Departmental Rounds and may submit as a presentation at the Departmental Research Days.

The certified PA (to be appointed) will play a major role in the day-to-day supervision and training of the students. Other individuals involved in program delivery include:

### Program administration

Dr. Jonathan Martin (graduate program coordinator), Associate Professor  
Dr. Fiona Bamforth (vice-chair education,) Professor  
PA program director – certified PA to be appointed

### Pathologists/ PAs

PA (certified) –to be appointed

0.15 FTE academic pathologist – 0.15 FTE to be appointed for teaching courses

Dr. Atilano Lacson (Site Chief, Laboratory Medicine and Pathology, UAH)  
Dr. David Rayner (Divisional Director Anatomic Pathology, UAH) Associate Professor  
Dr. Todd Chaba (Residency Program, Director) Clinical Associate Professor  
Dr. Lakshmi Puttagunta Associate Professor  
Dr. Dean Tung Clinical (Residency Program, Assistant Director) Assistant Professor  
Other pathologists with areas of special expertise e.g. forensic pathology, will also be involved in the program

## Thesis-based MSc and PhD

All other specializations are effectively pre-existing, thus our historical success in training highly qualified personnel, and continued growth of the graduate program, are the best evidence of significant Departmental expertise and our strong capacity to support graduate training. This information is supplied as Appendices:

See: **Appendix E – Student Career Tracking**, **Appendix F – MSc and PhD Student Statistics**,  
**Appendix G – Faculty Expertise**

12. How does the proposed change further the University's Academic Plan (*Dare to Deliver, 2011-2015*)? How does this proposal connect to the University's vision, as expressed in *Dare to Discover*?

The University's vision is to build one of the world's greatest universities for the public good, and it is aligned with the four commitments of the University's Academic Plan: Discovery Learning, Incubating Scholarship, Community Engagement Near and Far and Building the Transformative Organization.

We believe the proposed course- and practicum-based MSc, with specialization in Pathologists' Assistant, will meet the "Dare to Deliver" challenge for many reasons. The University of Alberta will be only the second university in Canada to offer an MSc and accredited professional certification in Pathologists' Assisting. The degree program will be integrated into the existing graduate program in the Department of Laboratory Medicine and Pathology and will be administered through the Faculty of Graduate Studies and Research. Both faculties exemplify the University's exceptional academic environment. Graduates of the program will be health care professionals providing an essential service to medical laboratory practice and will enhance the provision of medical laboratory services to all Albertans. Entry to the program will be competitive and because of its novelty in Canada, we expect to recruit high-calibre students from our existing undergraduate program in Medical Laboratory Science (MLS) and graduates from other science programs at Canadian universities. The program will be resourceful in building the program on existing courses in the Faculty, for example, in Anatomy and Oncology, together with a clinical practicum and research component. Oral and written communication skills, essential for clinical laboratory professionals, will be emphasised throughout the course. The Department of Laboratory Medicine and Pathology is committed to provide a positive and supportive learning environment, using educational strategies from our existing undergraduate, graduate and residency training programs. We will encourage exploration of new learning strategies, particularly interdisciplinary and discovery learning and encourage students to mentor undergraduates and encourage high visibility in the department by attendance at Departmental and regional Rounds.

Research training in the department has been "daring to discover" and "daring to deliver" for many years, but by making the Department's entire graduate program independent of the MSGPC, we furthermore enhance our contributions to the University's vision. By enabling new 2<sup>nd</sup>-level specializations that reflect the true nature of research being undertaken by our students, our recruitment abilities will be enhanced. Talented Canadian and international students with interests in our research will be more likely to identify our program through various internet search tools after the specializations are formalized, and Calendar changes are made. The 6 new specializations are also anticipated to foster "research constellations" in our areas of existing strength by encouraging students and faculty members in the various labs to develop research networks, within the Department and also across the faculty.

Not only do we aim to attract the best and brightest, but we intend to continue graduating the best and brightest. This is enabled, in large part, by the presence of a Departmental graduate program endowment (Bell McLeod Fund) which provides recruitment funds, travel awards, professional development funding, and emergency stipend funding to students on an as needed basis. We recently formalized new annual Departmental student scholarships (\$15,000 per year) which, in part, reward students for major research accomplishments, and for making applications to the tri-council agencies (NSERC, CIHR, SSHRC) and Alberta Innovates for major studentships (i.e. if

### Template B

not successful in the competition). An exit survey was recently introduced to track student satisfaction, as a means of continually seeking to improve the training experience.

Note: The proposed change builds on existing programs and resources, so quality will be monitored as part of the University's, and the Faculty of Medicine and Dentistry's, ongoing assessment processes.

13. Outline the expected impact of the change in terms of professional and academic opportunities for current and prospective students.

### **Course and Practicum-Based**

Pathologist Assistants are an incredible asset to the pathology laboratory. They are able to skilfully perform essential tasks, thus freeing pathologists for more complex work which requires their higher level of experience. In 2011 the Canadian Association of Pathologists issued a position statement on the scope of practice for Pathologists' Assistants.

See: **Appendix H – CAP Position Statement on PA's**

It is anticipated that over the next decade the spectrum of skill demands in Anatomical Pathology will further expand. The introduction of new high-throughput diagnostic technologies ('omics' technologies) into Anatomical Pathology will happen in the foreseeable future. This entails that pathologists will have to integrate these new diagnostic information with the conventional phenotype derived from the microscope. To accommodate this excessive increase in demand for pathologists' time, either large numbers of Pathologists need to be recruited, or parts of their duties must be shifted to PAs. Well trained Pathologist Assistants are not only able to provide support in the gross room and autopsy suite, but can also assume teaching obligations to residents in these areas, under the supervision of a pathologist, again increasing the pathologists' available time. As Alberta already now faces a greater need for pathologists than can be hired, Alberta Health Services is considering the financial support for a MSc PA specialization to decrease the burden on Pathologists' time. It is anticipated that because of this demand, students will be employed upon graduation.

It is also anticipated that students who already have a BSc degree and have a high aptitude for medical sciences, will be interested in this program. Informal polls have been taken of the current Medical Laboratory Science students at the University of Alberta, and 66% expressed interest in the program. These are high calibre students interested in developing their careers as medical laboratory professionals.

### **Thesis-based MSc and PhD**

Current thesis-based graduate students were formally consulted about the application for independence from the MSGPC. Some students were pleased that their area of research would be better reflected on their parchments (i.e. by selecting a 2<sup>nd</sup>-level specialization), thereby assisting them in their future career searches. This was impossible under the MSGPC umbrella, because the 2<sup>nd</sup>-level specialization was simply the Department name. In general, however, for thesis-based students the changes requested in this application should neither enhance nor diminish academic and professional opportunities which are already significant and have long been supported by the graduate program endowment (Bell McLeod Fund) and individual research supervisors.

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

The prerequisites for the PA specialization fall directly in line with the educational attainments of a Medical Laboratory Sciences (MLS) graduate, which is our Department's undergraduate program. The PA specialization will have a close fit with the technical aspects of the Anatomical Pathology residency program and the students will have further opportunity for peer support. For thesis-based students, enrolment is anticipated to follow a slow steady growth, as has been experienced over the last 5 years, owing to appointment of new faculty members. There are no anticipated negative impacts on other units.

**Table 2.** Current and projected enrolment in an independent program in Laboratory Medicine and Pathology.

<b>Enrolment</b>	<b>Current 2011-2012</b>	<b>Expected 2012-2013</b>	<b>Expected 2013-2014</b>	<b>Expected 2014-2015</b>
MSc with Pathologists' Assistant (PA) Specialization				
Full-Time Year 1	0	0	2	2
Full-Time Year 2	0	0	0	2
Total Full-Time MSc (PA)	0	0	2	4
Thesis-based	51	53	55	57
Total Graduate Students	51	53	57	61

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

Discussions with program directors at the two universities in Canada where an MSc PA program is offered (University of Manitoba, and University of Western Ontario) demonstrated that there are about 25 suitably qualified applicants to each program annually. Combined, these programs absorb only three students per year, on average. The Canadian Association of Pathologists (CAP) have issued a position statement on Pathologists' Assistants (2011) defining the role of the PA in the clinical laboratory and their expected competencies. Discussions with the National Accrediting Agency for Clinical Laboratory Science (NAACLS), College of American Pathologists (CAP), Alberta College of Medical Laboratory Technologists (ACMLT) regarding accreditation of graduates have occurred. The Medical Examiner's office has also confirmed the ability to utilize graduates from this program.

16. Describe the current student demand for the change.

**Course and Practicum-Based**

The Division of Medical Laboratory Science (MLS) maintains an alumni eList for contact with graduates of the program. On 27 April 2009 a summary of the program was sent to the alumni list and the eList for current students. 35 replies were received- all enthusiastically supporting the concept. Since that time, the MLS office has entertained several sequel questions. As noted in the previous section, student demand for the program in Canada is high. A competitive process, based on GPA, essay and interview score, together with suitable references, will be used to select only the highest caliber students.

**Thesis-based MSc and PhD**

All current thesis-based students were provided the opportunity to comment on the proposal for independence through email, and also in a face-to-face meeting with the graduate coordinator. All students agreed that the proposed changes were a benefit to the existing graduate program, so long as the level of internal scholarship funding remained competitive and our PhD proposals continue to be externally vetted through an anonymous

*Template B*

review process. As mentioned, we will continue to externally review our PhD student research proposals prior to their candidacy exams. Current students reported that such a review process works well and is valued.

17. Is there an economic demand? Is there any anticipated impact on employers, including clinical or other student placements and, if so, what consultation has occurred?

For the MSc PA specialization, the Specialized Laboratory Training Stakeholder's Forum held on April 12, 2006 in Vancouver, BC was called to discuss the national shortage of properly trained pathologists' assistants.

**See: Appendix I – Specialized Laboratory Training Stakeholder's Forum**

In addition, the American Association of Pathologists' Assistant website also documents the demand for trained, certified Pathologists' Assistants. A formal training program would support this demand. The creation of a program is the best strategy for the system as the demand is forecasted to increase (notably due to aging) and the need for professional representation, as recommended by the Health Professions Act.

Currently, there are several positions 5 to 10 positions advertised across the country (through searches in various health regions and internet employment services such as MedHunters and Medzilla). As previously stated, there will likely be more positions in the future. According to Dr. D Banerjee, the past president of the Canadian Association of Pathologists, there are approximately 20 Pathologists' Assistants to be recruited in the next five years in British Columbia, Alberta, and Saskatchewan. There is additionally a shortage of pathologists in Canada and the development of an MSc PA specialization will encourage the development of a health professional taking over some of the functions of the pathologist.

The development of this specialization is supported by the Department of Laboratory Medicine and Pathology, the Faculty of Medicine and Dentistry, and Alberta Health Services. Alberta Health Services have expressed interest in providing financial support for the program because of the current lack of certified PAs in Alberta. A business plan has been submitted to Alberta Health Services for financial support of the program. Two options are proposed, one with no stipend provided for the student (as with other course-based Masters' programs at the University), and the other providing financial support to the student with the understanding that the successful graduate will remain in Alberta as an Alberta Health Services employee. We anticipate graduating two fully qualified PAs annually to fill positions in Western Canada and across the country. Since demand is high, we expect that they will be able to secure full time employment within one year. Specific letters of support for the program are attached: Chair of Laboratory Medicine and Pathology, University of Alberta; Lance Fuczek, Chair, Section of Pathologists' Assistants, Canadian Association of Pathologists

**See: Appendix J – Letters of Support**

18. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, computers, space, practicum liability insurance, student services, administrative services (e.g., Registrar's Office), as applicable) for the proposed change, and, if so, where will those resources come from? Provide a budget for any long-term or one-time implementation costs. Provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

Funding is already in place to offer and administer the thesis-based specializations, as these are pre-existing. For the new course-based MSc PA specialization, a business plan was submitted to Alberta Health Services requesting the necessary funding. We have secured a provisional agreement that Alberta Health Services to fund personel (1.0 FTE for a Certified Pathologist Assistant, and 0.15 FTE for an Academic Pathologist) for directing and teaching in the MSc PA specialization (\$137,500 per annum). Onetime expenses for renovations and minor equipment were also requested.

**Budget for MSc PA program**

<b>One-time Expenses costs for MSc PA program</b>	
Physical space	
Renovations to accommodate two carrels	\$20,000
<b>Equipment</b>	
Computer X2	\$2,000
Basic microscope x2	\$10,000
<b>Total one-time costs:</b>	<b>\$32,000</b>

**Annual costs of MSc PA Program**

		NOTES
<b>Annual program cost (Alberta Health Services)</b>		
<b>Administrative Support from the University</b>	In kind	Via the residency program to administer the degree program
<b>Academic Pathologist 0.15 FTE*</b>	\$52,500	Involved in teaching didactic courses
<b>Certified Pathologist's Assistant: 1.0 FTE**</b>	\$85,000	program director, responsible for clinical practicum training
<b>Total Annual cost of running PA Program</b>	<b>\$137,500</b>	Annual Cost of 2 year Master level PA Program
<b>Annual tuition costs (covered by students)</b>		
<b>Year 1 (September – April)</b>		
<b>tuition projected for 2013</b>	\$3,996	
<b>non-instructional fees projected for 2013</b>	\$1,408	
<b>Total year 1:</b>	<b>\$5,404</b>	
<b>Year 2 (May – April)</b>		
<b>tuition projected for 2013</b>	\$5,709	
<b>non-instructional fees projected for 2013</b>	\$1,408	
<b>Total year 2:</b>	<b>\$7,117</b>	
<b>Total program cost per student:</b>	<b>\$12,521</b>	

\* May also be an in kind contribution by the University if the Pathologist has a GFT Appointment

\*\*This individual will very likely contribute to the diagnostic workforce pool of the division. At those cases grossed for teaching purposes will reduce the general workload. Thus not the whole 1.0 FTE will be teaching.

It is important to note that if AHS does not provide this funding that we cannot deliver the course and practicum based program, however the thesis-based specializations can go ahead – we anticipate to offer these thesis based specializations in Sept 2012 owing to no resource implications.

The library has also predicted some initial and ongoing costs that are relevant to the new PA specialization. Since the other specializations are effectively pre-existing, we believe there are no resource implications for changing the name of the degree or adding the second level specializations.

See: **Appendix K – Library Impact Statement**

## Additional Questions – University of Alberta

19. How will this proposal distinguish the University of Alberta from other post-secondary institutions?

Other Canadian graduate programs in Lab Medicine or Pathology that may compete with our program at the University of Alberta are summarized in the Appendix.

**See: Appendix L – Summary of Laboratory Medicine / Pathology programs at other Institutions**

There is only one accredited MSc Pathologists' Assistant program in Canada. The program at the University of Western Ontario admits two students per year. A second non-accredited program is offered by the University of Manitoba (two students in alternate years). However, non-accredited programs and informal in-house training fail to develop the full potential of PAs. In-house training would help reduce the demand for more pathologists, but does not develop the specialty of PA as a recognized health profession. Furthermore, without external accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), the Royal College of Physicians and Surgeons would likely have difficulties accepting to engage PAs without a University degree as instructors for residents. Additionally, the Canadian Association of Pathologists strongly supports that education of PAs be done as a graduate program within a recognized post-secondary academic institution, and with the active participation of pathologists.

Thus, graduates of the proposed UofA program will have the distinction of being qualified and certified to practice anywhere in North America after certification. The program is intended to replenish and augment staffing in busy anatomic pathology laboratories not only in Alberta but also in all of Canada.

In general, the proposed independent graduate program in Laboratory Medicine will be among the largest and most prolific in Canada, in terms of enrolment and number of graduates per year. Thesis-based specializations in biopreservation and analytical & environmental toxicology also make the UofA program unique, and all of our graduates have had high success in finding relevant employment.

20. How will research, scholarly work, and teaching be integrated to enhance student learning?

It is currently a requirement for all graduate students to attend, and present at, Departmental Rounds (Thursday's at noon). In this venue, research and scholarly work are presented by faculty, residents, students, and academic guests to enhance student learning and their appreciation for the breadth of work and opportunities in the Department. The Department also organizes an annual research day where students, postdoctoral fellows, and residents make platform and poster presentations. As noted above, our graduate courses include two distinctive courses (LABMP 530 and 535) that focus on providing students with everyday skills required to excel in the research world, including scientific communication, experimental design, and research management.

For the PA specialization, currently, some members of the faculty in the Department of Laboratory Medicine and Pathology conduct independently funded research that can accommodate the PA students in learning modern techniques in traditional pathology. It is anticipated that the required research project might be a case review, evaluation of a new technique or an observational research study. Each student will be supervised by a staff member who will oversee the progress of the project. Participation in research activities will enhance the students' understanding of the biological basis of disease operating in tissues and organs they will be processing on the bench. The student will present his/her work at weekly Departmental Rounds and may submit as a presentation at the Departmental Research Days.

21. When should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

An annual review of the entire program by the Graduate Studies Committee in the Department of Laboratory Medicine and Pathology will be conducted, and a report will be generated and provided to the Faculty of Medicine and Dentistry annually.

The MSc PA specialization is seeking accreditation from the National Accrediting Agency for Clinical Laboratory Science (NAACLS), an agency dedicated to upholding standards for Clinical Laboratory Sciences through various accreditation programs. The MSc PA specialization at the University of Alberta will undergo a rigorous application period during which a site visit from the agency is anticipated. The requirements are as detailed in Appendix M. Additionally, program graduates will be assessed by the American Society of Clinical Pathology prior to granting eligibility to take the certifying examination.

See: **Appendix M – NAACLS requirements for accreditation of PA programs.**

The program will be evaluated on a semi-annual basis in the first two years until the first batch of students graduate; thereafter, an annual evaluation will be required. Students' evaluation of the program will be an integral part of their curriculum, and this feedback will be obtained on a quarterly basis. An ongoing review by the NAACLS will be required and conducted according to their schedule.



**FACULTY OF MEDICINE AND DENTISTRY**  
**CALENDAR CHANGES FOR 2012/2013 CALENDAR**

CURRENT	PROPOSED
<p><b>205.35 Laboratory Medicine and Pathology</b></p> <p>Department of Laboratory Medicine and Pathology                      4B1 Mackenzie Health Sciences Centre                      University of Alberta                      Edmonton, Alberta T6G 2R7                      E-mail: <a href="mailto:Impgrad@ualberta.ca">Impgrad@ualberta.ca</a></p> <p><b>205.35.1 General Information</b></p> <p><del>The Department of Laboratory Medicine and Pathology provides a program leading to the degree of Master of Science (MSc) or Doctor of Philosophy (PhD) in Laboratory Medicine and Pathology jointly with the Medical Sciences Program. Further information on these two programs can be found below and in the Medical Sciences Section.</del></p> <p><del>Research may be carried out in a variety of Laboratory Medicine and Pathology related disciplines. These include cancer research, cell biology, cryobiology, analytical methods, research on environmental contaminants, microbiology, molecular anthropology, pathology, etc.</del></p> <p><del>Inquiries should be directed to the Graduate Coordinator of the Department of Laboratory Medicine and Pathology.</del></p> <p><b>Entrance Requirements</b></p> <p><del>Candidates must hold a baccalaureate or its academic equivalent to enter this program. The Department requires a minimum admission grade point average equivalent to a 3.0 on most 4-point grading systems, based on the last two years of full time study at a recognized institution. Where applicable (see §203.2.4), candidates must obtain a TOEFL score of at least 95 (internet-based) or 570 (paper-based), or equivalent IELTS, PTE, MELAB or CAEL scores.</del></p>	<p><b>205.35 Laboratory Medicine and Pathology</b></p> <p>Department of Laboratory Medicine and Pathology                      4B1 Mackenzie Health Sciences Centre                      University of Alberta                      Edmonton, Alberta T6G 2R7                      E-mail: <a href="mailto:Impgrad@ualberta.ca">Impgrad@ualberta.ca</a></p> <p><b>205.35.1 General Information</b></p> <p><u>The Department of Laboratory Medicine and Pathology provides a program leading to the degree of Master of Science (MSc) or Doctor of Philosophy (PhD) in Laboratory Medicine and Pathology.</u></p> <p><u>For thesis based MSc and PhD degrees, research activities may be carried out in the General Program, or in one of three second-level specializations: Molecular Pathology, Analytical &amp; Environmental Toxicology, and Biopreservation. A course and practicum-based MSc with specialization in Pathologists' Assistant is also offered..</u></p> <p><u>Inquiries should be directed to the Graduate Coordinator of the Department of Laboratory Medicine and Pathology.</u></p> <p><b>Entrance Requirements</b></p> <p><u>For thesis based degrees, candidates must hold a baccalaureate or its academic equivalent to enter this program. The Department requires a minimum admission grade point average equivalent to a 3.0 on most 4-point grading systems, based on the last two years of full time study at a recognized institution. Where applicable (see §203.2.4), candidates must obtain a TOEFL score of at least 95 (internet-based, with at least 20 per section) or 570 (paper-based), or equivalent IELTS, PTE, MELAB or CAEL scores.</u></p> <p><u>For the Pathologists' Assistant specialization, candidates must hold a four year BSc degree and have the following prerequisites: Biology (★6), Physiology (★3), Biochemistry (★6), Anatomy 200 or equivalent, and English (★6). The Department requires a minimum admission grade point average equivalent to a 3.0 on most 4-point grading systems. Where applicable (see §203.2.4), candidates must obtain a TOEFL score of at least 95 (internet-based) or 570 (paper-based), or equivalent IELTS, PTE, MELAB or CAEL scores.</u></p>

<p><b>Financial Assistance</b></p> <p>Funding from fellowships and studentships is available from external agencies on a competitive basis. Supervisors may support students from operating grants.</p> <p><b>205.35.2 The Degree of MSc</b></p> <p><b>Program Requirements</b></p> <p>The MSc degree program in the Department is jointly administered by the Department of Laboratory Medicine and Pathology and the Medical Sciences Graduate Program Committee. The requirements for the degree include coursework, and an approved research project. Students must also make one or more presentations specified by the Department and attend specified seminars. Approved courses offered by other Departments may be included in the candidate's program. Please refer to Medical Sciences for more information regarding the degree of MSc in the Department of Laboratory Medicine and Pathology.</p>	<p><b>Financial Assistance</b></p> <p>Funding from fellowships and studentships is available from external agencies on a competitive basis. Supervisors may support students from operating grants.</p> <p><b>205.35.2 The Degree of MSc</b></p> <p><b><u>Thesis-Based</u></b></p> <p>The thesis-based MSc degree includes coursework, completion of a research project, and preparation of a thesis. All students must also make one or more presentations specified by the Department and attend specified seminars.</p> <p><b><u>Degree of MSc in Laboratory Medicine and Pathology (General Program).</u></b> Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, is mandatory.</p> <p><b><u>Degree of MSc with Specialization in Analytical &amp; Environmental Toxicology.</u></b> Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 550 are mandatory. It is recommended that all students also complete LABMP 551.</p> <p><b><u>Degree of MSc with Specialization in Biopreservation.</u></b> Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 510 are mandatory. It is recommended that all students also complete LABMP 511.</p> <p><b><u>Degree of MSc with Specialization in Molecular Pathology.</u></b> Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and either LABMP 500 or LABMP 581 are mandatory. Taking both LABMP 500 and LABMP 581 is recommended.</p>
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**Course and Practicum Based**

**Degree of MSc with Specialization in Pathologists' Assistant.**

The requirements of the Pathologists' Assistant specialization are ★20 of graded course work, a clinical practicum (★24), and a research project (★6).

Two years of full time studies:

Year 1

ANAT 600 Medical Gross Anatomy (★8)

ANAT 604 Medical Embryology (★3)

LABMP 500 Introduction to Human Disease (★3)

LABMP 594 Clinical Diagnostic Pathology (★3)

LABMP 595 Laboratory Management (★3)

LABMP 596 Pathologists' Assistant Clinical Practicum I (★6)

Year 2

LABMP 597 Pathologists' Assistant Clinical Practicum II (★6)

LABMP 598 Pathologists' Assistant Clinical Practicum III (★6)

LABMP 599 Pathologists' Assistant Clinical Practicum IV (★6)

LABMP 900 Directed Research Project (★6)

**Length of Program**

For the thesis-based MSc, the minimum program length is one year. A realistic minimum length of the program is two years, and a maximum length is four years, depending on the research undertaken. The course and practicum-based MSc with specialization in Pathologists' Assistant is a two year program which includes a 16-month clinical practicum.

### 205.35.3 The Degree of PhD

The PhD degree program in the Department is jointly administered by the Department of Laboratory Medicine and Pathology and the Medical Sciences Graduate Program Committee. The requirements for the degree include coursework and an approved research project. Students must also make one or more presentations specified by the Department and attend specified seminars. Approved courses offered by other Departments may be included in the candidate's program. Please refer to Medical Sciences for more information regarding the degree of PhD in the Department of Laboratory Medicine and Pathology.

### 205.35.3 The Degree of PhD

The PhD program requirements include coursework, completion of an approved research project, and preparation of a thesis. For students entering the PhD program after a BSc degree, a minimum of ★12 graded graduate level courses is required. For students entering the PhD program after a MSc degree, a minimum of ★6 of graded graduate level courses is required. Students must also make one or more presentations specified by the Department and attend specified seminars.

#### Degree of PhD in Laboratory Medicine and Pathology (General Program).

Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, is mandatory.

Degree of PhD with Specialization in Analytical & Environmental Toxicology. Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 550 are mandatory. It is recommended that all students also complete LABMP 551.

Degree of PhD with Specialization in Biopreservation. Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 510 are mandatory. It is recommended that all students also complete LABMP 511.

Degree of PhD with Specialization in Molecular Pathology. Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and either LABMP 500 or LABMP 581 are mandatory. Taking both LABMP 500 and LABMP 581 is recommended.

#### Length of Program

For the PhD, the minimum program length is three years, and a maximum length is six years, depending on the research undertaken.

## 205.35.4 Graduate Courses

~~Graduate courses can be found in §231, Course Listings, under the subject headings Laboratory Medicine and Pathology (LABMP). LABMP 530 is a required course for all graduate students in the Department of Laboratory Medicine and Pathology. Graduate students must enrol in this course during their first year. Graduate courses in other departments may be acceptable in Laboratory Medicine and Pathology. Please inquire with the Graduate Coordinator.~~

## 205.43 Medical Sciences

Office of Research  
Faculty of Medicine and Dentistry  
2J2.11 Walter Mackenzie Health Sciences Centre  
University of Alberta

### 205.43.1 General Information

The Medical Sciences Graduate Program consists of nine member departments in the Faculty of Medicine and Dentistry and offers programs leading to the degrees of Master of Science and Doctor of Philosophy. This Program has a long history within the Faculty, and continues to provide excellence in graduate education relating to basic and clinical sciences.

#### Entrance Requirements

The minimum requirements a student must have for admission into the MSc or PhD in Medical Sciences programs are as follows: 1) an undergraduate degree with a GPA of at least 3.0 in the last two years of undergraduate or graduate study at the University of Alberta, or equivalent qualification from another institution, 2) a minimum TOEFL score of 570 (paper-based) or 95 with at least 20 per section (internet-based); MELAB minimum score of 91; CAEL minimum score of 70 with at least 70 on each subtest; or IELTS minimum score of 7.5 with at least 6 on each band, and 3) meet Departmental criteria over and above the minimal requirements of the Medical Sciences Graduate Program.

#### Financial Assistance

Students accepted into the program are encouraged to apply for studentships from outside agencies such as the Alberta Heritage Foundation for Medical Research or the Canadian Institutes of Health Research. Exceptionally qualified students may be nominated for University of Alberta PhD Scholarships.

## 205.35.4 Graduate Courses

Course requirements are approved by the Supervisor and Supervisory Committee based on the background of the student and the area of research specialization. LABMP 530 is a required course for all thesis-based students. All specializations have additional course requirements. Graduate courses can be found in §231, Course Listings, under the subject heading Laboratory Medicine and Pathology (LABMP). Graduate courses in other departments may also be acceptable.

## 205.43.2 The Degree of MSc

### Program Requirements

The Departments of Anesthesiology and Pain Medicine, Dentistry, ~~Laboratory Medicine and Pathology~~, Medical Genetics, Obstetrics and Gynecology, Ophthalmology, Paediatrics, and Radiology and Diagnostic Imaging participate in an interdisciplinary MSc program in Medical Sciences.

Admission to the MSc in Medical Sciences program is dependent on the recommendation of the Medical Sciences Graduate Program Committee. The requirements for this degree consist of coursework, completion of a research project, and preparation of a thesis. Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be undertaken. A minimum of ★9 in graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent is required.

The MSc in Medical Sciences program follows the Faculty of Graduate Studies and Research residency requirements. No language other than English is required for the degree.

### Length of Program

The minimum length of the MSc program is two years, and a maximum length is four years, depending on the research undertaken.

## 205.43.3 The Degree of PhD

### Program Requirements

The Departments of Dentistry, ~~Laboratory Medicine and Pathology~~, Medical Genetics, Ophthalmology, Paediatrics, and Radiology and Diagnostic Imaging participate in an interdisciplinary PhD in Medical Sciences program.

Admission to the PhD in Medical Sciences program is dependent on the recommendation of the Medical Sciences Graduate Program Committee. The requirements for this degree consist of coursework, completion of a research project, and preparation of a thesis. Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student and the area of specialization to be undertaken. For students entering the PhD program after a BSc degree, the minimum course requirement is ★12 of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent is required. For students entering the PhD program after a MSc degree, the minimum

<p>course requirement is ★6 of graded graduate level courses listed in the Medical Sciences Graduate Program Approved Course Listing, or approved equivalent.</p> <p>The PhD in Medical Sciences program follows the Faculty of Graduate Studies and Research residency guidelines. No language other than English is required for the degree.</p> <p><b>Length of Program</b></p> <p>The minimum length of the PhD program is three years, and a maximum length is six years, depending on the research undertaken.</p>	
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**FACULTY OF MEDICINE AND DENTISTRY  
CALENDAR CHANGES FOR 2012/2013 CALENDAR**

CURRENT	PROPOSED
<p><b>New</b></p>	<p style="text-align: center;"><b><u>New Courses</u></b></p> <p><b>LABMP 594 Clinical Diagnostic Pathology</b>                      ★3 (<i>fi</i> 6) (either term, 3-0-3) This course will provide an introduction to the role of the Pathologists’ Assistant in the Clinical Laboratory and will include both lectures and hands-on training in the clinical laboratory. Topics will include laboratory safety, review of specimen types encountered in the laboratory, specimen procurement, handling, preservation, preparation for analysis, photography, special stains, electron microscopy. This course is designed primarily for students enrolled in the Pathologists’ Assistant specialization.</p> <p><b>LABMP 595 Laboratory Management</b>                      ★3 (<i>fi</i> 6) ( either term, 0-3-0) This seminar course offers topics for consideration in the administration of the clinical laboratory. Topics include finance, organizational behavior, change management, human resource management, collective agreements, safety, risk management, ethics, the Health Professions Act, equipment acquisition, contracts, accreditation, and materials management. This course is designed primarily for students enrolled in the Pathologists’ Assistant specialization.</p> <p><b>LABMP 596 Pathologists’ Assistant Clinical Practicum I</b>                      ★6 (<i>fi</i> 12) (4 months, clinical practicum) As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).</p>



**LABMP 597 Pathologists’ Assistant Clinical Practicum II**

★6 (*fi 12*) (4 months, clinical practicum) As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

**LABMP 598 Pathologists’ Assistant Clinical Practicum III**

★6 (*fi 12*) (4 months, clinical practicum) As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

**LABMP 599 Pathologists’ Assistant Clinical Practicum IV**

★6 (*fi 12*) (4 months, clinical practicum) As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

	<p><b>LABMP 900 Directed Research Project</b> ★6 (<i>fi 12</i>) (two term, 0-0-6) The course is an independent research project supervised by a pathologist, pathologist's assistant or researcher. The advisor and research project will be chosen by the student. Mentorship for the project will be provided by the advisor. The student will be expected to write a research proposal, keep an accurate laboratory notebook, and conduct adequate experimental research. The project will be written as a research paper and presented at departmental Rounds.</p>
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## Thesis-Based

**Degree of MSc or PhD in Laboratory Medicine and Pathology (General Program).** For students entering the MSc program, minimum course requirements are ★9 of graded graduate level courses. For students entering the PhD program after a BSc degree, the minimum course requirements are ★12 of graded graduate level courses. For students entering the PhD program after a MSc degree, the minimum course requirements are ★6 of graded graduate level courses. LABMP 530 is a mandatory course for all thesis-based students that should normally be taken in the first year.

**Degree of MSc or PhD with Specialization in Analytical & Environmental Toxicology.** Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 550 are mandatory. It is recommended that all students also complete LABMP 551.

**Degree of MSc or PhD with Specialization in Biopreservation.** Students must complete the required ★12 or ★6 graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and LABMP 510 are mandatory. It is recommended that all students also complete LABMP 511.

**Degree of MSc or PhD with Specialization in Molecular Pathology.** Students must complete a minimum ★9 of graded graduate level courses in Laboratory Medicine and Pathology (LABMP) or approved courses in other departments. LABMP 530, normally taken in the first year, and either LABMP 500 or LABMP 581 are mandatory. Taking both LABMP 500 and LABMP 581 is recommended.

## Course and Practicum Based

**Degree of MSc with Specialization in Pathologists' Assistant.** The requirements of the Pathologists' Assistant specialization are ★20 of graded course work, a clinical practicum (★24), and a research project (6 credits). A suggested schedule is shown below, as well as descriptions of the new and existing courses to be offered for this specialization.

Two years of full time studies:

### Year 1

Course Work ★20

### Year 2

Clinical practicum ★24

Project ★6

### **Course Work**

#### Year 1

##### Term 1

- ANAT 600 Medical Gross Anatomy ★4
- ANAT 604 Medical Embryology ★3
- LABMP 500 Introduction to Human Disease ★3 (see Appendix D)

Year 1

Term 2

- ANAT 600 Medical Gross Anatomy ★4
- LABMP 595 Laboratory Management ★3
- LABMP 594 Clinical Diagnostic Pathology ★3

Year 1

Interession

- LABMP 596 Pathologists' Assistant Clinical Practicum I ★6

Year 2

Term 1 and 2

- LABMP 597 Pathologists' Assistant Clinical Practicum II ★6
- LABMP 598 Pathologists' Assistant Clinical Practicum III ★6
- LABMP 900 Directed Research project ★6

Year 2

Interession

- LABMP 599 Pathologists' Assistant Clinical Practicum IV ★6

**Notes on courses**

Existing courses

**ANAT 600, ANAT 604, LABMP 500**, are listed in the University Calendar. Course coordinators for ANAT 600 and ANAT 604 have agreed to admit MSc PA students to these courses.

New courses

**LABMP 594 Clinical Diagnostic Pathology**

★3 (fi 6, either term, 3-0-3) This course will provide an introduction to the role of the Pathologists' Assistant in the Clinical Laboratory and will include both lectures and hands-on training in the clinical laboratory. Topics will include laboratory safety, review of specimen types encountered in the laboratory, specimen procurement, handling, preservation, preparation for analysis, photography, special stains, electron microscopy. This course is designed primarily for students enrolled in the Pathologists' Assistant specialization.

Assessment: written and practical exam

**LABMP 595 Laboratory Management**

★3 (fi 6, either term, 0-3-0) This seminar course offers topics for consideration in the administration of the clinical laboratory. Topics include finance, organizational behavior, change management, human resource management, collective agreements, safety, risk management, ethics, the Health Professions Act, equipment acquisition, contracts, accreditation, and materials management. This course is designed primarily for students enrolled in the Pathologists' Assistant specialization.

Assessment: written exam

**LABMP 596 Pathologists’ Assistant Clinical Practicum I**

★6 (*fi 12*) (4 months, clinical practicum)

As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

Assessment: ongoing assessment of competencies through end of rotation written and oral examination, case log (pass / fail)

**LABMP 597 Pathologists’ Assistant Clinical Practicum I**

★6 (*fi 12*) (4 months, clinical practicum)

As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

Assessment: ongoing assessment of competencies through end of rotation written and oral examination, case log (pass / fail)

**LABMP 598 Pathologists’ Assistant Clinical Practicum I**

★6 (*fi 12*) (4 months, clinical practicum)

As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

Assessment: ongoing assessment of competencies through end of rotation written and oral examination, case log (pass / fail)

**LABMP 599 Pathologists’ Assistant Clinical Practicum I**

★6 (*fi 12*) (4 months, clinical practicum)

As a part of practicum education for the Pathologists’ Assistant specialization, this course will provide rotations in the Edmonton Zone encompassing autopsy, surgical pathology, pediatric pathology and forensic pathology. The student will be expected to cover specific competencies and objectives and keep a record of cases encountered. Each rotation will be overseen by a designated preceptor who will guide student learning. Progress will be continuously assessed by the rotation preceptor(s).

Assessment: ongoing assessment of competencies through end of rotation written and oral examination, case log (pass / fail)

**LABMP 900-Directed Research Project**

★6 (*fi 12*) (two term, 0-0-6) The course is an independent research project supervised by a pathologist, pathologist’s assistant or researcher. The advisor and research project will be chosen by the student. Mentorship for the project will be provided by the advisor. The student will be expected to write a research proposal, keep an accurate laboratory notebook, and conduct adequate experimental research. The project will be written as a research paper and presented at departmental Rounds. Assessment: the project will be assessed by the advisor, based on a written project proposal, practical

application, a final research paper and oral presentation. The final research paper will be evaluated by the advisor and a second reader with expertise in the area of the research.

**Graduate courses currently taught by department relevant to Grad Studies (Excluding Medical Laboratory Sciences Undergraduate Courses)**

LABMP 500 Introduction to Human Disease.

Lecture sessions on the study of human disease are presented. The causes and general mechanisms of disease with selected specific examples from various organ systems are discussed. Disease related structural and functional changes at the molecular, cellular and tissue level are presented, and how these changes can be appreciated by various laboratory methods. A written review of scientific literature on a specific topic in Pathology will be required.

LABMP 510 Cryobiology.

Physiochemical changes in aqueous solutions at low temperatures and responses of living cells and tissues to those changes. Current theories of damage and protection during freezing and thawing. Prerequisite: consent of Department. This course may not be taken for credit if credit has already been received in PATH 510.

LABMP 511 Cryobiology.

Freeze-thaw responses of enzyme systems, individual cells and organized tissues. Preservation of spermatozoa, blood and bone marrow cells, embryos and various tissues. Approaches to the cryopreservation of organs and whole organisms. Applications in medicine and agriculture. Prerequisite: consent of Department. This course may not be taken for credit if credit has already been received in PATH 511.

LABMP 530 Experimental Design & Scientific Communication.

This course is designed to develop the skills of graduate students in the areas of critical review of clinical and basic science literature, experimental study design, research ethics, concepts in oral and poster presentations of scientific research, abstract writing for clinical and basic science conferences, as well as how to maximize the scientific conference experience. Active class discussion is a component of each lecture, with group and individual assignments to give practical experiences to each student immediately applicable to their graduate research program. Open to graduate students and clinical residents in the Faculty of Medicine & Dentistry. Students from other faculties may register with consent of the instructors.

LABMP 535 Practical Tools for Scientific Research.

This course utilizes a workshop format designed to develop the skills of graduate students and clinical residents in scientific writing (i.e. literature reviews, manuscripts, grant applications), research budget planning, developing effective collaborations, intellectual property and technology transfer. An overview of the safety requirements (WHMIS, radiation safety, and biological hazards) in order to conduct scientific research. Students will learn how to prepare an ethics application for the use of animals and humans in research. Guest speakers from academia, government and industry are featured. Open to graduate students and clinical residents in the Faculty of Medicine & Dentistry. Students from other faculties may register with consent of the instructors.

LABMP 540 Directed Reading in Laboratory Medicine and Pathology.

Reading and study of basic laboratory medicine and pathology topics relevant to the student's chosen field of study under the direction of one or more faculty members. Prerequisite: Consent of Graduate Coordinator, Laboratory Medicine and Pathology.

**LABMP 550 Analytical & Environmental Toxicology.**

Principles of and recent advances in analytical and environmental toxicology, fate and behavior of environmental contaminants, sampling and analysis of toxic substances, biomonitoring and biomarkers.

**LABMP 551 Laboratory Research Methods.**

Theory and practice of laboratory research techniques and methods. Fundamentals and applications of quantitative analysis, separation, atomic spectrometry, mass spectrometry, PCR and cloning with laboratory experiments. For students who will perform laboratory research.

**LABMP 581 Techniques in Molecular Biology.**

A laboratory course emphasizing introductory and advanced techniques in molecular biology (MLSCI 481). Isolation of RNA, Northern blotting, construction of cDNA, amplification of DNA by the polymerase chain reaction, analysis of DNA by restriction digestion, transfection of eukaryotic cells for protein expression and Western blotting analysis. Prerequisites Genetics and BIOCHEM 200 and BIOCH 330 and consent of the Department. A written review of scientific literature on a topic in molecular biology will be required. This course is designed for graduate students. Credit may only be obtained in one of MLSCI 481 or LABMP 581.

**LABMP 590 Technology and the Future of Medicine.**

A lecture and seminar course describing the future effects of technology on medicine in both the developed and developing world, the promise and perils of biotech, nanotech, and artificial intelligence, and changing character of research and practice of medicine and pathology in the coming decades, and the technological singularity. Each student will carry out a project supervised by a faculty member and give a presentation. This course is designed for graduate students in the Faculties of Medicine, Science, or Arts, and is open to undergraduates in those Faculties with consent of Department.



**Record of Former Lab Medicine and Pathology Graduate Student Current Careers.**

Convocation Yr.	MSc	PhD	Student Identifier	Career Path/Type of Employment
2005/06		x	Student A	Instructor at Harvard Medical School and Assistant in Bioengineering in the department of Surgery at Massachusetts General Hospital and the Shriners' Burn Hospital for Children
2006/07	x		Student B	Infection control practitioner, Alberta Health Services
	x		Student C	Completed BSc in Pharmacy
	x		Student D	Clinical trials coordinator at RAH (Alberta Health Services)
	x		Student E	Ultrasound technician (Maternity)
		x	Student F	Completed postdoctoral fellowship at UC Berkeley; currently postdoctoral fellow at University of Toronto
2007/08	x		Student G	Competing internationally in pistol shooting.
	x		Student H	Completed Master's in Physiology at Waterloo; currently at Sturgeon Hospital, St Albert
	x		Student I	PhD Student, University of British Columbia (NSERC CGS)
	x		Student J	No information
		x	Student K	Clinical Microbiologist, St Louis, MO
2008/09	x		Student L	Assistant Professor, U of A
	x		Student M	Technologist at Sanofi Pasteur (Toronto)
		x	Student N	Completed clinical fellowship in Microbiology at UCLA; currently Clinical Microbiologist at Kingston General Hospital, and Assistant Professor at Queen's University.
		x	Student O	Assistant Professor, U of A
		x	Student P	Postdoctoral Fellow, U of A
2009/10	x		Student Q	Planning to pursue further education
		x	Student R	Research Associate, Analytical & environmental Toxicology, U of A
		x	Student S	Postdoctoral Fellow, U of A
		x	Student T	Scientific Director, Comprehensive Tissue Centre, Alberta Health Services; Postdoctoral Fellow, U of A
		x	Student U	Project Manager, IP and Technical Development at Afexa Life Sciences

Appendix E – Student Career Tracking

Convocation Yr.	MSc	PhD	Student Identifier	Career Path/Type of Employment
				Inc.
2010/11	x		Student V	Research Technician at Canadian Blood Services
	x		Student W	Moved to Fort MacMurray - no career information.
	x		Student X	Technologist at AGAT Laboratories (Edmonton)
	x		Student Y	Enrolled in public health
	x		Student Z	Pursuing medical studies
		x	Student AA	Postdoctoral Fellow, University of Utah
		x	Student BB	Postdoctoral Fellow, Vascular Research Institute, University of Pittsburgh
		x	Student CC	NSERC Postdoctoral Fellow, Simon Fraser University

**MSc student statistics for last 5 years. Of the MSc students newly enrolled each year, how many of those students:**

Year	Total # of newly admitted MSc students by year	Received MSc	Transferred to PhD	Still in MSc program	Withdrew to enter Medicine (or other prog.)	Withdrew from the university
05-06	4	3	1			
06-07	2	1	1			
07-08	10	3	5	1		1
08-09	5	1	2	1	1	
09-10	6		1	5		
10-11	10			10		

**PhD student statistics for last 5 years. Of the PhD students newly enrolled each year, how many of those students:**

Year	# of newly enrolled PhD students in each year	# of original MSc students who transferred to PhD	Total # of students from this year ultimately in the PhD program	Received PhD	Received MSc rather than PhD	Are still in PhD program	Withdrew to enter Medicine (or other prog.)	Withdrew from the university
05-06	2	1	3	2		1		
06-07	3	1	4			4		
07-08	3	5	8		1 + 1 still in MSc	6		
08-09	2	2	4			3		1
09-10	5	1	6			5		1
10-11	3		3			3		

Name, Rank, Expertise of Faculty Member	Year	# MSc students supervised or co-supervised	# PhD Students supervised or co-supervised	# Postdoctoral/ Clinical Fellows
<b>Jason Acker</b> Associate Professor Biopreservation	05-06	3	3	0
	06-07	3	3	1
	07-08	2	3	0
	08-09	3	3	0
	09-10	2	3	0
	10-11	4	2	1
<b>Fiona Bamforth</b> Professor Molecular Pathology	05-06	1	1	
	06-07	1	1	
	07-08	1	1	
	08-09	1	1	
	09-10	2	1	
	10-11	2	2	
<b>George Cembrowski</b> Associate Professor Medical Biochemistry	No trainees			
<b>Todd Chaba</b> Assistant Clinical Professor Pathology	No trainees			
<b>Brian Chiu</b> Associate Professor Pathology	No trainees			
<b>Linda Chui</b> Associate Professor Molecular Pathology	10-11	1		
<b>Gwen Clarke</b> Clinical Professor Pathology	No trainees			
<b>Sambasivarao Damaraju</b> Associate Professor Molecular Pathology	06-07			2
	07-08			
	08-09	1	1	2
	09-10	2	1	1
	10-11	1	2	

Name, Rank, Expertise of Faculty Member	Year	# MSc students supervised or co-supervised	# PhD Students supervised or co-supervised	# Postdoctoral/ Clinical Fellows
<b>Jean Deschenes</b> Associate Professor Molecular Pathology	No trainees			
<b>Jeff Fuller</b> Assistant Professor Molecular Pathology	07-08 08-09 09-10	1 1 1		
<b>Jelena Holovati</b> Assistant Professor Biopreservation	08-09 09-10 10-11	1 3 2		
<b>Steve Hrudehy</b> Adjunct Professor Anal. Environ. Toxicol.	No trainees			
<b>Judith Hugh</b> Professor Molecular Pathology	05-06 09-10 10-11	1 1 3		
<b>Monika Keelan</b> Associate Professor Molecular Pathology	05-06 06-07 07-08 08-09 09-10 10-11	1  1 2 2 3		2 2 1  1 1
<b>Rakesh Kumar</b> Associate Professor Molecular Pathology	05-06 06-07 07-08 08-09 09-10 10-11			2 2 2 3 3 3
<b>Raymond Lai</b> Professor Molecular Pathology	05-06 06-07 07-08 08-09 09-10 10-11	1   1  	2 4 4 3 5 5	

Name, Rank, Expertise of Faculty Member	Year	# MSc students supervised or co-supervised	# PhD Students supervised or co-supervised	# Postdoctoral/ Clinical Fellows
<b>X. Chris Le</b> Professor Anal. Environ. Toxicol.	05-06	4	6	5
	06-07	3	6	5
	07-08	3	8	4
	08-09	4	9	5
	09-10	5	8	4
	10-11	6	9	4
<b>Don LeGatt</b> Clinical Professor Anal. Environ. Toxicol.	No trainees			
<b>Roger Leng</b> Assistant Professor Molecular Pathology	07-08		1	
	08-09		1	
	09-10		2	
	10-11		1	
<b>Elaine Leslie</b> Assistant Professor (Physiology), cross- appointment to LMP Anal. Environ. Toxicol.	08-09	1		
	09-10	1		
<b>Kristi Lew</b> Assistant Professor Anal. Environ. Toxicol.	No trainees			
<b>Xing-Fang Li</b> Associate Professor Anal. Environ. Toxicol.	05-06	2	3	2
	06-07	3	3	3
	07-08	3	6	3
	08-09	1	7	4
	09-10	0	6	4
	10-11	1	6	2
<b>Jon Martin</b> Associate Professor Anal. Environ. Toxicol.	05-06	2	0	1
	06-07	3	0	2
	07-08	3	0	1
	08-09	2	4	4
	09-10	2	4	3
	10-11	1	5	3

Name, Rank, Expertise of Faculty Member	Year	# MSc students supervised or co-supervised	# PhD Students supervised or co-supervised	# Postdoctoral/ Clinical Fellows
<b>Locksley McGann</b> Professor Biopreservation	05-06	1	3	
	06-07	1	3	
	07-08		3	
	08-09		2	
	09-10	1	1	
	10-11	1	1	
<b>Michael Mengel</b> Associate Professor Molecular Pathology	10-11	1		2
<b>Susan Nahirniak</b> Associate Professor Pathology	10-11			1
<b>Rodrigo Onell</b> Assistant Clinical Professor	No trainees			
<b>Xiaoli (Lilly) Pang</b> Assistant Professor Molecular Pathology	05-06	1		
	06-07	2		
	07-08	2		1
	08-09	3		1
	09-10	2		1
	10-11	1		1
<b>Linda Pilarski</b> Adjunct Professor Molecular Pathology	08-09	1		
	09-10	2		
	10-11	2		
<b>Lisa Purdy</b> Assistant Professor Medical Lab Science	No trainees			
<b>Lakshmi Puttagunta</b> Associate Professor Pathology	No trainees			
<b>David Rayner</b> Associate Professor Pathology	No trainees			

Name, Rank, Expertise of Faculty Member	Year	# MSc students supervised or co-supervised	# PhD Students supervised or co-supervised	# Postdoctoral/ Clinical Fellows
<b>Robert Rennie</b> Professor Molecular Pathology	07-08	1		
	08-09	1		
	09-10		1	
	10-11		1	
<b>Laurie Russell</b> Associate Professor Pathology	No trainees			
<b>Anny Sauvageaux</b> Associate Clinical Professor Pathology	No trainees			
<b>Consolato Sergi</b> Professor Pathology	09-10	3		
	10-11	4		
<b>Banu Sis</b> Assistant Professor Pathology	10-11	1		1
<b>Dean Tung</b> Assistant Clinical Professor Pathology	No trainees			
<b>Gregory Tyrrell</b> Professor Molecular Pathology	05-06		1	
	06-07		2	
	07-08	1	1	
	08-09	1	2	
	09-10		2	
	10-11	2	2	



## **CAP-ACP Position Statement on Pathologists' Assistants**

### **Introduction**

The practice of pathology is an integral part of medical care. It entails the diagnosis of disease and the interpretation of pathophysiological mechanisms through the examination/analysis of human tissue samples, body fluids or other materials and their correlation with related medical judgments. The resultant diagnosis usually plays a vital role in patient care and often is the single most important factor upon which decisions regarding therapy are made. These responsibilities must remain those of a duly trained, licensed and certified pathologist and cannot be delegated under any circumstance.

### **Policy**

The Canadian Association of Pathologists (CAP-ACP) recognizes that there is a role and a need for appropriately trained and certified non-medical personnel (Pathologists' Assistants (PAs) to assist pathologists in the preparation and examination of tissues in the setting of surgical and autopsy pathology. This delegation of responsibilities is similar to that given to histotechnologists who prepare histological slides and perform other specialized techniques. The gross examination and selection of tissue for histological evaluation plays a critical role in the accurate diagnosis of disease, this particular delegation must always be performed under the close supervision and direction of a qualified pathologist.

The CAP-ACP defines a PA as a laboratory professional who, through appropriately documented delegation by a pathologist of specific responsibilities for which she/he has been properly trained, performs a comprehensive gross examination of surgical specimens and/or of non-forensic autopsies and other specialized techniques employed by the department for the delivery of service. In order to ensure high quality medical practice and to fulfill legal requirements, the CAP-ACP expects standardization and regulation of basic competencies for PAs as well as a proper certification and licensure and that on-going provincial licensing and maintenance of competence programs include the active involvement of pathologists. These expectations include the following requirements: guidelines for the pathologist supervising a PA, quality assurance guidelines for laboratories employing PAs, a list of key competencies expected by pathologists of PAs and guidelines for issuance of a "Certificate of Evaluation" for already practicing PAs.

Finally, the CAP-ACP recognizes and strongly supports the important role that some laboratories have had over the years in training and educating PAs and that education of PAs be done as a graduate program within a recognized post-secondary academic institution, and with the active participation of pathologists. The CAP-ACP also invites other organizations to participate in the development of a national occupational competency profile, an acceptable accredited educational program for teaching new PAs and a national certification process including the licensing of existing professionals.

### **Addendum 1**

#### **Guidelines for the pathologists supervising a PA**

The signing pathologists are responsible for:

1. The final diagnosis and signing out the cases
2. Overseeing and directing the work performed by the PA
3. Assigning cases based on complexity and expertise of the PA
4. Performing the microscopic examination of the cases
5. Making the clinicopathologic correlation

6. Communicating with the clinicians responding to other inquires
7. Implementing and maintaining the Quality Assurance program
8. Promoting proper working conditions
9. The accuracy and completeness of the diagnosis

## **Addendum 2**

### **Quality assurance guidelines for laboratories employing PAs**

The Quality Assurance guidelines include, but are not limited to, the following:

#### **1. Scope of Practice**

In the absence of legislation, employers and pathologists must define specific roles and responsibilities for PAs in their institution.

#### **2. Continuing Education Requirements**

A PA must participate in continuing education activities, both intra- and/or extra-departmental, for a minimum of 25 hours per year.

#### **3. Working Conditions**

Every pathology department should fulfil the following requirements in the design of a work station:

1. Adequate ventilation
2. Satisfactory lighting
3. Proper water supply and drainage
4. Adequate working space
5. Adequate storage facilities for specimens
6. Acceptable procedures for disposal of specimens
7. Fire safety protocol

In addition, proper working conditions also include:

1. Procedure manuals
2. A dress code
3. A list of responsibilities for the supervising pathologist
4. Easy access for consultation with the supervising pathologist

#### **4. Risk Management**

In order to ensure a safe and healthy workplace, the PA must always enforce the following procedure(s):

1. Universal precautions

2. Workplace Hazardous Material Information System (WHMIS)
3. A manual for handling hazardous waste
4. Participation in the Departmental Safety Committee
5. Adherence to code of conduct
6. Adherence to privacy, confidentiality, and security guidelines

### **Addendum 3**

#### **Suggested list of key competencies expected of PAs**

A PA should perform and assume responsibility for the following tasks:

##### **1. Preparation and examination of human surgical specimens**

1. Data collection and specimen procurement/receipt
2. Obtain clinical history, laboratory data, x-rays and scans when indicated
3. Perform gross examination and complete dissection and dictation of surgical specimens
4. Prepare tissues for microscopic examination, including preparation for frozen and permanent sections for light, electron and immunofluorescent microscopy
5. Obtain biological specimens for analysis (e.g., bacterial and viral cultures, toxicological material) and perform special techniques as directed by the pathologist

##### **2. Preparation and examination of human bodies**

1. Ascertainment of proper legal authorization for the purposes of non-forensic autopsies
2. Retrieval of the patient's chart and other pertinent data for review by the pathologist
3. Evisceration and fully dissection of internal organs followed by proper display
4. Removal of brain and spinal cord without damage
5. Proper removal of middle ear, bone marrow and artificial devices
6. Procurement of biological specimens for analysis (e.g., blood and tissue, cultures, toxicological material) and performance of special techniques as directed by the pathologist
7. Notification to the funeral home and coordination of special requests for
8. Specimen sampling (e.g., organ transplantation, research)

10. Release of the body following proper restoration and indication of any biohazards (e.g., contagious diseases, radioactive implants) which may be present

**3. Responsibilities common to PAs:**

1. Participate in quality management
2. Work collaboratively with pathologists and other health professionals
3. Professional responsibility and ethics
4. Photography techniques
5. Safe work practices
6. Supervise and maintain the autopsy suite and/or the gross cutting room areas
7. Participate in continual professional development
8. Participate in continuing education activities directed to other health care workers

**Addendum 4**

**Guidelines for issuance of "Certificate of Evaluation" for already practicing PAs**

In order to establish a satisfactory scope of practice, the institution, in particular the workstation of the PA should be surveyed by a practicing and licensed pathologist appointed by the relevant authority responsible for the quality assurance program of health care centres.

**1. If the scope of practice is satisfactory, a "Certificate of Evaluation" can be obtained by:**

1. Having a minimum of three years of practice
2. Registering in a central register to be established within one year after a formal training is available
3. Receiving a letter of approval by the supervising licensing pathologist

**2. If the scope of practice does not fulfill the criteria, the candidate is expected to qualify by:**

1. Having fulfilled the same requirements as those in 1
2. Taking a formal evaluation designed by the relevant authority to be designated within two years following registration

**3. The provision for obtaining a "Certificate of Evaluation" ends five years following the establishment of a central register.**

## Questions – Group Discussion (Morning)

### 2. If there were one formalized training program for PA’s – what would be the appropriate level of education?

- MSC? - BSC? - Diploma?

- **Please vote, record and discuss.**
- **What were the KEY reasons for your selection?**

**SUMMARY** (see Appendix A for further detail)

BSC	MSC	Diploma	Other
14	43	5 (post degree)	2 (internally trained)

- An overwhelming majority of participants chose the MSC as the preferred level of education for the PA formalized training
- Some of the key comments and rationale are outlined below:
  - Health authorities need to support those candidates that are interested in the PA program
  - MSC salary may not be aligned with that level of education
  - BSC has worked well presently – on-the-job training is sufficient
  - Laddering opportunities need to be available once educational standards have been met
  - Masters credentials, recognized across Canada (and beyond) would be a major benefit and an advancement to the scope of practice
  - Medical and legal implications would need to be addressed with the advanced scope of PA practice
  - Maintaining congruence to US certification and curriculum would allow job mobility, training and regulations to be more standardized

## Questions – Group Discussion (Afternoon)

### 1. What should post-secondary institutions do to adequately develop and provide the Advanced/Specialized Lab resources required to meet your needs?

- **Please list 5 suggestions**

**SUMMARY** (see Appendix B for further detail)

- Below are the most frequently identified suggestions to meet the resource need

Suggestions & Recommendations	Weighting (total dots allocated)
Challenge: Lack of regulation / 1 licensure	28
Obtain MoH / M of Education funding / other funding	28
Create certification programs in various specialties (e.g. management skills)	21
"Courses need to be: - available by distance education - convenient / online / rural settings not excluded- consistent quality and creative- reasonably priced (1 dot rating)"	20
"Determine the needs in the industry:- focus needs (e.g., Develop concentrated workshop on those topics)- gap analysis- develop programs in a more timely manner"	18
Self paced learning - continuous entry programs	11
"Examine the skills required - institutions need to identify these - develop programs that meet these needs (e.g., Small focus group to identify where an are is going - i.e. microbiology - moving to molecular diagnostics?)"	10
Career laddering must be addressed (leading to other/additional opportunities)	9
Schools to talk to each other	8
Recognizing credentials across institutes	6
Determine scope of practicum and set competency standards	6

## Questions – Group Discussion (Morning)

### 2. If there were one formalized training program for PA’s – what would be the appropriate level of education?

– MSC? – BSC? – Diploma?

- Please vote, record and discuss.
- What were the KEY reasons for your selection?

BSC	MSC	Diploma	Other
14	43	5 (post degree)	2 (Internally trained)

#### ALL GROUP COMMENTS

- Would be nice to have credentials (letters) that are recognized (across Canada) - Masters better than diploma
- Advanced level of course instruction
- MSc would imply a greater level of understanding of human disease/pathology
- Medical/legal implications of PAs work
- Level of education - Why be different than the US?- Allows job mobility- Can share training, regulations, certification
- BSc currently doesn't allow clinical rotation
- Masters vs. Post diploma Med Tech- Different needs in teaching vs. community hospital?
- Problem - Current PAs in Canada come from a large variety of backgrounds
- P. Assistant - MSC
- P. Attendant - diploma
- MSc - comparability- scope of work greater than current undergraduate
- Other - MLT/ART & extra training
- Formalized training program - should be M Sc up to Pathologist to Delegate
- HA or institution could support those interested
- M Sc degree - salary may not be aligned with level of education
- "B Sc has worked well for IHA (primarily grossing)- 3 BSc- 2 Lab tech trained"
- 2 tracks for education (PA aid and PA)
- Is there enough complex work in all facilities
- Laddering opportunities
- Depends on organization of work, volumes (regional)
- Scope of knowledge required
- Complexity with limited supervision
- Appropriate level of education
- Need BSc to get into program or equivalent training (technologist RT experience?)

14 BSc Specialized Training Candidates  
43 MSC and Post graduate  
5 Post graduate  
2 Internally trained

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## Questions – Group Discussion (Afternoon)

### 1. What should post-secondary institutions do to adequately develop and provide the Advanced/Specialized Lab resources required to meet your needs?

- Please list 5 suggestions

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Define need from each HA</li> <li>• Determine scope of practicum and set competency standards</li> <li>• Standardize coursework and practicum</li> <li>• Consult with people in the field and find out what they want</li> <li>• Alliances with other organizations (MLT programs across country)</li> <li>• Multiple entry (i.e. Pas)</li> <li>• Flexible models</li> <li>• PLAR (i.e. distance education, web based, modular)</li> <li>• Include practical skills</li> <li>• Certificate or other credential</li> <li>• Institutional partnerships</li> <li>• Identifying gaps (e.g.. Flow cytometry)</li> <li>• More defined choices from training institutes (e.g. 3 courses immunology, 5 courses management)</li> <li>• Info on ART etc available to all</li> <li>• More communication on the courses leading to ART</li> <li>• What is 'advanced' vs. 'entry level'</li> <li>• Central 'learning/teaching centre' (leasing) - Donation? Corporate sponsor?</li> <li>• Who teaches?</li> <li>• Meetings to discuss education credentials</li> <li>• BCIT Med Lab - focused program, advantages to have a degree</li> <li>• Where does med Lab fit onto health systems?</li> </ul> | <ul style="list-style-type: none"> <li>• Pooled resources</li> <li>• Examine the skills required - institutions need to identify these - develop programs that meet these needs (e.g.. Small focus group to identify where an are is going - i.e. microbiology - moving to molecular diagnostics?)</li> <li>• Many management &amp; quality systems courses already available (post secondary or distance education)</li> <li>• Our needs are specific in disciplines - hematology/chemistry/microbiology/histology this would provide more expertise in traditional areas</li> <li>• Courses need to be: - available by distance education - convenient / rural settings not excluded - consistent quality - reasonably priced (1 dot rating)</li> <li>• Telemedicine opportunities fit many of these needs</li> <li>• Mentorship</li> <li>• Encouragement</li> <li>• Enthusiasm for area promoted</li> <li>• Return of the subject RT (?) - Foreign trained techs - Specialized labs (Centre for Disease Control)</li> <li>• People need to teach and develop courses</li> <li>• Coordinating of efforts- e.g.. Between credits earned from BCIT &amp; UBC- e.g.. Between clinical sites (i.e. hospitals) and the academic institution</li> <li>• Define need from each HA</li> <li>• What education credentials are really required?</li> <li>• How to keep up with other health care professionals?</li> <li>• Profitability between Canada and US</li> <li>• How to get the right person to do the right task</li> </ul> |
|--|---|

18. Specialized Laboratory Training Stakeholders Forum  
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## Questions – Group Discussion (Afternoon) – cont.

- Determine scope of practicum and set competency standards
- Standardize coursework and practicum
- Consult with people in the field and find out what they want
- Alliances with other organizations (MLT programs across country)
- Multiple entry (i.e. Pas)
- Flexible models
- PLAR (i.e. distance education, web based, modular)
- Include practical skills
- Certificate or other credential
- Institutional partnerships
- Identifying gaps (e.g.. Flow cytometry)
- More defined choices from training institutes (e.g. 3 courses immunology, 5 courses management)
- Info on ART etc available to all
- More communication on the courses leading to ART
- What is 'advanced' vs. 'entry level'
- Central 'learning/teaching centre' (leasing) - Donation? Corporate sponsor?
- Who teaches?
- Pooled resources
- Examine the skills required - institutions need to identify these - develop programs that meet these needs (e.g.. Small focus group to identify where an are is going - i.e. microbiology - moving to molecular diagnostics?)
- Many management & quality systems courses already available (post secondary or distance education)
- Our needs are specific in disciplines - hematology/chemistry/microbiology/histology this would provide more expertise in traditional areas
- Courses need to be: - available by distance education - convenient / rural settings not excluded – consistent quality – reasonably priced (1 dot rating)
- Determine laboratory training opportunities for these needs
- Encouragement
- Enthusiasm for area promoted
- Return of the subject RT (?) - Foreign trained techs - Specialized labs (Centre for Disease Control)
- People need to teach and develop courses
- Coordinating of efforts- e.g.. Between credits earned from BCIT & UBC- e.g.. Between clinical sites (i.e. hospitals) and the academic institution
- Determine the needs in the industry: - focus needs (e.g.. Develop concentrated workshop on those topics) - gap analysis - develop programs in a more timely manner
- Develop creative programs: mode of learning (e.g.. On-line)
- Create a higher profile to illustrate laboratory as an important part of the integrated healthcare system
- BCIT take on degree
- Self paced learning - continuous entry programs
- Bridge from diploma to degree
- Align CSMCS education body
- Problem transferring credits
- FT to specialty to refresher distance training
- Self study, on-line, self paced, flexibility, timing
- Some people need interaction - chat groups, elearning (especially management courses)
- Educate employers
- MCA to advance IC career ladder
- Union learning concerns
- Prerequisites?
- Technologist - specialty courses to prepare for new technology
- Survey? - specific to lab services
- Continual entry for self paced education
- UBC/BCIT - diploma to bachelor (5 years)- CSMCS exam-yr prereq + 2 BCIT + 1 yr UBC + 2 BCIT + 1 yr management technology





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Edmonton, Alberta, Canada T6G 2B7

November 3, 2011

Dr. R. Poliquin  
Vice Dean  
Faculty of Graduate Studies and Research  
Killam Centre for Advanced Studies  
2-29 Triffo Hall  
University of Alberta  
Edmonton, Alberta T6G 2E1

Dear Dr. Poliquin:

**Re: Support for an independent graduate program in Laboratory Medicine and Pathology**

Herewith I express my strong support for establishing an independent graduate program in Laboratory Medicine and Pathology at the University of Alberta. Over the years, the Medical Sciences Graduate Program has provided excellent support to our Department's growing thesis-based graduate program. Thanks to this system of support, today our program is one of the largest in the Faculty of Medicine and Dentistry (currently 47 students), while the quality and scientific impact of research being conducted by our graduate students is outstanding and competitive with any Department on campus. There is no reason that we should not be offering an independent graduate program, and the attached proposal provides many new advantages to our students and supervisors. We have a very diverse range of research, and one of the primary advantages contained in the proposal is the development of 2<sup>nd</sup>-level specializations. This will aid our recruitment, will help graduating students in their career search, and allows our Department to remain flexible in offering relevant and diverse training.

Such an advantage is reflected by the proposed course-based specialization in Pathologists' Assistants (PA). There are currently only two MSc PA programs in Canada and none in Alberta. Once established, the program will train professionally certified individuals to meet the Canadian Association of Pathologists (CAP) Position Statement (2011) guidelines for PAs as support for pathologists working in clinical laboratories providing an essential health care service. Due to a constantly growing workload in the area of Anatomical Pathology we are facing a steady shortage of qualified pathologists. This has not only created detrimental effects on turn-around times of patient specimens but has also negatively impacted the recent accreditation review of our residency program. Having access to qualified PAs represents the most reasonable mitigation strategy for this challenging situation. PAs will not only support and enhance grossing specimens but will also significantly contribute to residency training in this area and by that free up valuable resources of pathologists. Ultimately PAs will contribute to improved diagnostic quality, enhanced residency training, and faster turn-around times, and simultaneously reduce personnel costs within the provincial health care system.

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It seems reasonable to assume that not only is our province in demand for qualified PAs, but also the whole Western Canada is. Therefore, it can be expected that we will receive out of province requests for enrolling into our PA specialization which would represent an additional financial resource to sustain this program once established. However, it is crucial that the PA specialization receives the full support and long-term commitment from our partners in AHS. The resources invested by AHS into such a program would directly return to the provincial Pathology Services including that at rural laboratories. We are currently in the process of developing a Memorandum of Understanding with AHS for the implementation and long-term engagement of a PA Masters Program.

We are strongly convinced that this proposal for an independent degree in Laboratory Medicine and Pathology will significantly enhance our educational mission. I'm happy to answer any further questions you may have.

Sincerely,



Dr. Michael Mengel  
Associate Professor and Acting Chair  
Department of Laboratory Medicine and Pathology  
University of Alberta

MM/pk

cc: Dr. Fiona Bamforth  
Dr. Jonathan Martin  
Ms. Shelley Rawlake

New Academic Program Library Impact Statement Certification

Submitted to the Academic Development Committee

The Library has examined the proposal for the degree of Master of Science (Pathologists' Assistant). We anticipate that the new program will incur some additional costs for Library acquisitions and staff time

The attached commentary outlines the anticipated impact on Library services and facilities of the above program, indicating the Library's current ability to support the program and any additional costs it might entail.

We support the changes proposed by the Faculties and look forward to working with its instructors and students.

Executive summary of costs

Total costs	Start up	Ongoing (anticipated annual maintenance)
1. Collections budget	\$16,400	\$14,800 per year
2. Capital budget	\$ --	\$ --
3. Operating/staffing budget	\$ 100	\$ 800 per year
Total costs : Summary	\$16,500	\$15,600 per year

Submitted by

Mary-Jo Romaniuk  
Chief Librarian (Acting)

Marlene Dorgan  
Head, John W. Scott Health Sciences Library

## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT

The Coordinator of the *Department of Laboratory Medicine and Pathology*, Faculty of Medicine and Dentistry, has indicated that the Department proposes to initiate a Master of Science (Pathologists' Assistant) program in September 2012.

This will be a two year full time program with an initial projected enrolment of two students in 2012-2013 and in each subsequent year. The program will consist of course work in the first year and a clinical practicum and research project in the second year.

Four of the courses are listed in the University Calendar and five are new courses. Graduates will be eligible for accredited professional certification in the field. This program will be one of only three in Canada.

The Library holds a strong collection of atlases of pathology and anatomy, as well as most of the core texts in this subject, both in print and online.

For ease of access for students who will be on practicum placement or studying off-site, it would be desirable to acquire more e-books in the field. In keeping with the Libraries' goal to be a "Library of Record" it would also be desirable to acquire print copies of any materials for which the Library currently holds only an electronic copy. In addition, the Library lacks a strong collection of exam preparation material in this subject area. The estimated cost for these various books is \$200.00 per title for 15-20 titles for the first year (\$4000 in total) and \$200 for 10 -15 titles in each year thereafter (\$2000 in total).

The Library provides electronic access to a wide range of relevant databases, giving access to the journal literature applicable to this field. It would be advantageous to also license a visual resource such as Springer Images, a database of high quality images used in the study of pathology, at an estimated cost of \$12,000 per year.

At least one hour of library orientation for students will be needed in the first year. At least two hours of consultation time per student can be expected for the research project in the second year. At \$50.00 per hour of librarian time, the total costs are:

2012-2013: Orientation: \$100.00 (instruction plus preparation time)

2013-2014 and thereafter: Orientation: \$100.00 (instruction plus preparation time)

2013-2014 and thereafter: Consultation:\$800.00 (two hours per student plus preparation)

Total: \$900.00

No impact is anticipated on Library space, equipment or technology.

The addition of new students to the Library's licenses for electronic resources incurs a cost of \$200.00 per student per year. For this program the cost to add two students is therefore \$400.00 in the first year and \$800.00 in the second and subsequent years (two continuing students and two new students).

Submitted by

Linda Seale  
Collections Manager  
JWScott Health Sciences Library

Dated:

[Minor revision January 17 2012]

Summary of Laboratory Medicine / Pathology programs at other Universities.				
Institution	Dept/ Program Name	Degree	MSc or PhD?	Research Areas / Notes
Dalhousie University	Pathology		MSc and PhD	experimental pathology or allied fields of laboratory medicine (clinical chemistry, hematology, histopathology, molecular genetics and oncology)
McGill University	Pathology		MSc or PhD	immunology and transplantation, ophthalmic pathology, neoplasia, cell biology, pulmonary vascular and airways disease, pulmonary edema, neurodegenerative disorders, and smooth muscle pathophysiology
Queen's University	Pathology Molecular Medicine	and	MSc and PhD	cancer biology, genetics, hemostasis and vascular biology
University of British Columbia	Pathology Laboratory Medicine	and	MSc and PhD	Biomaterials, Cancer Biology, Cancer Diagnosis and Treatment, Cardiovascular, Microcirculation and Hemostasis, Developmental Biology and Gene Expression, Growth Factors, Signal Transduction and Cytokines, Immunopathology, Membrane Biophysics, and Biophysical Chemistry, Metabolism, Nutrition and Biochemical Diseases, Microbiology and Immunopathogenesis, Neuroimmunology and Neuropathology, Pulmonary Pathophysiology.
University of Calgary	Pathology Laboratory Medicine	and	N/A	no graduate program offered, although faculty supervise students in other programs
University of Manitoba	Pathology		MSc only (+MSc Pathologists' Assistant)	3 students accommodated in the MScPA program
University of Ottawa	Pathology Experimental Medicine (specialization)	and	PhD only, collaborative with 4 other Depts	Cellular and Molecular Medicine, Biochemistry, Microbiology and Immunology, Neuroscience.
University of Saskatchewan	Pathology		MSc and PhD	Only two supervisors: hematopoietic malignancies, atherosclerosis and immune disorders, hematopathology and immunohistochemistry
University of Toronto	Laboratory Medicine Pathobiology	and	MSc and PhD	Antimicrobial Resistance, Bone and Connective Tissue Diseases, Cancer Pathogenesis and Prevention, Cardiovascular Disease, Cell-Matrix Interactions, Development: Cell Cycle, Differentiation, Signalling, Diabetes, Endocrine and Neuroendocrine Disorders, Hematopathology and Transfusion Medicine, Immunopathology and Transplantation, Inflammatory Disorders,

*Appendix L – Summary of Laboratory Medicine and Pathology Programs at other Institutions*

University of Western Ontario Pathology	MSc, PhD, and MSc. Pathologist's Assistant	Lipid Disorders, Lymphatic Pathobiology, Microbial Pathogenesis, Molecular Biomarkers, Neurodegenerative Disorders, Proteomics and Bioinformatics, Protein Structure and Function, Toxicology, Translational Research, Vascular Cell Biology, Viral Diseases Genetics, Diabetes, Environmental Pathology, Ecosystem Health, Oncology, Metal Binding Proteins, Neurodegenerative Disorders, Neuropathology, Transplant Pathology, Stem Cell, Immunopathology
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# Unique Standards and Documentation Required for Accredited PathA Programs

## UNIQUE STANDARDS AND THE REQUIRED DOCUMENTATION

### Pathologists' Assistant Standards

#### PREAMBLE

#### Objectives

The purpose of these Standards and the Description of the Profession is to establish, maintain, and promote standards of quality for educational programs in the clinical laboratory sciences and to provide recognition for educational programs which meet or exceed the minimum standards outlined in this document.

The Standards are to be used for the development and evaluation of pathologists' assistant programs. Paper reviewers and site visit teams assist in the evaluation of the program's compliance with the Standards. Lists of accredited programs are published for the information of students, employers, and the public.

#### Description of the Pathology Assistant Profession

The pathologists' assistant is a health professional, qualified by academic and practical training to assist in providing service in anatomic pathology under the direction and supervision of a qualified anatomic pathologist.

Pathologists' assistants function as assistants to anatomic pathologists by participating in the examination, dissection and processing of tissue samples, and by participating in gross autopsy dissection. Pathologists' assistants are employed in a variety of settings, which include community and regional hospitals, university medical centers, private pathology laboratories, and medical examiner/coroner offices.

The ability to relate to people, a capacity for calm and reasoned judgment, and a demonstration of commitment to the patient are qualities essential for pathologists' assistants. They must demonstrate ethical and moral attitudes and principles which are essential for gaining and maintaining the trust of professional associates, the support of the community, and the confidence of the patient and family. An attitude of respect for the patient and confidentiality of the patient's record and/or diagnoses must be maintained.

The high degree of responsibility assumed by the pathologists' assistant requires skills and abilities necessary to provide those services appropriate for an anatomic pathology setting.

#### Description Of The Career Entry Of The Pathologists' Assistant



The following services are provided under the direct supervision of a licensed and board- certified pathologist. They must include, but are not limited to:

### **Surgical Pathology**

Assisting in the preparation and performance of surgical specimen dissection by assuring appropriate specimen accessioning, obtaining pertinent clinical information and studies, describing gross anatomic features, dissection of surgical specimens, preparation and submitting of tissues for histologic processing, obtaining and submitting specimens for additional analytic procedures (immunostaining, flow cytometry, image analysis, bacterial and viral cultures, toxicology, etc.), and assisting in photographing gross and microscopic specimens.

### **Autopsy Pathology**

Assisting in the performance of postmortem examination by ascertaining proper legal authorization; obtaining and reviewing the patient's chart and other pertinent clinical data studies; notifying involved personnel of all special procedures and techniques required; coordinating special requests for specimens; notifying involved clinicians, and appropriate authorities and individuals; assisting in the postmortem examination; selecting and preparing tissue for histologic processing and special studies; obtaining specimens for biological and toxicological analysis; assisting in photographing gross and microscopic specimens and photomicrography; and participating in the completion of the autopsy report.

### **Additional Duties**

Assuming duties as may be assigned relative to teaching, administrative, supervisory and budgetary functions in anatomic pathology.

## **20. Program Administration**

### **A. Program Director**

1. The program must have a qualified program director
- 2.. Responsibilities

The program director must be responsible for the organization, administration, periodic review, planning, development, evaluation and general effectiveness of the program. The program director must have input into budget preparation and must be responsible for maintaining NAACLS accreditation of the program.

3. Qualifications

The program director shall have a faculty appointment in the sponsoring institution and meet all requirements specified by the institution responsible for providing the didactic portion of the educational program and maintaining the overall operation of the program. The program director shall be a graduate of a NAACLS-accredited (AAPA approved prior to 1995) pathologists' assistant educational program with an advanced degree (masters or doctoral), or a board-certified anatomic pathologist, or hold a doctoral degree in a basic medical science. The program director shall have

practical knowledge of educational methods, and current accreditation and certification procedures.

4. Faculty Appointments

The program director must have a faculty appointment at the sponsoring institution or must have a faculty appointment in each affiliated academic institution.

B. Advisory Committee

1. Composition

The program must have an advisory committee composed of individuals from the communities of interest (i.e., pathologists, other physicians, scientific consultants, academic professionals, administrators, practicing pathologists' assistants, and other professionals who have knowledge of clinical laboratory science education).

2. Responsibilities

The advisory committee shall have input into all aspects of the program and curriculum regarding relevance and effectiveness.

C. Medical Advisor/Medical Director

1. The Program must have a qualified medical advisor/director separate from the Program Director.

2. Responsibilities

The medical advisor/director shall provide continuous medical direction for clinical instruction. The medical advisor/director shall actively elicit the understanding and support of practicing physicians, and shall participate in the clinical instruction of pathology within the program.

3. Qualifications

The medical advisor/director shall have a faculty appointment in the sponsoring institution and shall be a licensed, board-certified anatomic pathologist.

## 21. Faculty

The program must have qualified faculty (e.g., educators, pathologists' assistant supervisors, administrators, laboratorians, and physicians).

A. Responsibilities

The faculty must participate in developing curriculum, formulating policy and procedures, teaching courses, supervising applied laboratory learning experiences, evaluating student achievement, and evaluating program effectiveness.

B. Qualifications

Program faculty must demonstrate practical knowledge and proficiency in their content areas. Faculty members must demonstrate the ability to teach effectively at a level consistent with entry into the profession.

C. Professional Development

The program must document ongoing professional development of the program faculty to demonstrate a continuing effort to increase practical knowledge and proficiency.

D. Consortium Education Coordinator (when required, one at each participating entity in a consortium or joint venture)

1. Responsibilities

The Consortium Education Coordinator, when required, is responsible for coordinating classroom teaching and applied education, evaluating program effectiveness, and must have appropriate communications with the Program Director.

2. Qualifications

The education coordinator, when required, must hold an appropriate nationally recognized certification required of a program director as stated in Standard 20, an academic degree appropriate to the program level, and at least one year of experience in clinical laboratory science education, including teaching courses, conducting and managing learning experiences, evaluation student achievement, and evaluating instructional effectiveness.

## 22. Curricular Requirements

A. Curricular Structure

Instruction must follow a plan which documents a structured curriculum composed of general education, basic sciences, and professional courses including applied (clinical) education. The curriculum must include clearly written program goals and course syllabi, which must include individual course goals.

The length of the educational program for the pathologists' assistant shall be a minimum of 22 months. The program must culminate in a minimum of a baccalaureate degree with documentation of completion of the clinical educational program. The curriculum shall contain both clinical and didactic elements. The evaluation procedures shall be clearly established and the criteria for the successful completion of the program made available to each student.

The curriculum must include all major subject areas currently offered in the contemporary surgical pathology and autopsy laboratories. Curriculum content

shall provide the student with a comprehensive body of knowledge and the necessary skills to accurately and reliably perform the tasks, functions and duties defined in the Preamble.

Behavioral objectives, which address cognitive, psychomotor, and affective domains, must be provided for Professional Sequence courses and for courses principally taught by Program faculty. These objectives must address the scientific content areas of the program and must include clinical significance and correlation. Course objectives must show progression to the level consistent with entry into the profession.

Course Syllabi are required for cognate courses as content area must be consistent with the goals and competencies for the program.

#### B. Instructional Areas

Prerequisite college course work shall include general chemistry, organic chemistry and/or biochemistry, biological science, microbiology, mathematics and English composition.

The program curriculum must include the following scientific

content: Professional Sequence Courses:

Anatomic Pathology Management  
Gross Autopsy Pathology Techniques  
Gross Forensic Pathology/Toxicology Specimen Techniques  
Gross Pediatric Pathology Techniques  
Gross Surgical Pathology Techniques  
Educational Methodologies

Required Cognates:

Clinical Pathology  
Computerization and Information Systems  
Embryology  
General and Systemic Human Pathology  
Histology/Microscopic Anatomy  
Human Anatomy  
Human Physiology  
Medical Ethics Medical  
Microbiology Medical  
Photography Medical  
Terminology Safety  
Regulations

#### C. Learning Experience

The learning experiences needed in the curriculum must be properly sequenced and include: Instructional materials, classroom and laboratory presentations, discussion and demonstrations, supervised practice and experience, Evaluation of students to assess cognitive, affective and psychomotor objectives; problem solving skills; and motor and clinical competencies, and the competencies necessary for graduation.

1. Student experiences must be educational and balanced so that all competencies can be achieved.
2. Student experiences at different clinical sites must be comparable to enable all students to achieve entry level competencies.
3. Policies and processes by which students may perform service work must be published and made known to all concerned in order to avoid practices in which students are substituted for regular staff. After demonstrating proficiency, students, with qualified supervision, may be permitted to perform procedures. Service work by students in clinical settings outside of academic hours must be noncompulsory.

D. Evaluations

Written criteria for passing, failing, and progression in the program must be provided. These must be given to each student at the time of entry into the program. Evaluation systems must be related to the objectives and competencies described in the curriculum for both didactic and applied components. They must be employed frequently enough to provide students and faculty with timely indications of the students' academic standing and progress and to serve as a reliable indicator of the effectiveness of instruction and course design.

<b>Documentation Required for PathA Unique Standards</b>			
	<i>Narrative</i>	<i>Documentation</i>	<i>Site Visitor Role</i>
Standard 20A1	<u><i>No Narrative Required</i></u>	Submit a completed Faculty Fact Sheet for the program director.	Verify that the program director is responsible for the required aspects of the program.
Standard 20A2	<u><i>No Narrative Required</i></u>	<p><i>The Faculty Fact Sheet is located in the appendix of this Guide.</i></p> <p>Submit a position description which describes the responsibilities of the program director.</p> <p>Submit curriculum vitae for the Program Director</p> <p>Indicate the date that NAACLS approved the program director.</p> <p>Indicate how knowledge of education, administration and current accreditation/certification procedures was obtained.</p> <p>Document the faculty appointment for the program director at each affiliated academic institution.</p>	Verify that the Program Director meets qualifications.
Standard 20A3	<u><i>No Narrative Required</i></u>		Verify experience and training in administration, educational methodologies, and current accreditation and certification procedures.
Standard 20A4	<u><i>No Narrative Required</i></u>		Verify documentation (e.g., notice of appointments, academic catalogs, faculty listings) of faculty appointments for the program director at each affiliated academic institution.

Standard 20B1	<u>No Narrative Required</u>	Submit the name(s) comprising the advisory committee.  Indicate the relationship of the advisory committee member(s) to the program.	
Standard 20B2	<u>Describe the responsibilities of the advisory committee.</u>	Submit a copy of the advisory committee meeting minutes.	Verify the responsibilities of the advisory committee.

**Documentation Required for PathA Unique Standards**

	<i>Narrative</i>	<i>Documentation</i>	<i>Site Visitor Role</i>
Standard 20C1	<u>No Narrative Required</u>	Submit a completed Faculty Fact Sheet for the medical director/advisor.	Verify that the medical director/advisor is responsible for the required aspects of the program.
Standard 20C2	<u>No Narrative Required</u>	Submit a position description which describes the responsibilities of the medical director/advisor.	Verify that the medical director/advisor meets qualifications.
Standard 20C3	<u>No Narrative Required</u>	Submit curriculum vitae for the medical director/advisor  Document the faculty appointment for the medical director/advisor	Verify documentation (e.g., notice of appointments, academic catalogs, faculty listings) of faculty appointments for the medical director/advisor.

Appendix M – NAACLS requirements for accreditation of PA programs

<p>Standard 20D1 Standard 20D2</p>	<p><u>No Narrative Required</u> Describe the responsibilities of the advisory committee.</p>	<p>Submit the name(s) of individuals comprising the advisory committee.  Indicate the relationship of the advisory committee member(s) to the program.  Submit a copy of the advisory committee meeting minutes.</p>	<p>Verify the involvement of members in committee activities  Verify the responsibilities of the advisory committee.</p>
<p>Standard 21</p>	<p><u>No Narrative Required</u></p>	<p>List the <b>major</b> clinical/didactic faculty for each laboratory discipline.</p>	
<p>Standard 21A</p>	<p>Describe the responsibilities of the program faculty.</p>	<p><u>No Documentation Required</u></p>	<p>Verify that faculty are responsible for the required aspects of the program.</p>



<b>Documentation Required for PathA Unique Standards</b>			
	<i>Narrative</i>	<i>Documentation</i>	<i>Site Visitor Role</i>
Standard 21B Standard 21C	<p>Describe how faculty are evaluated relative to appropriate qualifications.</p> <p>Describe how the program ensures ongoing professional development of its' clinical and didactic faculty.</p>	<p>Submit completed Faculty Fact Sheets for the major didactic faculty for each laboratory discipline. List details of major clinical faculty on Clinical Faculty Fact Sheets.</p> <p><i>The Faculty Fact Sheet is located in the appendix of this Guide.</i></p> <p>Submit sample documentation of ongoing professional development of the clinical and didactic faculty to fulfill instructional abilities.</p>	<p>Verify that faculty have adequate knowledge and proficiency in their content areas.</p> <p>Verify that major clinical/didactic faculty have the ability to teach effectively at the appropriate level.</p> <p>Review faculty evaluations.</p> <p>Verify that the program assures and documents the ongoing professional development of clinical and didactic faculty.</p>

**Documentation Required for PathA Unique Standards**

	<i>Narrative</i>	<i>Documentation</i>	
<b><i>IN CASES OF CONSORTIA OR JOINT VENTURES, SUBMIT INFORMATION FOR STANDARDS 21D1 A</i></b>			
Standard 21D	<u><i>No Narrative Required</i></u>	Submit a completed Faculty Fact Sheet for the consortium education coordinator.	
Standard 21D1	<u><i>No Narrative Required</i></u>	Submit a position description which describes the responsibilities of the consortium education coordinator.	
Standard 21D2	<u><i>No Narrative Required</i></u>	Submit a curriculum vita for the consortium education coordinator.  Indicate how knowledge of educational methods and current accreditation/certification procedures was obtained.	

<b>Documentation Required for PathA Unique Standards</b>			
	<i>Narrative</i>	<i>Documentation</i>	<i>Site Visitor Role</i>
Standard 22A (continued) Standard 22B	<p>Describe the coursework required for completion of the program and indicate whether the course work is addressed as part of the professional program or prior to admission to the program.</p> <p>Identify where the items described in Standard 22B1-9 are included in the curriculum.</p>	<p>Submit objectives in the cognitive, psychomotor and affective domains for <b>ONE SAMPLE UNIT OF INSTRUCTION</b> in the Professional Sequence.</p> <p>Submit brief summaries or course descriptions for each unit of instruction or course in the program.</p> <p>Matrices are provided in the appendix to assist you in identifying where units of instruction are located in the program’s curriculum.</p> <p><i>*Use of the matrix is optional.</i></p>	<p>Verify that the program has appropriate objectives in the cognitive, psychomotor and affective domains.</p> <p>Verify that the course objectives show progression to the level consistent with entry into the profession.</p> <p>Verify that the curriculum includes the required areas described in Standard 22B1-9.</p> <p>Verify that course work includes all instructional areas.</p>

<b>Documentation Required for PathA Unique Standards</b>			
	<i>Narrative</i>	<i>Documentation</i>	<i>Site Visitor Role</i>
Standard 22B (continued) Standard 22C	<p>Identify all Required Cognate courses substantially or fully taught by PathA program faculty.</p> <p>Briefly describe how the required material and activities listed in Standard 22B are used in the program to develop entry-level competencies.</p> <p>If applicable, describe how student experiences at different clinical sites are ensured as comparable.</p>	<p>List all courses from the Required Cognate list that are taught by PathA program faculty ( i.e., courses designed for PathA students or courses housed within the administrative unit for the PathA program with PathA program faculty providing 40% or more of the instruction.</p> <p>Submit a brief summary of the types of laboratory tests performed in each clinical area.</p>	<p>Verify that all courses taught by PathA program faculty are identified and are evaluated by the same guidelines as Professional Sequence courses.</p> <p>Verify that instruction provides sequenced learning experiences</p> <p>Verify that the required materials and activities found in Standard 22B are used in the program to develop entry-level competencies Review the laboratory tests performed in each clinical area.</p> <p>If applicable, verify that student experiences at different clinical sites are ensured as comparable.</p>

<b>Documentation Required for PathA Unique Standards</b>			
	<i>Narrative</i>	<i>Documentation</i>	<i>Site Visitor Role</i>
Standard 22C (continued)	<p>Justify learning experiences during hours other than the normally scheduled clinical experience.</p> <p>Describe how policies and procedures regarding service work are distributed to students and clinical facilities.</p>	<p>Submit objectives and evaluation instruments for any learning experiences during hours other than the normally scheduled clinical experience.</p> <p>Submit policies and procedures explaining when students may perform service work.</p>	<p>Review the justification, objectives and evaluation instruments for any learning experiences during hours other than the normally scheduled clinical experience.</p> <p>Verify that clinical training is sufficiently balanced to assure that all objectives and competencies are achieved.</p> <p>Verify that policies and procedures explaining when students may perform service work are published, distributed to students and distributed to clinical affiliates.</p> <p>Verify that service work by students in the clinical settings outside of regular academic hours is non-compulsory.</p>



November 10, 2011

Dr. Mazi Shirvani  
Dean, Faculty of Graduate Studies & Research  
2-14 Triffo Hall  
University of Alberta

Dear Dr. Shirvani,

The Faculty of Medicine & Dentistry (FoMD) is pleased to support the proposal by the Department of Laboratory Medicine and Pathology (LabMP) for an independent graduate program. Until now, the graduate program for LabMP has been co-administered by the Medical Sciences Graduate Program Committee (MSGPC) in the FoMD, a structure which was designed to oversee our smaller graduate programs. As departmental graduate programs grow larger and stronger, the FoMD expects and encourages programs to become independent of the MSGPC, a move which is now entirely appropriate for the Department of LabMP. Other examples of departments in the FoMD which have followed this path and now offer independent programs are the Departments of Medicine, Psychiatry, Oncology, and Biomedical Engineering.

The Department of LabMP has awarded over 30 graduate degrees in the last 5 years. The quality of training has been consistently high, and students in LabMP have been highly competitive for scholarships and awards at all levels. The Department currently has 47 students enrolled in its graduate degree programs, making it one of the larger graduate programs in the FoMD. Among the recent graduates, many have gone on to further academic training at prestigious institutes or have quickly found relevant employment, indicating a strong demand for the training received in this program.

The current graduate program in the Department of LabMP has an established graduate studies committee and possesses the administrative capacity to deliver an independent program. The program is supported in part by the Bell McLeod endowment and several internal scholarships are available to support students. A detailed graduate program manual has been developed and can be accessed on the LabMP website: <http://lmp.med.ualberta.ca/Education/graduate/Pages/default.aspx>.

Given the past record of the Department in graduate research and education, and the broad range of research supervisors, we are confident that the Department will continue to train students whose degrees will be of the highest standard and held in the highest regard nationally and abroad.

With regards,

A handwritten signature in cursive script, appearing to read "T. Krukoff".

Teresa L. Krukoff, Ph.D.  
Associate Dean Research, Graduate Programs

c: Dr. Verna Yiu, Interim Dean  
Dr. Michael Mengel, Acting Chair (Dept. of LabMP)

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**OUTLINE OF ISSUE**

**Agenda Title: Faculty of Agricultural, Life and Environmental Sciences (ALES) Proposal for the Restructuring of Academic Programs in the Department of Agricultural, Food and Nutritional Science**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed reorganization of academic programming in the Department of Agricultural, Food and Nutritional Science, as submitted by the Faculty of Agricultural, Life and Environmental Sciences (ALES) and as set forth in Attachment 1, to take effect in 2014-2015.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Faculty of Agricultural, Life and Environmental Sciences (ALES)
Presenters	Nat Kav, Associate Dean (Academic), Faculty of ALES; Jim Bohun, Manager, Student Services, Faculty of ALES
Subject	Proposed Restructuring of Academic Programming in the Department of Agricultural, Food and Nutritional Science (Faculty of ALES) with Resulting Program, Admission/Transfer, and Academic Standing/Graduation Requirement Changes

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The proposed changes set out in the attached documentation modify the administration of the current Bachelor of Science (BSc) Nutrition and Food Science, a successful program with more than 500 students. The proposed revisions will make only modest changes to the program content but will change important aspects of program administration. The changes also respond to the growing number of students in the existing program (250 students in 2001/2002; 518 students in 2006/2007; 541 students in 2011/2012). The changes will result in:</p> <ul style="list-style-type: none"> <li>• Establishment of honors programs to recognize and promote academic excellence, and to enable preparation for a research career and graduate studies.</li> <li>• Improve the learning experience in the current “Nutrition and Food” major.</li> <li>• Introduction of a “Dietetics Specialization” and administration of the internship as part of the structure of the program offered by the Faculty of ALES.</li> <li>• Introduction of a “Food Science and Technology Specialization”.</li> </ul> <p>The Faculty of ALES has a team of highly-skilled experts in the nutrition and food science fields who support the implementation of this proposed program to better cater to the training of new professional graduates in their chosen career paths. The demonstrated expertise and capacity of the University of Alberta is documented by the successful delivery of the current BSc Nutrition and Food Science program.</p> <p>The proposed change builds on existing programs and resources, so quality will be monitored as part of the University’s ongoing assessment processes.</p>
The Impact of the Proposal is	See ‘Purpose’.



Replaces/Revises (eg, policies, resolutions)	See 'Purpose' and attendant documentation submitted by the Faculty of ALES.
Timeline/Implementation Date	2014-2015.
Estimated Cost	As the proposed changes are primarily a restructuring of the existing BSc Nutrition and Food Science, the proposed changes have no resource implications as enrolments and required resources will not be affected.
Sources of Funding	See 'Estimated Cost'.
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<p>Aligns with <i>Dare to Deliver; Dare to Discover</i>.</p> <p>As noted in the proposal, the proposed change furthers the University's Academic Plan and connects to the University's vision.</p> <ul style="list-style-type: none"> <li>▪ The proposed program will improve the integration of cutting-edge research in the undergraduate curriculum by establishment of Honors programs in nutrition and food science. The honors programs will build greater research focus into the program to compliment the U of A's Dare to Discover vision. Enhanced training in research methodologies and communication will enrich the learning experience of graduates and the reputation of the U of A as world leaders the training of professionals in these fields. The proposed change will improve the University's ability to recruit exceptional students locally, nationally, and internationally by establishment of the honors programs. The proposed program will enhance cross-disciplinary learning opportunities by integration of concepts from diverse disciplines (Natural sciences, Social sciences, Engineering) into an inter-disciplinary undergraduate program that challenges students with diverse views yet provides improved flexibility for students to build their education based on their needs and abilities.</li> </ul> <p>The proposed change will promote administrative effectiveness and good governance by streamlining the administration of the current Nutrition and Food Science Program.</p> <p>Additional commentary may be found in the attached program proposal.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b>PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC</p>





Academic Planning Committee (APC).

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

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

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

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

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

6. **UAPPOL Admissions Procedure:**

**“PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

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



those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”

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

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

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

**9. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

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

**“Existing Undergraduate and Graduate Programs:**

- **Extension and/or Substantive Revision of Existing Programs**
- **Revisions to or Extension of Existing Degree Designations**

All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).

[...]

The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13.)



	11. <b>PSLA:</b> "The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master's or doctoral degree other than a degree in divinity." (Section 109(1))
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Department of Agricultural, Food and Nutritional Science; Faculty of Agricultural, Life and Environmental Sciences; Office of the Provost and Vice-President (Academic); University Governance; Office of the Registrar; Focus Group with Nutrition and Food Science Students; College of Dieticians of Alberta
Approval Route (Governance) (including meeting dates)	Faculty of Agricultural, Life and Environmental Sciences Council (October 24, 2011) – for recommendation; GFC Academic Standards Committee (June 21, 2012) – for recommendation on the admission/transfer and academic standing/graduation requirements (as highlighted in yellow in the attached proposal); GFC Academic Planning Committee (June 27, 2012) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments:

- Attachment 1 (pages 1 – 37): Faculty of Agricultural, Life and Environmental Sciences (ALES) Proposal for the Reorganization of Academic Programs in the Department of Agricultural, Food and Nutritional Science (Including University Calendar Revisions and Program Submission Template)

*Prepared by:* Faculty of Agricultural, Life and Environmental Sciences (in consultation with University Governance)

**Motion:** THAT the GFC Academic Standing Committee approve, under delegated authority, proposed changes to existing admission/transfer and academic standing/graduation requirements, as submitted by the Faculty of Agricultural, Life and Environmental Sciences and as set forth in Attachment 4D (highlighted in yellow), to take effect in 2014-2015.

### **BSc Nutrition and Food Sciences Proposed Program Changes – Calendar Draft for 2014/15**

(subject to AET approval)

#### **2013-14 Calendar Entry**

##### **12.7 Admission and Readmission Deadlines**

<b>Agricultural, Life and Environmental Sciences</b>					
Admission		Readmission		Other Requirements	
Application	Documents	Application	Documents		
<b>All Undergraduate degree programs</b>					
For information on the BSc ENCS (Bilingual) see Faculté Saint-Jean.					
Fall Term	May 1	External transfer - June 15	May 1	June 15	
		High School - August 1			
Winter Term	November 15	November 15 [Refer to §12.2(9)]	November 15	November 15 [Refer to §12.2(9)]	
Spring/Summer	No admission		Previous Students - March 1	March 31	
<b>Note:</b> No admission to BSc Nutrition and Food Sciences for Winter Term					
<b>Special/Visiting</b>					
Fall Term	July 1	July 15	July 1	July 15	For Special Students: List of planned courses and a brief statement of intent – July 15 (see 15.1.11)
Winter Term	November 15	November 15	November 15	November 15	For Special Students: List of planned courses and a brief statement of intent – November 15 (see 15.1.11)
Spring/Summer	March 1	March 31	March 1	March 31	For Special Students: List of planned courses and a brief statement of intent – March 31 (see 15.1.11)

#### **Proposed 2014-15 Calendar Entry**

##### **12.7 Admission and Readmission Deadlines**

<b>Agricultural, Life and Environmental Sciences</b>					
Admission		Readmission		Other Requirements	
Application	Documents	Application	Documents		
<b>All Undergraduate degree programs</b>					
For information on the BSc ENCS (Bilingual) see Faculté Saint-Jean.					

Fall Term	May 1	External transfer - June 15	May 1	June 15	For the BSc Nutrition and Food Sciences Dietetics Specialization: Letter of Intent and Interim transcripts due February 1 (see §15.1.11)
		High School - August 1			
Winter Term (See Note)	November 15	November 15 [Refer to §12.2(9)]	November 15	November 15 [Refer to §12.2(9)]	
Spring/Summer	No admission		Previous Students - March 1	March 31	

**Note:** No admission to BSc Nutrition and Food Sciences for Winter Term

**Special/Visiting**

Fall Term	July 1	July 15	July 1	July 15	For Special Students: List of planned courses and a brief statement of intent – July 15 (see 15.1.11)
Winter Term	November 15	November 15	November 15	November 15	For Special Students: List of planned courses and a brief statement of intent – November 15 (see 15.1.11)
Spring/Summer	March 1	March 31	March 1	March 31	For Special Students: List of planned courses and a brief statement of intent – March 31 (see 15.1.11)

2013-14 Calendar Entry	Proposed 2014-15 Calendar Entry
<p><b>13.1 Programs of Study</b> The Faculties of the University offer programs leading to a degree, a diploma, a certificate, or entrance to a further program, as shown below. Years of study are counted from matriculation unless otherwise noted.</p> <p style="text-align: right;"><b>Years of Study</b></p> <p>Faculty of Agricultural, Life and Environmental Sciences</p> <p>BA Environmental Studies 4</p> <p>BSc (Agricultural/Food Business Management) 4</p> <p>BSc (Agriculture) 4</p> <p>BSc (Animal Health) 4</p> <p>BSc (Environmental and Conservation Sciences) 4</p> <p>BSc (Environmental and Conservation Sciences—Bilingual) 4</p> <p>BSc (Environmental and Conservation Sciences)/BA (Native Studies) Combined Degrees 5</p> <p>BSc (Forest Business Management) 4</p> <p>BSc (Forestry) 4</p> <p>BSc (Human Ecology) 4</p>	<p><b>13.1 Programs of Study</b> The Faculties of the University offer programs leading to a degree, a diploma, a certificate, or entrance to a further program, as shown below. Years of study are counted from matriculation unless otherwise noted.</p> <p style="text-align: right;"><b>Years of Study</b></p> <p>Faculty of Agricultural, Life and Environmental Sciences</p> <p>BA Environmental Studies 4</p> <p>BSc (Agricultural/Food Business Management) 4</p> <p>BSc (Agriculture) 4</p> <p>BSc (Animal Health) 4</p> <p>BSc (Environmental and Conservation Sciences) 4</p> <p>BSc (Environmental and Conservation Sciences—Bilingual) 4</p> <p>BSc (Environmental and Conservation Sciences)/BA (Native Studies) Combined Degrees 5</p> <p>BSc (Forest Business Management) 4</p> <p>BSc (Forestry) 4</p> <p>BSc (Human Ecology) 4</p>

<p>BSc (Human Ecology)/BEd (Secondary) Combined Degrees 5  BSc (Nutrition and Food Science) 4  Pre-Veterinary Medicine 2</p>	<p>BSc (Human Ecology)/BEd (Secondary) Combined Degrees 5  BSc (Nutrition and Food Science) 4  <u>BSc (Nutrition and Food Science) Honors 4</u>  <u>BSc (Nutrition and Food Science) Dietetics Specialization 4</u>  Pre-Veterinary Medicine 2</p>
<p><b>13.5.4 Deposits on Confirmation of Admission</b></p> <p>Upon notification of admission, successful applicants to certain programs are required to remit a nonrefundable deposit to the University to confirm their admission. The deposit will be credited toward payment of tuition upon completion of registration. The following undergraduate programs require a deposit:</p> <p>Doctor of Dental Surgery (DDS)  Diploma in Dental Hygiene  Bachelor of Laws  Doctor of Medicine (MD)  Bachelor of Science in Medical Laboratory Science  Bachelor of Science in Pharmacy</p> <p>Applicants should contact specific Faculties for more information about deposits, including specific amounts. Applicants who have paid an admission confirmation deposit are not required to pay an additional confirmation deposit upon registration (See §22.1.6)</p>	<p><b>13.5.4 Deposits on Confirmation of Admission</b></p> <p>Upon notification of admission, successful applicants to certain programs are required to remit a nonrefundable deposit to the University to confirm their admission. The deposit will be credited toward payment of tuition upon completion of registration. The following undergraduate programs require a deposit:</p> <p>Doctor of Dental Surgery (DDS)  Diploma in Dental Hygiene  Bachelor of Laws  Doctor of Medicine (MD)  Bachelor of Science in Medical Laboratory Science  <u>Bachelor of Science in Nutrition and Food Science, Dietetics Specialization</u> <b>[Note: Will require the final approval of the Board of Governors]</b>  Bachelor of Science in Pharmacy</p> <p>Applicants should contact specific Faculties for more information about deposits, including specific amounts. Applicants who have paid an admission confirmation deposit are not required to pay an additional confirmation deposit upon registration (See §22.1.6)</p>
<p><b>15.1.2 BSc in Agriculture, BSc in Animal Health, BSc in Environmental and Conservation Sciences, BSc in Forestry, and BSc in Nutrition and Food Science (<del>Nutrition and Food Major and Food Science and Technology Major</del>)</b></p> <p>See §15.1.9 for the BSc in Nutrition and Food Science Nutrition Major.</p> <p>See also Pre-Veterinary Medicine §15.1.8.</p> <p><b>I. High School Requirements</b></p> <p><b>Subject Requirements</b></p> <ol style="list-style-type: none"> <li>(1) English Language Arts 30-1</li> <li>(2) Chemistry 30</li> <li>(3) Biology 30</li> <li>(4) Pure Mathematics 30 or Mathematics 30-1</li> <li>(5) Subject from Group A, B, C or Macroeconomics 30 and Microeconomics 30, or a minimum of five credits in Career and Technology subjects</li> </ol>	<p><b>15.1.2 BSc in Agriculture, BSc in Animal Health, BSc in Environmental and Conservation Sciences, BSc in Forestry, and BSc in Nutrition and Food Science (<u>General Program</u>)</b></p> <p>See §15.1.9 for the <u>BSc Honors in Food Science, §15.1.10 for the BSc Honors in Nutrition, §15.1.11 for the BSc Nutrition and Food Science, Dietetics Specialization, and §15.1.12 for the BSc Nutrition and Food Science, Food Science and Technology Specialization.</u></p> <p>See also Pre-Veterinary Medicine §15.1.8.</p>

at the Advanced level from the following strands: Agriculture, Foods, Forestry, or Wildlife.

## II. Nonmatriculated Applicants

### Subject Requirements

- (1) Chemistry 30
- (2) Pure Mathematics 30 or Mathematics 30-1
- (3) Biology 30

### Other Requirements

See general nonmatriculated requirements §14.3.

## III. Transfer Applicants

Please refer to §§14.2 and 15.1.10.

### **15.1.9 BSc in Nutrition and Food Science (Nutrition Major)**

Entrance to this major takes place after at least one year of university (or equivalent) pre-professional studies.

Students normally complete their first year in the BSc in Nutrition and Food Science degree program, (Nutrition and Food major). Faculty admission requirements must be met as outlined in §15.1.2.

All admissions are competitive and meeting the minimum admission grade point average and course requirements does not guarantee admission to the Nutrition major. All applicants must present a minimum admission grade point average of 3.0 in the last \*24 of University transferable work (refer to 14.2.1). Applicants with \*24 to \*53 transferable into the program will be considered for admission to second year if they present the following:

(1) BIOL 107; CHEM 101, 102, and (164 or 261); and 6 ENGL (or equivalents)

(2) NUTR 100 and STAT 151 are recommended but not required.

Applicants who present \*54 or more transferable into the program will be considered for admission to third year if they present the following:

(1) BIOCH 200; BIOL 107; CHEM 101, 102, and 261, 263; \*6 ENGL; NUTR 100; PHYSL 210; and STAT 151 (or equivalents)

(2) 3 from one of the following: NU FS 223, PSYCO or Social Sciences/Humanities. (Note: NU FS 223 is recommended as it is a requirement of the major)

### **15.1.9 BSc Honors in Food Science**

Students must present \*24 applicable to the BSc Nutrition and Food Science program with a minimum GPA of 3.0, calculated on the most recent Fall/Winter Terms. Students may prepare for the BSc Honors in Food Science by completing their first year in the BSc Nutrition and Food Science General Program or in another Faculty or postsecondary institution. Recommended courses for transfer include BIOL 107, CHEM 101, 102, (164 or 261), \*6 ENGL or equivalent, MATH (113 or 114), NU FS 100, STAT 151.

Students cannot apply to the Honors program if they have completed more than \*90 of the requirements for the BSc Nutrition and Food Science General Program.

<p><b>New Section</b></p>	<p><b>15.1.10 BSc Honors in Nutrition</b>  Students must present *24 applicable to the BSc Nutrition and Food Science program with a minimum GPA of 3.0, calculated on the most recent Fall/Winter Terms. Students may prepare for the BSc Honors in Nutrition by completing their first year in the BSc Nutrition and Food Science General Program or in another Faculty or postsecondary institution. Recommended courses for transfer include BIOL 107, CHEM 101, 102, (164 or 261), ECON 101, *6 ENGL or equivalent, and *3 (NU FS 100, PSYCO 104 or SOC 100) and STAT 151.</p> <p>Students cannot apply to the Honors program if they have completed more than *90 of the requirements for the BSc Nutrition and Food Science General Program.</p>
<p><b>New Section</b></p>	<p><b>15.1.11 BSc in Nutrition and Food Science, Dietetics Specialization</b></p> <p><b>(1) Enrolment</b>  Enrolment is limited to an annual quota of 50 students. Preference is given to Alberta residents as defined in §13.2.</p> <p><b>(2) Pre-Professional Year</b>  Admission to the Dietetics Specialization requires completion of a pre-professional year. Students generally complete their first year in the BSc in Nutrition and Food Science General Program. Faculty admission requirements must be met as outlined in §15.1.2. Coursework completed during the pre-professional year is not considered to be part of the degree requirements for the Dietetics Specialization.</p> <p><b>(3) Minimum Admission Requirements</b>  Entrance to this specialization takes place after at least one year of pre-professional university (or equivalent) studies. All admissions are competitive. Meeting the minimum application GPA and course requirements does not guarantee admission to the Dietetics Specialization.  All applicants must present with a minimum GPA of 2.7 on the last *30 completed prior to application, of which *24 must be taken during one Fall/Winter. Students cannot apply to the Dietetics Specialization if they have completed more than *90 of the requirements for BSc Honors in Nutrition, BSc Honors in Food Science or BSc Nutrition and Food Science General Program. Required courses for admission to the Dietetics Specialization are:</p> <ul style="list-style-type: none"> <li>(a) BIOL 107</li> <li>(b) CHEM 101 and 102</li> <li>(c) CHEM (164 or 261)</li> <li>(d) *6 from ENGL 121, 122, 123, 124 125, WRS 101 or 103</li> <li>(e) NUTR 100</li> <li>(f) STAT 151</li> </ul>



#### **(4) Other Requirements**

- (a) Test of Spoken English (TSE):** Applicants must meet a spoken English requirement. (See §13.3.2.)
- (b) Letter of Intent:** Applicants must submit a letter with their application for admission stating their career goals, knowledge of the profession, related experience, and reasons for seeking admission to the Dietetics Specialization. Prospective students should have spoken with a Registered Dietitian and undertaken significant career exploration prior to seeking admission. Further details regarding the Letter of Intent is available on the Faculty of Agricultural, Life and Environmental Sciences website at: [www.ales.ualberta.ca/](http://www.ales.ualberta.ca/)
- (c) Group Behavioural Interview:** Competitive applicants must present themselves for a group, behavioural interview. Competitive applicants will be interviewed by a team to determine if they have the personal qualities necessary for the program. The interview evaluates the applicant's maturity, initiative, ability to communicate, leadership skills and critical thinking abilities. Interview selection is based on interim transcripts and postsecondary academic standing. The interim document deadline is February 1. The interview dates differ each year; short-listed applicants will be advised of the interview dates by letter or e-mail.
- (d) Letters of Reference:** Applicants must provide three closed, professional letters of reference attesting to their suitability for entry into the dietetic profession.
- (e) Health and Safety Requirements:** There are a number of health and safety-related requirements that must be met upon admission to the Dietetics Specialization. Applicants should be aware that both immunization and criminal records checks are required. Further information regarding these requirements and deadlines is available on the Faculty of Agricultural, Life and Environmental Sciences website at: [www.ales.ualberta.ca/](http://www.ales.ualberta.ca/)
- (f) Rural Placement Requirement:** Applicants should be aware that in order to achieve the program's requirements, relocation to a rural community is required on one or more occasions during the program's professional practice course work.
- (g) Residence Requirement and Proof of Residency Status:** Because residency status may be a factor in the ultimate ranking of applicants, applicants may be required to present proof of residency status. See §13.2.
- (h) Acceptance Deposit:** Upon notification of acceptance, successful applicants will be required to confirm their intention to register by submitting a non-refundable tuition deposit within a specified time. The deposit will be credited toward payment of tuition upon completion of registration. Further details regarding the Acceptance Deposit is available on the Faculty of Agricultural, Life and Environmental Sciences website at: [www.ales.ualberta.ca/](http://www.ales.ualberta.ca/)

	<p><b>(5) Selection Process</b></p> <p>(a) The Admissions Committee is responsible for selecting from among the applicant pool, those individuals who have demonstrated promise to successfully complete the program and achieve the registration requirements of the College of Dietitians of Alberta. The Admissions Committee reserves the right to use its judgment with respect to the assessment of applicants. The Dietetics Specialization has an annual quota of 50 students and admission is competitive. The number of applicants may exceed the number of available spaces and therefore not all qualified candidates will be offered admission.</p> <p>(b) Applicants are ranked on their academic achievement in the prerequisite courses; overall academic achievement (emphasizing recent academic performance); the content and format of their Letter of Intent; the strength of their letters of reference and their performance in the interview process.</p>
<p><b>NEW SECTION</b></p>	<p><b>15.1.12 BSc Nutrition and Food Science, Food Science and Technology Specialization</b></p> <p>Students must present *24 applicable to the BSc Nutrition and Food Science program with a minimum GPA of 2.7, calculated on the most recent Fall/Winter Terms in which a minimum of *24 is taken. Students may prepare for the BSc Nutrition and Food Science, Food Science and Technology Specialization by completing their first year in the BSc Nutrition and Food Science Program or in another Faculty or postsecondary institution. Recommended courses are BIOL 107, CHEM 101, 102, (164 or 261), *6 ENGL or equivalent, *3 free elective, MATH 113 or 114, NU FS 100, STAT 151.</p>
<p><b>15.1.10 Transfer Applicants</b></p> <p>I. Transfers from other Faculties and other Postsecondary Institutions</p> <p>...</p> <p>(2) Students registered in another faculty at the University of Alberta or in another postsecondary institution may apply to transfer to the Faculty of Agricultural, Life and Environmental Sciences. Applicants who have completed *24 or more transferable to the University of Alberta will be considered for admission on the basis of their admission grade point average (AGPA) if they have an AGPA of at least 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major program)] and meet all other admission requirements. Applicants to the BSc in Environmental and Conservation Sciences – Bilingual program should see §34.8.1. Refer to §14.2.1(1) for calculation of AGPA. Applicants should note that possession of the minimum</p>	<p><b>15.1.13 Transfer Applicants</b></p> <p>I. Transfers from other Faculties and other Postsecondary Institutions</p> <p>...</p> <p>(2) Students registered in another faculty at the University of Alberta or in another postsecondary institution may apply to transfer to the Faculty of Agricultural, Life and Environmental Sciences. Applicants who have completed *24 or more transferable to the University of Alberta will be considered for admission on the basis of their admission grade point average (AGPA) if they have an AGPA of at least 2.0 [2.3 for the Business Management programs; 2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition] and meet all other admission requirements. Applicants to the BSc in Environmental and Conservation Sciences – Bilingual program should</p>

<p>requirements does not guarantee admission. Transfer credit will be given for completed course work that is applicable to the degree.</p> <p>...</p> <p>(4) Subsequent to having been required to withdraw from any other postsecondary institution, students must have successfully completed at least *24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs and 3.0 for the <del>BSc in Nutrition and Food Science (Nutrition Major) program</del>) to be considered for admission. Applicants who have twice been required to withdraw from any postsecondary institution or program will not normally be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Refer to §14.2.1(1) for calculation of AGPA.</p> <p>(5) Students who have been required to withdraw from the University of Alberta and who then complete *18 transferable to the University of Alberta with an AGPA of 2.7 or *24 transferable to the University of Alberta with an AGPA of 2.0 (2.3 for the Business Management programs and 3.0 for the <del>BSc in Nutrition and Food Science (Nutrition Major) program</del>) may apply for readmission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §33.4(3)d.ii.].</p>	<p>see §34.8.1. Refer to §14.2.1(1) for calculation of AGPA. Applicants should note that possession of the minimum requirements does not guarantee admission. Transfer credit will be given for completed course work that is applicable to the degree.</p> <p>...</p> <p>(4) Subsequent to having been required to withdraw from any other postsecondary institution, students must have successfully completed at least *24 transferable to the University of Alberta with an AGPA of 2.0 [2.3 for the Business Management programs; 2.7 for the <u>BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization</u>; and 3.0 for the <u>BSc in Honors in Food Science and the BSc Honors in Nutrition</u>] to be considered for admission. Applicants who have twice been required to withdraw from any postsecondary institution or program will not normally be considered for admission to the Faculty of Agricultural, Life and Environmental Sciences. Refer to §14.2.1(1) for calculation of AGPA.</p> <p>(5) Students who have been required to withdraw from the University of Alberta and who then complete *18 transferable to the University of Alberta with an AGPA of 2.7 or *24 transferable to the University of Alberta with an AGPA of 2.0 [2.3 for the Business Management programs; 2.7 for the <u>BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization</u>; and 3.0 for the <u>BSc in Honors in Food Science and the BSc Honors in Nutrition</u>] may apply for readmission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §33.4(3)d.ii.].</p>
<p><b>32 General Information</b>  <b>32.1 General Information</b>  The Faculty of Agricultural, Life and Environmental Sciences administers undergraduate programs that lead to the following degrees.</p> <p>...</p> <p>BSc in Nutrition and Food Science</p> <p>Majors:</p> <ul style="list-style-type: none"> <li>Food Science and Technology</li> <li>Nutrition</li> <li>Nutrition and Food</li> </ul> <p>...</p>	<p><b>32 General Information</b>  <b>32.1 General Information</b>  The Faculty of Agricultural, Life and Environmental Sciences administers undergraduate programs that lead to the following degrees.</p> <p>...</p> <p>BSc in Nutrition and Food Science</p> <p><b><u>BSc Honors in Food Science</u></b></p> <p><b><u>BSc Honors in Nutrition</u></b></p> <p>...</p>
<p><b>33.4 Academic Standing and Graduation</b></p> <p>...</p> <p>(2) Continuation in <u>BSc in Nutrition and Food Science (Nutrition Major)</u></p> <p>Continuation in the <u>BSc in Nutrition and Food Science (Nutrition major)</u> requires a GPA of at least 3.0.</p>	<p><b>33.4 Academic Standing and Graduation</b></p> <p>...</p> <p>(2) Continuation in the <u>BSc Honors in Food Science and the BSc Honors in Nutrition</u></p> <p>Continuation in the <u>BSc Honors in Food Science and the BSc Honors in Nutrition</u> requires a GPA of at least 3.0.</p>

Students who do not attain the required GPAs will be moved to their previous degree program in the Faculty (provided they are not Required to Withdraw). Students who transferred from another Faculty or institution directly into the **Nutrition major will be moved to the NU FS major** that best fits their completed courses. The Application of Academic Standing section below (§33.4.3) will then be applied.

**(3) Application of Academic Standing**

- a. Satisfactory Standing (GPA 2.0 or higher) Students who maintain a satisfactory standing are permitted to continue their studies in the Faculty subject to meeting the specific requirements of their degree and the general requirements of the University of Alberta.

...

**d. Requirement to Withdraw**

Students with Unsatisfactory Standing or who are placed on Marginal Standing twice or more during their Academic career in the Faculty will normally be required to remain out of the Faculty (required to withdraw).

- i. Students who have completed less than \*60 and who have achieved a GPA of between 1.3 and 1.6 may be permitted to continue at the University of Alberta in the Fresh Start program providing they have not previously been required to withdraw from any postsecondary program. Normally, students who have committed an academic offense under the University of Alberta Code of Student Behavior will not be recommended for the Fresh Start Program.

The Faculty will determine whether to recommend a student for participation in the Fresh Start program and will notify the student of that option. Successful completion of \*18 with a GPA of at least 2.7 or \*24 with a GPA of at least 2.0 [2.3 for the Business Management programs and 3.0 for the **BSc in Nutrition and Food Science (Nutrition Major)**] will be required for readmission. Further detailed information can be found in §§14.5, 23.6.2(3)a. and 220.5.

Students who do not attain the required GPAs will be moved to their previous degree program in the Faculty (provided they are not Required to Withdraw). Students who transferred from another Faculty or institution directly into the **BSc Honors in Food Science and the BSc Honors in Nutrition will be moved to the Nutrition and Food Sciences General Program or Specialization** that best fits their completed courses. The Application of Academic Standing section below (§33.4.3) will then be applied.

**(3) Continuation in the BSc Nutrition and Food Science, Dietetics Specialization**

Continuation in the BSc Nutrition and Food Science, Dietetics Specialization requires a GPA of at least 2.7. Whenever a student receives a grade of NC in a professional practice course, the student's total academic and clinical performance is reviewed and considered in order to determine whether they should be allowed to continue in the program.

**(4) Application of Academic Standing**

- a. Satisfactory Standing (GPA 2.0 or higher). Students who maintain a satisfactory standing are permitted to continue their studies in the Faculty subject to meeting the specific requirements of their degree and the general requirements of the University of Alberta.

...

**d. Requirement to Withdraw**

Students with Unsatisfactory Standing or who are placed on Marginal Standing twice or more during their Academic career in the Faculty will normally be required to remain out of the Faculty (required to withdraw).

- i. Students who have completed less than \*60 and who have achieved a GPA of between 1.3 and 1.6 may be permitted to continue at the University of Alberta in the Fresh Start program providing they have not previously been required to withdraw from any postsecondary program. Normally, students who have committed an academic offense under the University of Alberta Code of Student Behavior will not be recommended for the Fresh Start Program.

The Faculty will determine whether to recommend a student for participation in the Fresh Start program and will notify the student of that option. Successful completion of \*18 with a GPA of at least 2.7 or \*24 with a GPA of at least 2.0 [2.3 for the Business Management programs; 2.7 for the **BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization**; and 3.0 for the **BSc in Honors in Food Science and the BSc Honors in Nutrition**] will be required for readmission. Further detailed information can be found in §§14.5, 23.6.2(3)a. and

<p>If successful in the Fresh Start program and all conditions specified by Open Studies and the Faculty have been fulfilled, students may apply for readmission to the Faculty as transfer students as described in §15.1.10.</p> <p>ii. Students may discontinue studies for one year and apply for readmission. Students who are readmitted will return on academic probation as described in <b>Section §23.6.2</b> subject to the terms specified by the Faculty at the time of the requirement to withdraw. See Note.</p> <p>iii. Students who complete *18 transferable to the University of Alberta with an AGPA of 2.7 or *24 transferable to the University of Alberta with an AGPA of 2.0 [2.3 for the Business Management programs and 3.0 for the BSc in Nutrition and Food Science (Nutrition Major)] at another postsecondary institution may reapply for admission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §§15.1.10 (I)(4) and 23.6.2(3)a.]</p> <p>iv. Students may petition their Required to Withdraw status and if successful will proceed on Academic Probation. At the next assignment of academic standing, such students must raise their Fall/Winter GPA to at least 2.0. Should their Fall/Winter GPA fall below 2.0 at any time during the rest of their program they will be required to withdraw and will not be readmitted to the Faculty.</p> <p>v. Students who have been required to withdraw and who, after being readmitted, again fall below a Fall/Winter GPA of 2.0 will be required to withdraw and will not be readmitted to the Faculty.</p> <p>...</p> <p><b>(9) Graduation Grade Point Average</b> To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present Satisfactory Academic Standing [see (10) below] and obtain a GPA of at least 2.0 on their last *60 normally completed during the third and fourth years.</p>	<p>220.5.</p> <p>If successful in the Fresh Start program and all conditions specified by Open Studies and the Faculty have been fulfilled, students may apply for readmission to the Faculty as transfer students as described in §15.1.10.</p> <p>ii. Students may discontinue studies for one year and apply for readmission. Students who are readmitted will return on academic probation as described in §23.6.2 subject to the terms specified by the Faculty at the time of the requirement to withdraw. See Note.</p> <p>iii. Students who complete *18 transferable to the University of Alberta with an AGPA of 2.7 or *24 transferable to the University of Alberta with an AGPA of 2.0 [2.3 for the Business Management programs; 2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition] at another postsecondary institution may reapply for admission to the Faculty, unless they have been required to withdraw more than once from any postsecondary programs [see §§15.1.10 (I)(4) and 23.6.2(3)a.]</p> <p>iv. Students may petition their Required to Withdraw status and if successful will proceed on Academic Probation. At the next assignment of academic standing, such students must raise their Fall/Winter GPA to at least 2.0. Should their Fall/Winter GPA fall below 2.0 at any time during the rest of their program they will be required to withdraw and will not be readmitted to the Faculty.</p> <p>v. Students who have been required to withdraw and who, after being readmitted, again fall below a Fall/Winter GPA of 2.0 will be required to withdraw and will not be readmitted to the Faculty.</p> <p>...</p> <p><b>(9) Graduation Grade Point Average</b> To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present Satisfactory Academic Standing [see (10) below] and obtain a GPA of at least 2.0 (2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition) on their last *60 normally completed during the third and fourth years.</p>
<p><b>33.5 Graduation</b></p> <p>...</p> <p><b>(5) Graduation Grade Point Average</b> To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present</p>	<p><b>33.5 Graduation</b></p> <p>...</p> <p><b>(5) Graduation Grade Point Average</b> To be eligible for graduation from any of the programs offered by the Faculty of Agricultural, Life and Environmental Sciences, students must present</p>

<p>Satisfactory Academic Standing [see (6) below] and obtain a GPA of at least 2.0 on their last *60 normally completed during the third and fourth years.</p>	<p>Satisfactory Academic Standing [see (6) below] and obtain a GPA of at least 2.0 (2.7 for the BSc in Nutrition and Food Science, Food Science and Technology Specialization and the BSc in Nutrition and Food Science, Dietetics Specialization; and 3.0 for the BSc in Honors in Food Science and the BSc Honors in Nutrition) on their last *60 normally completed during the third and fourth years.</p>
<p><b>33.8 Time Limit to Complete Program</b></p> <p><del>Although there is no time limit for degree completion, program requirements change with time.</del> Eight years from the year of original admission, students who have not yet completed their degree and wish to do so must follow the program requirements in the current <i>Calendar</i>. Exception requests must be submitted to the Associate Dean (Academic).</p>	<p><b>33.8 Time Limit to Complete Program</b></p> <p><u>There is no time limit for degree completion with the exception of the BSc Nutrition and Food Science, Dietetics Specialization. Students in the Dietetics Specialization must complete their program within six years from the year of original admission to the Dietetics Specialization. This time limit includes all time during which a student is not in attendance, either by personal choice or as a result of suspension or requirement to withdraw. It excludes approved absences (by advance application to the Faculty). Exception requests must be submitted to the Associate Dean (Academic).</u></p> <p>Eight years from the year of original admission <u>to any of the other programs offered by the Faculty of Agricultural, Life and Environmental Sciences</u>, students who have not yet completed their degree and wish to do so must follow the program requirements in the current <i>Calendar</i>. Exception requests must be submitted to the Associate Dean (Academic).</p>
<p><b>34.15 Nutrition and Food Science</b></p> <p><b>34.15.1 General Information</b></p> <p><del>The Faculty offers courses leading to the degree of Bachelor of Science in Nutrition and Food Science with majors in Nutrition and Food, Nutrition, and Food Science and Technology. A minimum of *120 is required to complete the program for the degree of BSc in Nutrition and Food Science.</del></p> <p><del>Students interested in either the Nutrition and Food major or the Nutrition major begin their program in the Nutrition and Food major. Students interested in transferring to the Nutrition major should contact the Faculty's Student Services Office about the minimum requirements for eligibility; see §15.1.9 for information on admission requirements.</del></p> <p><del>Students in either the Nutrition and Food major or the Nutrition major have the option of completing a minor. By completing a minor in Human Ecology, students can meet the educational requirements for registration as Professional Human Ecologists or Professional Home Economists; students can complete a minor in Physical</del></p>	<p><b>34.15 BSc Honors in Food Science, BSc Honors in Nutrition, and BSc in Nutrition and Food Science</b></p> <p><b>34.15.1. General Information</b></p> <p><u>The Faculty offers courses leading to the degree of BSc Honors in Food Science, BSc Honors in Nutrition, and BSc in Nutrition and Food Science. A minimum of *120 is required to complete the degree programs. The programs incorporates experiential learning into coursework to enable students to develop skills in nutrition and food science.</u></p> <p><u>Honors programs are directed to highly-motivated students with exceptional ability. Two honors programs are available in the Faculty: BSc Honors in Food Science (see §34.15.1) and BSc Honors in Nutrition (see §34.15.2). Honors is the preferred program for students who aim for research-oriented careers or who plan to pursue graduate studies. Entrance to these programs takes place after at least one year of university (or equivalent) studies. The Honors in Food Science program meets the guidelines of the Institute of Food Technologists (IFT). Students normally complete their first year in the BSc Nutrition and Food Science</u></p>

Activity; or students in the Nutrition and Food major can complete a minor in Food Marketing or Food Policy. Students are recommended to select minors by the second year of their program to facilitate appropriate course selection. All students must follow program and major requirements (see program requirements below and §§34.15.3 and 34.15.4). Students who wish to obtain a minor must select Free Electives and Approved Program Electives carefully to meet the course and credit requirements of the minor (see §§34.15.9 to 34.15.7).

The Nutrition major program, with appropriate Approved Program Electives course selection, is accredited by the College of Dietitians of Alberta. Students planning to be Registered Dietitians should read the information about the Nutrition major (see §34.15.4) and the Dietetic Internship (see §34.15.9).

The Food Science and Technology major meets the guidelines of the Institute of Food Technologists (IFT).

### **Requirements of the BSc in Nutrition and Food Science Program (\*60)**

- a. \*6 ENGL: (two of ENGL 121, 122, 123, 124, or 125 recommended) or \*3 ENGL and \*3 WRS.
- b. ALES 204
- c. AREC 323 or SMO 304
- d. ECON 101 and 102
- e. STAT 151
- f. BIOL 107
- g. \*3 from BIOCH 200 or PL SC 331 (see Note 2)
- h. CHEM 101, 102, (164 or 261) and 263
- i. NU FS 361 or 363 (see Note 1)
- j. NU FS 372 or 373 (see Note 1)
- k. \*12 Free Electives (see Note 3)
- l. \*3 Capstone course [see §34.1(6) and notes following each major]

#### **Notes**

- (1) Food Science and Technology majors are required to take NU FS 361 and 372.
- (2) Nutrition majors must take BIOCH 200.
- (3) Students in the Nutrition and Food major or the Nutrition major who plan to complete a minor should see §§34.15.5 to 34.15.8 for information that may affect Free Elective course selection. Students planning to apply for Medicine must take \*6 Physics. Students in the Nutrition and Food major are recommended to take NU FS 100.
- (4) See section §34.1 for program planning and structure details.

### **34.15.2 Food Science and Technology Major**

This major focuses on applying chemistry, microbiology, and engineering to the food systems and technological

### **General Program.**

The Nutrition and Food Science General Program (see §34.15.3) provides students with a diverse education in nutrition and food science. The General Program is the preferred program for students planning to complement the science-based education related to nutrition and food with an interdisciplinary education related to health education, human ecology, food marketing, food quality and safety, or physical activity. Students in the General Program are encouraged to complete one of the eight available minors (Food Marketing, Food Policy, Food Quality and Safety, Food Service Management, Human Ecology, Nutrition Communication and Education, Nutrition and Health, Physical Activity). Students are recommended to select minors by the second year of their program to facilitate appropriate course selection. By completing a minor in Human Ecology, students can meet the educational requirements for registration as Professional Human Ecologists or Professional Home Economists.

The Specialization in Dietetics (see §34.15.4) is the program required for students planning to be Registered Dietitians. Students graduating with this Specialization meet the academic competencies and the internship requirements to be eligible for registration with the College of Dietitians of Alberta and membership in Dietitians of Canada. Entrance to this specialization takes place after at least one year of university (or equivalent) studies. Students normally complete their pre-professional year in the BSc Nutrition and Food Science General Program.

The Specialization in Food Science and Technology (see §34.15.5) is the preferred program for students planning a career in the Food Industry and related government sectors. The Specialization meets the guidelines of the Institute of Food Technologists (IFT). Entrance to this specialization takes place after at least one year of university (or equivalent) studies. Students normally complete their first year in the BSc Nutrition and Food Science General Program.

### **34.15.2 BSc Honors in Food Science**

The BSc Honors in Food Science program prepares students for admission to Graduate school leading to a

~~processes used in food manufacturing, preservation, storage, and distribution.~~

~~Graduates of this major may enter the food industry as technical specialists or quality control managers. Opportunities also exist in government employment as inspectors, laboratory managers, and extension workers; in international development agencies; and in private laboratories providing consultative or technical service to the food industry and food marketing chains.~~

~~(1) Requirements of the Major (\*60)~~

~~a. CHEM 211~~

~~b. MATH 113 or 114~~

~~c. MICRB 265~~

~~d. NU FS 100 or NUTR 100 (See Note 1)~~

~~e. NU FS 283, 305, 312, 353, 374, 430, 454, 490, and 499~~

~~f. NU FS 201 (recommended) or PHYS \*3~~

~~g. \*18 Approved Program Electives [\*9 must be from advanced (300- or 400-level) Food Science courses as noted on the Approved Program Elective list. Also see §34.1(4) and Note (1)]~~

~~Notes~~

~~(1) Transfer students who are taking NU FS 372 and 374 in their first year in the program should select an Approved Program Elective or NUTR 100.~~

~~(2) The Capstone course for this major is NU FS 450.~~

Master of Science (MSc) or a Doctor of Philosophy (PhD). Additionally, it prepares students for careers in the food industry and related government sectors that include applied research and product development, and scientific research. The Honors in Food Science program meets the guidelines of the Institute of Food Technologists (IFT).

Students will be assessed annually to ensure that they maintain a GPA of at least 3.0 in the previous Fall/Winter [see §33.4.(2)]. Students who fail to complete the requirements for a degree with Honors in the fourth year will be granted a degree with Specialization in Food Science and Technology provided that they meet the graduation requirements.

### **(1) Residence Requirement**

A student transferring to the BSc Honors in Food Science program with advanced standing must complete at least \*60 (normally the last \*60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

### **(2) Requirements of the Honors in Food Science program**

Listed below are courses that fulfill the program requirements, and a recommended sequence for the courses.

### **Year 1 (normally taken in the BSc Nutrition and Food Science Program)**

BIOL 107

CHEM 101, 102, (164 or 261)

\*6 ENGL or equivalent

NU FS 100

(MATH 113 or 114)

STAT 151

\*3 free elective

### **Year 2**

ALES 204

BIOCH 200

CHEM 211, 263

ECON 101, 102

MICRB 265

NU FS 201 or \*3 PHYS

NU FS 283, 372

### **Year 3**

BIOCH 310

\*3 free elective

\*3 Approved Program Elective

NU FS 306, 312, 353, 361, 374, 430, 454

### **Year 4**

AFNS 401

\*9 Approved Program Electives selected from 300/400 level NU FS

AREC 323 or SMO 301

NU FS 407 (\*6), NU FS 450, 490, 499



### 34.15.3 Nutrition and Food Major

The Nutrition and Food major provides students with a diverse education in nutrition and food science. Graduates have a working knowledge of the fundamentals of nutritional science coupled with basic knowledge in applied chemistry and microbiology as it pertains to food manufacturing, preservation, storage and distribution. This degree integrates course work in the biological, behavioural and applied sciences.

Graduates of this major may find employment opportunities in a variety of public or private enterprises including health education, health industry or international aid. Careers can also be guided by the selection of a minor in Physical Activity, Human Ecology, Food Marketing, or Food Policy (see §§34.15.5 to 34.15.8), which can position graduates for careers in lifestyle management, the community-based human ecology sector or the agri-food-nutrition sector.

Students in the Nutrition and Food major may transfer to the Nutrition major if they meet its required academic standings and courses by visiting Student Services in 231 General Services Building; this is normally done after first year (see §15.1.9). Students who change to the Nutrition (or Food Science and Technology) major after their first year often require more than four years to complete the entire program (see §§15.1.9 and 34.15.4 for course selection information for the Nutrition major, and §34.15.2 for the Food Science and Technology major).

#### (1) Requirements of the Major (★60)

- a. BIOL 207
- b. NUTR 100
- c. NU FS 201, 223, 283, 305, 356, 374, 377, 458
- d. PHYSL 210 (★6)
- e. ★24 Approved Program Electives [★12 must be from advanced (300 or 400-level) NUTR or NU FS courses as noted on the APE list unless a student has declared a minor.] (See Note 1)

#### Notes

- (1) See §34.1(4). Students who plan to complete a minor see §§34.15.5 to 34.15.8 for information regarding Approved Program Elective selection.
- (2) The capstone course for this major is NU FS 425 or 450.

The Capstone course for Honors in Food Science is NU FS 450.

### 34.15.3 BSc Honors in Nutrition

The BSc Honors in Nutrition provides students with a specialized academic program in nutritional science and the related physical, health and social sciences. The Honors in Nutrition prepares students for admission to Graduate school leading to a Master of Science (MSc) or a Doctor of Philosophy (PhD). In addition, it prepares students for careers in general health sciences, health promotion, education, government and health protection agencies, research and nutrition development.

Students will be assessed annually to ensure that they maintain a GPA of at least 3.0 in the previous Fall/Winter [see §33.4.(2)]. A student who completes the requirements for a degree with Honors in the fourth year but fails to maintain a graduating GPA of 3.0 will be granted a degree with BSc Nutrition and Food Science, General Program, provided they meet the graduation requirements of the BSc Nutrition and Food Science General Program.

#### (1) Residence Requirement

A student transferring to the BSc Honors in Nutrition program with advanced standing must complete at least \*60 (normally the last \*60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

#### (2) Requirements of the Honors in Nutrition program

Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:

##### Year 1 (normally taken in the BSc Nutrition and Food Science General Program)

\*3 from (ANTHR 100 or SOC 100); NU FS 100, PSYCO 104  
BIOL 107  
CHEM 101, 102, (164 or 261)  
ECON 101  
\*6 ENGL or equivalent  
NUTR 100  
STAT 151

##### Year 2

ALES 204  
\*3 of ANAT 200, BIOL 207, or PHARM 201  
BIOCH 200, 310  
CHEM 263  
NU FS 223, 250, 372  
PHYSL 212 and 214

##### Year 3

\*3 of IMMUN 371 or NU FS 361  
MICRB 265  
NU FS 356, 377

	<p><u>NUTR 301, 302, 400, 468</u>  <u>STAT 252</u>  <u>*3 free elective</u></p> <p><b><u>Year 4</u></b>  <u>NUTR 401, 440</u>  <u>*9 of NU FS 410, 424, 428, NUTR 443, 452, 476, 477, 478, 479, or 480</u>  <u>*9 Approved Program Electives</u>  <u>*3 free elective</u>  <u>The Capstone course for Honors in Nutrition is NUTR 440</u></p>
<p><b>NEW SECTION</b></p>	<p><b><u>34.15.4 BSc Nutrition and Food Science, General Program</u></b></p> <p><u>The General Program in Nutrition and Food Science provides students with a diverse and interdisciplinary education in nutrition and food science. Graduates have a working knowledge of the fundamentals of nutritional science coupled with basic knowledge in applied chemistry and microbiology as it pertains to food manufacturing, preservation, storage and distribution. This degree integrates a sound scientific education with course work related to applied economics, sociology and education, and applied science.</u></p> <p><u>Students in the BSc Nutrition and Food Science, General Program are encouraged to select one of the six minors available in the program. Students who choose not to select a minor are required to discuss their course selection with their academic advisor.</u></p> <p><u>Graduates of this major may find employment opportunities in a variety of public or private enterprises including the health education, health industry or international aid. Careers are guided by the selection of a minor in Food Marketing, Food Policy, Food Safety and Quality, Food Service Management, Human Ecology, Nutrition Communication and Education, Nutrition and Health, or Physical Activity, [see §34.15.3(4)]. Each minor positions graduates for careers in lifestyle management, the community-based human ecology sector, policy-making bodies in government or non-government institutions, or the food industry and food service management. Students are recommended to select minors by the second year of their program to facilitate appropriate course selection.</u></p> <p><u>Students in the General Program may transfer to the Honors Food Science or Honors Nutrition programs, the Dietetics Specialization, the Specialization in Food Science and Technology if they meet the admission requirements. This transfer is normally done after the first year (see §§15.1.9 to 15.1.12). Students who transfer after their first year often require more than four years completing the entire program.</u></p> <p><b><u>(1) Residence Requirement</u></b></p>

A student registered in the BSc Nutrition and Food Science, General Program must complete at least \*60 (normally the last \*60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

**(2) Requirements of the BSc Nutrition and Food Science General Program**

Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:

**Year 1**

BIOL 107

CHEM 101, 102, (164 or 261)

ECON 101

\*6 ENGL or equivalent

NUTR 100

NU FS 100

STAT 151

**Year 2**

ALES 204

ANAT 200, BIOL 207, NU FS 200, PHYS 124 or

PMCOL 200

ANTHR 101, AN SC 100, ECON 102, or SOC 100

BIOCH 200 or PLSC 331

CHEM 263

NU FS 223, (NU FS 372 or 373)

PHYSL 210

**Year 3**

AREC 323 or SMO 301

NU FS 201, 306, 311, 356, 374

NU FS 361 or 363

\*6 minor

\*3 minor or free elective

**Year 4**

NU FS 377

NU FS 425 or 450

NUTR 400

\*9 minor

\*6 Approved Program Electives and \*6 free electives

The Capstone course for the BSc Nutrition and Food Science General Program is (NU FS 425 or 450 or 458)

**(3) Minors in the BSc Nutrition and Food Science General Program.**

Students in the BSc Nutrition and Food Science General Program are encouraged to choose a minor in by incorporating at least \*15 applicable to one of the minors into their program. Students who choose not to select a minor are required to discuss their course selection with their academic advisor.

**Minor in Food Marketing**

A minor in Food Marketing provides the opportunity to apply a nutrition and food science background to consumer behaviour and food marketing.

Requirements for the Minor (\*15)

AREC 200, 384, 484

\*6 from AREC 323 (if not taken to fulfill program core).

AREC 473, 482, 485, PSYCO 281.

AREC 423 is an alternative capstone course for this minor.

**Minor in Food Policy**

A minor in Food Policy provides the opportunity to apply a nutrition and food science background to a health, fiscal and agricultural policy perspective to issues of health and food.

Requirements for the Minor (\*15)

AREC 423 is an alternative capstone course for this minor.

AREC 200, 471, 473

ENCS 271

HECOL 300

**Minor in Food Safety and Quality**

A minor in Food Safety and Quality provides the opportunity to apply a nutrition and food science background to aspects related to food marketing, food quality assurance, and food product development.

Requirements for the Minor (\*18)

CHEM 211 (taken as free elective)

**NU FS 312, 430, (NU FS 353 or 454), NU FS 427, 499**

\*3 of NU FS 402, 403, 404, 406, 426, 428, 480, or 481

NU FS 450 (taken as capstone course).

**Minor in Food Service Management.**

A minor in Food Service Management combines a nutrition and food science background to issues related to business management, human resources, and quality assurance as appropriate for a career in the food service industry.

Requirements for the Minor (\*18)

ACCTG 300

AREC 484

MATH 113 (taken as free elective)

MGTSC 352

NU FS 312, 461

SMO 311

**Minor in Human Ecology**

A minor in human ecology provides the opportunity to acquire knowledge and skills for developing, delivering and evaluating programs and services that enhance the well-being of individuals and families. Students who complete this minor may be eligible to apply for the registered designation of Professional Human Ecologist (information available from 3-02 HEB). This minor also provides access to the Human Ecology Practicum Program (HECOL 408 and 409) and through careful selection of courses and use of free electives, as well as approval of the Department of Human Ecology, a student can complete a practicum in a community agency that links with their career goals.

Requirements for the Minor (\*18)

HECOL 100 and 301

\*12 of HECOL 210, 300, 310, 313, 315, 321, 322, 408, 412, 414, 440, or 443

Note: Students choosing to participate in the Human Ecology Practicum Program are required to take HECOL 408 as part of the minor requirements, and \*6 HECOL 409 as free elective. HECOL 408 and 409 must be taken in sequence in the final year of study and an application is required. Please contact the human ecology practicum coordinator regarding application and registration in HECOL 408 and 409.

**Minor in Nutrition Communication and Education**

A minor in Nutrition Communication and Education provides the opportunity to apply knowledge in nutrition communication and education to the planning and delivery of a broader range of educational programs.

Requirements for the Minor (\*15)

HECOL 301

HE ED 320

NU FS 410, 424

NUTR 443

**Minor in Nutrition and Health**

A minor in Nutrition and Health provides the opportunity to apply knowledge in nutritional science to understand the biochemical and physiological mechanisms of how macro- and micro-nutrients, and other dietary components modulate metabolic pathways in health and disease, and translation to the development of food products and food policy.

Requirements for the Minor (\*18)

AREC 200, 471

HECOL 300

NUTR 443 or 480

NUFS 428, 424

**Minor in Physical Activity**

A minor in Physical Activity provides the opportunity to integrate nutrition and food sciences with health, health education, and physical activity.

Requirements for the Minor (\*15)

HE ED 110, 220, and 321

\*3 of HE ED 221, PEDS 391, PERLS 104, or RLS 100

NUTR 480

**34.15.5 BSc Nutrition and Food Science, Dietetics Specialization.**

The BSc Nutrition and Food Science, Dietetics Specialization prepares students for a career as Registered Dietitian. The Dietetics Specialization enables students to acquire both the knowledge and the practical skills needed to practice as a Registered Dietitian or Registered Nutritionist.

Registered Dietitians/Registered Nutritionists are

uniquely trained food, diet and nutrition experts. As essential members of the interprofessional healthcare team, they contribute to health and well-being by translating scientific, medical and nutrition information into practical individualized therapeutic diets and meal plans for people. Registered Dietitians/Registered Nutritionists manage nutrition for health promotion, disease prevention, and treatment of acute and chronic diseases. They provide information and counseling that enables consumers to make informed decisions about food choices and nutrition services. Registered Dietitians also influence the development and promotion of consumer products and manage quality food service in healthcare institutions.

The Dietetics Specialization curriculum includes courses from the Faculty of Agricultural, Life and Environmental Sciences as well as those from other University of Alberta programs of study. During their second, third and fourth years in the specialization, students participate in professional practice or field experiences in various community settings, such as hospitals, foodservice operations, schools, and community agencies/clinics. Experience in rural settings is required. Students admitted to the Dietetics Specialization are also required to complete a minimum \*3 course work in interprofessional health team development and/or practice. Some evening course work as well as evening, weekend and/or early morning shifts while engaged in professional practice learning may be required.

Completion of the BSc in Nutrition and Food Science, Dietetics Specialization achieves the minimum academic and practical training requirements accepted by the College of Dietitians of Alberta for registration to practice dietetics in Alberta. To register as a Dietitian in Alberta, a graduate must complete all of the requirements of the specialization including the professional practice courses. In addition to completing the requirements of the BSc in Nutrition and Food Science, Dietetics Specialization, graduates must successfully complete the Canadian Dietetics Registration Examination (CDRE) administered by the Alliance of Canadian Dietetic Regulatory Bodies. Information concerning the CDRE and/or registration requirements for dietitians in Alberta can be obtained from the Registrar, College of Dietitians of Alberta, 740, 10707 100 Avenue, Edmonton, Alberta T5J 3M1

**(1) Faculty Accreditation.**

The BSc in Nutrition and Food Science, Dietetics Specialization program at the University of Alberta has been approved by the College of Dietitians of Alberta and granted accreditation by Dietitians of Canada for a XXX year term, XXXX – XXXX.

**(2) Admission, Academic Standing and Graduation**  
Entrance to this program takes place after at least one pre-professional year of university (or equivalent)

studies. Students normally complete their pre-professional year in the BSc Nutrition and Food Science General Program. See §15.1.11 for details on the admission requirements.

Students will be assessed annually to ensure that they maintain a GPA of 2.7 and passing grades in the professional practice courses [see §33.4.(3)]. Students who complete the course requirements for a degree with the Dietetics Specialization in the fourth year but fail to maintain a graduating GPA of 2.7 will be granted a degree with BSc Nutrition and Food Science General Program, provided they meet the graduation GPA of the general program.

### **(3) Health and Safety Requirements**

Note: For updates on changes to health and safety requirements refer to the Faculty of Agricultural, Life and Environmental Sciences website at: [www.ales.ualberta.ca/](http://www.ales.ualberta.ca/)

**(a) Immunization:** To ensure, insofar as possible, both student and patient safety, the Faculty requires immunization against, or proof of immunity to, poliomyelitis, diphtheria, tetanus, measles, mumps, and rubella. Varicella screening is required in the first year of the program and should be performed by the University Health Centre. In addition, students must have their immunization status reviewed by the University Health Centre upon acceptance to the BSc in Nutrition and Food Science, Dietetics Specialization program. Immunizations may require updating based on individual assessment. Any fees associated with immunization updates or boosters are the responsibility of the student.

**(b) Criminal Record Check:** Under the Protection for Persons in Care Act, a criminal record check may be required by any site providing clinical practicums. The clinical practice site will determine the criteria for acceptance/denial of a placement. Students are responsible for having a criminal record check completed within 90 days of commencement of all clinical practicums. Students who have concerns related to their ability to satisfy a criminal record check should consult with the Faculty of Agricultural, Life and Environmental Sciences immediately upon being admitted to the program. The ultimate responsibility for meeting this requirement lies with the student. Other background checks may be required by a clinical agency such as a Vulnerable Sector Check, Child Welfare Check or Child Intervention Check. Students will be advised if any additional background checks are required by a clinical agency. Fees may be charged by police departments, RCMP detachments or government agencies for the criminal record and background checks. These fees are the responsibility of the student. For more information see §23.8.3.

**(c) Respiratory Mask Fit Testing:** Prior to acute care clinical practice placements, all students must be fitted for N95 Respiratory Masks in accordance with the

contractual placement agreement with Alberta Health Services. These masks are worn when caring for patients with highly infectious diseases. The Health Sciences Council of the University of Alberta coordinates mask fit testing and the Faculty of Agricultural, Life and Environmental Sciences will notify students of fitting dates. A fee may be charged for mask fit testing. This fee is the responsibility of the student.

**(4) Professional Practice Requirements**

**(a) Professional Ethics, Standards of Practice or Care, Policies and Procedures:** All students enrolled in the Dietetics Specialization are bound by, and shall comply with the Professional Codes of Ethics governing the profession and practice of Dietetics, as well as the policies and procedures of the placement site and those of the Dietetics Specialization:

- “Professional Codes of Ethics” means the current College of Dietitians of Alberta’s Code of Ethics for Registered Dietitians and Registered Nutritionists, as well as all other relevant professional codes and practice standards for Registered Dietitians.

- It is the responsibility of all students enrolled in the Dietetics Specialization to obtain, and be familiar with, such Professional Codes of Ethics, and their amendments as may be made from time to time. (See §30.1 and 30.2 of the Code of Student Behaviour. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)).

- Students enrolled in professional practice placement courses are required to follow the administrative procedures and regulations (including dress requirements) of the placement site. Students are responsible for their transportation to practice placements and for the costs of travel and accommodations.

- For current information on the policies and procedures of the Dietetics Specialization, refer to the Faculty of Agricultural, Life and Environmental Sciences website at: [www.ales.ualberta.ca/](http://www.ales.ualberta.ca/)

**(b) Practicum Intervention Policy:** The Dean, or supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions or site of a practicum/clinical placement if the Dean or supervisor has reasonable grounds to believe that this is necessary in order to protect the public interest. (See §23.8.2 and Practicum Intervention Policy.) For unprofessional, incompetent or unsafe practice on the part of the student not directly related to medical issues, the transcript will reflect the practices and sanctions delineated in the Code of Student Behaviour.

Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time, is housed on the University Governance website at [www.governance.ualberta.ca](http://www.governance.ualberta.ca). The sanction typically includes a grade of F being assigned. The student has the right to appeal the Dean’s decision to the GFC



Practice Review Board (PRB).

**(c) Clinical and Professional Practice Performance:**

- Students must complete theory and practice components of professional practice nutrition and dietetics courses to receive credit. Students who have not received a pass in the clinical/professional practice portion of a professional practice course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component, explained in the course outline, must be completed for credit to be granted.

- A student who is absent more than one clinical day in any one clinical course may need to make up the lost time before being allowed to continue in the program.

- Students who fail the same professional practice course twice will be required to withdraw from the specialization.

**(d) Rural Placement Requirement:** All students enrolled in the Dietetics Specialization are required to relocate to rural centres across Alberta on one or more occasions during their professional practice course work in order to acquire an understanding of this setting.

- "Rural" is defined as towns or municipalities outside the commuting zone of larger urban centres (with 10,000 or more population).

- Access to transportation and accommodation is not considered in arranging rural professional practice placements. The student is responsible for transportation to and from work each day and for finding his or her own accommodation while engaged in all professional practice courses.

- All costs associated with relocation to rural centres are the responsibility of the student. This includes transportation, accommodations, food, clothing, and learning resources.

**(e) Accommodation for Persons with Disabilities:**

The Faculty of Agricultural, Life and Environmental Sciences supports the principle of accommodation and all reasonable efforts to meet the disability-related needs of students enrolled in the Dietetics Specialization. Student's in need of accommodations must submit a written request for and formalize a professional practice accommodation plan one term prior to the planned start of a professional practice course. Detailed information on the Faculties policies and procedures related to accommodations during professional practice courses can be obtained from the Faculty Student Services Office.

**(5) Residence Requirement**

A student transferring to the Dietetics Specialization must complete at least \*60 (normally the last \*60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

**(6) Requirements of the Dietetics Specialization**

Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:

Course sequencing for Professional Practice in Dietetics courses may vary based on the availability of placement sites.

**Pre-professional Year (normally taken in the BSc Nutrition and Food Science General Program)**

BIOL 107

CHEM 101, 102, (164 or 261)

\*6 ENGL or equivalent

NUTR 100

STAT 151

\*6 free electives

**Note:** Credit acquired during the pre-professional year does not count towards the degree requirements for the BSc in Nutrition and Food Science, Dietetics Specialization. The required admission courses to be taken during the pre-professional year are shown here for information and program planning purposes only.

**Year 1**

ALES 204

BIOCH 200, 310

CHEM 263

NU FS 223, 250, 373

NUTR 201

PHYSL 210 (\*6)

\*3 Approved Program Elective

**Year 2**

Fall/Winter Terms

NU FS 363, 374, 377, 461

NUTR 301, 302, 400, 466, 468

SMO 201

Spring / Summer Terms

NUTR 469 – Professional Practice in Dietetics I (four week practicum)

**Year 3**

Fall/Winter Terms

ACCTG 300,

INT D 410

NUTR 450, 476

NU FS 356,

SMO 311

\*6 of NU FS 424, 428, NUTR 443, 452, 476, 477, 478, or 479 must be completed in Year 3 (Fall/Winter Terms)

\*6 Approved Program Electives

Spring/Summer Terms

NUTR 470 – Professional Practice in Dietetics II (six week practicum)

NUTR 471 – Professional Practice in Dietetics III (six week practicum)

**Year 4 (see Note 1)**

Fall Term:

NUTR 472 – Professional Practice in Dietetics IV (six week practicum)

NUTR 473 – Professional Practice in Dietetics V (six week practicum)

Winter Term

NUTR 474 – Professional Practice in Dietetics VI (15 week practicum)

The Capstone course for the Dietetics Specialization

NUTR 450

**34.15.6 BSc Nutrition and Food Science, Specialization Food Science and Technology.**

The Specialization in Food Science and Technology prepares students for careers in the Food Industry and related government sectors. The Specialization meets the guidelines of the Institute of Food Technologists (IFT).

This academic program focuses on applying chemistry, microbiology, and engineering to the food systems and technological processes used in food manufacturing, preservation, storage, and distribution. Graduates of this major may enter the food industry as technical specialists or quality control managers. Opportunities also exist in government employment as inspectors, laboratory managers, and extension workers; in international development agencies; and in private laboratories providing consultative or technical service to the food industry and food marketing chains.

Students who complete the course requirements for the Specialization in Food Science and Technology but fail to maintain a graduating grade point average of 2.7 will be granted a degree with BSc Nutrition and Food Science, General Program, provided they meet the graduation grade point average of the General Program.

**(1) Residence Requirement**

A student transferring to the Specialization in Food Science and Technology must complete at least \*60 (normally the last \*60) while registered in the Faculty of Agricultural, Life and Environmental Sciences at the University of Alberta.

**(2) Requirements of the Specialization in Food Science and Technology**

Listed below are courses required to fulfill the program requirements, and a recommended sequence of the courses:

**Year 1 (normally taken in the BSc Nutrition and Food Science General Program)**

BIOL 107

\*6 ENGL or equivalent,

CHEM 101, 102, (164 or 261)

MATH 113 or 114

NU FS 100

STAT 151

\*3 free elective

**Year 2**

ALES 204

\*3 BIOCH

CHEM 211, 263

ECON 101, 102

MICRB 265

NU FS 201 or \*3 PHYS

NU FS 283, 372

	<p><b><u>Year 3</u></b>  <u>*3 Approved Program Elective</u>  <u>NU FS 306, 312, 353, 361, 374, 430, 454</u>  <u>*6 free elective</u></p> <p><b><u>Year 4</u></b>  <u>AREC 323 or SMO 301</u>  <u>NU FS 401, 450, 490, 499</u>  <u>*9 Approved Program Electives selected from 300/400-level NU FS</u>  <u>*6 Approved Program Electives</u>  <u>The Capstone course for Specialization in Food Science and Technology is NU FS 450.</u></p>
<p><b>34.15.5 Minor in Physical Activity</b></p> <p>Students in the Nutrition and Food major (see §34.15.3) or in the Nutrition major (see §34.15.4) may choose to complete a minor in Physical Activity by incorporating the following *15 into their program by careful selection of their Approved Program Electives and Free Electives. This provides the opportunity to integrate nutrition and food sciences with health and physical activity. See §34.1(4) and Note.</p> <p>(1) Requirements for the Minor (*15)</p> <ul style="list-style-type: none"> <li>a. HE ED 110 (taken as a Free Elective)</li> <li>b. HE ED 220 and 321</li> <li>c. NUTR 480</li> <li>d. *3 from HE ED 221, PEDS 391, PERLS 104, RLS 100</li> </ul> <p><b>34.15.6 Minor in Human Ecology</b></p> <p>Students in the Nutrition and Food major (see §34.15.3) or in the Nutrition major (see §34.15.4) may choose a minor in Human Ecology by incorporating the following *15 into their program through careful selection of their Approved Program Electives and Free Electives. Depending on course selections made in major and minor areas of study, students may be eligible to apply to become a professional Human Ecologist or Professional Home Economist (information is available from 3-02 Human Ecology Building). See §34.1(4) and Note.</p> <p>(1) Requirements for the Minor (*15)</p> <ul style="list-style-type: none"> <li>a. HECOL 100</li> <li>b. HECOL 201</li> <li>c. HECOL 301</li> <li>d. *6 from HECOL 300, 310, 313, 322, 412, 413, 414, 440, 443</li> </ul> <p><b>34.15.7 Minor in Food Marketing</b></p> <p>Students in the Nutrition and Food major (see §34.15.3) may choose a minor in Food Marketing by incorporating the following *15 into their program by careful selection of their Approved Program Electives and Free Electives. This provides the opportunity to apply a nutrition and food science background to consumer and food marketing. See §34.1(4) and Note.</p>	<p><b><u>DELETE</u></b></p>

(1) Requirements for the Minor (\*15)

- a. AREC 200
- b. AREC 384
- c. AREC 484
- d. \*6 from PSYCO 281, AREC 323 (if not taken to fulfill program core), AREC 473, 482, 485, SMO 301 (if not taken to fulfill Program core)

**34.15.8 Minor in Food Policy**

Students in the Nutrition and Food major (see §34.15.3) may choose a minor in Food Policy by incorporating the following \*15 into their program through careful selection of their Approved Program Electives and Free Electives. This provides the opportunity to apply a health, fiscal and agricultural policy perspective to issues of health and food. See §34.1(4) and Note.

(1) Requirements for the Minor (\*15)

- a. AREC 200
- b. AREC 473
- c. AREC 471
- d. ENCS 271
- e. HECOL 300

**34.15.9 Dietetic Internships**

Dietitians are employed in health care institutions, industry, government services, retail food services, teaching, community clinics, public relations, the media, and private practice. To become a Registered Dietitian, students must complete an undergraduate degree in Nutrition and a dietetic internship. Students must meet the additional course requirements (beyond those in the Nutrition major) outlined below to be eligible for an accredited dietetic internship. Applicants must meet a spoken English requirement (see §13.3.2)

**Integrated Dietetic Internship:** Eligible students may apply for the Integrated Dietetic Internship once course requirements are met. See Note 1. In this internship, academic terms alternate with internship terms in cooperation with health care facilities throughout Alberta; the degree plus internship can be completed in approximately five years and then the student is eligible for registration with the College of Dietitians of Alberta and membership in Dietitians of Canada. Students admitted to the U of A Integrated Dietetic Internship are required to maintain undergraduate registration and complete NUTR 466, 469, 470, 471 and 472 prior to convocation.

**Post-degree Internship:** As an alternative to the Integrated Dietetic Internship, eligible students may apply for the post-degree internship in their fourth year. Students applying for post-degree internships through Dietitians of Canada do not complete U of A professional practice courses.  
Required Course List for Dietetics Students

~~Students who wish to become Registered Dietitians must complete the Nutrition major, the specific additional undergraduate course requirements noted below and a dietetic internship (see Notes). These additional \*15 may be taken as Approved Program Electives or Free Electives in the Nutrition major. This combination is an accredited university undergraduate program with the College of Dietitians of Alberta.~~

~~(1) Required Dietetics Courses (\*15)~~

- ~~a. INT D 410 (See Note 2)~~
- ~~b. NU FS 374, 461~~
- ~~c. \*3 Approved Program Elective chosen from NUTR 452, 478, 479, NU FS 428~~
- ~~d. NUTR 476~~

~~Notes~~

- ~~(1) Students planning to apply for the University of Alberta Integrated Dietetic Internship must have successfully completed NUTR 468 and have successfully completed or be registered in NU FS 377 and 461 for the upcoming academic year.~~
- ~~(2) Students must have completed NU FS 468 or NUTR 468 prior to registering in INT D 410.~~

~~Under Alberta's Protection for Persons in Care Act, students may be required to satisfy a criminal records check before being allowed to participate in an internship program.~~

## Program Approval Template B

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

This Template is a common form that will be used for central vetting and approval at Alberta's public universities and then submitted to the Minister of Alberta Advanced Education for system coordination review and subsequent referral to the Campus Alberta Quality Council (CAQC) for its review and recommendation. For new major proposals, the University is to provide Council with a request and rationale for a fully-expedited review (in advance or at the same time as the system coordination submission). If the Ministry and/or Council determines that more information is required and/or a partially-expedited review is necessary, that will be communicated to the University as soon as possible. Note that individual universities will develop their own version of the Template, which may list additional questions after the set of common ones.

This Template applies to

- Restructured degrees and/or new majors within existing degrees that are built on existing program structures and are offered primarily from existing course offerings, faculty, and other resources (eg, adding Italian Studies to an existing BA program using primarily existing courses).
- Substantive degree title changes (eg, MSc Physical Therapy to MSc Rehabilitation Science)

### Basic Information

1. Title of the program:  
B. Sc. Nutrition and Food Science (NUFS) [Honours in Food Science, Honours in Nutrition, Nutrition & Food Science majors and specialization in Dietetics]
2. Proposed start date:  
September 1, 2014. [Changes, per telephone conversation with J Bohun on June 13, 2012 (pm).]
3. Length of the program (years):  
The length of the program is 4 years. Completion of the Dietetics Specialization requires completion of a pre-professional year of University studies.
4. University and academic unit:  
Faculty of Agricultural, Life, & Environmental Sciences
5. Collaborating partners at other institutions:  
None.
6. Contact person, with telephone and e-mail address:  
Dr. Nat Kav (Associate Dean Academic), nat.kav@ualberta.ca
7. Completed/proposed approval path: Faculty of ALES Faculty Council, Academic Standards Committee Subcommittee on Standards (ASC SOS), Academic Standards Committee (ASC), Academic Planning Committee (APC)
8. Attach proposed program and course University Calendar changes and other supporting documentation.

The proposed University Calendar changes are attached

## Rationale and Quality

9. Provide an overview of the program, including distinctive features relative to existing offerings.

### Overview on the structure of the revised B.Sc. Nutrition and Food Science Program: Honors Programs

#### B.Sc. Honors Nutrition

Nutrition  
(Entry, continuing, and graduating  
GPA of 3.0)

#### B.Sc. Honors Food Science

Food Science  
(Entry, continuing, and graduating  
GPA of 3.0)

#### B.Sc. Nutrition and Food Science

Dietetics Specialization  
(Quota program; entry, continuing  
and graduating GPA 2.7)

Food Science and Technology  
Specialization  
(Entry and graduating GPA 2.7)

Nutrition and Food Science General Program  
(Competitive entry, graduating GPA 2.0)

#### Minors:

Food Marketing

Food Policy

Food Quality  
and Safety

Food Service  
Management

Human Ecology

Nutrition  
Communication  
and Education

Nutrition and  
Health

Physical  
Activity

#### Distinctive features to existing offerings:

The program revision includes predominantly administrative changes to the current B.Sc. Nutrition and Food Science Program. Adjustments to the program content were particularly included in the honors programs and the Dietetics Specialization.

The revised program established two Honors Programs with an entry, continuing, and graduating GPA of 3.0. The two honors programs are distinguished from the existing program by the GPA requirement, additional course requirements, and an additional requirement for \*9 research methods and research project.

The Food Science and Technology specialization provides a specialized education to meet competencies for Food Scientists established by the Institute of Food Technologists. Program content is virtually unchanged to existing offerings; the revised program includes an entry and graduating GPA of 2.7.

The Dietetics Specialization provides a specialized education to meet competencies for Registered Dietitians. Relative to existing offerings (Nutrition Major of the Nutrition and Food Science Program), content and administration of the academic program preparing for employment as Registered Dietitian was altered as follows:

- Content: The revised program requires \*12 additional courses related to accounting and human resources, food preparation, and an introduction to the role of the Registered Dietitian in the Canadian health care system. These courses allow for better alignment with the competencies required for entry-to-practice as a Registered Dietitian.



Administration: In the current program, the Integrated Dietetic Internship is administered separately from the undergraduate degree program. The revised program includes the existing dietetic internship as part of the program requirements. The selection process that is currently used to select students participating in the Dietetic Internship (see <http://www.afns.ualberta.ca/en/CurrentStudents/IntegratedDieteticInternship.aspx>) will be modified to administer the Dietetics Specialization as a quota program, initially with 50 students per year. The number of students is subject to change depending on the availability of internship placements, and the demand for Registered Dietitians by the Alberta Healthcare System.

The revised Nutrition and Food Science General Program is largely identical to the current Nutrition and Food Major in the B.Sc. Nutrition and Food Science program but differs from existing offerings as follows:

- Modification of existing courses and new courses to expand experiential learning opportunities (NU FS 250, NU FS 306, NU FS 311, new capstone course).
- Modification of program course sequence to enhance and build the core knowledge base
- Increased number of minors available to students in the General Program to enable more targeted career choices.

#### 10. What is the rationale for the proposed change, and how will it affect program quality?

The proposed change modifies the administration of the current B.Sc. Nutrition and Food Science, a successful program with more than 500 students. The proposed change will make only modest changes to the program content but will change important aspects of program administration. The changes also respond to the growing number of students in the existing program (250 students in 2001/2002; 518 students in 2006/2007; 541 students in 2011/2012). The rationale for the changes is outlined below.

- **Establishment of honors programs to recognize and promote academic excellence, and to enable preparation for a research career and graduate studies.** The program had an enrolment of 500 – 600 students in the past 5 years (enrolment management since 2009/2010). About 20 – 30 students per year are estimated to qualify for the honors programs.  
The number of graduate students in the Department of Agricultural, Food, and Nutritional Science has increased by more than 50% since 2002 (current enrolment: 229). Graduates from the proposed Honors programs will therefore have an abundance of opportunities for graduate studies at the University of Alberta. The honors designation of the research-oriented undergraduate education will also facilitate transfer of graduates to pursue a graduate degree at other institutions.
- **Improve the learning experience in the current “Nutrition and Food” major.** The current major offers substantial flexibility with regards to the choice approved program electives – \*36 of the \*120 can be taken as free electives or from a broad selection of approved program electives. This flexibility is highly appropriate for some students but many students need more guidance to match the course selection with targeted careers. The program revision maintains flexibility while providing structured career path choices through the increased number of minors with selected course inclusions.  
In addition, more experiential learning opportunities will be offered in the revised “Nutrition and Food Science General Program”. The current Nutrition and Food Major requires completion of only three courses (\*9) with experiential learning component in the last two years of studies. The proposed program has addressed this shortcoming by including the re-development of current course content and new courses with experiential learning components.
- **Introduction of a “Dietetics Specialization” and administration of the internship as part of the structure of the program offered by the Faculty of ALES.** The current Nutrition Major was designed using an honors-type program as a template (research experience and a highly competitive entry). However, a vast majority of students use the nutrition major as an entry point into the Integrated Dietetic Internship (administered outside of the faculty) rather than for entry into graduate studies. The separate administration of the internship (practicum 44 weeks), and the use of the current nutrition major as an entry point into dietetics has created numerous administrative difficulties for students, faculty, student advisors, and academic advisors. It is also a source of substantial stress among students due to misunderstanding their enrolment in the nutrition major as there is no guarantee of entry into the dietetic program. Therefore, the introduction of the Dietetics Specialization and a separate Nutrition Honors program will remedy these problems to benefit and streamline programming for both students and staff.
- **Introduction of a “Food Science and Technology Specialization”.** The Food Science and Technology specialization is designed to meet competencies for Food Scientists established by the Institute of Food Technologists. Program content is virtually unchanged to existing offerings (Food Science and Technology

Major), the revised program includes an entry and graduating GPA of 2.7. The use of the term “specialization” instead of major better reflects the purpose of the stream, to provide a focussed technical education leading to a career in Food Science and Technology. The requirement for the specialization will include an independent research course (NU FS 401) to provide research experience. This new requirement meets priorities of the University of Alberta set forth in the Dare to Discover document, and is a recommended requirement of the IF.

11. Outline the University’s demonstrated expertise and capacity in this program area. For graduate programs – address the experience of the unit in advanced work and your ability to deliver a quality program by commenting on your depth in the discipline. Provide a list of the names and expertise of faculty members and, where available, the progress of students who have already graduated.

The Faculty of ALES has a team of highly skilled experts in the nutrition and food science fields who support the implementation of this proposed program to better cater to the training of new professional graduates in their chosen career paths. The demonstrated expertise and capacity of the University of Alberta is documented by the successful delivery of the current B.Sc. Nutrition and Food Science program.

The University of Alberta and the Faculty of ALES is currently the only post-secondary institution in Alberta which offers dedicated programs in food science, human nutrition, and nutrition and food science. Moreover, the Integrated Dietetic Internship is the province’s only approved professional practice training program for Registered Dietitians. All of these programs have been in existence for several decades.

The University’s expertise and capacity is demonstrated by successful delivery of the current B.Sc. Nutrition and Food Science Program with enrolment of 518 (2007 / 2008), 537 (2008 / 2009), 539 (2009 / 2010), 565 (2010 / 2011), and 541 (2011 / 2012) students. The number of students in the program is limited by enrolment management (entry GPA of 2.5) since 2009/2010.

The proposed changes will not change the number of students in the program.

Note: The proposed change builds on existing programs and resources, so quality will be monitored as part of the University’s ongoing assessment processes.

12. How does the proposed change further the University’s Academic Plan (*Dare to Deliver*)? How does this proposal connect to the University’s vision, as expressed in *Dare to Discover*?

The proposed change furthers the University’s Academic Plan and connects to the University’s vision.

- The proposed program will improve the integration of cutting-edge research in the undergraduate curriculum by establishment of Honors programs in nutrition and food science. The honors programs will build greater research focus into the program to compliment the U of A’s Dare to Discover vision. Enhanced training in research methodologies and communication will enrich the learning experience of graduates and the reputation of the U of A as world leaders the training of professionals in these fields. The proposed change will improve the University’s ability to recruit exceptional students locally, nationally, and internationally by establishment of the honors programs. The proposed program will enhance cross-disciplinary learning opportunities by integration of concepts from diverse disciplines (Natural sciences, Social sciences, Engineering) into an inter-disciplinary undergraduate program that challenges students with diverse views yet provides improved flexibility for students to build their education based on their needs and abilities.
- The proposed change will promote administrative effectiveness and good governance by streamlining the administration of the current Nutrition and Food Science Program.
- The proposed change articulates core sets of skills, attributes and values that were incorporated into the undergraduate program. Cornerstone and Capstone Courses are integrated in all streams of the program to provide training, development and leadership opportunities in disciplinary and non-disciplinary skills.
- The proposed changes incorporate input from students (three student forums held in 2009, 2011, and 2012 with more than 100 participants), faculty, administrative staff, and external stakeholders to improve the quality and the delivery of the exiting program.

- The proposed changes particularly result from the ongoing quality control by the Faculty of ALES, achieved through the assessment of program outcomes (e.g. in capstone courses), and exit surveys and alumni surveys to obtain feedback on the quality of the program.

### **Demand and Administration**

13. Outline the expected impact of the change in terms of professional and academic opportunities for current and prospective students.

Graduates of the current program find a variety of professional and academic opportunities in the areas of Food Science and Nutrition. Current employers of our graduates include Alberta Health Services, the food industry, food service providers, government bodies (Health Canada, Canadian Food Inspection Agency, Alberta Agriculture and Rural Development etc.) and non-government organizations. Despite the strong growth of the program, the demand for graduates exceeds the number of graduates in several streams of the program.

The proposed change will further improve the professional and academic opportunities for current and prospective students:

- **Honors programs:** The establishment of the two proposed honors programs, the first in the Faculty of ALES, will support students who seek careers in scientific research or plan to continue at the graduate level of study. Organizations employing graduates of the Nutrition and Food Science Program (see above) also need professionals with greater research training as acquired through a graduate education. These programs will provide excellent, research-oriented training and the ability to focus on a specific subject area of interest. They will offer students the opportunity to enhance their readiness for graduate studies in either nutrition or food science.
- **Food Science and Technology Specialization:** The career and employment opportunities for individuals with a background in food science and technology have been very strong in the past years. Implementation of the proposed program revision will not affect this situation.
- **Dietetics Specialization:**
- Current health workforce projections suggest an increasing need for Registered Dietitians across the next decade. These projections, coupled with significant attrition from the profession due to retirements, mean that the job outlook for students trained for a career as Registered Dietitians will remain excellent.
- **Nutrition and Food Science General Program:** The proposed program changes and improved structure will facilitate successful career development after graduation through increased experiential learning opportunities and through the selection of appropriate minors to target their career aspirations (E.g. Nutrition and Food Science consultants in public health education and training sectors of government and non-government organizations, Food Service, Food Business Management, Food Quality Control).

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

The existing B.Sc. Nutrition and Food Science Program has a current enrolment of 541 students (2011-2012). The program change will not significantly alter our expected enrolment as numbers are kept constant through enrolment management. However, it is anticipated that the improved structure of the program will attract more students and thus result in higher entry GPAs.

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

The University of Alberta and the Faculty of ALES specifically, is currently the only post-secondary institution in Alberta which offers dedicated programs in food science, human nutrition and nutrition and food science. Moreover, the Integrated Dietetic Internship, based in the Faculty of ALES is the province's only approved professional practice training program for Registered Dietitian. All of these programs have been in existence for several decades.

As such, there we do not anticipate any enrolment (or other) impact on programs at other institutions.

Dietetic practice in Alberta is legally regulated by the College of Dietitians of Alberta under the authority of the Health Professions Act. The College of Dietitians of Alberta is aware of the proposed program changes

presented here and is in support of the creation and implementation of the Dietetics Specialization program (Please see attached letter of support).

Students enrolled in the Dietetics Specialization will participate in clinical and other student placements in order to acquire the professional competencies needed to enter practice as Registered Dietitians. A majority of these placements will take place at sites operated by Alberta Health Services (AHS). The Integrated Dietetic Internship has a long-standing and very close working relationship with the AHS Nutrition and Food Service and we currently place a similar number of students at AHS sites as would be the case following the implementation of the dietetics specialization. Senior management at Alberta Health Services (Nutrition and Food Services) is aware and supportive of the proposed program changes. As a result, we do not anticipate any negative impacts on clinical placement capacity.

16. Describe the current student demand for the change.

The proposed changes respond to concerns raised during a forum of Nutrition and Food Science Students on March 5<sup>th</sup>, 2009. The forum summary, prepared by the president of the Nutrition and Food Science Student Association, Brad Leier, indicate that several aspects of the administration of the Nutrition and Food Science program, particularly the administration of the Integrated Dietetic Internship in the framework of the current program, results in hyper-competitiveness among students, lack of student cohesiveness, and is a cause of distress. Particularly the points of entry into the current Dietetic internship program, and attainment of grade requirements to enter and stay enrolled in the Nutrition major were a cause of concern for students. Students also commented on the program content, particularly expressing the desire for more practical food knowledge.

These concerns were supported by the results of the exit survey administered to students graduating with a major in Nutrition and Food, and a major in Food Science and Technology in 2011.

The proposed changes were discussed in a Nutrition and Food Science Student Forum held on Feb 1<sup>st</sup>, 2012. The Forum was held to obtain feedback on the program review from current Nutrition and Food Science students. The notes from the Nutrition and Food Science Student Forum on Feb 1<sup>st</sup>, 2012, prepared by Caitlyn Nordhagen (Nutrition and Food Science Student Association), indicate that the proposed changes address all major concerns of current Nutrition and Food Science students, and will result in an improved learning experience for students.

17. Is there an economic demand? Is there any anticipated impact on employers, including clinical or other student placements and, if so, what consultation has occurred?

The economic demand for graduates of the revised Nutrition and Food Science Program is documented by the success of graduates from the current program. Employment levels are already high, and the changes to the program are designed to better meet employment needs of the province.

Service Canada data<sup>1</sup> suggest that the demand for Registered Dietitians will increase over the next two decades. In recent years, the number of dietitians and nutritionists has increased sharply. This increase may be explained by the aging of the population, growing public concern about healthy eating, increased government spending in the health sector, the exacerbation of health problems due to obesity and the growing use of the services of dietitians to prevent and treat health problems.

Given that these trends should continue, the number of dietitians and nutritionists should increase sharply over the next few years.

18. Are there any resource implications (budget, information technology (IT), library (Library Impact Statement), laboratory, computers, space, practicum liability insurance, student services, administrative services (eg, Registrar's Office), as applicable) for the proposed change, and, if so, where will those resources come from? Provide a budget for any long-term or one-time implementation costs. Provide detail and evidence of consultation with affected unit(s) and/or appropriate University officers/committees.

As the proposed changes are primarily a restructuring of the existing BSc Nutrition and Food Science, the proposed change has no resource implications as enrolments and required resources will not be affected.

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<sup>1</sup> Service Canada. Occupational Outlook – Dietitians and Nutritionists. On-line [Available]: [http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/3132.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3132.shtml)

### **Additional Questions – University of Alberta**

19. How will this proposal distinguish the University of Alberta from other post-secondary institutions?

The current B.Sc. Nutrition and Food Science Program is the only B.Sc. program in Alberta providing undergraduate education in the areas of Nutrition and / or Food Science. It is the only program in Alberta preparing students for employment as Registered Dietitian, and one of five Food Science programs in Canada approved by the Institute of Food Technologists.

The proposed change will improve the provincial, national, and international recognition of the University of Alberta's undergraduate education through improved content and delivery of the current program.

20. How will research, scholarly work, and teaching be integrated to enhance student learning?

The current program integrates research, scholarly work, and teaching through offering of advanced, 400-level approved program electives (APEs). The content of these courses typically matches the research expertise of the instructor and thus integrates research, scholarly work and teaching. Most 400-level APE's in the current program also encourage undergraduate research by integrating independent research, student presentations or other elements of experiential learning in the course outlines. The integration of research and teaching is furthermore fostered through the delivery of the capstone courses which require students to develop applied research projects in small groups.

The proposed changes will improve the integration of cutting-edge research in the undergraduate curriculum particularly by establishing the two honors programs. It will enhance cross-disciplinary learning opportunities by integration of concepts from diverse disciplines (Natural sciences, Social sciences, Engineering) into an interdisciplinary undergraduate program that challenges students with diverse view yet provides improved flexibility for students to build their education based on their needs and abilities.

21. When should a thorough evaluation of the program (if applicable) be conducted? What should be the composition of the evaluation team that conducts a thorough evaluation (enter information on types of personnel and not actual names)? How will feedback from students, employers, and other interested parties be integrated?

Ongoing quality control and evaluation of the program is achieved through the following tools

- Approval of the Dietetics Specialization by the College of Dietitians.
- Approval of the Food Science and Technology Specialization by the Institute of Food Technologists. Approval requires an annual report on the quality control of the program, and is renewed every five years.
- Annual exit surveys and alumni surveys.
- Meetings of faculty staff with external stakeholders, e.g. industry advisory panels, provide an additional tool to identify shortcomings of the program.
- Additionally, the B.Sc. Nutrition and Food Science Program Committee obtains feedback from students and administrators through consultation with student advisors and academic advisors (both are members of the program committee), regular communication with the Nutrition and Food Science Student Association, and regular consultation with administrative staff involved in administration of the program, or courses in the program.
- The Faculty reviews all academic programs on a five-year cycle.

An example of the integration of feedback from students, employers, and other interested parties to improve delivery of the Nutrition and Food Science Program is provided by the proposed program revision. It is anticipated that the extensive consultation process in preparation of the program revision eliminates the need for additional major changes in the next years. However, the tools for ongoing quality control and evaluation of the program will be employed on a regular basis, and feedback will be employed for future improvements.

## Appendix – Enrolment Table

### BSc Nutrition and Food Science General Program

Proposed Enrolment	2013-14	2014-15	2015-16	2016-17	Annual Ongoing
• Total Full-Time head count	245	245	245	245	245
• Full-Time Year 1	80	80	80	80	80
• Full-Time Year 2	65	65	65	65	60
• Full-Time Year 3	50	50	50	50	50
• Full-Time Year 4	50	50	50	50	50
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Total FLE	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
• Anticipated Number of Graduates	50	50	50	50	50

### BSc Nutrition and Food Science, Dietetics Specialization

Proposed Enrolment	2013-14	2014-15	2015-16	2016-17	Annual Ongoing
• Total Full-Time head count	50	100	150	200	200
• Full-Time Year 1	50	50	50	50	50
• Full-Time Year 2	0	50	50	50	50
• Full-Time Year 3	0	0	50	50	50
• Full-Time Year 4	0	0	0	50	50
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Total FLE	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
• Anticipated Number of Graduates	0	0	0	50	50

**BSc Nutrition and Food Science, Food Science and Technology Specialization**

Proposed Enrolment	2013-14	2014-15	2015-16	2016-17	Annual Ongoing
• Total Full-Time head count	15	40	40	40	40
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	10	10	10	10	10
• Full-Time Year 3	5	15	15	15	15
• Full-Time Year 4	0	5	15	15	15
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Total FLE	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
• Anticipated Number of Graduates	0	5	15	15	15

**BSc Honors in Nutrition**

Proposed Enrolment	2013-14	2014-15	2015-16	2016-17	Annual Ongoing
• Total Full-Time head count	15	40	40	40	40
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	10	10	10	10	10
• Full-Time Year 3	5	15	15	15	15
• Full-Time Year 4	0	5	15	15	15
• Total Part-Time head count	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
• Total Work Experience hc	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
• Total FLE	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
• Anticipated Number of Graduates	0	5	15	15	15

**BSc Honors in Food Science**

<b>Proposed Enrolment</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Annual Ongoing</b>
<b>• Total Full-Time head count</b>					25
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	5	5	5	5	5
• Full-Time Year 3	5	10	10	10	10
• Full-Time Year 4		5	10	10	10
<b>• Total Part-Time head count</b>	0	0	0	0	0
• Part-Time Year 1					
• Part-Time Year 2					
• Part-Time Year 3					
• Part-Time Year 4					
<b>• Total Work Experience hc</b>	0	0	0	0	0
• Work Experience Year 1					
• Work Experience Year 2					
• Work Experience Year 3					
• Work Experience Year 4					
<b>• Total FLE</b>	0	0	0	0	0
• FLE Year 1					
• FLE Year 2					
• FLE Year 3					
• FLE Year 4					
<b>• Anticipated Number of Graduates</b>	0	5	10	10	10



**FINAL Item No. 8**

**OUTLINE OF ISSUE**

Agenda Title: **Clarification of the English Language Proficiency (ELP) “Blended Grade” Requirement (Proposed Revisions from the Office of the Registrar to Section 13.3.1(3) of the University Calendar)**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, proposed revisions to the English Language Proficiency (ELP) “blended grade” requirement (University Calendar Section 13.3.1(3)), as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon approval (with publication in the 2013-2014 University Calendar).

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Vice-Provost and University Registrar
Presenter	Lihong Yang, Acting Associate Registrar and Director of Enrolment Management, Office of the Registrar
Subject	Clarification of the term “blended grade” for use in meeting the English Language Proficiency (ELP) requirement for admissions to the University of Alberta

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To consider minor changes to the English Language Proficiency (ELP) requirements, as set out in Section 13.3.1(3) of the University Calendar. These changes provide clarification and updates to existing procedures.
The Impact of the Proposal is	Minimal, with no change to existing process and procedures but rather adding clarity for existing processes within the University Calendar.
Replaces/Revises (eg, policies, resolutions)	Section 13.3.1(3)(a) of the University Calendar.
Timeline/Implementation Date	Immediate and for publication in the 2013-2014 University Calendar.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover</i> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):</b> The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC’s terms of reference provide that “the term ‘<b>routine and/or editorial</b>’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve</p>

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alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

Further, “ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations” (Section 3.B.ii).

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

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

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

**4. UAPPOL Admissions Procedure:**

**PROCEDURE**

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

Following approval by GFC:

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

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

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

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	<p>2. BLENDED GRADE</p> <p>In calculating admission averages for high school applicants, the University of Alberta will use the <b>blended grade</b> for subjects in which a provincial examination is given, as in the case of Alberta Diploma Examinations.”</p> <p>5. <b>GFC Academic Planning Committee (APC) Terms of Reference (Section 3./Mandate):</b></p> <p>“7. <b>Admission, Transfer and Academic Standing</b></p> <p>a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change.”</p>
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Deborah Gougeon, Assistant Registrar (Admissions), Office of the Registrar
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (June 21, 2012) – for recommendation; GFC Academic Planning Committee (June 27, 2012) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments (each to be numbered 1 - <>):

- Attachment 1 (page 1) – Proposed Changes to the University of Alberta Calendar Section 13.3.1(3)(a)

Prepared by: Diana Shields, Acting Policy Development and Issues Advisor, Office of the Registrar,  
[diana.shields@ualberta.ca](mailto:diana.shields@ualberta.ca)

## Proposed Changes to the University of Alberta Calendar Section 13.3.1(3)a.

2012-2013 Calendar (Current)	2013-2014 Calendar (Proposed)
<p><b>13.3 Language Proficiency Requirements</b></p> <p><b>13.3.1 English Language Proficiency</b>  <i>...no changes until</i>  Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> <li>a. in Canada including the grade 12 year. This can be a combination of secondary and postsecondary education. (See notes 1, 2, and 3).</li> <li>b. in another country where English is recognized as an official language of instruction. (See notes 1, 2, 3, and 5).</li> <li>c. at a recognized school/institution which uses English as the primary language of instruction. (See notes 1, 2, 3, and 5).</li> </ol> <p>(2) Successful completion of the equivalent of three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada.</p> <p>(3) Completion of one of the following:</p> <ol style="list-style-type: none"> <li>a. a final blended grade of 75% or better in English Language Arts 30-1 <del>course (Alberta High School),</del></li> </ol>	<p><b>13.3 Language Proficiency Requirements</b></p> <p><b>13.3.1 English Language Proficiency</b>  <i>...no changes until</i>  Proficiency in English may be fulfilled in one of the following ways:</p> <p>(1) Successful completion of three years of full-time education in English</p> <ol style="list-style-type: none"> <li>a. in Canada including the grade 12 year. This can be a combination of secondary and postsecondary education. (See notes 1, 2, and 3).</li> <li>b. in another country where English is recognized as an official language of instruction. (See notes 1, 2, 3, and 5).</li> <li>c. at a recognized school/institution which uses English as the primary language of instruction. (See notes 1, 2, 3, and 5).</li> </ol> <p>(2) Successful completion of the equivalent of three years of full-time instruction in a school/institution in Canada in which the major language of instruction is other than English, but where the level of English proficiency required for graduation is equivalent to that in English language schools/institutions in Canada.</p> <p>(3) Completion of one of the following:</p> <ol style="list-style-type: none"> <li>a. a final blended grade of 75% or better in English Language Arts 30-1 <b>from Alberta or English 12 from British Columbia. The blended grade is the final mark from the provincial Ministry of Education which includes the diploma or provincial examination mark.</b></li> </ol>

### OUTLINE OF ISSUE

**Agenda Title: Use of SAT Reasoning Test Results and ACT Scores to Fulfill Undergraduate Admission Requirements for High School Applicants from the American Education System (Proposed Changes to *University Calendar* Section 17.2.2 (Admission from the United States and Other Countries and Schools That Offer American-Based Curricula))**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, proposed changes to existing undergraduate admission requirements for high school applicants from the American Education System (*University Calendar* Section 17.2.2 (Admission from the United States and Other Countries and Schools That Offer American-Based Curricula)), as submitted by the Office of the Registrar (as amended) and as set forth in Attachment 2, to take effect in 2014-2015.

#### Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar
Presenter	Lihong Yang, Acting Associate Registrar and Director of Enrolment Management, Office of the Registrar
Subject	Admission requirements to undergraduate programs for high school applicants from the American education systems

#### Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To adjust the options available to students under American-based high school curricula for meeting University of Alberta admission requirements. Currently, admission for these students depends on equating specific matriculation subjects to the Alberta system by examining level and years of study. This does not work well for students under American-based curricula as the curricula in the American system vary from state to state. For example, some curricula only include one full year of study in each of the sciences (biology, physics, and chemistry) which may be taken in Grades 9, 10, 11, or 12. The transcripts from high schools alone do not always present the academic competency of applicants. The proposed standardized test results are better indication of the students' academic preparedness to the undergraduate programs at the University of Alberta.  Please see attached proposal document for more information.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	<i>University of Alberta Calendar</i> Section 17.2.2.
Timeline/Implementation Date	2014-2015.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

#### Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover</i> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
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Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)

1. **Post-Secondary Learning Act (PSLA):** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).

2. **GFC Academic Standards Committee Subcommittee on Standards (SOS) Terms of Reference/3. Mandate of the Committee:**

“To review and make recommendations to the GFC Academic Standards Committee (ASC) with respect to a number of issues which affect all students at the University of Alberta. These include, but are not limited to:

- a. examination policy
- b. academic definitions
- c. academic standing regulations
- d. admission/transfer requirements

Consideration of areas in which greater standardization would benefit the University could result in: a) the institution being more easily understood by students, staff, and the general public, and b) the introduction of more efficient practices that may result in economies.”

3. **GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

4. **GFC Academic Standards Committee (ASC) Terms of Reference (Mandate)** allow for GFC ASC to respond to proposals that may affect the admission or transfer of students to the University of Alberta. (Section 3.B.x).

5. **GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate):** “[...]”

**7. Admission, Transfer and Academic Standing**

- a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for

GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change[.]

- b. To consider advice or recommendation from the GFC ASC on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations. [...]"

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

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

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

7. ***UAPPOL Admissions Procedure:***

**PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

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

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

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

**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	GFC Academic Standards Committee (April 21, 2011) – for discussion; GFC Academic Standards Committee (June 16, 2011) – for discussion; GFC ASC Subcommittee on Standards (May 1, 2012) – for discussion
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (May 17, 2012) – for recommendation; GFC Academic Planning Committee (June 27, 2012) – for final approval
Final Approver	GFC Academic Planning Committee

## Attachments:

1. Attachment 1 (pages 1 – 6) – Admission Requirements for High School Applicants from the American Education System (For Information/Discussion)
2. Attachment 2 (page 1) – Proposed Changes for the 2013-2014 *University Calendar* (For Approval)

*Prepared by:* Lihong Yang, Acting Associate Registrar and Director of Enrolment Management, Office of the Registrar; Carrie Holstead, Policy Development and Issues Advisor, Office of the Registrar, [carrie.holstead@ualberta.ca](mailto:carrie.holstead@ualberta.ca)



## Admission Requirements for High School Applicants from the American Education System

Since Fall 2009, the Office of the Registrar (RO) has been monitoring the academic performance of undergraduate students who graduated from American high schools. Based on the results so far, the RO proposes to modify the admission requirements for applicants to undergraduate programs from the American system for Fall 2013 admission onward. We believe that the proposed admission requirements are a better indication of the applicants' learning outcomes and a better prediction of their preparedness for academic success in the undergraduate programs at the UofA. In addition, this will put the UofA in a competitive position in the market and have similar admission requirements as our peer institutions.

### Current admission requirements:

Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University in one of the following ways:

1. Presentation of a full academic challenge or college preparatory high school program, including three consecutive years of study in each of the required subjects culminating in the grade 12 year, or
2. An acceptable score on the SAT Subject Test results and Grade 12 standing. The Critical Reading section of the SAT Reasoning Test may be used to meet the English Language Arts 30-1 requirement.
3. AP or IB exam results in required subjects.

### Proposed admission requirements:

Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University if they meet the following requirements:

1. the five courses required for admission (see §15) are all at the level of Grade 12 or equivalent, and
2. All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from International Baccalaureate (IB), Advanced Placement (AP), or SAT Subject Test (SAT ST) results, and
3. All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School Grade 12 (or equivalent) course marks.

If a high school course mark is to be used, the applicant must also meet the SAT Reasoning Test (SAT RT) or ACT requirement as follows:

- a. SAT RT: minimum combined score of 1650 with a minimum of 550 on each section
- b. ACT: minimum composite score of 24

### Rationale:

Over the years, admission to undergraduate programs for applicants from the American education system has been identified as a challenge, mainly for two reasons:

1. It is not compulsory for applicants from the American education system to present SAT test results. As a result, the UofA is not perceived to be a reputable university because it does not require a standardized test result.
2. High school education in the American education system is decentralized and there is not a state-wide or nation-wide standard. For science subjects, for example, some students can finish studying a science subject at Grade 9. Some only study a science subject in one year.

The perceived benefits of the proposed admission requirements are:

1. The standardized test result such as IB, AP, SAT RT, SAT ST and ACT, is a better measurement of students' academic competence and their academic preparedness for university study. It is expected that students admitted with these credentials will be able to succeed academically at the U of A.
2. The U of A will capture applicants of high quality;
3. The U of A will have a stronger reputation in the market.

### Subjects used for admission and academic performance

Of the 50 students who were admitted for the fall terms of 2009, 2010, and 2011 and registered in courses, 46 were admitted by presenting one or all five required subjects from the American high school curricula. The other four presented test results from IB, AP, SAT Reasoning Test, SAT Subject Test, or Alberta high school.

Detailed information of ways to meet the admission requirements are in the following tables:

Admit term 1290 (Fall 2009)								
Faculty	Total # of Students							
		US	US + AP	US + SAT ST	US + SAT RT	US + SAT ST + SAT RT	SAT ST + SAT RT + AP	AP
Total	21	11	3	1	3	1	1	1
AR	13	8	1		3			1
EN	2		1				1	
SC	6	3	1	1		1		

Admit term 1330 (Fall 2010)								
Faculty	Total # of Students							
		US	US + AP	US + SAT ST	US + SAT RT	US + US PS	US + GMU	SAT ST + SAT RT + AP
Total	15	5	5		2	1	1	1
AR	6	3	2		1			
AU	1					1		
EN	2		1				1	
NU	1		1					
SC	5	2	1		1			1

Admit term 1370 (Fall 2011)									
Faculty	Total # of Students								
		US	US + AP	US + SAT RT	US + SAT ST + SAT RT	US + GCE O + GCE A	SAT ST + SAT RT + AP	IB + AB	AB
Total	14	2	5	2	1	1	1	1	1
AR	4	1	1	1			1		
EN	1	1							
SC	9		4	1	1	1		1	1

### Details of the academic performance of students can be found in the following tables

Overall observation:

1. Students admitted with IB, AP, SAT instead of subjects from the American high schools have stronger academic performance than others. Their GPA in the first year is at 3.0 or higher.
2. In the first year of attendance, the GPAs of most students fall between 2.0 – 2.9.
3. Without comparative data of students' performance from other curricula, students admitted with at least one subject from American high school seem to have weaker academic performance. For Fall 2009, 5 out of 21 students were required to withdraw; 3 on academic warning or probation. Fall 2010, 3 out of 15 were required to withdraw; 3 on academic warning or probation. There might be other unknown factors contributing to their failure in their study.

**Table 1: Admit Term 1290 (Fall 2009)**

## Observations:

- For those who stay until the 3<sup>rd</sup> year, there is a progressively higher number of students with a GPA of 3.0 or higher.
- One of the 21 registered students was admitted based on test results from SAT ST, SAT RT, and AP. This student achieved a GPA of 3.7 in the 1<sup>st</sup> year, 3.4 in the 2<sup>nd</sup> year.
- One student in Arts with 3.5> GPA was admitted with US HS curriculum, took two courses each term in the 1<sup>st</sup> year, four courses each term in 2<sup>nd</sup> and 3<sup>rd</sup> year and maintain a GPA between 3.7 and 3.9.
- Another student in Arts with 3.5> GPA was admitted with subjects from AP. This student took three courses in the 1<sup>st</sup> term of the 1<sup>st</sup> year and five courses in the 2<sup>nd</sup> term of the 1<sup>st</sup> year.
- One student who was required to withdraw from Science after the 1<sup>st</sup> year, achieved 2.7 in Open Studies in the 2<sup>nd</sup> year, 3.1 in Arts in the 3<sup>rd</sup> year. This student took five courses per term in Science and four courses per term in Open Studies and Arts.
- One student was required to withdraw from Arts after the 1<sup>st</sup> year and was required to withdraw from Open Studies in the 2<sup>nd</sup> year.

				Number of students with GPA in range for 1 <sup>st</sup> year				
Faculty	Total #of Students	#RTW	Warning/probation/marginal	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>21</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>1</b>	<b>2</b>
AR	13	2	1	2	1	8		2
EN	2					1		1
SC	6	3	2 (One was RTWed, then placed on probation after successful appeal)	4	1	1		

				Number of students with GPA in range for 2 <sup>nd</sup> year				
Faculty	Total #of Students	#RTW	Warning/probation/marginal	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>19</b>	<b>2</b>		<b>1</b>	<b>1</b>	<b>11</b>	<b>5</b>	<b>1</b>
AR	7					4	2	1
EN	2					1	1	
SC	4	1			1	2	1	
ED	2					2		
PhED	1						1	
OS	3	1		1		2		

				Number of students with GPA in range for 1 <sup>st</sup> term of 3 <sup>rd</sup> year					
Faculty	Total #of Students	#RTW	Warning/probation/marginal	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>	Co-Op
<b>Total</b>	<b>17</b>					<b>5</b>	<b>9</b>	<b>2</b>	<b>1</b>
AR	8					2	4	2	
EN	2						1		1
ED	2						2		
PhED	1						1		
SC	3					3			
OS	1						1		

Table 2: Admit term 1330 (Fall 2010)

## Observations:

- One student in the SC (Honors) program was admitted based on test results from SAT RT & ST and AP. This student achieved a GPA of 3.3 in the 1<sup>st</sup> year and 3.0 in the 2<sup>nd</sup> year.
- The student in Augustana was admitted with US HS and PS. The student registered in four courses in Fall 2010, withdrew from two of them (AUBIO and AUCHE), and finished AUENG and AUSPA (Spanish) with a GPA of 3.9. In Winter 2011, the student took three courses and withdrew from two of them (AUBIO and AUPSY) and completed AUENG with A-. The student did not register in any course in Fall 2011.

					Number of students with GPA in range for 1 <sup>st</sup> year				
Faculty	Total #of Students	# RTW	Warning/probation/marginal	Withdrew	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>15</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>1</b>
AR	6	1	1		2	1	3		
AU	1								1
EN	2	1		1	2				
NU	1						1		
SC	5	1	2		1	2	1	1	
OS	0								

					Number of students with GPA in range for 1 <sup>st</sup> term of the 2 <sup>nd</sup> year				
Faculty	Total #of Students	# RTW	Warning/probation/marginal	No registration	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>11</b>			<b>3</b>		<b>2</b>	<b>4</b>	<b>2</b>	
AR	3						2	1	
AU	1			1					
EN	0								
NU	1					1			
SC	4			2			1	1	
OS	1					1			
ED	1						1		

**Table 3: Admit term 1370 (Fall 2011)**

## Observations:

- Two students got 4.0 GPA at the end of the first term. One was admitted with IB subjects and the other with SAT RT & ST and AP. Both students are taking five courses.
- One student in Arts with a GPA of 3.8 was admitted with subjects from HS and AP. Five courses in the 1<sup>st</sup> term and four courses in the 2<sup>nd</sup> term.
- One student in SC (Honors) with a GPA of 3.5 was admitted with subjects from HS and SAT RT with 3.5 and is taking five courses.

					Number with GPA in range for 1 <sup>st</sup> term of 1 <sup>st</sup> year				
Faculty	Total #of Students	# RTW	Warning/probation/marginal	Withdrew	1.6<	1.7-1.9	2.0 - 2.9	3.0-3.4	3.5>
<b>Total</b>	<b>14</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>4</b>
AR	4						1	1	2
EN	1				1				
SC	9			1		1	4	1	2

While reviewing all the transcripts, another observation worth mentioning is the courses that students failed or dropped.

For Admit term 1290 (Fall 2009), 10 of the 21 students have failed in at least one course. The courses they failed are: BIOL 107, BIOL 108, CHEM 101, CHEM 102, ECON 101, ECON 102, CMPUT 101, CMPUT 174, ENGL 123, CLASS 282, HIST 362, HIST 394, MATH 113, MATH 114, MATH 115, PHYS 126, PSYCO 371, STAT 151, ASTRO 122.

For Admit term 1330 (Fall 2010), seven of the 15 students have failed in at least one course. The courses they failed are: ANTHR 101, CHEM 101, CHEM 103, ECON 101, ECON 204, ENGG 130, ENGL 123, HIST 112, MATH 100, MATH 101, MATH 113, MATH 114, MATH 120, PHYS 130, W ST 101.

For Admit term 1370 (Fall 2011), two of the 14 students failed at least one course in the first term. The courses they failed are: ENGG 130, ENGL 121, MATH 100.

We also find a number of students each admission term withdrew from some courses.

For Admit term 1290 (Fall 2009), 13 of the 21 students withdrew from at least one course. The courses that students withdrew from are: AN SC 110, ANAT 200, CHEM 101, CMPUT 101, ENGL 339, FREN 211, GEOPH 110, HIST 110, MATH 114, MATH 153, MATH 225, MATH 241, PHIL 102, PHIL 319, PHYS 144, PSYCO 302, PSYCO 381, ZOO 224.

For Admit term 1330 (Fall 2010), 9 of the 15 students withdrew from at least one course. The courses that students withdrew from are: AUBIO 110, AUCHE 110, AUPSY 102, CHEM 101, CHEM 103, ENGG 101, ENGG 130, MATH 100, MATH 102, MATH 113, MATH 125, MUSIC 101, PHIL 102, PHYS 130, STAT 141.

For Admit term 1370 (Fall 2011), 3 of the 14 students withdrew from at least one course. The courses that students withdrew from are: ANAT 200, ANTHR 101, CHEM 101, HIST 111, MATH 113, PHYS 124.

### **Description of SAT Reasoning Test and ACT**

The **SAT Reasoning Test**, managed by College Board, started in the early 1900s, was initially developed by the Educational Testing Service (ETS), who still administers the test, but now it is owned and developed by the College Board. It tests a student's knowledge of reading, writing and math. Most students take the SAT during their junior or senior year of high school, and almost all American colleges and universities use the SAT to make admission decisions, in addition to high school grades, recommendations, essays and other relevant information in offering places on their undergraduate courses.

The SAT Reasoning Test is three hours and forty-five minutes long and has three main divisions:

- Critical reading includes reading passages and sentence completions.
- The Mathematics section includes questions on arithmetic operations, algebra, geometry, statistics and probability.
- The Writing section includes a short essay and multiple-choice questions on identifying errors and improving grammar and usage.
- Includes three kinds of questions:
  - Multiple-choice questions
  - [Student-produced responses](#) (mathematics only)
  - [Essay](#) question

SAT scores are reported on a scale from 200-800 on each section, with additional sub-scores reported for the essay (ranging from 2-12) and for multiple-choice writing questions (on a 20-80 scale).

The SAT is offered seven times a year in the United States and six times at international sites.

## ACT

**ACT** was first administered in Fall 1959. Since 1960, it has been offered in all 50 states in the United States. The exam includes four areas: English, Mathematics, Reading and Science. Writing is optional.

The test takes 2 hours and 55 minutes and tests the students in four areas:

English: 45 minutes; Math: 60 minutes; Reading: 35 minutes; Science: 35 minutes

The ACT Writing Test (optional) adds 30 minutes to the testing time.

Questions are of two main types:

- [Problem solving](#) - multiple choice (5 answer choices)
- [Student-produced response questions](#) ('grid-ins')

The Composite score and each test score (English, Mathematics, Reading, Science) range from 1 (low) to 36 (high).

In the U.S., U.S. territories, Puerto Rico, and Canada, the ACT is offered six times a year and five times at international sites.

<b>Proposed Changes to the University of Alberta Calendar</b>	
<i>2012-2013 Calendar (Current)</i>	<i>2013-2014 Calendar (Proposed)</i>
<p>17.2.2 Admission from the United States and other countries and schools that offer American-based curricula</p> <p>Admission is based on superior standing in the five specific Faculty and program course requirements (see §15). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University <del>in one of the following ways:</del></p> <p><del>(1) if they present a full academic challenge or college preparatory high school program, including three consecutive years of study in each of the required subjects culminating in the grade 12 year, or</del></p> <p><del>(2) if they have an acceptable score on the SAT in the appropriate subjects and Grade 12 standing. The Critical Reading section of the SAT Reasoning Test may be used to meet the English Language Arts 30-1 requirement. See Admissions Chart 8 for SAT Subject Test equivalencies.</del></p> <p><del>(3) AP exam results in required subjects.</del></p>	<p>17.2.2 Admission from the United States and other countries and schools that offer American-based curricula</p> <p>Admission is based on superior standing in the five specific Faculty and program course requirements (see §15). Applicants from the United States and other countries that offer American-based curricula may be considered for admission to the University <b>if they meet the following requirements:</b></p> <p><b>(1) the five courses required for admission (see §15) are all at the level of Grade 12 or equivalent, and</b></p> <p><b>(2) All required courses from Group C (Mathematics/Sciences) have been met by presenting an accepted score from International Baccalaureate (IB), Advanced Placement (AP), or SAT Subject Test (SAT ST) results, and</b></p> <p><b>(3) All required courses from Group A (Humanities/Social Sciences) and Group B (Fine Arts) have been met by presenting accepted scores from either IB, AP, SAT ST results, or High School Grade 12 (or equivalent) course marks. If a high school course mark is to be used, the applicant must also meet the SAT Reasoning Test (SAT RT) or ACT requirement as follows:</b></p> <p style="margin-left: 20px;"><b>a. SAT RT: minimum combined score of 1650 with a minimum of 550 on each section</b></p> <p style="margin-left: 20px;"><b>b. ACT: minimum composite score of 24</b></p> <p><b>See Admissions Chart 2 for required courses from Groups A, B and C and Admissions Chart 8 for SAT Subject Test equivalencies.</b></p>



**OUTLINE OF ISSUE**

Agenda Title: **Proposed Name Change for the Institute for Land Use Innovation (ILUI) to the Alberta Land Institute (ALI)**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed name change of the Institute for Land Use Innovation (ILUI) to the Alberta Land Institute (ALI), as submitted by the Vice-President (Research) and as set forth in Attachment 1, to take effect upon final approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Lorne A Babiuk, Vice-President (Research)
Presenters	Lorne A Babiuk, Vice-President (Research)
Subject	Proposed name change for the Institute for Land Use Innovation (ILUI)

**Details**

Responsibility	Vice-President (Research)
The Purpose of the Proposal is (please be specific)	It is proposed that the name of the Institute for Land Use Innovation (ILUI) be changed to the Alberta Land Institute (ALI).
The Impact of the Proposal is	To better reflect the strategic direction and purpose of the Institute and to expand its potential future funding base.
Replaces/Revises (eg, policies, resolutions)	See 'Purpose'.
Timeline/Implementation Date	Upon final approval.
Estimated Cost	\$500 (cost of new signage, office supplies, etc).
Sources of Funding	Current Trust Funding.
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover, Dare to Deliver</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>UAPPOL: Academic Centres and Institutes Operation Procedure:</b> –</p> <p>“3. PROPOSALS FOR MAJOR CHANGES TO ACADEMIC CENTRES OR INSTITUTES</p> <p>All proposals for the renaming of an academic centre or institute, or change in legal status, affiliation or substantial change to strategic direction of a centre or institute shall be submitted to the Academic Planning Committee (APC) for approval.</p> <p>4. ANNUAL REPORTING BY ACADEMIC PLANNING COMMITTEE TO GENERAL FACULTIES COUNCIL</p> <p>All approvals and re-namings of academic centres and institutes must be included in APC’s annual report to General Faculties Council.”</p>

**Routing** (Include meeting dates)

Consultative Route	André Tremblay, Executive Director, Institute for Land Use Innovation
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(parties who have seen the proposal and in what capacity)	(May 29, 2012); Murray Gray, Chair, Centres and Institutes Committee (June 7, 2012); Carl Amrhein, Provost and Vice-President (Academic) (June 22, 2012)
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (APC) (27 June 2012) – for final approval
Final Approver	GFC Academic Planning Committee (APC)

Attachments (each to be numbered 1 - <>):

Attachment 1 (page 1) – Memo to GFC APC from Lorne A Babiuk, Vice-President (Research), Dated June 7, 2012

Prepared by Katharine Moore, Senior Administrative Officer, Office of the Vice-President (Research);  
[katharine.moore@ualberta.ca](mailto:katharine.moore@ualberta.ca)



# Interdepartmental Correspondence

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Date: 7 June 2012

To: Members of GFC Academic Planning Committee

From: Lorne A Babiuk  
Vice-President (Research)

Re: **Proposed Name Change for the Institute for Land Use Innovation**

## **Background Information:**

APC approved the creation of the Institute for Land Use Innovation (ILUI) as an academic institute on 15 December 2010. At that time, ILUI reported to the Dean of Science. On 16 March 2012, Provost and Vice-President (Academic) Carl Amrhein advised Vice-President (Research) Lorne Babiuk and Dean of Science Gregory Taylor that he had approved the transfer of ILUI from the Faculty of Science to the Office of the Vice-President (Research), effective 1 April 2012. Dr Amrhein advised APC of this transfer of responsibility at its meeting on 11 April. This transfer resulted from the ongoing evolution of ILUI into new disciplines beyond the Faculty of Science - including economics, sociology, public policy and law - and it was determined that reporting to a central office would better enable ILUI to reach its full potential. The Vice-President (Research) is the Chair of the ILUI Community Advisory Board.

## **Request for Name Change:**

The request before APC is to change the name of the Institute for Land Use Innovation to the Alberta Land Institute. The experience of the Institute to date indicates that its current name is creating difficulty for various stakeholders – academic, non-governmental, industry, and government – as its focus is not clear enough. The use of the word “Innovation” in the title has created confusion about what the word means in the context of the Institute’s activities. The proposed new name would link the work of the Institute to a provincial priority, leveraging the importance of identifying long-term land use trends and carrying out relevant policy analysis for Alberta. The objective of the Institute is to develop, design and implement innovative and balanced land-use policy solutions by harnessing the multi-disciplinary research capacity of the University of Alberta and other academic institutions. The scope of the work of the Institute has not changed since it was established, and this proposed new name does not duplicate the names of other approved entities on campus. The new name would serve to clarify the primary mission of the Institute.

ILUI is currently developing a strategic plan, and the formalizing of a brand identity will be an important component of the plan. This branding exercise will be carried out in conjunction with staff in the University Relations portfolio. Planning is underway for the Institute to be officially launched in the early fall of 2012, so this request to change its name is somewhat time-sensitive given the work to be done in preparation for the launch.

Thank you for considering this request. I look forward to discussing it with APC members on 27 June.

A handwritten signature in black ink, appearing to read "Lorne A Babiuk".